



MINISTRY OF EDUCATION

BUSINESS MANAGEMENT

For Senior High Schools

TEACHER MANUAL



MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Business Management

For Senior High Schools

Teacher Manual

Year Three



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

BUSINESS MANAGEMENT TEACHER MANUAL

Enquiries and comments on this manual should be addressed to:

The Director-General

National Council for Curriculum and Assessment (NaCCA)

Ministry of Education

P.O. Box CT PMB 77

Cantonments Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

website: www.nacca.gov.gh



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INTRODUCTION FOR THE YEAR THREE TEACHER MANUAL

The National Council for Curriculum and Assessment (NaCCA) has developed the third and final set of curriculum materials to support the implementation of the new Senior High School curriculum.

This Year Three Teacher Manual for covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively support learners in their final year of Senior High School. All the necessary information for the Student Assessment Portal has been included in the Year Three Teacher Manual to simplify the development of weekly learning plans, meaning that teachers have a single reference document.

The Year Three Teacher Manual has two main objectives:

- To support learners to consolidate and deepen their understanding of the content, pedagogy, and assessment across all three years of the new Senior High School curriculum in preparation for the West Africa Senior Secondary Certificate Examination (WASSCE).
- To equip teachers with the tools and resources needed to deliver revision-focused, assessment-led lessons that build on the knowledge learners have acquired from Year One to Year Three.

In this third year, teachers will be supporting learners to prepare for the WASSCE. Each section of the Teacher Manual is therefore structured around the highest Depth of Knowledge (DoK) levels, allowing learners to build progressively on knowledge acquired from Year One to Year Three. For each week, learning tasks and pedagogy are built around the assessment, ensuring that classroom activities directly prepare learners for the demands of the examination. Two sets of sample examination papers are also provided; one administered by Week 12 as a first semester practice examination, and one by Week 20 as a mock examination, to gauge learners' competencies and identify areas requiring remediation.

To further support teachers in delivering Year Three, NaCCA, working with the Ghana Education Service, has developed a subject specific App for each subject.

The Year Three PLC sessions have been revised in response to findings from the 2025 annual evaluation survey. The survey confirmed that teachers have made strong progress in lesson planning, use of varied instructional methods, ICT integration and modes of assessment. To address the identified gap in explaining concepts clearly using examples familiar to learners, each PLC session now includes a dedicated Content Exploration segment. This ten-minute segment brings the subject group together to work through one challenging problem or concept from the week's Teacher Manual content, not to plan how to teach it, but to ensure that every teacher in the group fully understands it.

The PLC sessions in Year Three also place particular emphasis on connecting the week's content to equivalent topics taught in Years One and Two. Teachers are encouraged to note the recap weeks signposted throughout the Teacher Manual and to use the App to explore how content across all three years links together.

As in previous years, teachers are expected to integrate National Values, Gender Equality and Social Inclusion (GESI), Social and Emotional Learning (SEL), and 21st-century skills into their learning activities, assessment tasks, and rubrics and mark schemes. The subject-specific App will support teachers in doing this throughout the year.

Ghana Education Service acknowledges the dedication of the teachers who have implemented the new curriculum across Years One and Two and recognises that Year Three represents both the culmination of that effort and a critical moment for learners. The Year Three Teacher Manual and its accompanying resources have been developed to ensure that every learner, regardless of background, ability, or school context, is fully prepared to demonstrate what they know and can do in the WASSCE and to progress confidently to further studies, the world of work, and adult life.

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The writing team was made up of the following members:

National Council for Curriculum and Assessment (NaCCA)	
Name of Staff	Designation
Reginald Quartey	Ag. Director, Curriculum Development Directorate
Anita Cordei Collison	Ag. Director, Standards, Assessment and Quality Assurance Directorate
Dr. Mercy Nyamekye	Ag. Director, Research, Planning, Monitoring, and Evaluation
Joana Adua Vanderpuije	Ag. Director, Instructional Resources Directorate
Rebecca Abu Gariba	Ag. Director, Corporate Affairs
Nii Boye Tagoe	Senior Curriculum Development Officer
Juliet Owusu-Ansah	Principal Curriculum Development Officer
Samuel Owusu Ansah	Principal Curriculum Development Officer
Godwin Mawunyo Kofi Senanu	Assistant Curriculum Development Officer
Stephen Acquah	Principal Curriculum Development Officer
Thomas Kumah Osei	Principal Curriculum Development Officer
Ayuuba Sullivan	Principal Curriculum Development Officer
Dr.Jephtar Adu-Mensah	Principal Standards, Assessment and Quality Assurance Officer (SAQA)
Richard Teye	Principal Standards, Assessment and Quality Assurance Officer (SAQA)
Nancy Asieduwaa Gyapong	Assistant Standards, Assessment and Quality Assurance Officer (SAQA)
Bridget Aku Anku	Principal, Standards, Assessment and Quality Assurance Officer (SAQA)
Francis Agbalenyo	Principal Research, Planning, Monitoring and Evaluation Officer
Joseph Barwuah	Senior Instructional Resource Officer
Samuel Amankwa Ogyampo	Senior Corporate Affairs Officer
Seth Nii Nartey	Corporate Affairs Officer

S/N	Name	Name of Institution	Subject
1	Bernard Adobaw	West African Examinations Council	Accounting
2	Emmanuel Kodwo Arthur	Institute of Chartered Accountants, Ghana	
3	Benedicta Ama Yekua Etuafu	Ogyeedom SHTS	Additional Mathematics
4	Innocent Nunana Duncan	KNUST SHS	
5	Benedicta Carbilba Foli	Pope Johns SHS & Minor Seminary, Koforidua	Agricultural Science
6	David Esela Zigah	Achimota School	
7	Prof. Jakpasu Victor Kofi Afun	Kwame Nkrumah University of Science and Technology	
8	Eric Morgan Asante	St. Peter's Boys SHS	Agriculture
9	Prof. Frederick Adzitey	University for Development Studies, Tamale	
10	Akuffo Twumhene Frederick	Koforidua SHTS	Applied Technology
11	Emmanuel Korletey	Benso SHTS	
12	Firmin Anewuoh	Presbyterian College of Education, Akropong	
13	Isaac Buckman	Armed Forces SHTS	
14	Kunkyuuri Philip	Kumasi Senior High Technical School	
15	Lavoe Daniel Kwaku	Sokode SHTS	
16	Philip Turkson	St Joseph's SHTS, Bekwai	
17	Dr. Sherry Kwabla Amedorme	Univ. of Skills Training and Entrepreneurial Development	
18	Walter Banuenumah	Univ. of Skills Training and Entrepreneurial Development	
19	Wisdom Dzidzienyo Adzraku	Univ. of Skills Training and Entrepreneurial Development	
20	Abass Umar Mohammed	University of Ghana, Legon	Arabic
21	Mohammed Mahey Ibrahim	Tijjaniya Senior High School, Kumasi	
22	Dr. Ebenezer Acquah	University of Education, Winneba	Art and Design Studio and Foundation
23	Dr. Mantey Jectey-Nyarko	Kwame Nkrumah University of Science and Technology	
24	Kwame Opoku-Bonsu	Kwame Nkrumah University of Science and Technology	
25	Seyram kojo Adipah	GES- Ga East	

26	David Kofi Oppong	Kwame Nkrumah University of Science and Technology	Aviation and Aerospace
27	Obed Frimpong	Zipline International	
28	Jo Ann Naa Dei Neequaye	Nyakrom SHTS	Biology
29	Paul Beeton Damoah	Prempeh College, Kumasi	
30	Dr. Daniel Akwei Addo	Kwame Nkrumah University of Science and Technology	Biomedical Science
31	Dr. Mrs. Dorothy Araba Yakoba Agyapong	Kwame Nkrumah University of Science and Technology	
32	Avole Baba Ansbert	Bolga SHS	Business Management
33	Emmanuel Caesar Ayamba	Bolgatanga Technical University	
34	Faustina Graham	GES HQ	
35	Bismark Kwame Tunu	Opoku Ware School, Kumasi	Chemistry
36	Patrick Nsobila Awumbire	Bolgatanga S.H.S.	
37	Francis Normanyo	Mt Mary College of Education	Christian Religious Studies & Islamic Religious Studies
38	Francis Opoku	Valley View University	
39	Haruna Zagoon-Sayeed	University of Ghana	
40	Kabiru Soumana	GES HQ	
41	Richardson Addai-Mununkum	University of Education, Winneba	
42	Seth Tweneboah	University of Education, Winneba	Clothing and Textiles
43	Jusinta Kwakyewaa (Rev.Sr.)	St Francis SHTS, Akim Oda	
44	Rahimatu Yakubu	Potsin T.I Ahmadiyya SHS	
45	Dordoe Raphael Senyo	Ziavi SHTS	Computing and ICT
46	Gaddafi Abdul-salaam	Kwame Nkrumah University of Science and Technology	
47	Kwasi Abankwa Anokye	Ghana Education Service	
48	Gabriel Boafo	Kwabeng Anglican Senior High Technical School	Design and Communication Technology
49	Mensah Henry Angmor	Anglican Senior High School, Kumasi	
50	Phyllis Mensah	University of Skills Training and Entrepreneurial Development (	
51	Charlotte Kpogli	Ho Technical University	Economics
52	Salitsi Freeman Etonam	Anlo SHS, Anloga	
53	Daniel Kwesi Agbogbo	Kwabeng Anglican Senior High Tech School	Engineering
54	Dr Valentina Osei-Himah	Atebubu College of Education	

55	Benjamin Orrison Akrono	Islamic Girls' SHS	English Language
56	Esther Okaitsoe Armah	Mangoase SHS	
57	Kukua Andoh Robertson	Breman Asikuma SHS	
58	Perfect Quarshie	Mawuko Girls SHS, Ho	
59	Ama Achiaa – Afriyie	St. Louis SHS, Kumasi	Food and Nutrition
60	Lily-Versta Nyarko	Mancell Girls SHTS, Kumasi	
61	Osmanu Ibrahim	Mount Mary College of Education, Somanya	French
62	Mawufemor Kwame Agorgli	Akim Asafo SHS	
63	Comfort Korkor Sam	University for Development Studies, Tamale	General Science
64	Robert Arhin	S.D.A SHS, Akim Sekyere	
65	Ishmael Yaw Dadson	University of Education, Winneba	Geography
66	Prof Ebenezer Owusu –Sekyere	University for Development Studies, Tamale	
67	Raymond Nsiah-Asare	Methodist Girls' SHS, Mamfe	
68	Catherine Ekua Mensah	University of Cape Cape	Ghanaian Language
69	David Sarpei Nunoo	University of Education, Winneba	
70	Prof Kwasi Adomako	University of Education, Winneba	
71	Arko Blay Augustine	University of Education, Winneba	Government
72	Josephine Akosua Gbagbo	Ngleshie Amanfro SHS	
73	Anitha Oforiwah Adu-Boahen	University of Education, Winneba	History
74	Prince Essiaw	Enchi College of Education	
75	Blessington Dzah	Ziavi SHTS	Literature-in-English
76	Juliana Akomea	Mangoase SHS	
77	Dorcas Akosua Opoku	Winneba SHS	Management in Living
78	Grace Annagmeng Mwini	Tumu College of Education	
79	Eric Abban	Mt. Marys College of Education, Somanya	Mathematics
80	Isaac Buabeng	Mamprobi Sempe 2 JHS	
81	Benjamin Ofori	Cocoa Research Institute of Ghana Primary School	Music
82	Cosmas W. K. Mereku	University of Education, Winneba	
83	Davies Obiri Danso	New Juaben SHS	
84	Prof. Joshua Alfred Amuah	University of Ghana, Legon	

85	Evans Kofi Mati	GES HQ	
86	Wilson Klebi	GES HQ	
87	Professor Emmanuel Obed Acquah	University of Education, Winneba	
88	Chris Ampomah Mensah	Bolgatanga S.H.S	Performing Arts
89	Doreen Deedee Quarcoo	University of Education, Winneba	
90	Dr. Latipher Osei Appiah-Agyei	University of Education, Winneba	
91	Albert Sackey	KNUST SHS	Physical Education and Health (Core and Elective)
92	Ebenezer Ewiah-Quarm	Nkroful Agric SHS	
93	Evans Asare Yeboah	Adisadel College	
94	John Benedict Nyarko	Adisadel College	
95	Dr. Mary Aku Ogum	University of Cape Coast	
96	Dr. Linus Kweku Labik	KNUST	Physics
97	Sylvester Affram	Kwabeng Anglican SHTS	
98	Anthony Mensah	Abetifi Presbyterian College of Education	RME
99	Clement Nsorwineh Atigah	Tamale SHS	
100	Eliel Keelson	Kwame Nkrumah University of Science and Technology	Robotics
101	Isaac Nzoley	Wesley Girls High School	
102	Jemima Ayensu	Holy Child Girls SHS, Cape Coast	Social Studies
103	Mohammed Adam, Ph.D.	University of Education, Winneba	
104	Simon Tengan	Wa Senior High Technical School	
105	Franklina Kabio-Danlebo	University of Ghana	Spanish
106	Mishael Annoh-Achampong	University of Media, Art and Communication	
107	Augustina Gloria Henyo	West African Examinations Council	Inclusive Education
108	Dr. Gideon Kwesi Obosu	University of Cape Coast	
109	Dr. Daniel Fobi	University of Education, Winneba	
110	Dr. Martha-Pearl Okai	University of Cape Coast	
111	Francis Kweku Essel	Ashesi University	
112	Richard Doku	Mampong/Akw SHTS For The Deaf	
113	Yao Mati Abotsi	Ghana Blind Union	
114	Seth Kwame Ativor	Okuapemman SHS, Akropong	

115	Bernard Duorinaah	Presbyterian College of Education	
116	Evans Odei	Achimota Senior High School	

S/N	Subject	Name of Reviewer	Institution
1	Accounting	Ms. Ivy Eklemet	Univ. of Professional Studies, Accra
2	Additional Mathematics	Francis Tornyenor	Pope John SHS & Minor Seminary, Koforidua
3	Agricultural Science	Selina Acheampong	Univ. College of Agriculture and Environmental
4	Agriculture	Mr. Godwin B. K. Doli	Municipal Educ. Office, Amasaman
5	Arabic	Abdullah Musah Abdullah	Univ. of Media Arts & Communication, UniMAC
6	Art and Design Studio	Ernest Kwasi Elelakpodia	Hope College, Gomoa Fetteh
7	Art and Design Foundation	Ernest Kwasi Elelakpodia	Hope College, Gomoa Fetteh
8	Automotive & Metal Technology	Okyere Kojo Alex	Ada College of Education
9	Aviation & Aerospace Engineering	Dr. Augustine Akuoko Kwarteng	Univ. of Mines and Technology
10	Biology	Rev. Joseph Kweku Delanyo	formerly of Hope College, Gomoa Fetteh
11	Biomedical Science	Dr. Irene Adzo Agbo	Univ. of Professional Studies, Accra
12	Building Construction & Woodwork Technology	Mr. Alex A. Appah	Christ Calvary Prep. Sch.
13	Business Management	Mr. Emmanuel Boakye	Ghana Employers Association
14	Chemistry	Joyce Okreyewa Odei	Hope College, Gomoa Fetteh
15	Clothing and Textiles	Rosemary Quarcoo	Department of Clothing and Textiles, UEW
16	Design & Communication Technology	Esme Serwaa Boateng	Ghana National College, Cape Coast
17	Economics	Dr. Kofi Kamasa	Department of Management Studies, UMaT
18	Electrical & Electronics Technology	Dr. Emmanuel Ampoma Affum	Telecom Engineering Department, KNUST
19	Engineering	Dr. Albert Kotawoke Awopone	Univ. of Skills Training & Entrepreneurial Development
20	English Language	Prof. Philip Gborsong	University of Cape Coast

21	Food and Nutrition	Sylvia Baaba Yankey	
22	French	Gregory Nana Kobina Nketsia Mensah	Mfantsipim School, Cape Coast
23	General Science	Joyce Okreyewa Odei	Hope College, Gomoa Fetteh
24	Geography	Prof Kofi Adu Boahen	University of Education, Winneba
25	Ghanaian Languages	Prof. Regina Caesar	University of Education, Winneba
26	Government	Clement Adu Acheampong	Prempeh College SHS, Kumasi
27	History	Prof Wilson Yayoh	University of Cape Coast
28	Information Communication Technology	Felicia Archeresuah	Nkoronza Technical Institute
29	Manufacturing Engineering	Dr. Frank Kwabena Nyarko	Kwame Nkrumah Univ. of Science and Technology
30	Mathematics	Ezekiel Osei Bonsu	Bono East Regional Education Office, Nkoranza
31	Management in Living	Ms. Anna Holdbrooke	Swedru Senior High School
32	Music	Prof Mark-Millas Fish	University of Education, Winneba
33	Physical Education and Health Core	Francis Maxwell Ayamba	Atebubu College of Education
34	Physical Education and Health Elective	Sulemana Ahmed Tijani	Atebubu College of Education
35	Performing Arts	Dr. Godfred Asare Yeboah	University of Education, Winneba
36	Physics	Peter Bekoe	Our Lady of Mount Carmel Girls SHS, Techiman
37	Religious and Moral Education	Christian Kwarteng Mensah Oppong	Prempeh College, Kumasi
38	Robotics	Dr. Yaw Okraku-Yirenki	Kofi-Annan Centre of Excellence in ICT
39	Social Studies	Samuel Larbi	St Louis Girls SHS, Kumasi
40	Spanish	Prof. Jonson Asunka	University of Ghana Legon

SECTION 1: PRODUCTION MANAGEMENT

STRAND: MANAGING BUSINESSES AND LEGAL FRAMEWORK OF BUSINESSES

Sub-Strand: Functional Areas of Management

Learning Outcome: *Explain the functions and forms of production/operation management and describe the types of production and steps in production planning and control*

Content Standard: *Demonstrate knowledge and understanding of production management*

INTRODUCTION AND SECTION SUMMARY

This section introduces learners to the core concepts of Production Management, with a focus on how goods and services are planned, produced, and controlled within an organisation. Learners will explore the differences between production and operations, understand the meaning and importance of production management, and examine the functions and types of production systems. A major emphasis is placed on Production Planning and Control (PPC)—including its meaning, steps, objectives, and its vital role in ensuring efficiency and productivity. Learners will also investigate common challenges faced in production management and how these can be addressed.

Teachers are encouraged to use a range of strategies, including differentiated teaching and learning, to connect these new ideas to learners' existing knowledge and real-world experiences. By the end of this section, learners should have a solid understanding of how production processes are managed, how to plan and control production effectively, and how these processes contribute to achieving organisational goals.

The weeks and the indicators covered by the section are:

- **Week 1 & 2** *Explain the functions of Production Management and identify the main forms of production.*
- **Week 3 & 4:** *Describe the types of production and the steps in production planning and control*

Recap Weeks

To support new learning in Year 3, teachers should draw clear connections to relevant content taught in previous years (Years 1 and 2). These links help learners build on their existing knowledge and better understand new concepts. Key areas from earlier years that relate to the current topics are highlighted and referenced throughout this document, with learning indicators used to guide and reinforce these connections.

Year 1	Week 1: Explain business, its objectives, discuss its role in society, and classify its different forms. Week 6: Explain management, its levels and skills. Week 7: Explain planning, its tools, processes, benefits and limitations. Week 8: Explain the concept of organising, its principles and importance Week 9: Describe organisational structures. Week 12 & 13: Explain leadership, its various forms, sources of power in leadership and the importance of effective leadership. Week 15: Explain controlling, its processes, tools and importance.
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SUMMARY OF PEDAGOGICAL EXEMPLARS

A range of interactive and learner-centred pedagogical strategies were used to enhance understanding and engagement throughout the unit on **Production Management**. These approaches supported differentiated instruction, collaboration and practical application of knowledge.

1. **Initiating Talk for Learning:** Learners engage in guided discussions to explore key foundational concepts, including the **differences between production and operations**, the **meaning of production management**, and the **steps in Production Planning and Control (PPC)**. These conversations help activate prior knowledge and build conceptual understanding.
2. **Experiential Learning:** To reinforce the **steps in PPC**, learners participate in hands-on activities such as simulations or role-playing production scenarios. This allows them to experience real-world production planning processes and understand the sequence of activities from planning to control in a practical and engaging way.
3. **Collaborative Learning / Group Discussions:** Learners work in groups to explore and present topics such as the **functions of production management**, **forms and types of production**, and the **meaning and objectives of PPC**. This approach fosters teamwork, critical thinking, and shared problem-solving.
4. **Peer Editing:** Through peer editing exercises, learners review each other's work on the **importance of production planning and control**, giving and receiving constructive feedback. This promotes self-reflection and improves communication and analytical writing skills.
5. **Whole-Class Discussion:** The unit concludes with a class-wide discussion on the **challenges in production planning and control**. Learners share insights and discuss real-life implications.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of recall/reproduction, skills building, strategic reasoning and extended critical thinking abilities. Regular feedback and documentation in the assessment portal facilitate ongoing improvement and holistic learner development. Teachers are expected to conduct assessments to reinforce learning using various assessment modes and the marks recorded into the Student Assessment Portal (SAP).

Week 1: Group Presentation

Week 2: Essay

Week 3: Group Project Work

Week 4: Case Study**Table 1:** *Assessment Summary*

Indicators	DOK Level	Assessment Strategy and/or Mode
Explain the functions of Production Management and identify the main forms of production.	Level 3	Group Presentation Essay
Describe the types of production and the steps in production planning and control.	Level 3	Group Project Work Class Exercise

WEEK 1

Learning Indicator: *Explain the functions of production management and identify the main forms of production*

Focal Area 1: Introduction to Production Management

Definition of production

Production is the process of converting inputs such as raw materials, labour, capital and knowledge into finished goods to fulfil organisational objectives and meet customer needs. It involves all the activities that convert raw materials into finished products for consumption or further use in production.

Production includes

1. **Input:** Raw materials, labour, land, capital equipment and technology used to create goods and services.
2. **Process:** The series of steps or activities involved in transforming inputs into outputs.
3. **Output:** The finished goods or services produced.

Differences between production and operations

Production refers specifically to the process of making or creating goods. It involves transforming raw materials into finished products, such as producing furniture from wood or making bread from flour. Production mainly takes place in manufacturing industries and deals with **tangible items**, things you can touch and use.

Operations, on the other hand, is a broader term. It includes production but also covers all the other activities needed to run a business efficiently, whether it is a product-based or a service-based business. Operations involve planning, organising, supervising, and improving the processes that help deliver goods and services. So, it applies not only to manufacturing but also to services such as banking, healthcare, or education.

In short, production is about making products, while operations are about managing everything needed to produce goods and provide services in the most effective way.

Meaning of Production Management

Production management refers to the planning, organising, directing, and controlling of the production process to create goods and services efficiently, using available resources to achieve the desired quality, quantity, cost, and time objectives. It involves managing the transformation of raw materials, labour and other resources into finished products or services that meet customer needs and expectations. Its primary goal is to ensure that products are made efficiently, within budget and meet quality standards.

Objectives of production/operations management

1. **Efficient Resource Utilisation:** To make the best use of resources such as manpower, machinery, materials, and money in order to reduce waste and cost, while maximising productivity and improving overall operational efficiency.
2. **High Product Quality:** To ensure that the goods or services produced meet the desired standards and satisfy customer needs by following quality control measures and maintaining consistency in output.

3. **Customer Satisfaction:** To produce products or deliver services in a way that meets or exceeds customer expectations in terms of quality, time, and cost, thereby building loyalty and repeat business.
4. **Timely Delivery:** To ensure that goods and services are produced and delivered on time as planned, preventing delays and maintaining a reliable reputation in the market.
5. **Cost Reduction:** To control production and operational costs by improving processes and eliminating inefficiencies through effective planning, budgeting, and waste reduction strategies.
6. **Flexibility and Innovation:** To adapt quickly to changes in demand, market conditions, or technology, and to continuously improve products and services for staying competitive and relevant in the industry.
7. **Productivity Improvement:** To increase output while minimising input, resulting in better performance and higher profitability by streamlining workflows and motivating employees for maximum efficiency.

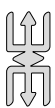
Learning Tasks

1. Recap the meaning of management and its basic functions by writing down your ideas and sharing them with a nearby colleague for feedback.
2. Differentiate between production and operations and explain production management.
3. Discuss the key objectives of Production Management.

Pedagogical Exemplars

Initiating-Talk for Learning

1. Begin by reviewing learners' prior knowledge on the meaning of Management and its basic functions.
2. Introduce the lesson with an energising icebreaker: Ask learners to pair with a colleague and challenge them to “produce” a new product using a paper or any material within 15-20 minutes. Examples include an aeroplane, key holder, phone holder, desk organiser, ball, etc.
3. After the time is up, each pair will present their product, highlighting the raw materials used, process followed, the final product and its usefulness.
4. Link the activity to the concept of production and guide learners to develop a working definition of the term.
5. Guide learners to identify and tabulate the **differences between production and operations** and help them **define production management**.
6. Lead a whole-class discussion where learners identify and discuss the **key objectives of production management**.
7. Summarise the lesson and invite questions for clarifications.



Note

1. Teachers should encourage respect and tolerance of diverse views among learners.
2. Teachers should move round the class to provide support to learners who struggle to understand concepts (AP). This may be through direct questioning or instruction.

3. *Additional support should be given to SEN learners to enable them to participate fully in the lesson*
4. *Differentiate the lesson to meet different proficiency levels:*
 - **Approaching Proficiency (AP):** *Real-life examples should be used to explain key terms such as production, operation and production management to learners. Expect from learners a simplified definition of key terms and the explanation of at least three key objectives of production/operations management.*
 - **Proficient (P):** *Expect from learners the explanation of key terms such as production, operations and production management and the explanation at least four objectives of production management.*
 - **Highly Proficient (HP):** *Expect from learners the detailed explanation of key terms such as production, operations and production management and the explanation of at least five key objectives of production management.*
 - **Focal Area 2: Functions of Production Management**

Functions of Production Management

1. **Production Planning:** Production planning is the foundation of production management. It involves making key decisions about what products to manufacture, how much to produce, when production should begin and the methods or processes to be used. This function also includes setting production goals, creating schedules and allocating the necessary resources such as labour, materials and machinery. Proper planning ensures that production runs efficiently and meets customer demands on time.
2. **Production Control:** This follows planning and ensures that all production activities are carried out according to the established plan. It involves supervising production to identify any deviations and making the necessary adjustments to maintain consistency. Production control includes overseeing quality assurance, managing production costs and ensuring that products are delivered on time. This function keeps the production process on track and avoids disruptions.
3. **Routing:** Routing refers to the process of determining the most efficient path or sequence of operations for producing a product. It identifies the specific stages, departments, or machines that the product must pass through. Proper routing helps streamline the workflow, minimise production time and reduce waste, leading to greater efficiency.
4. **Scheduling:** It involves setting the timing for each step in the production process. It determines when a task should start and when it should finish, ensuring a continuous and smooth flow of work. Scheduling prevents bottlenecks, balances workloads and ensures that resources are used effectively, which is essential for meeting delivery deadlines.
5. **Dispatching:** It involves giving the go-ahead to begin production activities. It includes issuing work orders, instructions and allocating materials and tools to the right places at the right time. Dispatching ensures that workers know what tasks to perform and have everything they need, thus avoiding delays and confusion.
6. **Maintenance of Equipment:** This function of production management ensures that all machines and tools used in production are in good working condition. Regular maintenance helps prevent unexpected breakdowns that can halt production and cause losses. It also extends the lifespan of equipment and ensures safety in the workplace.

7. **Inventory Control:** This focuses on managing the materials needed for production. This includes raw materials, work-in-progress (partially completed goods) and finished products. Proper inventory control helps avoid shortages that could delay production and prevents overstocking, which ties up capital and storage space.
8. **Quality Control:** This is the process of ensuring that products meet predefined standards and satisfy customer expectations. It involves inspecting and testing products at different stages of production. Maintaining high quality not only increases customer satisfaction but also builds the reputation of the organisation.
9. **Cost Control:** It is about keeping production expenses within budget. This includes monitoring the use of materials, labour and overheads to identify and eliminate unnecessary costs. Effective cost control helps a business maximise profits while remaining competitive in the market.
10. **Workforce Management:** This deals with organising the human resources involved in production. It involves assigning the right number of workers with the right skills to specific tasks. Good workforce management improves productivity, minimises errors and promotes a positive working environment.

Learning Tasks

1. Recap on the basic functions of management – planning, organising, directing and controlling.
2. Review basic knowledge in production/operations management from the previous lesson.
3. Discuss the functions of productions management in an organisation.
4. In groups, present the functions of production management as an assessment task.

Pedagogical Exemplars

Group Discussion

Activity 1

1. Review learners' previous knowledge on the basic functions of Management and production/operations management.
2. Initiate a thought-provoking scenario or image by projecting or describing a real-life production scenario (e.g., a factory floor, a bakery, or a furniture workshop). For instance, ask learners:
 "What do you think must happen behind the scenes to ensure products are made on time, of good quality and within budget?"
3. Let learners brainstorm briefly in pairs and share their responses. This will activate their prior knowledge and set the context.
4. Summarise learners' contributions and link them to the focal area for the lesson: Functions of production management.

Activity 2

1. Divide learners into small mixed-ability and mixed gender groups. Assign each group their presentation task and ask them to discuss two functions of production management and why they are important in business. Note that each group should choose which functions they use as the basis for their project rather than these being assigned by the teacher.
2. Have each group present and display their responses on the board or chart paper. Teachers should clarify and enrich key points after each presentation.
 - a. **AP learners** may read from prepared notes during presentation.
 - b. **P learners** may offer explanations on the points presented
 - c. **HP learners** may be asked follow-up questions or challenged to compare their function with another group's.
3. In a lesson exit activity, conclude with a **“Hot Seat Challenge”**: Select two or more learners from each group to come out be in hot seat while other groups ask them questions related to the lesson. Groups take turns to do this activity.

Key Assessment Level 3: Group Presentation

Prepare and deliver a presentation on these questions.

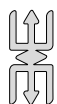
1. Evaluate two functions of production management.
2. Explain how each function impacts on a business's success, with supporting examples.

PLC Session 1

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

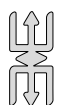
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **group presentation**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentation (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?

- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 2

Learning Indicator: *Explain the functions of production management and identify the main forms of production*

Focal Area 1: Forms of Production

Production refers to the creation of goods and services to satisfy human needs and wants. It is broadly classified into **three major forms** based on the nature of activities involved. These include **Primary Production, Secondary Production and Tertiary Production**.

Forms of Production

1. **Primary Production:** Primary production involves the **extraction and harvesting** of natural resources directly from the environment. These raw materials serve as the foundation for secondary production.

Examples of Primary Production

- a. **Agriculture:** Cultivation of crops such as cocoa, maize, and rice, as well as livestock farming.
- b. **Fishing:** Harvesting fish and other aquatic resources from rivers, lakes, and oceans.
- c. **Forestry:** Planting and harvesting timber for construction, paper production, and furniture making.
- d. **Mining:** Extraction of minerals like gold, bauxite, and crude oil for industrial use.

Importance of Primary Production

- a. Provides essential raw materials for industries.
- b. Contributes to economic growth through exports.
- c. Supports employment in rural areas.
- d. Ensures food security for the population.

Challenges in Primary Production

- a. **Climate Change & Environmental Factors:** Unpredictable weather patterns, droughts, and soil degradation affect agricultural yields.
 - b. **Resource Depletion:** Overfishing, deforestation, and excessive mining lead to long-term environmental damage.
 - c. **Market Price Fluctuations:** Prices of raw materials can be unstable due to global demand and supply changes.
 - d. **Labour Shortages:** Many young workers prefer urban jobs, leading to a decline in agricultural and mining labour.
 - e. **Technological Limitations:** Lack of modern equipment reduces efficiency and productivity in farming and mining.
2. **Secondary Production:** Secondary production focuses on **processing and manufacturing**, where raw materials from primary production are transformed into finished or semi-finished goods. This stage adds value to raw materials, making them useful for consumption or further production.

Examples of Secondary Production

- a. **Manufacturing:** Textile production, automobile assembly, and food processing industries.
- b. **Construction:** Building infrastructure, roads, houses, and commercial structures.
- c. **Craftsmanship:** Making furniture, jewellery, and household items from raw materials.

Importance of Secondary Production

- a. Increases economic value by refining raw materials.
- b. Encourages industrialisation and technological advancement.
- c. Generates employment opportunities in urban and industrial areas.
- d. Boosts international trade through exports of manufactured goods.

Challenges in Secondary Production

- a. **High Production Costs:** Energy, labour, and raw material costs can be expensive, affecting profitability.
- b. **Supply Chain Disruptions:** Delays in raw material delivery impact production schedules.
- c. **Technological Adaptation:** Many industries struggle to integrate automation and digital tools for efficiency.
- d. **Quality Control Issues:** Maintaining consistent product quality requires strict monitoring and investment in testing.
- e. **Environmental Regulations:** Factories must comply with pollution control laws, increasing operational costs.

3. **Tertiary Production:** Tertiary production involves the **provision of services** rather than the creation of physical goods. This form of production ensures that goods reach consumers efficiently while offering essential services that facilitate business operations and human welfare.

Examples of Tertiary Production

- a. **Transportation:** Movement of goods and people via road, rail, air, or sea.
- b. **Retailing:** Selling products to consumers through shops, supermarkets, and online platforms.
- c. **Banking and Finance:** Providing financial services, loans, and investment opportunities.
- d. **Healthcare:** Medical services offered by hospitals, clinics, and pharmacies.
- e. **Education:** Teaching and training services provided by schools and universities.

Importance of Tertiary Production

- a. Enhances economic growth by supporting industries and commerce.
- b. Facilitates trade and distribution of goods.
- c. Improves living standards through essential services.
- d. Drives technological advancements in digital and service sectors.

Challenges in Tertiary Production

- a. **Service Quality & Customer Satisfaction:** Maintaining high service standards requires continuous training and investment.

- b. **Technological Disruptions:** Digital transformation affects traditional service industries, requiring adaptation.
- c. **Economic Instability:** Inflation and financial crises impact consumer spending and service demand.
- d. **Labour Skill Gaps:** Many service industries struggle to find skilled professionals.
- e. **Regulatory Compliance:** Businesses must adhere to strict legal and ethical standards, increasing operational complexity.

Learning Tasks

1. Recap the meaning of business, its objectives and classification of business with focus on industry.
2. Explain primary production and identify industries that make use of its products
3. Analyse how natural resources are extracted and their impact on the economy.
4. Explain how raw materials are transformed into finished goods (secondary production)
5. Discuss how tertiary production supports primary and secondary industries.

Pedagogical Exemplars

Collaborative Learning and Role Play

1. Divide learners into small groups with mixed abilities and genders, each focusing on the discussion of one form of production.
2. Groups analyse a real-world Ghanaian company and classify their production activities.
3. Learner's role play/simulate a production process, acting as farmers, manufacturers and service providers representing each of the production forms. This is to demonstrate how raw materials move through primary, secondary and tertiary production.
4. Learners discuss the impact of the different forms of production on the economy.
5. Each group evaluates its learning experience, discussing challenges and insights and presenting their findings to the classmates.

Focal Area 2: Types of Production and Importance of Production Management

Types of Production

1. **Job Production:** Job production is a manufacturing process where products are made individually and tailored to specific customer requirements. Each item is unique, and production is carried out from start to finish before moving on to the next product. Job production is used when a product needs to be customised or made to order. It requires skilled labour and specialised equipment to ensure high-quality craftsmanship. Since each item is unique, production takes longer compared to other methods. The process is often manual, with limited automation. It is commonly used in industries such as customised furniture making, jewellery design, and bespoke tailoring. For example, the Ghanaian artisans, such as wood carvers in Aburi, use job production to create handcrafted furniture and sculptures.

Characteristics of Job Production

- a. **Customisation:** Each product is unique and designed according to customer specifications. Production is not standardised, allowing for high levels of personalisation.
 - b. **Skilled Labour Requirement:** Requires highly skilled workers to craft specialised products. Workers must have expertise in handling different materials and techniques.
 - c. **Time-Intensive Process:** Since each item is made individually, production takes longer compared to batch or mass production. The process involves detailed planning, designing, and execution.
 - d. **High Production Costs:** Due to customisation and manual labour, job production tends to be more expensive. Specialised materials and tools may be required, increasing costs.
 - e. **Limited Automation:** Most processes are manually executed rather than automated. Machines may be used, but they are often adjusted for each unique product.
 - f. **Small-Scale Production:** Products are manufactured in small quantities or as single units. Production is often carried out in workshops or specialised facilities.
 - g. **Flexible Production Process:** Can easily adapt to changes in customer requirements. Allows for modifications during production without disrupting the entire process.
 - h. **High-Quality Output:** Since each product is individually crafted, quality control is rigorous. Ensures attention to detail and superior craftsmanship.
2. **Batch Production:** Batch production involves manufacturing goods in groups or batches rather than continuously. A set quantity of a product is produced before switching to another batch of a different product. Batch production is used when multiple identical products need to be made, but not continuously. It allows flexibility in manufacturing different products using the same setup. Machines need to be adjusted between batches, leading to downtime. It is commonly used in industries such as bakery production, textile manufacturing, and pharmaceutical production. For example, Fan Milk Ghana Ltd. uses batch production to manufacture dairy products like ice cream and yogurt.

Characteristics of Batch Production

- a. **Production in Batches:** Products are manufactured in fixed quantities or lots. Each batch goes through the entire production process before moving to the next batch.
- b. **Standardisation within Batches:** All items within a batch are identical in design and specifications. Ensures consistency in quality and uniformity.
- c. **Flexibility in Production:** Allows manufacturers to produce different products using the same setup. Can switch between different batches based on demand.
- d. **Efficient Use of Resources:** Machines and labour can be optimised for different batches. Reduces downtime compared to job production.
- e. **Requires Setup Time Between Batches:** Machines and equipment need to be adjusted before starting a new batch. Setup time can lead to production delays.
- f. **Quality Control at Each Stage:** Quality checks are performed after each batch to ensure standards are met. Helps in identifying defects before moving to the next batch.
- g. **Suitable for Medium-Scale Production:** Ideal for industries that require variety but not continuous production. Used in food processing, pharmaceuticals, and clothing manufacturing.

3. **Mass Production:** Mass production is a manufacturing process where large quantities of standardised products are produced continuously using assembly lines and automation. Mass production is used when high volumes of identical products need to be manufactured efficiently. It relies on automation and assembly lines to streamline production. Ensures consistency and uniformity in product quality. Common in industries such as automobile manufacturing, electronics, and packaged food production. For example, In Ghana, Nestlé Ghana Ltd. uses mass production to manufacture food and beverage products such as Milo and Nescafé.

Characteristics of Mass production

- a. **High Volume Production:** Mass production is designed to manufacture large quantities of identical products. It ensures a continuous flow of goods to meet high consumer demand.
- b. **Standardisation:** Products are made to a uniform specification, ensuring consistency in quality and design. Every item produced is identical, reducing variations and defects.
- c. **Automation and Mechanisation:** Heavy reliance on machinery and technology to streamline production. Reduces the need for manual labour, increasing efficiency and precision.
- d. **Division of Labour:** Workers or machines specialise in specific tasks, improving speed and accuracy. Each stage of production is assigned to different teams or automated systems.
- e. **Economies of Scale:** Large-scale production reduces the cost per unit, making products more affordable. Bulk purchasing of raw materials lowers expenses.
- f. **Continuous Workflow:** Production runs non-stop, minimising downtime and maximising output. Assembly lines ensure a smooth transition from one stage to the next.
- g. **Quality Control:** Strict monitoring at various stages ensures products meet industry standards. Automated systems help detect defects early in the process.
- h. **Fast Production Speed:** Mass production allows companies to manufacture goods quickly and efficiently. Helps businesses meet market demand without delays.

Importance of Production Management

1. **Efficient use of Resources:** Ensures effective use of materials, labour, and time, reducing waste and improving productivity.
2. **Meeting Customer Demand:** Enables accurate demand forecasting and timely production to avoid shortages or overproduction.
3. **Cost Control:** Helps reduce expenses and maximise profits through careful planning and efficient use of resources.
4. **Consistent Quality:** Maintains product standards to build customer trust and encourage repeat purchases.
5. **Employee Satisfaction and Safety:** Provides structured workflows and safe environments, boosting morale and productivity.
6. **Flexibility and Adaptability:** Allows businesses to quickly adjust to market or supply changes.

Learning Tasks

1. Learners work in mixed ability and mixed gender groups.
2. Each group recap the forms of production citing relevant examples.
3. They discuss the different types of production including their characteristics.
4. Each group presents their findings on the importance of production management.

Pedagogical Exemplars

Activity 1

1. Divide the class into three groups, assigning each to represent a different type of production:

Group 1: *Job Production*

Group 2: *Batch Production*

Group 3: *Mass Production*

2. Explain that each group will simulate a specific production method by making **poster cards**. The objective is to experience the differences in how each method works

3. Group Activities

Group 1 (Job Production): Each student creates one unique, handcrafted poster card from start to finish, using their own design and materials

Group 2 (Batch Production): The group produces cards in sets of five. Each student specialises in a specific task (e.g., cutting, colouring, decorating), and the cards are passed along in stages. One student must complete their assigned task on the entire batch before passing it on to the next person.

Group 3 (Mass Production): Learners form an assembly line. Each person performs one specific task repeatedly—such as cutting, folding, or gluing—and passes each card to the next person after completing their step.

4. After production, each group presents:

How their method worked.

*The level of **efficiency**, **customisation**, and **cost-effectiveness** they experienced.*

What challenges they faced and how they adapted.

5. Lead a class discussion comparing the production methods and identifying their characteristics.

Activity 2

1. The teacher facilitates a discussion linking types of production to the **importance of production management**, using guiding questions such as:
 “Why is planning important in production?”
 “What happens when production is not well managed?”
2. Each group identifies three key reasons why production management is important and explains each with examples. Groups present their findings creatively (e.g., through a skit, role play, or short talk show).
3. **Reflection – what we learned.** Each learner writes a short reflection answering:
 “What type of production do I see most in my community?”
 “Which part of production management do I find most important and why?”

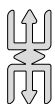
Key Assessment Level 3: Essay

A company imports raw materials, assembles them locally and sells the finished products online. Identify the forms of production involved and analyse how each one adds value to the final product.

PLC Session 2

45 minutes Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week’s concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week’s content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week’s concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



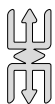
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week’s key assessment with your app
 - a. The key assessment for the week is **essay**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the essay (NTS 3k-3q).

10 minutes **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).


Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes **Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 3

Learning Indicator: *Describe types of production and the steps in the production planning and control*

Focal Area 1: Introduction to Production Planning and Control

Meaning of Production Planning and Control (PPC)

Production planning and control is the process of organising, directing, and managing all the activities involved in producing goods and services. It helps businesses to determine what to produce, how to produce it, when to produce it, and in what quantity. The overall aim is to ensure that production runs smoothly, efficiently and in a cost-effective manner.

Differences Between Production Planning and Production Control

Production planning focuses on decisions such as which products to make, the raw materials and tools required, when production should begin and end and the number of workers and machines needed. On the other hand, **production control** ensures that the planned activities are followed correctly, any problems that arise during production are resolved promptly and the process stays within the set budget and timeline.

For example, in a gari processing factory in Hohoe, production planning involves estimating how many bags of cassava to process weekly, scheduling workers and planning delivery timelines. Production control in this context ensures that the gari is properly roasted, packaged on time and that any machine faults are addressed without delay.

Objectives of Production Planning and Control

1. **Efficient Use of Resources:** Production planning and control ensure that production flows without interruptions by not only arranging resources in advance but also **monitoring their use during production**. This involves making sure that raw materials, equipment, and labour are always available and used properly. For instance, a soap-making company in Kumasi schedules regular supplies of palm oil and fragrances (planning) and also supervises usage to prevent wastage or shortages during production (control). Internationally, Coca-Cola in South Africa uses scheduling systems and real-time monitoring to prevent stoppages due to shortages or technical faults.
2. **To Improve Efficiency and Productivity:** Proper planning organises tasks and resources, while production control ensures that activities are carried out as planned by **tracking performance and correcting delays**. A gari processing factory in Nkwanta assigns workers specific tasks (planning) and supervises their output to reduce idle time and delays (control). Similarly, Samsung's factories in South Korea monitor workflow and adjust operations instantly to maintain high productivity.
3. **To Maintain Product Quality:** Production planning sets quality standards, while production control ensures these standards are **consistently met through inspection and corrective actions**. For example, a bakery in Takoradi plans standard recipes and baking conditions (planning) and inspects dough and temperature at each stage (control). Internationally, BMW carries out continuous quality checks and removes defective products during production.
4. **To Meet Delivery Deadlines:** Planning ensures that production schedules are set ahead of time, while control ensures that production stays **on schedule by identifying and correcting delays**.

For instance, a school uniform maker in Accra plans production before reopening dates (planning) and monitors progress daily to ensure deadlines are met (control). Globally, Amazon tracks orders and logistics in real time and adjusts operations to meet delivery timelines.

5. **To Reduce Production Costs:** Planning helps to minimise waste before production begins, while control ensures that resources are **used economically during production** by detecting and correcting inefficiencies. A shea butter co-operative in Wa plans energy use and material requirements (planning) and monitors actual usage to reduce waste (control). Internationally, Dell tracks production costs and adjusts operations to avoid unnecessary expenses.
6. **To Ensure Proper Use of Resources:** Production planning allocates resources effectively, while control ensures that these resources are **used according to plan and not misused or underutilised**. In a tailoring shop in Cape Coast, tasks are assigned based on skills (planning), and the owner supervises work to ensure efficiency and proper use of materials (control). In Nestlé, computerised systems allocate and continuously monitor resource use.
7. **To Allow Flexibility and Adjustments:** Planning provides a framework for production, while control allows for **continuous monitoring and quick adjustments when conditions change**. A fruit juice manufacturer in Tema plans production schedules (planning) and adjusts them when demand changes or machines break down (control). Internationally, Nike monitors market demand and production data and revises its operations accordingly.

Learning Tasks

1. Recap the basic functions of Management.
2. Discuss the meaning of production planning and control.
3. Differentiate between production planning and production control.
4. Explain the objectives behind production planning and control.

Pedagogical Exemplars

Collaborative Learning & Experiential Learning

1. Review learners' prior knowledge on the basic functions of Management.
2. **Begin the actual lesson with an engaging prompt:** Pose a real-life problem: *"What could go wrong if a bakery does not plan before producing bread?"* Allow learners to briefly share spontaneous responses.
3. **Use a visual aid to build context:** Show an accessible (for inclusion purposes) short video or slideshow of a local production process (e.g., sachet water, bread baking, soap making) to ground the lesson in familiar examples.
4. **Present key concepts visually and verbally:** Use a chart or graphic organiser to: define production planning and production control, highlight differences between them and display the objectives of PPC (e.g., efficiency, cost reduction, delivery)
5. **Distribute learning aids:** Provide visual cue cards with keywords (e.g., scheduling, routing, inspection) to support learners, especially those at the Approaching Proficiency (AP) level.
6. **Organise learners into mixed-ability groups:** Form groups of 4–5 learners with a balance of Approaching Proficiency (AP), Proficient (P) and Highly Proficient (HP) learners. Assign a common local product for each group (e.g. bread, sachet water, school uniforms).

7. **Group task simulation:** Instruct each group to: create a chart or diagram that shows a basic production process for their product. Groups should be tasked to identify and explain the differences between planning and control and connect at least four PPC objectives to specific real-life outcomes using examples. Allow each group to choose their preferred mode of presentation (storyboard, flowchart, skit)
8. **Support differentiated learning**
 - a. **AP Learners** use sentence starters, visual templates, and oral responses
 - b. **P Learners** complete written explanations with peer collaboration
 - c. **HP Learners** lead group discussions, compare with international practices, and suggest one innovation to improve PPC in their context
9. **Facilitate group presentations:** Each group presents their output (diagram/skit/poster) to the class. Guide the class to give constructive peer feedback using questions such as:
 - a. “Did the group include a clear production plan and control process?”
 - b. “Did their PPC objectives align with their product?”

Whole-class reflection: Lead a discussion with the reflection prompt: “Which objective of PPC do you think is the hardest to achieve and why?” Encourage all learners to contribute across proficiency levels.

Focal Area 2: Steps in Production Planning and Control

In this lesson, teachers will guide learners to understand the **sequential steps involved in planning, executing, and controlling production activities** in an organisation.

1. Materials Inspection and Preparation

Before production begins, raw materials must be checked to ensure they meet the required quality standards. This step helps to prevent defects in the final product. For example, in a rice processing factory in Ho, stones and damaged grains are removed before milling. Similarly, food processing companies like Nestlé inspect raw materials to ensure safety and quality before use.

2. Routing

Routing involves determining the exact path or sequence that materials and components will follow during production. It identifies the operations required, machines to be used, and the order of tasks. For instance, in a shea butter processing facility in Tamale, routing defines stages such as cleaning, boiling, drying, grinding, and packaging.

3. Scheduling

Scheduling determines the time required for each production activity and sets deadlines for completing tasks. It ensures that production is completed on time. For example, a school uniform manufacturer in Koforidua plans when cutting, sewing, and finishing will take place to meet delivery deadlines. Airbus uses advanced scheduling systems across countries.

4. Dispatching

Dispatching is the stage where production activities are officially started. Instructions are issued, materials are released, and workers begin their assigned tasks. For example, a bakery in Sunyani issues baking instructions, prepares ingredients, and ensures ovens are ready. Amazon uses digital systems to dispatch tasks in warehouses.

5. Follow-up (Expediting)

Follow-up involves monitoring the progress of production to ensure that work is proceeding according to plan. Any delays or problems are identified and addressed quickly. For instance, in a bottled water factory in Kasoa, supervisors track bottling and labelling processes and intervene when issues arise. Ford uses real-time tracking systems in production.

6. Inspection (Quality Control)

Inspection is carried out during and after production to ensure that products meet the required standards. Faulty products are identified and removed. For example, a textile company in Tema checks fabric quality before packaging. Apple conducts strict quality checks at multiple stages.

7. Corrective Action

Corrective action involves taking steps to fix any problems identified during follow-up or inspection. This ensures continuous improvement in production. For example, Toyota may stop production when a defect is detected and correct the issue before continuing.

Learning Tasks

1. Recap the meaning of production planning and control and steps involved in controlling.
2. Learners simulate a mini-production process using mock materials by applying the steps involved in production planning and control.
3. Groups design a flow diagram showing the stages: routing, scheduling, dispatching, follow-up, and inspection and complete a control process.

Pedagogical Exemplars

Experiential Learning and Initiating Talk for Learning

1. Review learners' prior knowledge on the meaning of planning and control and the steps involved in controlling.
2. Introduce the five production planning steps using a short video or animated diagram.
3. Divide learners into diverse ability and mixed gender groups and provide them with planning templates.
4. Let each group choose or be assigned a product to simulate (e.g. bookmark, folded box).
5. Guide them through applying each step to their production plan.
6. Provide cue cards to support AP learners with terminology.
7. Allow learners to carry out the mock production using available materials.
8. Observe group roles and rotate leadership for equity.
9. Facilitate reflection using guiding questions: "What step made our work easier?"
10. Ask groups to share their diagrams and lessons learned.
11. Create a visual classroom chart summarising each step.
12. Link the lesson to real-world applications (e.g. job roles in manufacturing).

Key Assessment Level 3: Group Project Work

Case for Group Project Work: Production vs. Operations Management

Two local organisations—Golden Crust Bakery and HopeLife Community Hospital—have opened their doors to your class for a student research project. The goal is to understand how production and operations function in two very different service settings.

Golden Crust Bakery, located in the heart of the city, is known for producing fresh bread, cakes, and pastries daily. The bakery prides itself on consistency, speed, and hygiene in its baking processes. Customers expect fresh goods every morning, so the bakery runs a tight early-morning production schedule.

HopeLife Community Hospital, a 60-bed facility nearby, offers outpatient, maternity, emergency, and surgery services. Their operations must be efficient, coordinated, and sensitive to the well-being and privacy of patients. From checking in patients to preparing operating rooms, their systems must run smoothly and safely.

Your group has been selected to research and compare how production and operations are carried out in these two organisations.

Questions

1. Using evidence from the case, identify two production activities at Golden Crust Bakery and two operational activities at HopeLife Community Hospital. Explain how each activity contributes to the organisation's success. (6 marks)
2. Compare how Golden Crust Bakery and HopeLife Community Hospital manage their daily activities, making specific reference to: (8marks)
 - a. timing of operations
 - b. customer involvement
 - c. nature of output
3. Explain two challenges each organisation is likely to face based on their operations as described in the case. (4 marks)
4. Recommend one improvement for each organisation to enhance efficiency, based on the situation described. (2 marks)

HINT



Assign Group Project to learners and give them reasonable time to complete it. Use the SS App to generate the project as well as the rubric. Learners' projects should be marked immediately and scores entered into the SAP.

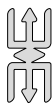
PLC Session 3

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.

- b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



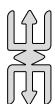
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - a. The key assessment for the week is **group project**. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the group project (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 4

Learning Indicator: *Describe the types of production and the steps in production planning and control*

Focal Area 1: Importance of Production Planning and Control

Importance of Production Planning and Control

1. **Promotes Efficient Resource Utilisation:** Production Planning and Control (PPC) ensures that all resources such as raw materials, machinery, human labour, and time are used optimally. This means allocating just the right number of resources needed for each task, which helps prevent underuse or overuse. For example, in a garment factory, PPC ensures that sewing machines are scheduled for use without long idle periods and that fabric is cut precisely to reduce offcuts and wastage.
2. **Ensures Timely Delivery:** With a well-structured plan and schedule, production tasks are executed within a specific timeframe, ensuring that the finished products are ready by the promised delivery date. For instance, a bakery that follows a proper PPC system can bake and package cakes on time for customer pickup or delivery, especially during peak seasons like Christmas or Easter.
3. **Leads to Cost Control:** PPC minimises production costs by reducing delays, controlling inventory levels, avoiding equipment downtime and ensuring efficient use of materials and labour. For example, a furniture company with an effective PPC system avoids over-ordering expensive wood or keeping workers idle due to missing supplies, which could raise production costs.
4. **Ensures Quality Assurance:** Quality is built into each stage of production under PPC. It includes setting standards, routine inspections and correcting defects promptly. For example, in a pharmaceutical company, PPC ensures that every batch of medicine goes through strict checks during and after production to maintain consistent quality and comply with safety regulations.
5. **Helps in Inventory Management:** PPC ensures that raw materials are available when needed and finished goods are ready in appropriate quantities. This reduces the cost of holding too much stock and the risk of running out of essential materials. For example, an electronics manufacturer using PPC avoids stocking too many components that may become outdated or run out of essential parts during assembly.
6. **Promotes Coordination of Activities:** PPC connects different departments such as purchasing, production, sales and logistics by creating a shared schedule. This coordination prevents communication gaps and delays. For instance, if the production team knows when materials are arriving from procurement, they can prepare machines and workers accordingly, ensuring smooth workflow.
7. **Increases Productivity:** Clear production plans and schedules make it easier for workers to focus and perform efficiently. Tasks are well-defined and time is managed effectively. For example, in a shoe manufacturing company, PPC helps allocate specific tasks such as cutting, stitching, and assembling to different teams in a sequence that avoids bottlenecks and speeds up overall production.
8. **Enhances Flexibility:** PPC systems can adjust quickly to changes in market demand, resource availability, or technology. For instance, during a sudden increase in demand for sanitizers, a company with a strong PPC framework can swiftly modify production schedules, source more raw materials, and increase output without compromising quality or efficiency.

Learning Tasks

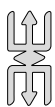
Recap on the meaning and objectives of production planning and control.

Analyse the importance of production planning and controlling in organisations.

Pedagogical Exemplar

Peer-Editing

1. Begin by reviewing learners' prior knowledge on the meaning and objectives of production planning and control.
2. Organise learners into mixed-ability and mixed-gender groups and task them with discussing and writing down the **importance of production planning and control**.
3. Move around the classroom to ensure that all learners are actively participating and contributing to the discussion.
4. Ask the groups to exchange their works with other groups for peer review and feedback.
5. Provide a simple checklist to guide the reviewing groups in giving structured and constructive feedback.
6. Invite each pair of co-reviewing groups to present their final, edited work as a team to the whole-class for another feedback from the entire class.
7. Highlight strong examples and ideas from the groups, summarise their contributions, and provide clarifications to enhance learning.



Note

Differentiation

- **AP Learners:** Provide writing templates, sentence starters, checklist and allow oral feedback if needed.
- **P Learners:** Use the checklist and write at least two improvement suggestion.
- **HP Learners:** Encourage deeper analysis (e.g., link planning and control to business success or failure) and more detailed peer feedback.

Sample Checklist

Peer-Editing Checklist: Production Planning and Control

Group Name: _____

Reviewed by: _____

Date: _____

Instructions: Use this checklist to review the other group's work. Tick the boxes and add brief comments where needed.

Criteria	✓ Yes	✗ No	Comments/Suggestions
1. The meaning of production planning is clearly explained.			

2. The meaning of production control is clearly explained.			
3. The importance of production planning and control are discussed.			
4. At least two clear examples are included.			
5. Ideas are logically organised and easy to follow.			
6. The information is accurate and relevant.			
7. Grammar, spelling, and sentence structure are appropriate.			
8. The work reflects collaboration among group members.			

Focal Area 2: Challenges in Production/Operations Management

Challenges in Production/Operations Management

1. **Managing Resource Constraints:** Limited access to critical resources such as raw materials, skilled labour, or modern equipment can significantly hinder production schedules and reduce operational efficiency. For instance, a construction materials company that depends on imported steel may experience delays in production when shipments are late. This can slow down manufacturing, delay customer orders, and reduce profitability.
2. **Difficulty Maintaining Quality Standards:** Ensuring consistent quality throughout the production process becomes more challenging as the business scales up. Variations in raw materials, inadequate supervision, or poor process controls can lead to defective products, customer complaints and damage to the company's reputation.
3. **Challenges Adapting to Technological Changes:** Rapid advancements in technology require companies to frequently upgrade machinery, software, or systems. Adapting to these changes involves high costs, retraining of staff and temporary disruptions in operations, which small or medium-sized enterprises may find particularly difficult to manage.
4. **Challenges in Inventory Management:** Striking the right balance between excess inventory and insufficient stock is a continuous challenge. Overstocking ties up capital and increases storage costs, while stockouts can result in lost sales and customer dissatisfaction. Effective forecasting and inventory control systems are necessary to address this issue.
5. **Meeting Customer Expectations Issues:** Customers today demand high-quality, affordable products delivered quickly and often customised to their needs. Fulfilling these expectations requires a high level of flexibility, efficiency, and responsiveness, putting pressure on production and operations teams to continually improve processes.
6. **Supply Chain Disruptions:** Disruptions in the supply chain such as delays from suppliers, transportation issues, or geopolitical tensions can halt the inflow of necessary raw materials. Since these issues are often beyond the organisation's control, they can severely impact production continuity and cause financial losses.

7. **Difficulties Coordinating Across Departments:** A lack of effective communication and collaboration between key departments such as procurement, production, quality control and sales can result in misaligned goals, delays and inefficiencies. For example, if the production team is unaware of changing customer orders, they may produce the wrong quantities or specifications.
8. **Inadequate or Overstretched Production Capacity:** If production capacity is underutilised, it may indicate inefficiency and higher fixed costs per unit. On the other hand, excessive pressure on production facilities and workers due to high demand can lead to machine breakdowns, increased errors and employee burnout, all of which hinder long-term productivity.
9. **Delay Handling Uncertainties:** Unpredictable events such as machine failures, strikes, changes in government policy, or global crises like pandemics can disrupt production. Organisations must have contingency plans, flexible production systems, and risk management strategies to minimise the impact of such uncertainties.

Learning Tasks

1. Recap on the importance of production planning and control in organisations.
2. Examine the challenges of production planning and controlling.

Pedagogical Exemplars

Whole-Class Discussion

1. Begin the lesson with a brief recap of the functions of production and operations management to refresh learners' prior knowledge.
2. Engage learners in a “**shower thought**” activity, where they individually reflect and brainstorm challenges faced in production or operations management, then analyse these challenges as a class.
3. Encourage participation by calling on learners across all proficiency levels (AP, P and HP). Provide clarification or elaboration on ideas as needed to support understanding.
4. Summarise the key challenges identified during the discussion and explain their potential effects on business operations.
5. Conclude the lesson with a class exercise as assessment for the week to reinforce learning.

Key Assessment Level 3: Case Study

Case Study: Strategic Production Challenges at Artisan Living Ltd.

Artisan Living Ltd. is a well-regarded furniture manufacturing company that has been operating for 25 years. They specialise in crafting bespoke, high-quality hardwood furniture (oak, walnut) primarily for the domestic market, and have a reputation for skilled craftsmanship.

Recently, Artisan Living has faced several issues:

- Their long-term supplier of sustainably sourced oak has increased prices by 20% and lead times have doubled due to new import regulations following recent trade agreement changes.
- Three of their five highly skilled joiners are due to retire within the next two years, and attracting younger apprentices with the necessary dedication and skills has proven difficult.
- While their order book is healthy, production often experiences bottlenecks, particularly in the finishing department, leading to an average lead time of 12-16 weeks for customers. This has increased from 8-10 weeks two years ago. Some customers have cancelled orders due to these delays.

- They use traditional machinery, some of which is aging and requires frequent maintenance, causing occasional unscheduled downtime. Investment in new machinery has been discussed but no decision has been made due to cost concerns and uncertainty about retraining existing staff.
- There is increasing customer interest in understanding the full environmental impact of their furniture, beyond just wood sourcing.

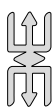
Questions

1. Analyse the situation at Artisan Living Ltd. and determine which **THREE** issues pose the greatest threat to its ability to meet customer demand and remain profitable. Support your choices with evidence from the case. (9 marks)
2. For each issue identified, explain how it affects the company's production efficiency, customer satisfaction, and long-term sustainability. (9 marks)
- 3a. For each issue, recommend one strategic action that the production manager could implement within the next 12 months. (6 marks)
- 3b. Justify each recommendation by explaining how it will address the problem and improve operational performance at Artisan Living Ltd. (6 marks)

PLC Session 4

45 minutes
Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



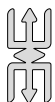
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **case study**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the case study (NTS 3k-3q).

10 minutes **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).


Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes **Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

SECTION 1 REVIEW

Over the past four weeks teachers have engaged learners in examining key concepts such as:

1. **Production vs. Operations:** Learners explored the distinction between production and operations, gaining an understanding of how each contributes to the delivery of goods and services within an organisation.
2. **Meaning of Production Management:** The section introduced the definition and scope of production management. Learners discussed how production management ensures that resources are efficiently converted into finished products to meet customer demands.
3. **Functions of Production/Operations Management:** Learners examined key functions such as planning, routing, scheduling, dispatching, and controlling. These discussions helped build learners' appreciation of how each function contributes to smooth production processes.
4. **Forms and Types of Production:** Learners explored the **forms of production—primary, secondary, and tertiary production**—alongside **types of production** such as job, batch, and mass production. They examined the purpose and real-world examples of each, building a broader understanding of how goods and services are created and delivered.
5. **Production Planning and Control (PPC):** This major focus introduced learners to the meaning, objectives, and steps involved in PPC. Emphasis was placed on how proper planning and control can lead to increased efficiency and reduced wastage.
6. **Challenges in Production Management:** Learners critically analysed common challenges such as resource limitations, quality control, equipment maintenance, and labour issues. They also discussed possible strategies to overcome these challenges in practice.

A variety of teaching and learning strategies were used to support diverse learning needs and enhance understanding. These included experiential learning, case studies, peer-supported learning, group projects, the jigsaw method, role-plays, field visits, and classroom debates. These approaches aimed to strengthen learners' analytical thinking and practical application of production management principles.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

Week 1 (13 Marks)

Assessment focus	Marking guidance	Mark allocation
1. Evaluation of two functions of production management	Learner identifies two functions of production management: Examples include: Production planning, scheduling, inventory control, dispatching, routing, quality control etc. Learner provides a clear evaluation of each one demonstrating that they understand how and why each function is used. For example: Production planning: This involves determining what to produce, how much to produce, when to produce and with what resources. It helps prevent delays and optimises the use of time and materials. Scheduling: Scheduling assigns specific tasks to specific time slots or production stages. It is used to ensure that activities occur in the right order and within deadlines to meet delivery targets. Inventory control: Inventory control manages raw materials, work-in-progress, and finished goods. It helps prevent shortages or excesses, reduce holding costs, and ensure smooth production flow, etc. Accept from learners any correct evaluation of any function of production management, even if it is not included in the examples above.	1 mark for naming a relevant function of production management. (Maximum 2 marks) For evaluation of the functions: Award 1 mark when the learner demonstrates an understanding of how each function is used. 1 mark when the learner clearly explains why the function is used. (2 marks per function) (Maximum 4 marks) Total Marks: 2 + 4 = 6
2. Explanation of how each function impacts on a business's success, with supporting examples	Learners provides a clear explanation of how each function affects the success of a business and can use examples to support their reasoning. For example: Production planning: It affects business success by ensuring the right quantity and quality of goods are produced at the right time. This prevents underproduction (which can lead to missed sales) or overproduction (which increases storage costs). Example: A bakery that plans its production accurately will have enough bread during peak hours, increasing customer satisfaction and sales.	Award 1 mark per each function when the learner explains how it affects the success of a business. (Maximum 2 marks) Award 1 mark per each correct supporting examples cited relevant to each function of production management.

	<i>Example: In a garment factory, proper scheduling prevents delays in shirt production, helping the business meet seasonal demand and retain contracts.</i> <i>Inventory control: Proper inventory control avoids shortages that disrupt production or excess stock that ties up capital. It improves cash flow and supports uninterrupted operations hence promoting the success of the business.</i> <i>Example: A furniture company with tight inventory control avoids overstocking wood or running out of varnish, keeping production efficient and cost-effective.</i> <i>Note: The explanations or examples provided are only a guide for marking learners' responses. Learners are not expected to reproduce these exact examples. Focus should be on the central ideas of the concepts being evaluated.</i> <i>Accept from learners any correct evaluation of any function of production management, even if it is not included in the examples above.</i>	(Maximum 2 marks) Total Marks: 2 + 2 = 4
Presentation and communication skills	Learners demonstrate communication skills such as: Audible voice, keeping eye contact, paying attention to audience, engaging the audience with interaction, use of gestures of charts, etc.	Award 1 mark per each communication skills demonstrated by learners. (Maximum 3 marks) Total Marks: 3

Week 2 (10 Marks)

Assessment Focus	Marking Guidance	Mark Allocation
Identification and explanation of forms of production by the company	Learners correctly identifies and explains the two forms of production involved: <i>Secondary production: Involves transforming raw materials into finished or semi-finished goods. Example, assembly/manufacturing of goods.</i> <i>Tertiary production: Involves providing services to support the distribution and sale of goods. Example, selling and delivery of services online.</i>	1 mark for each correct identification (Max: 2 marks) 1 mark for each correct explanation (Max: 2 marks) 1/2 a mark for each example given from the case (Max: 1 mark) Total marks: 5

2. Explanation and analysis of value addition at each stage	Learner provides a clear explanation of how each form of production adds value. Examples of value addition may include: Secondary Production: This is where the company adds significant value by transforming raw materials into finished products. Through processes like cutting, sewing, assembling, and quality control, the company turns basic components into attractive, functional, and usable school bags. This stage creates utility, improves product design, and adds labour value. Tertiary Production: Value is added by making the product available to the customer. Through online platforms, advertising, digital payments, and delivery services, the company enhances convenience, accessibility, and customer experience. This stage also builds brand value, trust, and post-sale service which can lead to customer retention and satisfaction. Note: Focus on the central ideas in the learner's analysis rather than the exact wording used in the example text above.	Award 1 and 1/2 mark for learners correctly stating the value addition each production stage adds (Max: 3 marks) Award 1 mark for learners citing relevant examples or activities in the stage that adds value (Max: 2 marks) Total marks: 5
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Week 3

Question	Marking guidance	Mark allocation
1	Learners provide clear definitions that demonstrate an understanding of the process of operations and production and are able to relate these to the two industries. Example: Production refers to the process of creating goods, while operations encompass all activities required to deliver both goods and services effectively. (2 Marks) In a bakery, the focus is on producing tangible items (bread, pastries), while in a hospital, the operations focus on delivering services like diagnosis, treatment, and care. (1 Mark)	Award 1 mark each when learners identify that production is creating or manufacturing goods whilst operations is activities related to services (Maximum 2 marks) Award 1 mark for each example of production and operations in a hospital and a bakery. (Maximum 2 marks)
2	Learners can clearly articulate four differences between production and operations in the two industries such as In a bakery, production is a physical transformation of raw materials like flour, sugar, and eggs into finished goods like cakes and bread. In a hospital, the focus is on service delivery rather than production of physical items. In a bakery the process is standardised and follows recipes with measurable outputs. In a hospital each service is personalised to patient needs, unlike the uniform production in a bakery	

	<i>In a bakery's operations include managing inventory, staff scheduling, equipment maintenance and customer service at the counter. In a hospital's operations include managing patient flow, appointment scheduling, coordinating staff, maintaining medical equipment and ensuring sanitation.</i> <i>In a bakery, quality control focuses on taste, texture, appearance, and consistency of products. This often involves routine checks, sampling, and customer feedback.</i> <i>In a hospital, quality control is much more rigorous due to the stakes involved—patient safety and life. It includes strict adherence to medical protocols, hygiene standards, and compliance with health regulations, etc.</i> <i>Accept any other plausible analysis not included in the list above from learners.</i>	<i>A maximum of 2 marks for each comparison</i> <i>Award 2 marks:</i> <i>Comparison is clearly stated and shows a strong understanding of how production and operations differ between a bakery and a hospital.</i> <i>Award 1 mark:</i> <i>Comparison is stated but may lack clarity or full relevance to both settings.</i> <i>(Maximum 8 marks)</i>
3	<i>Learners can summarise the specific differences in the processes between the two industries, such as:</i> <i>The key difference lies in the nature of the output—tangible goods in a bakery versus intangible services in a hospital. (1 mark)</i> <i>While both require coordination of resources, the bakery emphasises production efficiency, whereas the hospital emphasises quality service delivery and patient care. (1 mark)</i>	<i>1 mark per summary of process</i> <i>(Maximum 2 marks)</i>

Week 4

Question	Marking Guidance	Marks
1	<i>Examples of acceptable challenges include (but are not limited to):</i> <i>Supply chain disruptions / increased cost / extended lead times for key materials (oak).</i> <i>Impending skilled labour shortage / succession planning issues for joiners.</i> <i>Production bottlenecks (specifically mentioning finishing or the general increase in lead times).</i> <i>Reliance on aging/inefficient traditional machinery (leading to downtime/maintenance).</i> <i>Pressure to meet increasing customer expectations around broader environmental impact/sustainability (beyond just wood sourcing, impacting production choices), etc.</i>	<i>One mark per challenge</i> <i>(Up to 3 marks in total)</i>

2	Explanations of each challenge should be awarded 3 Marks: A thorough explanation of why the identified challenge is critical to the ongoing viability of Artisan Living Ltd. The explanation makes clear, explicit links between the challenge and the business's ability to (a) meet customer demand (e.g., order fulfilment, lead times, reputation) AND (b) maintain long-term profitability (e.g., cost structures, pricing, sales volume, market position), using specific evidence from the case. 2 Marks: A good explanation of why the challenge is critical, linking to demand and/or profitability with some use of case evidence, but perhaps not fully developing the link to ongoing viability or missing one aspect of demand/profitability. 1 Mark: A basic or partial explanation of the challenge's impact, with limited reference to case evidence or weak linkage to the concept of ongoing business viability, demand, or profitability. Guidance: Answers should discuss how the challenge, if unaddressed, could threaten the fundamental ability of the business to survive and thrive in the medium to long term. For instance, prolonged inability to meet demand due to bottlenecks could lead to irreversible reputational damage and loss of market share, threatening viability.	Up to three marks per explanation (Up to 9 marks in total)
3a	Each action should be awarded: 3 Marks: Proposes a specific, detailed, and strategic action that is realistic for Artisan Living Ltd. to implement over the next 12 months to address the identified challenge. The action is clearly defined and goes beyond a simple operational tweak. 2 Marks: Proposes a relevant strategic action, but it may lack some detail or specificity, or its strategic nature is not fully apparent. 1 Mark: Proposes a very general or purely operational action that may not be sufficiently strategic or well-defined to address the core of the challenge. Guidance: Strategic actions should aim for significant, sustainable improvements. For "aging machinery," a strategic action could be "Conduct a feasibility study for phased investment in specific CNC machinery, including a cost-benefit analysis and staff retraining plan," rather than just "Maintain machinery better."	Up to 3 marks per action (Up to nine marks in total)
3b	Each justification should be awarded: 3 Marks: Provides a comprehensive and well-reasoned justification for the proposed strategic action. The justification clearly explains how the action would specifically help Artisan Living Ltd. overcome the identified challenge AND improve its operational performance (e.g., efficiency, lead times, cost, quality). The justification makes strong, explicit links to the specific context and circumstances of Artisan Living Ltd. as detailed in the case (e.g., their reputation for quality, bespoke nature, workforce skills, financial concerns).	Up to 3 marks per justification (Up to 9 marks in total)

	<i>2 Marks: Provides a good justification, explaining how the action addresses the challenge and would likely improve operational performance, with some links to the case context. However, the links might not be fully developed, or the consideration of Artisan Living Ltd.'s specific circumstances might be less thorough.</i> <i>1 Mark: Provides a basic justification, but the link to overcoming the challenge, improving operational performance, or the specific context of Artisan Living Ltd. is weak or superficial.</i> <i>Guidance: The justification needs to be persuasive and tailored.</i> <i>For the "CNC feasibility study" example, justification could include how it might address bottlenecks, reduce reliance on some manual skills (though potentially creating new skill needs), improve consistency, potentially reduce waste (linking to environmental concerns), but also acknowledging the cost concerns and need for retraining mentioned in the case.</i>	
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SECTION 2: PROCUREMENT MANAGEMENT

STRAND: MANAGING BUSINESSES AND LEGAL FRAMEWORK OF BUSINESSES

Sub-Strand: Functional Areas of Management

Learning Outcome: *Explain procurement management, its importance, process, legal and ethical guidelines as well as strategies organisations can adopt*

Content Standard: *Demonstrate knowledge and understanding of Procurement Management.*

INTRODUCTION AND SECTION SUMMARY

This section introduces learners to the fundamental principles and practices of Procurement Management. It focuses on how organisations effectively acquire goods, services and works to meet their operational needs and strategic objectives. Learners explore the definition, scope and functions of procurement, gaining insight into how procurement activities contribute to organisational performance. The section also covers key strategies used in procurement, the stages of the procurement process and the legal and ethical considerations involved. By engaging with real-world examples and structured activities, learners will develop a foundational understanding of procurement's role in supporting efficiency, transparency and value for money.

Teachers are encouraged to use a range of strategies, including differentiated teaching and learning, to connect these new ideas to learners' existing knowledge and real-world experiences. By the end of the section, learners will understand the meaning, importance, and core functions of procurement management. They will explore strategies, legal and ethical standards, and common challenges, while using practical activities such as case studies and role-plays to develop critical thinking and problem-solving skills in procurement.

The weeks and the indicators covered by the section are:

- **Week 5 & 6:** *Explain procurement management and discuss its importance and process.*
- **Week 6 & 7:** *Explain the strategies in procurement, legal and ethical guidelines governing procurement and identify the challenges in the procurement management.*

Recap Weeks

To support new learning in Year 3, teachers should draw clear connections to relevant content taught in previous years (Years 1 and 2). These links help learners build on their existing knowledge and better understand new concepts. Key areas from earlier years that relate to the current topics are highlighted and referenced throughout this document, with learning indicators used to guide and reinforce these connections.

Year 1	Week 6: Explain Management, its levels and skills. Week 7: Explain planning, its tools, processes, benefits and limitations. Week 16: Analyse the factors affecting the internal and external environment of business using SWOT and PESTEL. Week 18: Define business ethics, outline its key principles and explain the importance of business ethics in promoting integrity, trust and accountability within organisations.
Year 2	Week 1: Explain decision-making, its importance, types and controls. Week 6: Explain a contract and its elements. Week 9&10: Explain types of contracts and how contracts may be vitiated and discharged

SUMMARY OF PEDAGOGICAL EXEMPLARS

A variety of interactive, learner-centred pedagogical strategies should be employed to deepen learners' understanding of **Procurement Management**. These approaches promote collaboration, practical engagement, critical thinking, and digital literacy, while supporting differentiated learning styles and inclusive participation.

1. **Structuring Talk for Learning:** Learners are guided through structured “Think-Pair-Share” sessions to explore the meaning and functions of procurement management. This strategy ensures that all learners have the opportunity to reflect, discuss with peers, and share insights, fostering confidence and active engagement.
2. **Experiential Learning:** Through role-play activities, learners practically demonstrate the steps in the procurement process. They will construct flow charts to visually summarise and internalise the sequence, enhancing both conceptual clarity and practical application of procurement procedures.
3. **Digital Learning:** Learners use the internet to research the importance of procurement management. They collaborate in groups to discuss and present their findings using their own words. This fosters digital literacy, critical analysis, and effective communication.
4. **Case Study Analysis:** Real-world case studies are introduced to challenge learners to think critically and develop problem-solving skills. These cases help learners explore various procurement strategies and evaluate them in context, improving their decision-making abilities.
5. **Resource Persons:** Procurement officers and other experienced professionals can be invited to interact with learners. This exposes students to legal and ethical principles in procurement, connecting classroom knowledge to real-life practice and broadening their career awareness.
6. **Peer Editing:** Learners are placed in mixed-ability and mixed-gender groups to collaboratively work on assignments about the challenges of procurement management. They exchange drafts for peer review, promoting constructive feedback, deeper understanding, and teamwork.

ASSESSMENT SUMMARY

The assessment approach for this section provides a well-rounded evaluation by addressing recall, skill development, strategic reasoning, and higher-order critical thinking. Continuous feedback and proper documentation in the Assessment Portal support sustained learner growth. Teachers are expected to use diverse assessment methods to reinforce learning and ensure that all marks are accurately entered into the Student Assessment Portal (SAP).

Week 5: Poster Assessment

Week 6: Mid-Semester

Week 7: Peer Assessment

Table 2.1: Assessment Summary

Indicators	DOK Level	Assessment Strategy and/or Mode
Explain procurement management and discuss its importance and process.	Level 2	Poster Assessment
Explain the strategies in procurement, legal and ethical guidelines governing procurement and identify the challenges in the procurement management.	Level 3	Peer Assessment
Explain the functions of production management and identify the main forms of production Describe the types of production and the steps in production planning and control Explain procurement management and discuss its importance and process	Level 1–3	Mid semester exam

WEEK 5

Learning Indicator: *Explain procurement management and discuss its importance and processes*

Focal Area 1: Meaning and Functions of Procurement Management

Definition of Procurement Management

Procurement management refers to the systematic process of acquiring goods, services, or works from external sources to meet an organisation's needs. It involves planning, selecting suppliers, negotiating contracts, purchasing and overseeing the timely delivery of items required to support business operations.

It ensures that an organisation gets the right products or services, in the right quantity and quality, at the right time and cost, from reliable sources.

Functions of Procurement Management

1. **Needs Identification:** Determining what goods or services are required by the organisation, based on demand or operational needs.
2. **Sourcing/Supplier Selection:** Sourcing involves researching potential suppliers, comparing their capabilities and offers and selecting the most suitable one to meet the organisation's procurement needs. It helps ensure that the organisation builds a reliable and cost-effective supply base.
3. **Purchase Planning:** Developing procurement plans that outline what to buy, when, and from where, ensuring alignment with the organisation's budget and timelines.
4. **Contract Negotiation and Management:** Negotiating favourable terms and conditions with suppliers and managing the resulting contracts to ensure compliance.
5. **Order Processing:** Creating and managing purchase orders, tracking them, and ensuring timely delivery of goods and services.
6. **Quality Assurance:** Ensuring that the procured items meet the required specifications and quality standards before acceptance.
7. **Cost Control:** Managing and monitoring procurement costs to stay within budget, reduce unnecessary spending, optimise resource allocation and ensure financial efficiency across the procurement process.
8. **Inventory Management Support:** Coordinating with inventory systems to maintain optimal stock levels and avoid overstocking or shortages, thereby ensuring smooth operations and cost efficiency.
9. **Supplier Relationship Management:** Maintaining good relationships with suppliers to ensure reliability, resolve issues, foster long-term partnerships and enhance communication, trust and mutual business growth.
10. **Compliance and Documentation:** Ensuring that all procurement activities follow internal policies and external regulations, with proper documentation for transparency and auditing.

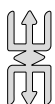
Learning Tasks

1. Recap the meaning of decision-making and its importance as well as production management.
2. Discuss the meaning of procurement management.
3. Examine the functions of procurement management in organisations.

Pedagogical Exemplars

Structuring-Talk for Learning

1. Review learners' prior knowledge on decision-making and its importance concept of production management.
2. Ask learners to mention items that organisations purchase to run their businesses.
3. Relate learners' responses to the concept of procurement.
4. Ask learners to think-pair-share their understanding of procurement and procurement management.
5. Engage learners in identifying and explaining the functions of procurement management.
6. Summarise the functions procurement management with learners and ask for clarifications where necessary.



Note

- **Approaching Proficiency (AP):** Use simple language, real-life examples, and visual aids. Support them with sentence starters and pair work. Expect them to define key terms and explain 2–3 functions in basic terms.
- **Proficient (P):** Provide moderate guidance. Engage them in class discussions and expect clear explanations of 4 functions with relevant examples.
- **Highly Proficient (HP):** Assign thinking tasks and real-world application. Let them lead discussions, analyse the functions of procurement and explain 5 or more functions with depth.

Focal Area 2: The Processes in Procurement Management

The Steps Involved in the Procurement Management Process

1. **Identifying Needs:** The first step is to recognise the goods, services, or resources required or needed by the organisation. This involves consulting with relevant departments to determine what is necessary for business operations.
2. **Defining Specifications:** Once the need is identified, the next step is to define the exact specifications of the product or service required, including quality, quantity, and any special requirements that may exist.
3. **Selecting Potential Suppliers:** This step involves identifying potential suppliers who can meet the specifications and needs of the business. It may involve issuing requests for proposals (RFPs), requests for quotations (RFQs), or conducting market research.

4. **Evaluating Proposals:** After receiving proposals or bids from suppliers, they are evaluated based on factors such as price, quality, delivery time and reputation. The best option is chosen based on these criteria.
5. **Negotiating Terms:** Once the suppliers are identified, terms such as price, delivery schedules, payment terms and service levels are negotiated to ensure both parties agree to fair and beneficial terms.
6. **Awarding of Contract and Issuing Purchase Orders:** After successful negotiations, a contract is awarded to the selected supplier, and a formal purchase order is issued to confirm the agreed terms, prices, and delivery timelines, thereby initiating the procurement process.
7. **Receiving and inspecting Goods/Services:** The ordered goods or services are received. At this point, an inspection or quality check is often carried out to ensure they meet the specifications agreed upon.
8. **Paying the Supplier:** Once it is confirmed that the goods or services have been received in good condition and meet the required standards, the payment is then processed according to the agreed payment terms and timelines stated in the contract.
9. **Monitoring and Managing Supplier Performance:** Regularly checking how well the supplier performs helps make sure that future orders arrive on time, are of good quality and meet the agreed standards. Giving feedback also helps build a better working relationship.
10. **Keeping Records of Procurement:** Finally, all documentation regarding the procurement process, such as contracts, purchase orders, invoices, and receipts, is kept for future reference, compliance, and audits.

Learning Tasks

1. Recap the steps involved in the decision-making process and the meaning of contract and its elements.
2. Analyse the steps in the procurement process.
3. Create a poster summarising the steps in the procurement process as an assessment task for the week.

Pedagogical Exemplars

Experiential Learning (Role-play)

1. Review learners' prior knowledge on the decision-making process and the meaning of contract and its elements
2. Model a case scenario involving learners role-playing a procurement activity for the whole class to observe and take notes.

For example: Guide learners to role-play a school going through the procurement process to buy laptops for administrative work.

Arrange learners in to small groups of mixed genders and abilities and assign a procurement scenario for them to role play and perform to the class

3. Apply differentiation strategies during the role-play:
 - a. **AP Learners:** Use simplified role cards and provide additional guidance.
 - b. **P Learners:** Encourage full participation with moderate teacher support.
 - c. **HP Learners:** Let them lead group coordination or evaluate another group's role-play.

4. After the role-play, ask learners to share their observations, focusing on the steps followed in procuring the laptops. Encourage them to explain the importance of each step in the process.
5. Summarise the key learning points and reinforce the correct sequence and significance of each procurement step.
6. Conduct an assessment to reinforce learning through a poster activity, where learners illustrate and explain the steps in the procurement process.

Key Assessment Level 2: Poster Assessment

Skills of conceptual understanding

Case Study: Procurement Planning at Tamale Tech Solutions Ltd.

Tamale Tech Solutions Ltd., an ICT company in Tamale, is expanding and needs to procure office equipment including computers, printers, furniture, networking devices, and software through a cost-effective and transparent process that meets quality and operational standards.

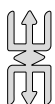
Create a poster of a procurement process flowchart suitable for the business which explains the importance of each stage in contributing to the overall success and efficiency of the business. (24 Marks)

PLC Session 5

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



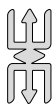
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **poster assessment**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the poster presentation (NTS 3k-3q).

10 minutes **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).


Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes **Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 6

Learning Indicators

1. Explain procurement management and discuss its importance and processes
2. Explain the strategies in procurement, legal and ethical guidelines governing procurement and identify the challenges in procurement management

Focal Area 1: Importance of Procurement Management

Importance of Procurement Management

1. **Cost Efficiency and Savings:** Procurement management helps organisations purchase goods and services at competitive prices, reducing overall expenditure. By negotiating better deals with suppliers, businesses can save money and optimise their budgets.
2. **Quality Control and Risk Management:** Through effective procurement, businesses ensure they receive high-quality materials that meet their standards. This minimises risks associated with defective products and unreliable suppliers, leading to smooth operations.
3. **Improved Productivity and Operational Efficiency:** Proper procurement ensures the timely delivery of raw materials and goods, preventing delays in production and services. It also streamlines purchasing processes, allowing organisations to operate more efficiently.
4. **Compliance with Regulations and Ethical Standards:** Procurement management ensures that all purchases comply with government regulations and industry policies. It also promotes ethical sourcing, preventing fraud, corruption, and unfair business practices.
5. **Supplier Management and Strong Business Relationships:** Maintaining good relationships with suppliers helps organisations receive reliable service and better pricing. Long-term partnerships can lead to exclusive deals, improved communication, and innovation in product offerings.
6. **Competitive Advantage and Market Growth over their Competitors:** Companies with strong procurement strategies can secure high-quality materials, reduce costs, and enhance their market position. By ensuring a steady supply of goods, businesses can expand and meet customer demands effectively.

Learning Tasks

1. Recap the internal and external environment of business including factors that affect the internal environment of business including suppliers, etc.
2. Learners work in mixed-ability and mixed-gender groups to explore the significance of effective procurement management practices for organisational success.
3. Each group presents their work to the entire class for feedback and corrections.

Pedagogical Exemplars

Digital Learning Activity

1. Learners watch an engaging video that illustrates how effective procurement improves business efficiency, reduces costs, and strengthens supplier relationships.
2. As they watch, learners take notes on the key benefits of procurement management.

3. After the video, learners break into small groups to compare notes and discuss the most important points.
4. Learners then use the internet to research additional information on the importance of procurement, building on the points noted from the video.

Group Presentation

1. Each group presents their key takeaways from both the video and their internet research on the importance of procurement management to the whole class. This reinforces learning and encourages broader discussion.

***Differentiation:** Groups may choose their preferred presentation format—poster, slide show, role-play, or verbal summary—based on their strengths and learning preferences.*

2. The teacher facilitates a feedback session after each group's presentation to clarify concepts and deepen understanding.

Focal Area 2: Methods and Strategies in Procurement Management

Methods in Procurement

Procurement methods refer to the **ways an organisation acquires goods, services, or works** from external sources. The choice of method depends on factors like urgency, value, complexity, and market conditions. In this manual, teachers are expected to take learners through these three main methods:

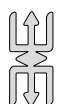
1. **Open Tendering (Competitive Bidding):** Open tendering is a highly transparent and competitive method of procurement where a contract opportunity is publicly advertised, allowing all interested and qualified suppliers to submit bids. It is commonly used for high-value procurements and promotes fairness by giving equal opportunity to all bidders. While it encourages wide competition and value for money, the process can be time-consuming and may attract unqualified bidders if not carefully managed.
2. **Restricted (Closed) Tendering:** Restricted tendering, also called selective tendering, involves inviting bids from a shortlist of pre-qualified suppliers. This method is used when the goods, services, or works require specialised expertise or when open competition is not practical. It saves time in bid evaluation and ensures only capable suppliers participate, but it may reduce competition and raise fairness concerns if the selection of bidders is not transparent.
3. **Single Sourcing (Sole Sourcing):** Single sourcing is a non-competitive method where a contract is awarded directly to one supplier without inviting other bids. It is usually applied in urgent situations, when only one supplier is available, or when the product or service is highly specialised. While this approach is fast and useful in emergencies, it lacks transparency and can lead to higher costs or be open to bias or favouritism if not properly justified and documented.

Strategies in Procurement Management

Strategies in procurement refer to the methods or approaches organisations use to obtain goods and services in a way that is efficient, cost-effective, and sustainable. Below are some key procurement strategies:

1. **Supplier Relationship Management.** Organisations should build strong relationships with reliable suppliers to ensure consistent quality and timely delivery. Long-term contracts help stabilise prices and secure a dependable supply chain. Regular supplier assessments ensure high performance and compliance.

2. **Cost Control and Budget Optimisation.** Companies can reduce expenses by using competitive bidding and bulk purchasing. It is important to consider long-term costs instead of just the initial purchase price. This helps in optimising budgets and improving financial efficiency.
3. **Digital Procurement and Automation.** Businesses should use e-procurement systems to streamline purchasing and improve efficiency. Automation helps track orders and manage inventory to avoid delays and shortages. Data analytics assist in making better procurement decisions.
4. **Risk Management and Compliance.** Organisations must assess risks before finalising supplier contracts. Following government regulations and industry standards ensures legal and ethical procurement. Having contingency plans helps prevent disruptions in supply chains.
5. **Sustainable and Ethical Procurement.** Companies should choose environmentally friendly materials and suppliers that follow fair labour practices. Reducing waste and optimising procurement processes contribute to long-term sustainability. Ethical sourcing improves brand reputation and social responsibility.
6. **Strategic Sourcing and Category Management.** Grouping purchases into categories improves efficiency and organisation. Customised sourcing strategies help businesses meet specific needs. Monitoring market trends allows companies to adjust purchasing strategies based on demand changes.
7. **Performance Monitoring and Continuous Improvement.** Organisations should regularly review procurement processes to find areas for improvement. Tracking supplier performance ensures efficiency and cost-effectiveness. Learning from past purchasing trends helps businesses adapt and improve strategies.
8. **Centralised and Decentralised Procurement:** In **centralised procurement**, one main department in the organisation makes all the purchasing decisions for the whole organisation. In **decentralised procurement**, different departments or branches make their own purchasing decisions instead of relying on one central unit.



Note

- *Procurement method refers to the **ways, procedures or techniques** used to acquire goods, services, or works from external suppliers. They define **how** the procurement process is carried out.*
- *Procurement strategies are the **long-term plans and decisions** that guide how procurement activities align with an organisation's goals. They define **what approach to take** to achieve value, efficiency, and effectiveness in procurement.*

Learning Tasks

1. Recap knowledge on the importance of procurement management
2. Present a case study for learners to examine the different strategies used by organisation to manage procurement.

Pedagogical Exemplars

Case Study

1. Begin by reviewing learners' prior knowledge on the importance of procurement management through brief questioning or brainstorming.
2. Organise learners into mixed-ability, mixed-gender groups to promote inclusive participation.
3. Present a case study focused on procurement **methods** and **strategies**. Ask groups to analyse the case and identify key discussion points.
4. Each group summarises their discussion under two headings: *Procurement Methods* and *Procurement Strategies*.
5. Groups present their findings to the class for peer and teacher feedback.
6. The teacher should help learners know the difference between procurement methods and strategies.
7. The teacher consolidates the various ideas shared, offers clarifications, and reinforces key concepts.
8. Conclude the lesson by selecting learners at random to share their reflections, asking individuals to share one thing they have learnt or found interesting.

Key Assessment: Mid-Semester Examination

HINT



Conduct **Mid-semester Examination**. It should cover contents taught from Week 1 to 5. Refer to the **Table of Specification and Structure of the Paper** to guide you. Learners' papers should be marked immediately and scores entered into the SAP.

Guidelines for Mid-Semester Examination

Nature

1. Cover content from weeks 1-5. Taking into consideration Depth of Knowledge (DOK) levels.
2. Resources:
 - a) Answer booklets
 - b) Learning Material
 - c) Teacher Manual
 - d) Assessment Toolkit
 - e) Smart devices/computers (where questions are modelled on line)
3. The test should include
 - a) Section A- Objective questions (20 questions worth one mark each)
 - Fill in the blank's questions
 - Multiple choice questions
 - b) Section B- Essay Questions (3 questions)
4. Time: 60 minutes
5. Total Score: 30 marks to be scaled down to 20 marks for submission.
6. Provide a Table of Specification

Sample Questions

Fill in the Blanks Questions

1. The procurement cycle begins with the identification of _____. **Level 1**
2. Effective production management helps reduce _____ in the production process. **Level 1**

Multiple Choice Questions

Read the case scenario carefully and answer questions 1 – 3

Aduana Foods is a medium-sized company that produces packaged fruit juices. Recently, the production manager noticed delays in meeting order deadlines, frequent equipment breakdowns, and high levels of raw material wastage. To address these issues, the company introduced a preventive maintenance schedule, employee retraining on production techniques and improved supplier relationships to reduce input costs and delays.

1. Based on the problems identified at Aduana Foods, why was a preventive maintenance schedule necessary? (*Level 1*)
 - A. To improve packaging designs
 - B. To increase the number of staff
 - C. To reduce equipment breakdowns
 - D. To reduce advertising costs
2. What does the case suggest about the role of employee retraining in Aduana Foods?
 - A. It removes the need for supervision
 - B. It helps reduce wastage and improve production efficiency
 - C. It is only useful for new workers
 - D. It increases production costs without benefits
3. Which of the following would be the **BEST** additional recommendation to help the production manager sustain improved performance in the long term? **Level 3**
 - A. Introduce regular performance evaluations and continuous staff training
 - B. Expand production to product varieties based on customer demand.
 - C. Increase the number of employees with upward adjustment in their salaries
 - D. Adjust the price of the product to increase demand
5. Which of the following is NOT part of procurement management? **Level 2**
 - A. Vendor evaluation
 - B. Receipt of goods
 - C. Customer complaints resolution
 - D. Supplier selection

Essay Question

Outline the steps involved in production planning and control and explain the significance of each stage in ensuring an efficient production process.

How to Administer

1. Provide clear instructions and resources needed for the tasks.
2. Prepare a table of test specifications or blueprints (see table of specification below).

3. Ensure questions are of the varied levels of difficulty.
4. Provide time allocation for the completion of the test and assign marks to each of the questions (Give additional time for learners with SEN).
5. Clarify any doubts about the assessment task.
6. Control the environment to prevent cheating.
7. Mark and record learners result into their Assessment Portal and provide feedback.

Providing Feedback

1. Discuss assessment questions with learners after the mid-semester
2. Identify the areas that were answered well and areas that needs improvement
3. Communicate individual results to learners and record into their Assessment Portal
4. Ask learners to review their own work and do the corrections, etc.

TABLE OF SPECIFICATION

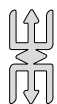
Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
1	Introduction to Production/Operations Management	Multiple Choice	1	1	1	-	3
		Fill in the Blanks	1	1		-	2
		Essay	-	-	1	-	1
2	Forms, Types and Importance of Production	Multiple Choice	-	1	1	-	2
		Fill in the Blanks	1	1	-	-	2
		Essay	-	1	-	-	1
3	Meaning, Objectives and Steps in Production Planning and Control	Multiple Choice	-	1	1	-	2
		Fill in the Blanks	1	1	-	-	2
		Essay	-	-	1	-	1
4	Importance of Production Planning and Control & Importance of Production Management	Multiple Choice	-	1	1	-	2
		Fill in the Blanks	1	1	-	-	2
5	Meaning, Functions and Processes of Procurement Management	Multiple Choice	1	1		-	2
		Fill in the Blanks	-	1	-	-	1
	Total		6	11	6	-	23

PLC Session 6

45 minutes
Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.

- b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



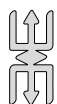
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - a. The key assessment for the week is **mid-semester examination**. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the mid-semester examination (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 7

Learning Indicator: *Explain the strategies in procurement, legal and ethical guidelines governing procurement and identify the challenges in the procurement management*

Focal Area 1: Legal and Ethical Guidelines Governing Procurement Practices

Legal Guidelines Governing Procurement Practices

Legal guidelines of procurement practices refer to the laws and regulations that govern how organisations purchase goods and services. These guidelines ensure fairness, transparency, accountability, and compliance with local and international standards. They help prevent fraud, promote competition, and protect public funds by outlining the legal framework that organisations must follow when making procurement decisions.

These guidelines typically cover key aspects such as contract laws, bidding processes, anti-corruption measures, budget compliance and supplier agreements. They require organisations to follow ethical procurement practices, maintain proper documentation, and ensure that purchasing decisions are based on merit rather than favouritism or unethical influence.

Some of the legal guidelines governing procurement practices include:

1. **Compliance with Procurement Laws:** Ensures that all purchasing activities follow national and international legal frameworks, helping organisations prevent financial mismanagement and maintain responsible spending.
2. **Transparency and Fair Competition:** Require organisations to conduct open bidding processes, allowing all qualified suppliers an equal opportunity to compete and ensuring procurement decisions are merit-based.
3. **Procurement Planning and Budget Compliance:** Helps organisations align their purchasing activities with financial policies and budget allocations to prevent overspending and unauthorised transactions.
4. **Contract Law and Supplier Agreements:** Regulate procurement contracts, ensuring they are legally binding, clearly define terms and conditions, and protect both buyers and suppliers in case of disputes or contract breaches.
5. **Anti-Corruption and Fraud Prevention:** Guidelines prohibit unethical procurement practices such as bribery, bid manipulation, and insider trading, ensuring integrity and accountability in procurement decisions.
6. **Ethical and Sustainable Procurement Regulations:** Encourage organisations to source environmentally friendly products and ensure suppliers follow fair labour practices, promoting social responsibility and sustainability.

Ethical Guidelines of Procurement Practices

Ethical guidelines of procurement practices refer to the principles and standards that ensure fairness, transparency and integrity in purchasing goods and services. These guidelines help organisations make responsible decisions, prevent corruption, and maintain trust among suppliers and stakeholders.

By following ethical guidelines, businesses and government agencies can build strong supplier relationships, reduce risks and ensure responsible spending, leading to long-term success and credibility. Some of these ethical guidelines include:

1. **Honesty and Integrity:** Procurement officers must act truthfully and avoid deception when selecting suppliers. Organisations should ensure that contracts are awarded based on merit, not personal relationships or favouritism.
2. **Fair Treatment of Suppliers:** All qualified suppliers must have an equal opportunity to bid for contracts. Decisions should be objective and based on clear criteria, ensuring fair competition. Unethical practices such as bid manipulation must be avoided.
3. **Transparency and Accountability:** Organisations must document procurement decisions and make processes open and verifiable. Procurement officials should be accountable for their choices to prevent fraud and misuse of resources.
4. **Confidentiality and Protection of Data:** Sensitive supplier information, such as pricing and business proposals, must be kept confidential. Unauthorised sharing of competitor details leads to unfair advantages and violates ethical procurement standards.
5. **Sustainable and Responsible Sourcing:** Organisations should prioritise suppliers that follow environmentally friendly practices and ensure ethical labour conditions. Sustainable procurement reduces environmental harm and promotes long-term economic benefits.
6. **Conflict of Interest Disclosure.** Procurement officers must disclose any personal or financial relationships with suppliers to prevent biased decision-making. Avoiding conflicts of interest maintains trust and fairness in procurement processes.
7. **Compliance with Ethical Codes and Regulations.** Organisations must follow ethical procurement policies set by industry standards and government regulations. Upholding ethical procurement enhances reputation and prevents legal complications.

Learning Tasks

1. Recap on business ethics and elements of contracts by sharing ideas with colleagues.
2. Examine the legal and ethical guidelines governing procurement practices in organisations.

Pedagogical Exemplars

Use of Resource Person(s)

1. Review learner's prior knowledge on ethical principles in business as well as the meaning and elements of a contract.
2. Invite a resource person, such as the school procurement officer, to share real-world experiences regarding legal and ethical procurement practices.
3. Learners engage with the resource person through questioning, discussion and interactive activities.
4. In mixed-ability and mixed-gender groups, learners discuss the activities and insights shared.
5. Groups write their respective reports and present to their classmates.
6. Each group writes a summary report of their discussion and presents it to the class.

Experiential Learning

1. Learners are assigned roles (buyer, supplier, regulator) in a simulated procurement contract.
2. Each group must decide on ethical responses to challenges such as conflict of interest or unfair contract awarding.

3. Groups discuss the consequences and how companies can prevent unethical practices.
4. Groups collaborate to draft a Procurement Code of Ethics for a hypothetical company. The code includes guidelines on fair supplier selection, transparency, and ethical pricing.
5. Groups present their Procurement Code of Ethics and justify its importance.

Focal Area 2: Challenges in Procurement Management

Challenges in Procurement Management

1. **Unreliable Suppliers:** Businesses depend on suppliers to deliver goods on time. If suppliers delay, bring poor-quality goods, or do not supply regularly, it can affect production. Companies need to work closely with reliable suppliers and have backup options.
2. **Changing Prices:** Prices of goods and materials can go up or down due to market changes. This makes it difficult for businesses to plan their spending. Procurement officers must try to buy at good prices without reducing quality.
3. **Following Rules and Laws:** Businesses must follow procurement laws and ethical standards. If they do not, they may be fined or lose their good name. Companies should make sure they follow all rules and guidelines.
4. **Slow or Poor Procurement Processes:** Using manual or old systems can slow down purchasing and cause mistakes. This can lead to delays and higher costs. Businesses should improve their systems to make procurement faster and easier.
5. **Risks in Procurement:** There are risks such as fraud, supply delays, or disagreements with suppliers. Companies should take steps to prevent these problems and be ready to handle them when they occur.
6. **Poor Relationship with Suppliers:** When businesses do not communicate well with suppliers, it can lead to misunderstandings and poor service. Good relationships help ensure better prices, quality, and reliability.
7. **Lack of Transparency:** When procurement processes are not open and clear, it becomes difficult to track spending and make good decisions. Transparency helps improve trust and accountability.
8. **Difficulty Using Technology:** Some businesses find it hard to use new digital tools for procurement. However, using technology can make work faster and more accurate. Training workers can help solve this problem.
9. **Poor Planning of Demand and Stock:** If a business does not plan properly, it may buy too much or too little. This can lead to waste or shortages. Proper planning helps ensure smooth operations.

Learning Tasks

1. Recap legal and ethical issues in business and the legality and vitiation of contracts.
2. Analyse the challenges associated with procurement management.
3. Complete the case study as an assessment task

Pedagogical Exemplars

Peer-Editing

1. Review learners' prior knowledge on the functions and importance of procurement management.
2. Introduce the focus of the lesson: the challenges of procurement management.
3. Organise learners into small, mixed-ability and mixed-gender groups. Task them to discuss possible challenges associated with procurement management in organisations.
4. Each group writes a summary of their discussion and then swaps their work with another group for peer review/editing. Provide a checklist or rubric with guiding prompts for the review process. An example has been provided below.
5. Learners revise their original work based on the peer feedback and present the improved version to the class for general feedback.
6. As time allows, set the assessment task and allow learners time to complete this. If there is not enough time for the exercise to be completed then learners to do this at home and return it the following week.
7. To conclude, the teacher leads a class debrief, reflecting on the key procurement challenges discussed and how the peer feedback process enhanced understanding.

Sample Checklist

Peer-Editing Checklist for Procurement Management Task

Criteria	Checklist Item	Yes	Partly	No	Comments
Content Understanding	1. Does the summary clearly identify at least 3 key challenges in procurement management?				
	2. Are the challenges well-explained and relevant to real business situations?				
	3. Are there any examples used to support the points made?				
Clarity and Organisation	4. Is the information presented in a logical and organised manner?				
	5. Are the main ideas easy to follow and clearly stated?				
	6. Are there clear headings or bullet points to help structure the content?				
Language and Expression	7. Is the language clear and appropriate for a business discussion?				
	8. Are technical terms used correctly (e.g., tendering, sourcing, logistics)?				
	9. Are there few or no spelling or grammar mistakes?				

Group Name: _____

Reviewed by Group: _____

Date: _____

Additional Comments:

Key Assessment Level 3: Case study

You are the procurement officer at the State Transport Corporation (STC) in Ghana. Some of the buses are old and weak and need to be replaced. The manager, in consultation with the Board of Directors, has given approval for the purchase of these buses. Unfortunately, one of the board members has approached you privately, asking you to choose a company owned by his relative to supply the buses.

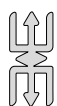
1. Which type of business entity does STC belong to, and why? (2 mark)
2. Identify and explain how you would be violating three ethical principles if you comply with the board member's request. (6 marks)
3. Explain to the board member how his request could violate procurement laws. (3 marks)
4. Suggest to the board member the appropriate course of action. (2 marks)

PLC Session 7

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
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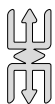
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **case study**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the case study (NTS 3k-3q).

10 minutes **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
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 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).


Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
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6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
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SECTION 2 REVIEW

Over the past weeks, learners have engaged in exploring key concepts in procurement management, including:

1. **Meaning of Procurement Management:** Learners were introduced to the definition and scope of procurement management, understanding its role in acquiring goods, services, and works effectively to support organisational goals.
2. **Functions of Procurement Management:** The section covered core functions such as sourcing, supplier selection, contract negotiation, purchase order management, and supplier performance evaluation. Learners examined how each function contributes to ensuring timely and cost-effective procurement.
3. **Importance of Procurement:** Discussions highlighted why procurement is critical for organisational success, including cost control, quality assurance, risk management, and fostering strong supplier relationships.
4. **Strategies in Procurement Management:** Learners explored various strategies such as centralised vs. decentralised procurement, just-in-time purchasing, and sustainable procurement practices, linking these to efficiency and competitiveness.
5. **Processes of Procurement Management:** The procurement cycle was studied in detail, covering stages such as need identification, specification development, supplier evaluation, contract awarding, and payment processing.
6. **Legal and Ethical Guidelines:** Emphasis was placed on understanding the legal frameworks and ethical standards governing procurement activities, including transparency, fairness, and accountability to prevent corruption and ensure compliance.
7. **Challenges in Procurement Management:** Learners analysed common challenges like supplier reliability, cost fluctuations, regulatory compliance, and technological changes. They also discussed practical approaches to mitigate these issues. (*Use such as*)

A range of teaching and learning strategies supported diverse learner needs and deepened understanding. These included case studies, group discussions, role-plays, simulations, and project-based learning, aimed at enhancing critical thinking and practical skills in procurement management.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

Week 5 (24 marks)

Assessment Criteria	Marking Guidance	Marks
Identifying the Procurement Process	Award 1 mark per correctly identified step (must be in the correct order to be awarded a mark). Steps: 1. Identifying needs 2. Defining specifications 3. Selecting potential suppliers 4. Evaluating proposals 5. Negotiating terms 6. Awarding contract and issuing purchase orders 7. Receiving and inspecting goods/services 8. Paying the supplier 9. Monitoring and managing supplier performance 10. Keeping records of procurement	Up to 10 marks maximum)
Explaining How each Stage is Important to the business success	Award 1 mark per each correct explanation of how each stage in the procurement process is important: Learners provide clear explanations of the importance of each stage, using relevant points that are directly linked to the procurement process. Example as a guide for scoring: – Identifying needs: Prevents unnecessary spending – Specifications: Ensures appropriate products are ordered – Supplier selection: Affects quality and cost – Evaluating proposals: Encourages best value – Negotiating terms: Secures favourable conditions – Awarding contract: Provides clarity and reduces disputes – Receiving goods: Verifies accuracy and quality – Paying supplier: Maintains business relationships – Monitoring supplier: Promotes long-term efficiency – Record keeping: Supports audit and future decisions Accept any plausible reasons learners may give.	Up to 10 marks maximum)
Designing the Flowchart (Design & Creativity)	Award 1 mark for any of the following if demonstrated in the flowchart: – Logical and accurate sequence of procurement steps – Clearly written and legible step descriptions – Flow lines/arrows show clear progression	Up to 4 marks maximum

	– Layout draws attention to key points – Visuals are eye-catching, relevant, and aid understanding – Good balance of text, arrows, and visuals	
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Week 6 – Mid-semester Examination

Marking Scheme Rubrics (Scale the total marks to 20)

Correct answer to objective test questions (1 mark per question)

Fill in the Blanks

1. Needs
2. Waste

Multiple Choice

1. C
2. B
3. A

Essay Question (18 Marks)

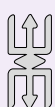
Assessment Criteria	Marking Guidance	Marks
Identifying the PPC Steps in Order	Award 1 mark per correctly identified and logically sequenced step: 1. Routing 2. Scheduling 3. Dispatching 4. Follow-up/Expediting 5. Inspection 6. Corrective Action	1 x 6 = 6 marks
Explaining How Important Each Stage is.	Award 2 marks per relevant explanation. Each stage should be clearly explained, highlighting how it contributes to improving efficiency or enhancing productivity in the production process. Examples include (importance are not exhaustive, learner may give more: Routing: Routing determines the best sequence of operations and the path that materials and components should follow during the production process. It ensures the most efficient workflow by minimising unnecessary movement and delays, thereby saving time and reducing costs. Scheduling: Scheduling involves assigning specific timelines to each step in the production process. It helps allocate time, machinery, and labour effectively to ensure that production meets deadlines and customer demand without overloading resources.	2 x 6 = 12 marks

	Dispatching: Dispatching is the actual initiation of the production process. It involves issuing orders, instructions, and materials to begin operations. This step ensures that everything is in place to start work and that workers know what to do and when. Follow-up / Expediting: This step monitors progress to ensure that production stays on track. If delays or issues arise, follow-up helps identify the cause and allows managers to take quick action to resolve problems. It ensures timelines are met and resources are used efficiently. Inspection: Inspection checks the quality and accuracy of the work being done. It ensures that finished products meet the required standards and specifications. This step helps reduce defects, returns, and customer complaints. Corrective Action: When problems are detected either in processes or in final products, corrective actions are taken to address them. This could involve changing procedures, retraining staff, or adjusting schedules. It helps prevent recurrence and supports continuous improvement	
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Week 7 (13 Marks)

Assessment focus	Scoring criteria	Marks allocation
1. Which type of business entity does STC belong to, and why?	Learner identifies the correct type of business entity and gives a reason why. Type of business entity: State-owned enterprise or public corporation Why: State owned enterprises are businesses that are funded, owned and controlled by government or the state. STC belongs to the government of Ghana to provide public services	Award 1 mark for correctly identifying the type of business entity is STC belong. Award 1 mark for giving a reason why Total Marks: 1 + 1 = 2
2. Identification and explanation of how three ethical principles would be violated complying with the board member's request.	Learners clearly identify and explain how three ethical principles would be violated when the procurement officer obliges to the board member: Examples (not exhaustive): Integrity – Favouring a relative's company compromises impartiality and honesty. Fairness – Other suppliers are unfairly denied the opportunity to compete. Transparency – The process becomes secretive and deceptive, breaching ethical procurement conduct.	Award 2 marks per principle: 1 mark for identifying a valid ethical principle. 1 mark for clearly explaining how complying with the board member's request violates it. (Maximum 2 marks) Total Marks: 2 x 3 = 6

	<i>Conflict of interest – This arises when the board member's personal interest in promoting his relative's company conflicts with the organisation's interest in a fair and transparent procurement process. If the procurement officer agrees, it also shows bias and neglect of due process.</i> <i>Accept other valid principles such as accountability, professionalism, and several others if well explained.</i>	
<i>3. How the board member's request could violate procurement laws.</i>	<i>Learners accurately explain how the board members' request could violate procurement laws:</i> <i>Learners should be able to explain and synthesis these three areas.</i> <i>Identifies that procurement laws require competitive and transparent sourcing.</i> <i>Explains how favouritism/nepotism undermines the legal procurement process.</i> <i>Notes that such actions could lead to legal consequences or sanctions.</i>	<i>Award 1 mark each to the three areas when demonstrated in the responses.</i> <i>(Maximum marks=3)</i> <i>Total Marks= 1 x 3 = 3</i>
<i>4. Suggestion to the board member the appropriate course of action.</i>	<i>Learners make relevant suggestions to the board member regarding the appropriate course of action to take.</i> <i>Examples include (not exhaustive)</i> <i>Suggesting a fair and legal approach (e.g., encouraging his relative to bid through open competition).</i> <i>Recommending adherence to the procurement process or referring the company to follow due procedures.</i>	<i>Award 1 mark per each suggestion or recommendation made</i> <i>(Maximum marks=2)</i> <i>Total Marks = 2</i>



Note

Kindly provide a checklist to guide learners to effectively peer-review their colleagues' group work.

SECTION 3: PRINCIPLES OF MARKETING

STRAND: GLOBAL BUSINESS

Sub-Strand: International business and e-business

Learning Outcome: *Apply digital marketing strategies to create, advertise and sell products to customers.*

Content Standard: *Demonstrate knowledge and understanding of digital marketing.*

INTRODUCTION AND SECTION SUMMARY

This section introduces learners to foundational concepts in marketing, beginning with the principles that guide effective marketing practices. Learners will explore how marketing creates value for customers and supports business growth. A key focus will be placed on **market segmentation**—understanding how to identify and group potential customers based on shared characteristics to better meet their needs. The section also covers the **7Ps of the marketing mix** (Product, Price, Place, Promotion, People, Process, and Physical Evidence), helping learners understand how businesses use these elements strategically to attract and retain customers.

By the end of this section, teachers are expected to help learners acquire a strong understanding of core marketing principles, including market segmentation and the 7Ps of the marketing mix. They will be able to define segmentation, identify target customer groups, and apply the 7Ps to real-world business contexts. A variety of teaching and learning strategies such as simulations, case analysis, group projects, role-plays, peer teaching/editing and marketplace games will be used to deepen learners' conceptual and practical marketing skills through active and experiential learning.

The weeks and the indicators covered by the section are:

- **Week 8, 9, 10, 11, 12, 13, 14, 15, 16** - Explain marketing, evaluate its functions and analyse the extended marketing mix (7ps)
- **Weeks 9, 10** - Discuss the processes involved in new product development and the product life cycle
- **Weeks 16, 17** - Explain e-business and digital marketing, its tools and assess the benefits and challenges in their applications in business

Recap Weeks

To support new learning in Year 3, teachers should draw clear connections to relevant content taught in previous years (Years 1 and 2). These links help learners build on their existing knowledge and better understand new concepts. Key areas from earlier years that relate to the current topics are highlighted and referenced throughout this document, with learning indicators used to guide and reinforce these connections.

Year 1	Week 16: Analyse the factors affecting the internal and external environment of business using SWOT and PESTEL
Year 2	Week 1: Explain decision-making, its importance, types and tools. Week 5&6: Explain business communication, its importance, processes and forms/types Week 6: Explain a contract and its elements. Week 9&10: Explain types of contracts and how contracts may be vitiated and discharged Week 13&14: Explain the following approaches to international business (franchising, joint venturing, licensing, wholly owned subsidiary) Week 16: Differentiate between domestic and international trade and outline the basis and documents used in international trade.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The teaching of Principles of Marketing incorporated learner-centred strategies that promoted interaction, critical thinking, and practical application.

1. **Role-play:** Introduces the meaning and functions of Marketing by allowing learners to simulate real-life marketing scenarios, making abstract concepts tangible.
2. **Building on What Others Say:** Enables learners to construct deeper understanding of market segmentation and the roles of wholesalers and retailers by listening to and expanding on peer contributions.
3. **Structuring Talk for Learning:** Guiding learners to discuss the marketing mix and its components, place strategies, product types, and steps in new product development in a logical, organised manner.
4. **Group Work/Collaborative Learning:** Using Think-Pair-Share to explore reasons for new product failures, strategies for sustainability, future trends in e-business, physical evidence, promotion mix elements, and e-business challenges, fostering shared responsibility and teamwork.
5. **Whole-class Discussion:** Facilitates the exploration of product branding and the factors affecting distribution channel choices, encouraging broad participation and peer validation.
6. **Jigsaw Learning:** Engages learners in mastering and teaching one another about the meaning and functions of packaging, ensuring collective ownership of knowledge.
7. **Initiating Talk for Learning:** Stimulates learner engagement and curiosity around pricing concepts, types of pricing strategies, and the importance of promotion.
8. **Case Study and Simulation:** Provides learners with real-world situations to analyse pricing decisions and understand the models and benefits of e-business, enhancing problem-solving and decision-making skills.
9. **Research and Digital Learning:** Encourages the exploration of digital marketing tools and e-business platforms, enabling learners to connect classroom learning with modern marketing practices.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of recall/reproduction, skills building, strategic reasoning and extended critical thinking abilities. Regular feedback and documentation in the assessment portal facilitate ongoing improvement and holistic learner development. Teachers are expected to conduct assessments to reinforce learning using various assessment modes and the marks recorded into the Student Assessment Portal (SAP).

Indicators	DOK Level	Assessment Strategy and/or Mode
Explain marketing, evaluate its functions and analyse the extended marketing mix (7ps)	Level 3	• Essay • Case Study • Fill-in-the-blanks questions • Research • Debate • Individual Project
Explain e-business and digital marketing, its tools and assess the benefits and challenges in their applications in business	Level 3	Essay

WEEK 8

Learning Indicator: *Explain Marketing, evaluate its functions and analyse the Extended Marketing Mix (7Ps) (Use initial cap)*

Focal Area 1: Meaning and Functions of Marketing

Meaning of Marketing

Marketing is the process of identifying customer needs and wants, creating products or services that satisfy those needs, and promoting and delivering them to customers in a way that builds strong customer relationships and drives business growth. In simple terms, marketing is about understanding what people want, creating it, and making sure they know about it and can get it.

Functions of Marketing

1. **Market Research:** This involves collecting and analysing data about what consumers want, current market trends and competitor activities. For example, a clothing brand may conduct surveys and focus groups to find out what styles are most popular among young adults before launching a new fashion line.
2. **Product/Service Development:** Based on research, businesses create or improve products to meet consumer needs. For instance, a smartphone company might add better cameras and longer battery life to meet customer demands for high-performance devices.
3. **Pricing:** Businesses must set prices that reflect the product's value, are competitive, and help cover costs. For example, a bakery may price its cakes slightly lower than competitors to attract more customers but high enough to cover production costs and make a profit.
4. **Promotion:** This includes activities such as advertising, sales promotions, social media marketing and public relations (PR) campaigns to inform and persuade customers. For example, a supermarket might use radio adverts and offer discounts to promote a new product line. (*Use such as*)
5. **Distribution (Place):** Products need to be available in places convenient for customers. This could be physical stores, online shops, or third-party retailers. For example, a beverage company may distribute its drinks through supermarkets, restaurants and vending machines.
6. **Selling:** The act of directly interacting with customers to close a sale. This can include in-store salespeople, online customer chats, or even telemarketing. For instance, a car dealer explains vehicle features and offers a test drive to help the customer make a purchase decision.
7. **Customer Relationship Management (CRM):** Businesses follow up with customers through feedback requests, loyalty programs and after-sales services to build trust and encourage repeat business. For example, a hotel might send thank-you emails and offer returning guests a discount on their next stay.
8. **Branding:** This involves creating a recognisable identity for a company or product through logos, slogans, design and consistent messaging. For example, Coca-Cola uses a distinctive red colour and scripted font, which makes its brand easily recognisable worldwide.

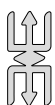
Learning Tasks

1. Recap the meaning of business communication and why the essence.
2. Discuss the meaning of Marketing.
3. Evaluate the functions of Marketing.

Pedagogical Exemplars

Role-Play

1. Before the start of the lesson review learner's prior knowledge on the meaning and importance of business communication.
2. Engage learners with an energising icebreaker:
***Instructions:** Hand learners any random classroom item (pen, ruler, book, paper, bottle).*
***Task:** In 1 minute, each learner (or in pairs) must try to “sell” the item to the class as if they are marketers.*
3. Link the activity to the lesson by asking learners to think-pair-share the **meaning of marketing**.
4. Divide learners into smaller groups and assign each group one or more functions of Marketing (market research, branding, promotion, distribution, selling, pricing, etc.)
5. Ask them to discuss and prepare a short role-play to demonstrate their understanding of the assigned function(s)
6. After the role-play, ask learners to share their observations focusing on:
 - a. Which marketing functions were demonstrated.
 - b. How each function can contribute to a products success in the market.
 - c. What they learned about marketing in real-life business settings.
7. Summarise the key learning points by listing the **main functions of marketing** on the board (e.g., product planning, pricing, promotion, distribution, selling, customer service, market research). Guide the class to discuss the significance of each function and how they work together.



Note

Apply differentiation strategies during the role-play:

- **AP Learners:** Provide simplified role cards with prompts and offer extra guidance from the teacher during preparation.
- **P Learners:** Encourage independent role assumption with moderate teacher support; focus on applying key functions of marketing.
- **HP Learners:** Let them lead team coordination, add creativity (e.g., using props or slogans), or evaluate another group's role-play and give feedback.

Focal Area 2: Meaning and Bases for Market Segmentation

Meaning of Market Segmentation

Market segmentation is the process of dividing a broad target market into smaller, more defined groups of consumers who have similar needs, characteristics, or behaviours. This helps businesses tailor their marketing strategies, products, and services to meet the specific needs of each segment more effectively.

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Bases for Market Segmentation

Bases of market segmentation refer to the criteria or variables used to divide a broad market into smaller, more specific groups of consumers who share common characteristics, needs, or behaviours. The bases of market segmentation include:

1. **Demographic Segmentation:** This is one of the most common methods of segmentation. It groups consumers based on measurable characteristics such as age, gender, income, level of education, occupation, religion, ethnic group, and family size.

Examples and Application: A baby food company such as Nestlé Ghana targets parents aged 25 to 40 with young children. Banks such as Absa or GCB may market student accounts specifically to university-age customers between 18 and 24 years. A cosmetics company may promote skin-care products differently to men and women due to varying preferences and needs. (Use 'such as' rather than 'like')

2. **Geographic Segmentation:** This approach divides the market based on location. Variables may include country, region, city, town, climate zone, or whether the area is urban or rural.

Examples and Application: A sachet water brand may offer smaller pack sizes in rural northern Ghana where refrigeration is limited, but larger bottled packs in cities such as Accra. A shoe company may sell rubber sandals in flood-prone areas during the rainy season and canvas shoes in drier regions. Internationally, snow boot companies target cold regions such as Canada and do not promote their products in tropical countries.

3. **Psychographic Segmentation:** This method groups consumers based on their lifestyle, values, social class, attitudes, and personality traits.

Examples and Application: A fitness clothing brand in Ghana might target health-conscious, middle-income earners who regularly attend the gym or follow wellness influencers. Luxury brands such as Apple or Mercedes-Benz appeal to consumers who value prestige, innovation, or status. A local organic foods shop may attract customers who value sustainability and natural living.

4. **Behavioural Segmentation**

This approach focuses on how consumers interact with products. Variables include usage rate, brand loyalty, readiness to buy, or benefits sought.

Examples and Application: A telecom company such as MTN Ghana may offer discounted data bundles for heavy internet users and low-cost voice plans for those who primarily use their phones for calls. A hotel may create loyalty programmes that reward regular travellers with discounts or exclusive services. During the back-to-school season, stationery suppliers may target parents who are seasonal buyers with promotional packages. (Use such as)

Importance of Market Segmentation

1. **Targeted Messaging:** Businesses can tailor messages to match the specific needs and language of each group, making communication more effective.
2. **Better Product Fit:** Segmentation helps companies design or adjust products and services to suit the preferences of each customer group.
3. **Smart Pricing:** Different pricing strategies can be used for different segments based on their purchasing power and perceived value.
4. **Efficient Resource Use:** Businesses can focus marketing efforts where they will be most effective, improving return on investment (ROI) and avoiding waste.
5. **Stronger Customer Loyalty:** Personalised offerings build trust and long-term relationships, encouraging repeat purchases and brand loyalty.

Learning Tasks

1. Recap the meaning and functions of Marketing from prior learning as well as stakeholders involved in the internal and external environment of business.
2. Discuss the four main bases for market segmentation.
3. Complete the essay as an assessment activity.

Pedagogical Exemplars

Building on What Others Say

1. Begin by asking learners to recall what they already know about Marketing and why companies target different customer groups.
Example Question: “Can anyone give an example of a product that is marketed differently to different groups of people?”
2. Introduce the term by writing *Market Segmentation* on the board. Ask: “What do you think this means based on the word *segmentation*?”
3. Take a few responses and write them down. Then provide a clear definition of market segmentation to learners.
4. Apply “Building on What Others Say”
5. Ask a guiding question: “Why do you think businesses group customers before marketing to them?”
6. Ask learners to respond and encourage others to build on or respectfully challenge the previous answers using sentence starters:
 - a. “I agree with [name] because...”
 - b. “I want to add to what [name] said...”
 - c. “I see it differently because...”
7. Introduce the four Bases for Segmentation. Present the bases one by one: (**Demographic, Geographic, Psychographic, Behavioural**).

8. After introducing each, pause and ask: “Can someone explain this in their own words or give an example?” Encourage others to **build on** or **clarify** each other’s responses using the strategy.
9. In a whole-class discussion, learners share ideas on the importance of market segmentation.
10. Summarise the lesson by making learners summarise the meaning of market segmentation and explain the four bases with key examples.
11. Highlight good contributions and how learners added to each other’s understanding.
12. As time allows, set the assessment task and allow learners time to complete this. If there is not enough time for the exercise to be completed then learners to do this at home and return it the following week.

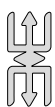
Key Assessment Level 3: Essay

A company is launching a new brand of school bags for students. Explain how three marketing functions can support the product’s success. Justify your choices with clear reasoning. (9 marks)

PLC Session 8

45 minutes Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week’s concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week’s content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week’s concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



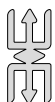
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week’s key assessment with your app
 - a. The key assessment for the week is **essay**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the essay (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 9

Learning Indicators

1. Explain Marketing, evaluate its functions and analyse the Extended Marketing Mix (7Ps)
2. Discuss the processes involved in new product development and the product life cycle

Focal Area 1: The Marketing Mix and New Product Development

Meaning of Marketing Mix

The Marketing mix refers to a set of tools or strategies that a business uses to promote and sell its products or services successfully. It is often known as the **4Ps** of marketing, which are: **Product, Price, Place, and Promotion**. Some businesses also use an extended version known as the **7Ps**, which adds **People, Process and Physical Evidence**.

These elements work together to attract customers and satisfy their needs. For example, a bakery in Takoradi may create a tasty bread (Product), sell it at an affordable price (Price), deliver it to shops in the area (Place), and advertise it on local radio (Promotion).

Teachers will analyse each of the element of the Marketing mix over the course of the lessons in this section

Meaning of Product

A product refers to a good or service that is offered to customers to satisfy their needs or wants. A product can be tangible (physical) or intangible (service-based). Product is the first “**P**” in the marketing mix

There are two main types of products:

1. **Consumer Products:** Bought for personal use (e.g., clothes, food, phones).
2. **Industrial Products:** Used to produce other goods or services (e.g., machinery, raw materials).

Steps in the New Product Development

A **new product** refers to a good or service that is introduced to the market for the first time, offering innovative features, benefits or solutions that did not previous exist or significantly improve existing products. The steps involved in new product development

1. **Idea Generation:** This is the first step where businesses look for new product ideas. Ideas may come from many sources such as customers, employees, competitors, market surveys, or even through brainstorming sessions. At this stage, no idea is considered too strange or useless. **Example:** A natural skincare business in Accra may get the idea to create a new body cream using moringa oil after customers request a product that treats dry skin. Globally, companies such as Google encourage employees to submit new ideas, some of which later become real products.
2. **Idea Screening:** Not all ideas are good or practical. In this step, businesses review the list of ideas and remove those that are not realistic, affordable, or useful. The goal is to choose the best ideas that are worth developing. **Example:** A sachet water company in Cape Coast may decide not to pursue an idea to add fruit flavouring to water if it will be too expensive or difficult to produce. Internationally, Coca-Cola screens hundreds of flavour ideas before selecting a few to test.

3. **Concept Development and Testing:** Here, the selected idea is developed into a clear product concept. A product concept is a detailed description of the product, how it works, and how it will benefit customers. The business may test the concept by asking potential customers for feedback. **Example:** A start-up in Kumasi may describe a new herbal energy drink and ask local students or workers what they think about the idea.
4. **Business Analysis:** At this point, the business looks at the costs, selling price, target market, expected sales, and possible profit. The company wants to be sure that the new product will make business sense and will not cause a loss. **For example,** a bakery in Tamale may estimate the cost of producing a new variety of bread and compare it to how much customers would pay and how many loaves they are likely to sell in a week.
5. **Product Development:** Once the idea is approved, the product is actually made. This stage includes designing, creating, and testing the first samples or models, known as prototypes. The business may also prepare packaging and labels during this stage. **For example,** a cosmetics business in Accra may create several samples of a new body lotion with different scents and test them internally. In the technology industry, companies such as Apple produce many prototypes before releasing a final iPhone model.
6. **Test Marketing:** Before launching the product across the country or to the full market, the business may test it in a smaller area or with a few selected customers. The aim is to see how the market reacts, collect feedback, and make final changes. **For example,** a local yoghurt producer in Sunyani may sell the new flavour only in local shops to see how customers respond.
7. **Commercialisation:** This is the final stage. The product is launched and made available for sale across the full market. At this point, the business puts effort into advertising, distributing, and monitoring sales performance. **For example,** once the herbal energy drink receives good feedback, the company in Kumasi may print labels, produce in larger quantities, and promote it through social media and community events.

Learning Tasks

1. Introduce the marketing mix and lead discussion to identify the different elements
2. Discuss the process for product development with examples from local, national and international business
3. Recap learning on analysing the business environment and production management.
4. Create a brief for a new product

Pedagogical Exemplars

Whole-Class Discussion

1. **Starter Activity – Think-Pair-Share:** Write the term *Marketing Mix* on the board. Ask: “Have you heard of the 4Ps or 7Ps in marketing? What do you think they represent?”
Let learners pair up to share responses, then gather a few ideas to build into a class definition. Assist learners to list the 7ps in the Marketing mix.
2. Ask learners to share their ideas about how new products come about and are in market. Link their responses to the concept of a new product.
3. Engage learners to share the ideas on how companies develop new product

4. Display or distribute a flowchart illustrating the 7 steps of new product development for learners to observe and share their views.
5. Briefly explain each step using relatable Ghanaian and global business examples from the content.

Product Development Simulation

1. Divide learners into mixed gender and ability groups of 4–5 and task them to recap production management and how to use SWOT or PESTEL tool to analyse the business environment and why
2. Assign each group the task of **creating a brief for a new product** (real or imagined) suitable for young people or families in their community. Learners may use pieces of paper or card to create a model for their product, for example key holders, phone covers, toys, etc.
3. Each group should present their new product highlighting:
 - a. *The reason for creating the product*
 - b. *Its purpose*
 - c. *How the processes in the new product development were applied*
4. Give opportunity for other groups to critique the work constructively and provide useful feedback

Whole-class reflection and discussion

Ask: “Which step in the new product development process was most difficult and why?”

Focal Area 2: Stages in the Product Life Cycle

Stages in the Product Life Cycle

The product life cycle describes the different stages a product goes through from the time it is introduced into the market until it is no longer sold. Understanding these stages helps businesses to make good decisions about pricing, promotion, and improvements to stay competitive.

The four main stages are:

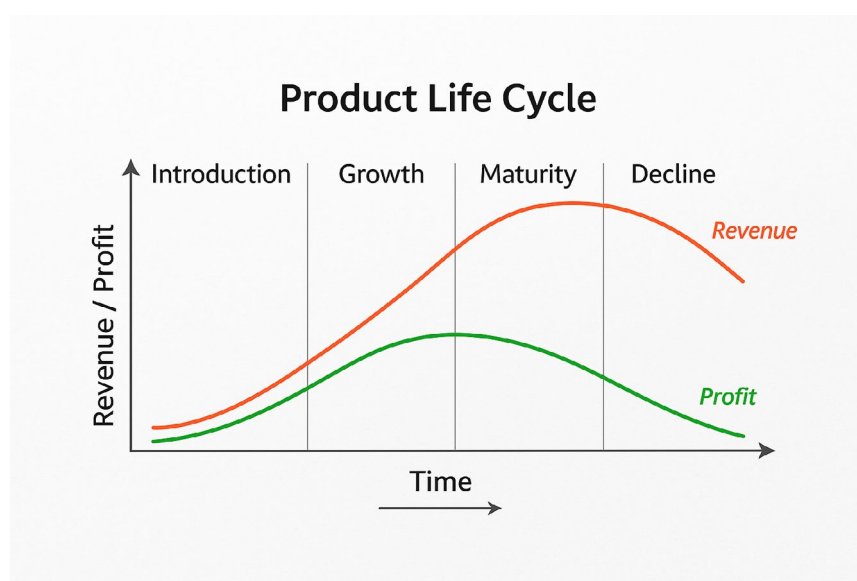


Figure 1: Stages of the Product Life Cycle

1. **Introduction Stage:** This is when the product is launched into the market for the first time. Sales are usually low, and a business spends a lot of money on promotion and advertising to create awareness. At this stage, many customers may not know about the product yet, so the business may even run at a loss. For example, when electric cars were first launched by Tesla, they had limited sales and high promotion costs. Over time, as customers learned about them, sales improved.

Characteristics of the introduction stage include:

- a. Sales are low and increase slowly
 - b. Marketing and promotional costs are high
 - c. Profits are usually low or negative.
 - d. There are few or no competitors.
 - e. Customers are not fully aware of the product.
 - f. Businesses may offer free samples or discounts to attract customers
2. **Growth Stage:** At this stage, customers become more aware of the product and sales begin to increase rapidly. Profits grow and competitors may start producing similar products. The business may expand distribution and add new features to attract more customers. For example, the use of mobile money in Ghana grew quickly after MTN, Vodafone, and AirtelTigo heavily promoted their services. Many Ghanaians started using mobile money for daily transactions. In the international context, smart phones became popular during their growth stage as companies such as Samsung, Apple, and Huawei introduced new models with improved features.

Characteristics of the Growth Stage include:

- a. Sales increase rapidly.
 - b. Profits begin to rise.
 - c. Competitors enter the market.
 - d. Businesses improve the product to attract more customers.
 - e. Promotion continues but focuses on building brand loyalty.
 - f. Distribution expands to new markets or locations.
3. **Maturity Stage:** At this stage, the product reaches its peak in sales. Most customers who need the product already have it. The market becomes full, and competition is strong. Businesses often reduce prices, offer discounts, or make improvements to maintain customer interest. For example, sachet water has reached maturity in Ghana. There are many brands in the market, and companies compete by reducing prices or improving packaging. Also, soft drinks like Coca-Cola and Pepsi have been in the maturity stage for many years. They continue to compete by launching new flavours and packaging.

Characteristics of the Maturity Stage

- a. Sales reach their highest level and begin to slow down.
- b. The market becomes very competitive.
- c. Prices may drop to attract or keep customers.
- d. Businesses focus on customer loyalty and brand strength.
- e. Product improvements or variations may be introduced.
- f. Promotion is aimed at reminding customers and reinforcing the brand.

4. **Decline Stage:** Sales start to fall because customers lose interest or switch to new products. The product may become outdated or replaced by better technology. At this point, the business may decide to stop producing it, reduce prices, or sell it in fewer markets. For example, the use of DVDs and CD players in Ghana has declined due to streaming services like Boomplay, Netflix and YouTube.

Characteristics of the Decline Stage include:

- a. Sales begin to fall steadily.
- b. Profits decrease or become negative.
- c. Customers move to new or more advanced products.
- d. Businesses reduce production or stop it completely.
- e. Promotional activities are reduced or stopped.
- f. Businesses may sell off remaining stock at discounted prices.

Learning Tasks

1. Introduce the product lifecycle.
2. Lead discussion on each stage including real world examples and with emphasis on decision making.
3. Create a poster as an assessment task to illustrate the stages of the product lifecycle.

Pedagogical Exemplars

Structuring Talk-for Learning

1. Starter Activity (activate prior knowledge): Begin the lesson by asking learners:
“Can you think of a product that was once very popular but is no longer used today?”
2. Record their answers on the board (e.g., cassettes, DVDs, old phone models).
3. Use this discussion to introduce the concept of a product life cycle.
4. Display or draw a product life cycle curve on the board with the labels: Introduction, Growth, Maturity, and Decline.
5. Ask learners to share their views on the product life cycle curve.
6. Using guided stage-by-stage discussion, present each stage (Introduction, Growth, Maturity, Decline) using:
 - a. A chart with stage characteristics
 - b. Real-life product examples
 - c. Learner contributions and insights
7. After explaining each stage, ask learners:
“Can you give another example of a product in this stage?”

Poster

Arrange learners in mixed ability and gender groups and set them the task of creating a poster that illustrates the stages of the product lifecycle. If there is not enough time to complete the task during the lesson then this should be set individually for learners to complete at home and bring to the next lesson. Learners should be encouraged to be creative with their presentation.

8. Conclude the lesson by reinforcing the key characteristics of each stage. Link this to marketing decisions:

“At the maturity stage, what strategies help a company stay competitive?”

Emphasise real-world relevance and decision-making.

Key Assessment Level 3: Poster Presentation

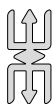
Draw and label the product life cycle curve. For each stage, identify two key characteristics and explain how they influence marketing decisions. (20 Marks)

PLC Session 9

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week’s concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week’s content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week’s concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

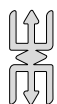
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week’s key assessment with your app
 - a. The key assessment for the week is **poster presentation**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentation (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week’s content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about ‘How do I teach this?’ but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 10

Learning Indicator: *Explain Marketing, evaluate its functions and analyse the Extended Marketing Mix (7Ps)*

Focal Area 1: Why New Products Fail and How to Sustain Them in the Market.

Reasons Why New Products Fail on the Market

1. **Poor Market Research:** The business did not take time to understand customer needs, preferences, or behaviour. As a result, the product may not solve a real problem or meet the expectations of the target audience, hence its failure on the market.
2. **Wrong Pricing Strategy:** The price may be too high, discouraging potential buyers, or too low, making the product appear cheap or unprofitable. Pricing must match customer value and market demand.
3. **Lack of Promotion:** Even a good product will not succeed if people don't know it exists. Without strong advertising, public relations, or social media campaigns, customer awareness remains low.
4. **Weak Distribution Channels:** If the product is hard to find or not available in the right places (e.g., shops, online platforms), customers cannot easily access or purchase it, leading to low sales.
5. **Bad Timing:** Launching a product during an economic downturn, off-season, or when customers are focused on other things (e.g., elections or pandemics) can reduce market impact.
6. **Poor Product Quality or Design:** If the product breaks easily, does not perform as expected, or has an unattractive appearance, customers will likely return it or leave negative reviews, damaging brand trust.
7. **Overestimated Demand:** The company assumes there is a large market for the product, but in reality, only a small number of people are interested or willing to buy it. This leads to low sales and wasted investment.
8. **Strong Competition:** When there are already established brands offering similar or better products at lower prices, a new product will struggle to gain market share unless it offers something unique.
9. **Lack of Unique Selling Point (USP):** The product fails to stand out because it offers nothing new or different from what is already available. Customers see no reason to switch from what they already use.
10. **Internal Business Problems:** Poor leadership, weak planning, limited funding, or an inexperienced team can affect product development, marketing and delivery leading to failure despite a good idea.

How to Sustain a New Product in the Market

1. **Consistent Product Improvement:** Regularly upgrade the product based on customer feedback and market trends. This keeps the product relevant and competitive over time.
2. **Effective Marketing:** Organisations should use appropriate marketing strategies, such as advertising and digital platforms, to maintain product visibility, attract new customers, and retain existing ones.
3. **Customer Engagement and Support:** Build strong relationships with customers through excellent service, loyalty programmes and active engagement on social media. Satisfied customers are more likely to return and recommend your product.

4. **Monitor and Respond to Competition:** Keep an eye on what competitors are doing and adapt your product or strategy accordingly. Offer better value, service, or unique features.
5. **Affordable and Flexible Pricing:** Use pricing strategies such as discounts, bundles, or flexible payment plans to attract and retain customers without compromising profits.
6. **Innovation and Diversification:** Introduce new features, add-ons, or product variations (e.g., sizes, colours, or flavours) to keep customers interested and meet changing preferences.
7. **Strong Distribution Channels:** Ensure your product is widely and easily available in stores, online platforms, and across various regions to reach a broader market.
8. **Regular Market Research:** Stay informed about customer needs, feedback and emerging trends. Use this data to make informed decisions and stay ahead of the curve.
9. **Build a Strong Brand Identity:** Develop a clear and memorable brand that customers trust and feel connected to. This can help your product stand out and remain in demand.
10. **Manage Product Quality Consistently:** Maintain high quality in production and service. Consistency builds trust and encourages repeat purchases.

Learning Tasks

1. Recap how the business environment affects the operations of a business both internally and externally, including the product life cycle.
2. Analyse the reasons why new products sometimes fail in the market.
3. Discuss strategies for sustaining new products in the market.

Pedagogical Exemplars

Group Work

1. Recap learners' knowledge of the concept of a product and its lifecycle.
2. Divide learners into small mixed-ability and mixed-gender work groups.
3. Provide a case or scenarios of failed product and task each group to identify and discuss the reasons why new products often fail in the market. They present their findings for class feedback.
4. Each group think-pair-share activity to generate strategies for sustaining a new product in the market. They must link each strategy to an example or explain how it will be effective.
5. Each group presents their ideas, followed by a short peer and teacher feedback session.
6. Summarise the key point from all groups as a closure to the lesson.

Focal Area 2: Product Branding and Its Importance

Meaning of Product Branding

Branding refers to the process of creating a unique identity for a product, service, or business in the minds of customers. It includes elements such as the **name**, **logo**, **design**, **colours**, **slogan** and the overall image that sets a product apart from its competitors.

Importance of Product Branding

1. **Creates Product Identity:** Branding helps a product stand out by giving it a unique name, logo, design and overall image. This identity makes it easier for consumers to recognise and remember the product in a crowded marketplace.
2. **Builds Customer Trust and Loyalty:** When customers consistently see a brand that delivers quality and meets expectations, they begin to trust it. Over time, this trust turns into loyalty, where customers prefer the brand over others and keep coming back.
3. **Supports Marketing and Advertising** A strong brand gives marketing efforts more impact. For example, when customers see a familiar logo or hear a brand slogan in an advertisement, they are more likely to pay attention and remember the message.
4. **Allows Premium Pricing:** Well-established brands like Apple or Nike can charge higher prices because customers believe in the brand's value and quality. This means branding can help increase profit margins.
5. **Attracts New Customers:** A good brand creates a positive first impression, which can draw the attention of potential customers. People are more likely to try a product if they recognize the brand or have heard good things about it.
6. **Inspires Employee Pride and Motivation:** Employees feel proud to be associated with a strong, respected brand. This can increase their motivation, performance, and overall satisfaction at work.
7. **Increases Business Value:** Branding adds value to the business as a whole. A strong brand can lead to better business partnerships, more customer demand, and even a higher resale value if the business is ever sold.

Learning Tasks

Recap market segmentation and the bases for segmenting the market.

Discuss the meaning of product branding.

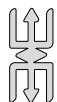
Evaluate the importance of branding products.

Individually complete a mock exam assessment task.

Pedagogical Exemplar

Whole-Class Discussion

1. Display logos (e.g., Nike, Coca-Cola, MTN and ask Lack of clarity)
“What do these symbols tell you?”
“What makes them recognisable?”
2. Use learners' responses to transition into the concept and **meaning of branding**.
3. Through a question-and-answer session, engage learners in a think-pair-share activity on the **importance of branding products**.
4. Guide learners to cite relevant examples to support their ideas.
5. Conclude the lesson by inviting learners to share the knowledge they have acquired with the class.



Note

Differentiation Approaches

1. **Approaching Proficiency (AP) learners:**
 - a. *Provide sentence starters such as “Branding is important because...”.*
 - b. *Give a word bank with terms such as logo, identity, recognition, and value. (Use such as)*
 - c. *Use lots of visuals and simple, familiar brand examples.*
 - d. *Allow them to draw or match brand images to names instead of writing full responses.*
2. **Proficient (P) learners:**
 - a. *Encourage full participation in class discussions with guiding questions.*
 - b. *Ask them to describe the purpose or message of different branding elements.*
 - c. *Pair them with others to design a basic brand idea that includes a name and a simple slogan.*
3. **Highly Proficient (HP) learners:**
 - a. *Challenge them to evaluate why some brands succeed more than others.*
 - b. *Ask them to explain how branding influences customer behaviour using examples.*
 - c. *Let them take leadership roles in group work or present more detailed branding concepts (e.g., name, logo, slogan, and target audience).*

Key Assessment: Practice Paper I

HINT



Conduct **Practice Paper 1**. It should cover contents taught from Year 1 to 3. Refer to the **Table of Specification and Structure of the Paper** at the end of this section to guide you. Learners' papers should be marked immediately and scores entered into the SAP.

TABLE OF SPECIFICATION

Strand	Sub-strand	Learning Indicators	Levels of Assessment			
			1	2	3	4
Managing businesses and the legal framework of businesses	Forms of business	Year 1 – 3 LIs				
		1.1.1. LI.1 Explain business, its objectives, discuss its role in society, and classify its different forms.	1	1		
		1.1.1. LI.2 Examine the features of sole proprietorship business, identify its benefits, challenges and sources of funding.	1			
		1.1.1. LI.3 Discuss partnership business, its features, deed, formation, benefits, challenges and sources of funding.		1		
		1.1.1. LI. 4 Describe a company and discuss its features, types, the procedure for registration, benefits, challenges and sources of funding.		1	1	
		1.1.1. LI. 5 Examine State-owned enterprises, their features, types, benefits, challenges and sources of funding.	1			
	Functional Areas of management	1.1.2. LI.1 Explain management, its levels and skills	1		1	
		1.1.2. LI.2 Differentiate between management and administration and identify the career paths in business management	1			
		1.1.2LI. 3 Explain planning, its tools, processes, benefits and limitations.		1	1	
		1.1.2. LI.4 Explain the concept of organising, its principles, importance and describe organisational structures.		1		
		1.1.2. LI. 5 Describe departmentalisation, its types and explain the reasons, benefits and challenges of dividing an organisation into distinct units			1	

		1.1.2. LI.6 Differentiate between centralisation and decentralisation and examine their advantages and disadvantages	1			
		1.1.2. LI.7 Explain leadership, its various styles/forms, sources of power in leadership and the importance of effective leadership				
		1.1.2. LI. 8 Discuss emotional intelligence, ethical principles, leadership skill development, and conflict management, and apply these concepts to effective leadership practices.	1			
		1.1.2. LI. 9 Explain controlling, its types, processes, tools and importance.	1			
		2.1.2. LI.1 Explain decision-making, and its processes and identify the levels of decision-making in organisations			1	
		2.1.2. LI.2 Identify management levels and the decisions they make and analyse the steps in the decision-making process.		1	1	
		2.1.1. LI.1 Explain delegation and outline its principles and steps involved in the process of delegation.	1			
		2.1.1. LI.2 Identify the benefits of delegation, its limitations and ways of making it effective		1		
		2.1.1. LI.1 Explain business communication, its importance, processes and forms/types.	1			
		2.1.1. LI.2 Explain the channels of business communication, the barriers and ways of making communication effective.			1	
		2.2.3. LI.2 Explain Human Resource Management, its functions and describe the processes involved in recruitment and selection.		1		

		2.2.3. LI.2 Explain the components of Performance Management and its importance.	1		
		2.2.3. LI.3 Explain Labour and Industrial relations including Collective bargaining processes.			
		3.1.1. LI.1 Explain the functions of Production Management and identify the main forms of production.	1		
		3.1.1. LI.2 Describe the types of production and the steps in production planning and control.		1	
		3.1.1. LI.3 Explain Procurement Management and discuss its importance and process.		1	
		3.1.1. LI.4 Explain the strategies in procurement, legal and ethical guidelines governing procurement and identify the challenges in the procurement management.	1		
	Legal environment of business and risk management	2.2.3. LI.3 Explain contract and its elements		1	
		2.1.2. LI.2 Explain types of contracts and how contracts may be vitiated and discharged.	1		
		2.1.2. LI.1 Explain business risk, identify the types of business risks and how to manage risk	1		
		2.1.2. LI.12 Explain insurance and outline its principles, policies and importance to businesses		1	
Glocal business	Business development	1.2.1. LI.1 Analyse the factors affecting the internal and external environment of business using SWOT and PESTEL	1		
		1.2.1. LI.2 Define business ethics, outline its key principles, and explain the importance of business ethics in promoting integrity, trust, and accountability within organisations	1		
		1.2.1. LI.3 Explain corporate social responsibility and discuss its types of initiatives	1	1	

		1.2.1. LI4 Discuss the benefits and challenges of Corporate Social Responsibility	1			
		3.2.2. LI1 Describe entrepreneurship and outline the characteristics and roles of entrepreneurs			1	
		3.2.2. LI2 Identify ways of entering into businesses and describe the various documents needed by entrepreneurs.	1			
		3.2.2. LI3 Analyse the process of setting up a business, prepare a simple business plan for the establishment of business and outline the reasons for business successes and failures.		1		
	International business and e-business	1.2.2. LI1 Explain the factors driving globalisation, analyse its impact on local businesses, and discuss the benefits and challenges of operating businesses in a global market.			1	
		1.2.2. LI 2 Explain international business, its features, the reasons for engaging in it, and discuss its benefits and the challenges.		1		
		1.2.2. LI 3 Describe multinational corporation and discuss its features, benefits and challenges including factors driving companies to become multinational corporation.		1		
		1.2.2. LI 4 Explain indigenous Ghanaian businesses with examples, outline the steps to become a multinational corporation, and discuss strategies for Ghanaian companies to transform into multinational operations.		1		

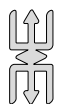
	2.1.2. LI 1 Explain the following approaches to international business:			1	
	- franchising - joint venturing - licensing and - wholly – owned subsidiary				
	2.1.2. LI 2 Differentiate between domestic and international trade, and outline the basis and documents used in international trade.		1		
	2.1.2. LI 3 Analyse the various restrictions in international trade, the reasons for restrictions and explain the benefits and challenges of international trade.	1			
	3.2.1.LI1 Explain marketing, evaluate its functions and analyse the Extended Marketing Mix (7Ps)		2	2	
	3.2.1.LI2 Discuss the processes involved in new product development and the product life cycle				
	3.2.1.LI3 Explain e-business and digital marketing, its tools and assess the benefits and challenges in their applications in business		1		
	TOTAL (65)	16	22	16	

PLC Session 10

45 minutes
Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).

3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

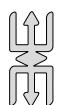
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - a. The key assessment for the week is **practice paper**. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the practice paper (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group

- i. was the concept explained in a way that a learner with no prior knowledge could follow?
- ii. were the examples grounded in contexts familiar to Ghanaian learners?
- iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 11

Learning Indicator: *Explain Marketing, evaluate its functions and analyse the Extended Marketing Mix (7Ps) (Use initial cap)*

Focal Area 1: Meaning and Functions of Packaging

Meaning of Packaging

Packaging refers to the process of designing and enclosing a product in a container or wrapper to protect it, make it easier to handle or transport and attract customers. It serves both functional and promotional purposes, ensuring the product is safe while enhancing its appeal on the shelf.

Functions of Packaging

1. **Protection:** Packaging serves as the first layer of defence for any product. It prevents physical damage such as breaking, crushing, or spilling. It also shields the contents from external elements such as dirt, dust, moisture, and harmful substances. Additionally, good packaging protects against tampering and ensures that the product reaches the consumer in perfect condition. Example: Glass bottles used for perfumes or sauces not only preserve the contents but also prevent leakage and contamination.
2. **Preservation:** Certain products, especially perishables such as food and medicine, need to remain fresh and safe for use over time. Packaging helps by providing an airtight or sealed environment that slows down spoilage, preserves nutrients, and prevents exposure to bacteria and oxygen. This extends the product's shelf life and ensures it remains effective or edible until the expiry date. Example: Vacuum-sealed meat packaging slows down spoilage and retains flavour.
3. **Convenience:** Well-designed packaging enhances the ease with which a product can be used, stored, carried, or disposed of. Features such as handles, spouts, tear strips, or resealable closures make it more user-friendly. This adds to customer satisfaction and can influence repeat purchases. Example: Zip-lock snack bags or detergent bottles with built-in handles allow for easy handling and storage.
4. **Information:** Packaging provides important product details that help customers make informed decisions and use the product correctly. This includes product name, brand, ingredients, usage instructions, warnings, expiry dates, manufacturing dates, barcodes and legal notices. In regulated industries such as food and pharmaceuticals, this function is especially critical. Example: A medicine box includes dosage instructions, possible side effects, and the expiry date to ensure safe usage.
5. **Promotion and Branding:** It visually communicates the product's value and the brand's identity through colours, logos, taglines, and design. Attractive and consistent packaging can create strong brand recognition and appeal to customer emotions, influencing their buying decisions. Example: A premium perfume might come in a sleek, gold-trimmed box to reflect luxury and exclusivity.
6. **Differentiation:** In competitive markets, packaging plays a key role in helping a product stand out among many similar options. Unique packaging design, colours, and branding elements make it easier for customers to recognize and choose a product they trust or are curious about. Example: Coca-Cola's iconic red and white branding makes it instantly recognisable among other soft drinks.

7. **Safety:** Safety as a function of packaging refers to how packaging helps prevent harm to consumers and ensures that the product remains secure and uncontaminated until it is used. This includes using tamper-evident seals, child-proof caps, non-toxic materials and clear warnings on hazardous items. Safe packaging reduces the risk of injury, allergic reactions, or misuse.
8. **Sustainability:** With increasing environmental awareness, businesses are shifting towards eco-friendly packaging solutions. Sustainable packaging uses materials that are biodegradable, recyclable, or reusable, reducing waste and minimising the product's carbon footprint. This not only benefits the environment but also appeals to eco-conscious consumers. Example: Some food outlets use paper-based containers or compostable cups instead of plastic ones to reduce environmental harm.

Learning Tasks

1. Recap on branding and the bases for market segmentation.
2. Discuss the meaning of packaging.
3. Examine the functions of packaging.

Pedagogical Exemplars

Jigsaw Method

1. Review learners' prior knowledge on the concept; branding and market segmentation.
2. **Begin the lesson with an icebreaker.** For example, play the *Mystery Box Challenge*, where the teacher brings a sealed, unlabelled box or wrapped package with some information written on it to class. Let learners pass it around without opening it and guess:
 - a. What is inside?
 - b. Why do they think that?
 - c. What does the packaging tell them?
3. Transition learners from the activity to the concept of **packaging and its meaning**.
4. Engage the class in a whole-class discussion and guide learners to list the functions of packaging on the board.
5. Divide learners into three or four groups, where applicable and assign each group specific **functions of packaging** to discuss. Ask them to cite examples and prepare to present their discussions to the whole class for feedback. For instance,
 - a. **Group A:** Discuss Protection & Preservation functions of packaging.
 - b. **Group B:** Discuss Convenience & Information functions of packaging.
 - c. **Group C:** Discuss Promotion and Branding & Differentiation functions of packaging.
 - d. **Group D:** Discuss Safety and Sustainability functions of packaging.
6. Allow the groups to present their work to the class and facilitate peer and teacher feedback.
7. Conclude the lesson by asking learners to individually design a package for a new or imaginary product. They should sketch the package and explain which functions of packaging it serves.
8. Teachers to call on learners or groups to present their designs to the class for feedback and discussion.

Focal Area 2: Meaning and Strategies of Pricing

Meaning of Pricing

Pricing refers to the process of determining the amount of money a customer must pay to acquire a product or service. It involves setting a value that reflects the product's cost, customer demand, competition, and perceived value. A good pricing strategy ensures the business is profitable, remains competitive, and meets customer expectations.

Example: A bakery sets the price of a loaf of bread at GHC10 based on the cost of ingredients, competitors' prices and how much customers are willing to pay.

Pricing Strategies

Pricing strategies refer to the different approaches or methods businesses use to set the price of their products or services in order to achieve specific goals such as maximising profits, attracting customers, gaining market share, or beating competitors. These strategies are based on factors such as cost of production, market demand, competition and customer perception. Some of these strategies include:

1. **Penetration Pricing:** This strategy involves setting a low initial price for a new product or service to attract a large number of prospective buyers quickly and gain market share. The idea is to encourage customers to try the new product. For instance, when Zeepay launched its mobile money service in Ghana, it offered lower transfer fees compared to MTN and Vodafone to attract users and penetrate the market.
2. **Skimming Pricing:** Skimming involves setting a high price at the beginning of a product's life cycle, especially if it's innovative or unique and then gradually lowering the price over time to attract more price-sensitive customers. For example, when Tecno Ghana introduces new smartphone models, they are priced higher at launch, targeting technology enthusiasts. Later, prices are reduced to appeal to a wider customer base.
3. **Competitive Pricing:** This strategy sets prices based on what competitors are charging rather than solely on cost or customer value. It helps a business stay relevant and appealing in a competitive market. For example, retail stores such as Melcom and Shoprite monitor and match each other's prices for essential goods such as cooking oil and rice to remain attractive to shoppers.
4. **Value-Based Pricing:** In this strategy, prices are based on the perceived value of a product or service to the customer, not just the cost to produce it. It reflects quality, uniqueness, or brand prestige. For example, kente cloth made in Bonwire in Ashanti Region is priced high because of its cultural significance and craftsmanship, even though machine-made prints are cheaper alternatives.
5. **Psychological Pricing:** This pricing uses emotional responses by setting prices slightly below round numbers (e.g., GHS 9.99 instead of GHS 10), making the price appear cheaper than it really is. For example, many local shopping malls in Ghana use this strategy to create the impression in the minds of customers to make goods appear more affordable.
6. **Discount Pricing:** Discount pricing involves temporarily reducing prices to increase sales volume, clear old stock, or encourage repeat purchases. It is often used during sales events or promotions. For instance, during events such as Christmas or Black Friday, Palace Mall and Game Ghana offer discounts on electronics and appliances to boost sales.
7. **Cost-Plus Pricing:** This method involves calculating the total cost of production and then adding a profit margin to set the final price. It ensures that the business covers costs and earns profit.

For example, a chop bar operator may spend GHS 10 making a bowl of fufu with goat soup and then add GHS 5 profit, pricing it at GHS 15.

8. **Bundle Pricing:** Products or services are packaged together and sold at a lower price than if bought individually. It increases value for the customer and boosts sales volume. Example, MTN Ghana and Telecel offers bundle deals such as voice and data packages (e.g., GHS 10 for both calls and internet), giving users more value for less.

Learning Task

1. Recap business environment by briefly analysing the factors that affect businesses both internal and external
2. Discuss the meaning of pricing.
3. Describe the different types of strategies used in pricing products.

Pedagogical Exemplar

Initiating-Talk for Learning

1. Review learners' prior knowledge of the concept of internal and external environment of business.
2. Introduce the concept of pricing by engaging learners in a “**Guess the Price**” game. Show pictures (or real samples) of common products—e.g. a loaf of bread, a smartphone, a designer shoe, a local snack and ask learners to:
 - a. Guess the price of each item.
 - b. *Explain why they think it costs that much.*
 - c. *Discuss what factors might affect how the price is set.*
 - d. *Share their ideas on what pricing is?*
3. Use learners' contributions to shape and refine a shared definition of pricing.
4. Engage learners in an all-inclusive class discussion to explain each of the various pricing strategies, citing relevant real-life examples to enhance understanding.
5. Summarise the lesson and give learners the opportunity to ask for clarification where they have doubts.
6. Ask learners to complete an assessment task individually.

Key Assessment Level 3: Case Study

Case Study: Launching “Zobo Fresh” in the Northern Region

Jama Delights Ltd., a small Ghanaian company in Wa, has developed a new organic hibiscus juice called “**Zobo Fresh**.” The product is made from locally sourced hibiscus leaves, with no preservatives, and targets health-conscious consumers. The company wants to introduce Zobo Fresh into supermarkets and local shops across the Northern Region.

The team must decide on:

- The **packaging** that will appeal to their market and preserve freshness.
- A **pricing strategy** that balances affordability with profitability while competing with existing brands.

Questions

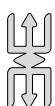
1. Based on the situation of Jama Delights Ltd., which pricing strategy would be most suitable for launching Zobo Fresh, and why? (3 marks)
2. Using evidence from the case, explain three possible problems Jama Delights Ltd. may face if its pricing and packaging decisions do not match the target market in the Northern Region. Suggest how each problem can be solved. (9 marks)
3. In the context of Zobo Fresh, explain how packaging can influence customer trust. What specific information should be included on the package to meet customer expectations and regulatory requirements? (3 marks)

PLC Session 11

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

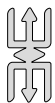
4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **case study**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the case study (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)

- b. all teachers in the group work through a similar problem individually for 3–4 minutes
- c. the group then works through the problem together step by step
- d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about ‘How do I teach this?’ but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 12

Learning Indicator: *Explain Marketing, evaluate its functions and analyse the Extended Marketing Mix (7Ps)*

Focal Area 1: Factors Affecting Pricing Decisions

Factors Affecting Pricing Decisions

Factors affecting pricing decisions refers to the internal and external elements that influence how a business determines the price to charge for its goods or services. These factors help ensure that the price set is fair, competitive and profitable while meeting customer expectations and business objectives. These factors include:

1. **Cost of Production:** The cost of making a product is one of the main factors that affect how it is priced. This includes the money spent on raw materials, labour, rent, fuel, electricity, and transport. If it costs more to produce the product, the business will likely charge a higher price to make a profit. For example, a bread bakery in Tamale may increase the price of bread if the cost of flour and fuel goes up.
2. **Demand for the Product:** When a product is in high demand, businesses may increase the price because more people want to buy it. On the other hand, if demand is low, they may reduce the price to attract more customers. For instance, during the rainy season in Accra, many people buy umbrellas, so sellers raise their prices. Similarly, when COVID-19 spread across the world, the demand for hand sanitisers rose sharply, leading to higher prices in many countries.
3. **Competition:** The level of competition in the market also influences pricing decisions. If many businesses sell the same product, each one may lower their prices to attract more customers. For example, sachet water sellers in Kumasi often reduce their prices when new sellers enter the market. Internationally, phone brands like Samsung and Xiaomi keep an eye on each other's pricing and adjust their own prices to stay competitive.
4. **Business Objectives:** The aims or goals of a business also determine how prices are set. If a business wants to attract more customers quickly, it may set lower prices. If it wants to earn higher profits, it may charge more. For example, a new barber in a community may charge low prices to build a customer base. On the global stage, luxury brands such as Gucci charge high prices because their goal is to make a large profit and maintain an exclusive image.
5. **Government Regulations and Taxes:** Government rules, taxes, and import duties can affect how much a business charges for its products. These can increase the cost of doing business, and this is often passed on to the customer. For example, the price of fuel in Ghana is affected by government taxes and pricing policies. Internationally, in countries such as Nigeria, imported goods may be expensive due to high import duties imposed by the government.
6. **Target Market:** Businesses consider the income levels and buying habits of their customers when setting prices. A product aimed at wealthy customers will usually cost more than one meant for lower-income buyers. For instance, a boutique in more affluent areas such as East Legon, may sell clothes at a higher price than a shop in a small town such as Nandom.
7. **Seasonality:** Prices of goods and services often change depending on the time of year or special occasions. During certain seasons, businesses raise prices because of higher demand. In Ghana, the price of school uniforms usually goes up in August and September as students prepare to return.

to school. Globally, airline companies often increase ticket prices during the Christmas holidays and summer vacation because many people are travelling.

8. **Location of the Business:** The place where a business is located has a big impact on its costs, which affects the prices it charges. Businesses in cities or popular areas may charge more due to higher rent and operating costs. For example, a meal in a restaurant in Osu, Accra, may cost more than the same meal in Berekum. Internationally, a cup of coffee in a New York City café is often more expensive than in a small town in the U.S.
9. **Brand Image or Perception:** A strong brand name or positive image allows a business to charge higher prices because customers believe they are getting better value or quality. In Ghana, MTN charges more for internet bundles than some smaller providers because many people trust their service. Internationally, Nike shoes are more expensive than unknown brands because the brand is well-known and associated with quality and style.

Learning Tasks

1. Learners act as pricing consultants for a small business.
2. Each group selects a product and analyses at least four factors affecting pricing decisions.
3. Groups decide on a price and explain their reasoning.
4. They create a visual pitch or short role-play to present their pricing plan.

Pedagogical Exemplars

Case Study & Simulation

1. Begin with a think-aloud prompt: “Why is the same drink cheaper in the market than in a mall?” This gets learners thinking about pricing differences.
2. Present a local case study (e.g., a shea butter producer choosing a price for Accra and Tamale markets). Highlight cost, demand, competition, and target market.
3. Use a chart or visual organiser to explain key pricing factors: cost of production, competition, business objectives, customer income, and government policies.
4. Divide learners into groups with a mix of AP, P, and HP learners. Assign each group a product (e.g., school sandals, bottled water, snacks).
5. Ask groups to develop a pricing strategy using at least four influencing factors. Provide worksheets to guide their thinking.
6. Support AP learners with pre-filled templates and visual cards that explain each factor using simple language and images.
7. Engage P learners by assigning them the roles of “price calculator” or “product explainer” within the group.
8. Encourage HP learners to lead the analysis and prepare a short pitch justifying their price decisions.
9. Facilitate presentations where each group defends its pricing using a simple chart, a pitch, or a mock sales event.

10. Use a peer scoring guide: “Did the price make sense?”, “Were the reasons clear?”, “Was the product affordable?”
11. Wrap up the lesson with a classroom pricing board showing what factors most groups considered. Compare local pricing trends (e.g., food, transport, technology).
12. Assign a short reflection task: “If you were starting a business, what would influence your price the most, and why?”

Focal Area 2: Promotion Mix and its Elements

Meaning of Promotion Mix

The promotion mix refers to the combination of different promotional tools or methods that a business uses to communicate with its target market, attract attention, and persuade customers to buy its products or services. It is one of the key elements of the marketing mix and plays a vital role in helping businesses inform, remind, and influence consumer behaviour.

A well-planned promotion mix ensures that the right message reaches the right audience using the most effective channels. The main elements of the promotion mix typically include advertising, personal selling, sales promotion, public relations, and direct marketing. Each element plays a unique role in helping the business achieve its promotional objectives.

Elements of the Promotion Mix

1. **Advertising:** Advertising is any paid form of non-personal communication used to inform, persuade, or remind customers about a product or service. It is usually directed at a large audience through mass media such as television, radio, newspapers, billboards, and social media.

Examples: MTN Ghana uses radio and television adverts to promote its data bundles across the country. Coca-Cola runs global advertising campaigns on across multiple media to increase brand visibility and drive sales.

2. **Personal Selling:** Personal selling involves direct, face-to-face communication between a sales representative and a customer with the aim of convincing the customer to buy a product or service. It is often used for high-value or technical products that may require explanation or negotiation. Personal selling allows for immediate feedback and helps to build customer relationships.

Examples: A sales executive at electronics shop in Accra explaining the features of a television to a customer. A mobile phone seller in a market engaging directly with customers to persuade them to choose a particular brand.

3. **Sales Promotion:** Sales promotion refers to short-term incentives or activities designed to encourage customers to buy a product or try a service. These include discounts, coupons, free samples, contests, loyalty cards, etc.

Examples: A supermarket in Takoradi offering a 10% discount on groceries during the Easter season. Indomie giving away free samples in schools when it first entered the Ghanaian market. Sales promotion is effective in attracting new customers and boosting sales in the short term.

4. **Public Relations (PR):** Public relations involve creating and maintaining a positive image of a business in the eyes of the public. This is done through unpaid or earned media such as press releases, community sponsorships, charity donations, media interviews, and managing crises.

Examples: A local beverage company sponsoring a clean-up campaign in the community to improve its brand image. Vodafone Ghana supporting ICT training for young people and promoting it in the news.

5. **Direct Marketing:** Direct marketing is a type of promotion where the business communicates directly with individual customers to encourage a response or purchase. It includes emails, text messages, leaflets, catalogue distribution, telemarketing, and personalised online messages. Direct marketing is useful for targeting specific customers and tracking results.

Examples: A clothing shop sending SMS messages to regular customers about a weekend sale. Jumia Ghana sending promotional emails to customers showcasing new products and discount offers.

Learning Tasks

1. Learners select a product of their choice.
2. They choose three elements of the promotion mix.
3. Groups develop a promotional strategy using those tools.
4. They prepare a campaign output (poster, jingle, or skit).
5. Each group presents their campaign to the class.

Pedagogical Exemplars

Audio-Visual Usage and Collaborative Learning

1. Initiate with a quick visual game: Display images of different ads (TV, poster, SMS, jingle) and ask: “What do these have in common?”
2. Introduce the concept of Promotion Mix using a graphic organiser showing the five tools: Advertising, Personal Selling, Sales Promotion, Public Relations, and Direct Marketing.
3. Play short clips of local and international adverts, public relations campaigns, and mobile promos. Pause to ask learners to identify which promotion tool is being used in each example.
4. Arrange learners in small groups with mixed genders and learners of mixed abilities. Assign each group a product (e.g., new pencil case, local soap, or natural juice).
5. Ask each group to select three promotion mix tools they would use to promote their product and explain why.
6. Support AP learners with a card set showing icons and descriptions of each promotional tool. Let them match each tool to a product type.
7. Guide P learners to sketch a simple poster, slogan, or script for the promotion idea. Offer a checklist of what to include (audience, message, channel).
8. Encourage HP learners to lead planning of the full mini-campaign and link each tool to a customer type or market segment.
9. Facilitate presentations in a variety of formats: jingles, short skits, posters, or spoken pitches, depending on learners’ strengths.

10. Use peer feedback rubrics: “Was the message clear?”, “Did the method suit the product?”, “Which tool was most effective?”
11. Conclude with a promotion mix wall chart: As a class, list which tools learners used most and which ones they found difficult to apply.
12. Assign a reflective journal entry: “Which promotional tool do you see most in your community, and how does it affect your interest in a product?”

Key Assessment Level 3: Fill-in-the-blanks

1. When a business introduces a product at a high price and then gradually lowers it over time to capture price-sensitive customers, it is using the _____ pricing strategy, commonly applied to tech products like new Tecno smartphones.
2. A business that adjusts its prices based on what similar competitors are charging in the market is practicing the _____ pricing strategy, which helps maintain relevance in competitive environments such as that of Shoprite and Melcom.
3. Personal selling is most appropriate for high-value or technical products because it allows for _____ feedback and tailored customer interaction, which is not possible through mass advertising.
4. A company such as Vodafone Ghana giving ICT training and gaining positive media attention is an example of using _____ relations as part of its promotion mix to improve public image.
5. In direct marketing, the business communicates with the customer through personal channels such as _____ or _____, allowing businesses to measure responses and tailor offers.
6. A company experiencing high operating costs due to where it operates in a major city such as Accra may reflect this in its product prices. This demonstrates how _____ of the business affects pricing strategy.
7. Indomie’s strategy of giving away free samples in schools when entering the Ghanaian market is an example of using _____ promotion to generate product trial and attract new customers.
8. The practice of using a pricing method such as GHS 9.99 instead of GHS 10 is known as
9. Sales promotion tools such as discounts, coupons, and loyalty cards are _____-term incentives designed to boost sales or encourage product trials.
10. Coca-Cola’s use of global advertising campaigns across TV and online platforms represents a _____ form of promotion that targets mass audiences.
11. An electronics sales agent in Accra explaining a television’s features to a customer is practicing _____ selling, which allows for personal engagement and feedback.
12. The demand for umbrellas rising during the rainy season in Accra is an example of how _____ conditions influence pricing by increasing product value in specific periods.

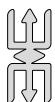
PLC Session 12

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week’s concepts in a practical way that will make it easier for learners to understand

- b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
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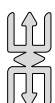
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- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **fill-in-the-blanks**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assessment (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
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 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
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 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 13

Learning Indicator: *Explain Marketing, evaluate its functions and analyse the Extended Marketing Mix (7Ps)*

Focal Area 1: Importance of Promotion

Importance of Promotion in Marketing

1. **Creates Awareness:** Promotion helps people know that a product or service exists. Without promotion, potential customers may not even be aware of a business or product. For instance, a local entrepreneur selling handmade beads in Bolgatanga may use community announcements or market flyers to inform people about her products. In the absence of such efforts, even quality products might remain unnoticed by the public. Awareness is the first step towards customer interest and eventual purchase.
2. **Persuades Customers:** Promotion uses attractive messages and visuals to convince customers to buy a product or choose a particular brand. It highlights the advantages of a product over its competitors. This is especially important in markets where many businesses offer similar goods or services. For example, multiple sachet water brands operate in Ghana, but each one tries to stand out through promotional campaigns that emphasise freshness, packaging, or pricing. Promotion influences customer choices and builds preference.
3. **Increases Sales:** When more people become aware of a product and are persuaded to buy it, sales often increase. This results in higher demand, more revenue, and improved business performance. During festive periods such as Christmas and Easter, many supermarkets in Accra and Takoradi use promotional sales such as “Buy Two, Get One Free” to attract customers. Similarly, Samsung and other mobile phone brands use promotional offers during product launches to drive up early sales.
4. **Builds Brand Loyalty:** Consistent promotion helps keep a product or service in the minds of consumers. Over time, this builds trust and emotional connection, which results in customer loyalty. Loyal customers are more likely to stick with a brand and recommend it to others. Coca-Cola, for example, maintains strong brand loyalty through continuous advertising, sponsorships, and local community activities, including events in schools and markets.
5. **Educates the Market:** Promotion also serves to educate customers about product features, benefits, and proper usage. This helps customers make informed decisions and builds confidence in the product. For instance, the Ghana Health Service promotes the use of insecticide-treated nets by teaching people how and when to use them. Similarly, companies launching new smartphones often include tutorials and demonstrations in their adverts to help buyers understand how the product works.
6. **Encourages Product Trial:** Promotion encourages customers to try new or unfamiliar products. This is often done through methods like free samples, trial packs, or discounts. These help reduce the risk for customers and make it easier for them to explore something new. A good example is Indomie noodles, which became popular in Ghana after free samples were distributed in schools, allowing people to taste and enjoy the product before committing to buying it regularly.

Learning Tasks

1. Recap the different forms and channels of communication as well as market segmentation
2. Discuss the importance of promotion as a tool in the Marketing mix.
3. Present a purpose of promotion for a real-life product or service as part of a gallery display.

Pedagogical Exemplars

Audio-Visual Usage and Initiating Talk for Learning

1. Review learners' prior knowledge on the different forms and channels of communication including market segmentation.
2. Begin with a brief initiating talk: "Have you ever seen a catchy advert that made you want to buy something? What was it?"
3. Play 2–3 short audio-visual adverts (TV, radio, or digital) and ask learners to share what message they received from each.
4. Introduce the six key purposes of promotion: creating awareness, persuading customers, increasing sales, building loyalty, educating the market and encouraging product trial using a colourful visual organiser.
5. Organise learners into mixed-ability groups, assigning each group one of the six purposes to explore further and present how it would apply to a familiar product (e.g., Fan Ice, Indomie, Shea butter).
6. Support AP learners by providing matching activity sheets linking promotional activities to the correct purpose.
7. Engage P learners in designing visual materials (mini-posters, slogans, or charts) or contributing to a short skit that illustrates their assigned purpose.
8. Challenge HP learners to lead the explanation of how promotion achieves their assigned purpose, using real-life or community-based examples.
9. Facilitate a classroom gallery walk or presentation session, where each group presents their promotional piece and explains how it reflects their assigned purpose.
10. Encourage peer feedback with prompts such as: "Was the purpose clear?", "Did the example make sense?", "How could it be improved?"
11. Guide a whole-class discussion on how promotion connects with business success, customer decisions, and social behaviour.
12. Conclude with a reflection exercise: learners write or share one way promotion influences their own buying habits.
13. Create a class promotion wall display showcasing group output, making sure all learners' contributions are visible and celebrated.

Focal Area 2: Meaning of Place in Marketing and Channels of Distribution

Meaning of Place in Marketing

In Marketing, the term *Place* refers to how a product gets from the producer to the final consumer. It involves all the decisions and actions taken to ensure that goods and services are **available at the right time, in the right place, and in the right quantities** for customers to access and buy them easily.

Place is sometimes called **distribution**, and it is one of the elements of both the core (four Ps) and extended (seven Ps) marketing mix. The effectiveness of place decisions can greatly influence customer satisfaction and sales levels. If a product is not easily available to the target market, even good quality and attractive pricing may not lead to purchases.

Example: A shea butter co-operative in the Northern Region of Ghana may use local markets and shops to sell their products. However, if they want to reach customers in Accra or internationally, they need to plan how to transport, store, and deliver their products, possibly through online stores or export agents.

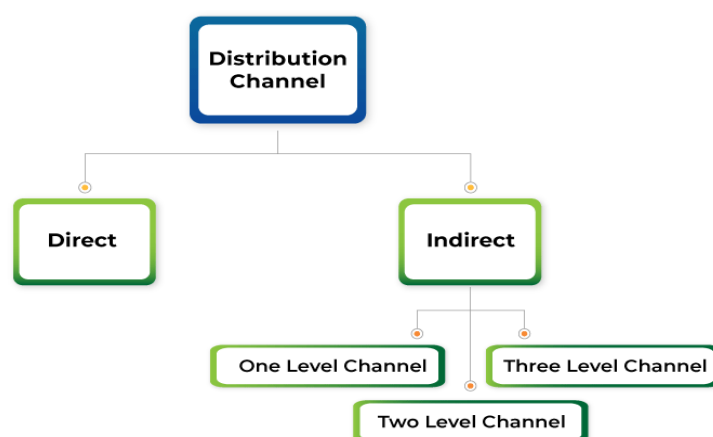
Place decisions also involve choosing the best **location, storage, and transport** options, and selecting reliable **channel members** such as wholesalers and retailers. It ensures that the product reaches the consumer **efficiently and cost-effectively**.

Meaning of Channel of Distribution

A distribution channel refers to the route or path that a product takes from the producer to the final consumer. The purpose of a distribution channel is to ensure that goods and services are made available to customers in a convenient, timely and cost-effective manner.

Types of Distribution Channels

Businesses may choose either a **direct** or **indirect** distribution channel based on factors such as the nature of the product, the target market and available resources.

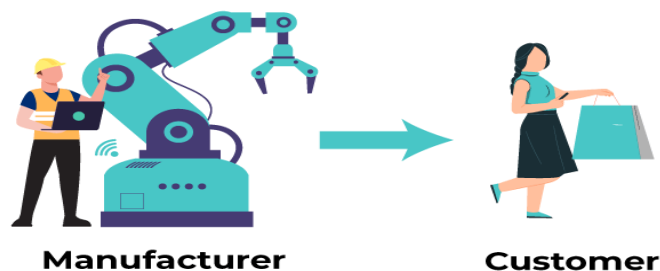


1. **Direct Channel (Zero-Level Channel):** A **direct channel** occurs when the producer sells directly to the final consumer without the involvement of intermediaries such as wholesalers, agents, or retailers. This is often referred to as a *zero-level channel*. It is typically used by small producers or businesses that operate in a local market, or by firms that want to maintain full control over their customer experience, pricing, and brand communication.

Direct channels are generally **simple, quick, and cost-effective**, especially when the business wants to build strong relationships with customers and receive direct feedback. However, direct channels may not be practical when the customer base is geographically spread out or when handling logistics is complex.

Examples of Direct Channels

- a. A **farmer** in Techiman sells tomatoes directly to consumers at the local market, avoiding middlemen.
- b. A **dressmaker** in Takoradi promotes and sells her clothes directly through her **WhatsApp status**, Instagram, or from her home shop.



2. **Indirect Channels:** An indirect channel involves the use of one or more intermediaries to move goods from the producer to the final consumer. This is common when the producer wants to **reach a wider market**, manage bulk sales, or does not have the infrastructure to handle distribution on its own. Intermediaries—such as **agents, wholesalers, and retailers**—perform specific roles such as transporting, storing, promoting, and selling the products on behalf of the producer.

There are different types of indirect distribution channels, depending on the number of intermediaries involved:

a. One-Level Channel

Structure: *Producer/Manufacturer → Retailer → Consumer*

In a one-level channel, the producer sells the product to a retailer, who then sells it directly to the consumer. This is common in industries where the goods are of moderate value and the producer wants to reach customers through known retail outlets.



Example: A **shoe manufacturing company** in Accra sells its products to shops such as boutiques in Osu and East Legon. These shops then sell the shoes to final customers who visit the stores or shop online.

This method allows the producer to reach customers in different locations without setting up its own retail outlets, while the retailer benefits by offering a variety of products to its customers.

b. Two-Level Channel

Structure: *Producer/Manufacturer → Wholesaler → Retailer → Consumer*

This channel involves two intermediaries: a wholesaler and a retailer. The wholesaler buys large quantities from the producer and then resells smaller quantities to retailers, who then sell to final consumers.

Example

A **beverage company** in Kumasi produces soft drinks and sells them in bulk to a **wholesaler** in Sunyani. The wholesaler then distributes the drinks to various **retail shops**, cold stores, and canteens in the Bono Region, where they are sold to the final consumers.

This channel is effective for mass distribution and is often used for **fast-moving consumer goods (FMCGs)** such as drinks, canned foods, and household items.



c. Three-Level Channel

Structure: *Producer → Agent → Wholesaler → Retailer → Consumer*

In this channel, the producer uses an **agent** to represent the business and coordinate sales with wholesalers. The agent does not take ownership of the goods but works on behalf of the producer to connect with wholesalers, who then sell to retailers.

Example

An **international food processing company** based in the Netherlands wants to sell its products in Ghana. It appoints a local **sales agent** who promotes the product and links up with **wholesalers** in Tema. These wholesalers then supply various supermarkets and **retail outlets** across the country.

This structure is useful for large-scale distribution across international markets or when the producer does not have a physical presence in the target country. The use of agents helps bridge language, legal, or cultural gaps.



Learning Tasks

1. Recap the medium and channels of communication including how to make communication effective
2. Discuss the concept of “place” within the Marketing mix and the different distribution channels.

3. With the aid of a well-labelled diagram, demonstrate how a specific product moves from the **producer** to the **final consumer**. Diagrams should clearly show all the key intermediaries involved (e.g., agent, wholesaler, retailer) depending on the chosen product. Use arrows to indicate the direction of flow and label each stage accurately.
4. Take part in a debate as an assessment task.

Pedagogical Exemplars

Structuring Talk for Learning

1. Review learners' prior knowledge on the medium, channels and how to make communication effective.
2. Engage Learners with Prior Knowledge: Begin with a **discussion prompt**:
"Think about a loaf of bread, what steps did it take to get from the bakery to your home?"
 Encourage learners to share ideas verbally or through drawings to activate prior understanding.
3. Transition learners to the concept of place or distribution in Marketing and support them to explain the terms.
4. Using real-world examples, guide learners to identify and discuss the various channels of distribution
5. Divide the class into teams and assign each team a specific product (e.g., tomatoes, textbooks, mobile phones, bottled drinks). Ask teams to **map out a suitable distribution channel** using diagrams or digital tools (e.g., Jamboard, Canva, or poster paper).
6. Provide Tiered Support and Challenge
 - a. **AP learners:** Use **labelled flashcards** (Producer, Agent, Wholesaler, Retailer, Consumer) and arrows. Learners physically arrange the cards to model the flow.
 - b. **P learners:** Create a **hand-drawn flowchart** or labelled diagram and prepare a **simple oral explanation** of the product's journey.
 - c. **HP learners:** Lead the group's discussion, apply **critical thinking** to justify their channel choice, and develop a **brief role-play/skit** re-enacting the movement of goods.

Debate

Organise the class into two teams to debate the motion "*Social media is the most effective promotional tool for reaching customers in rural Ghana*". The debate is to be the key assessment for the week and information on how to organise it is included below.

7. Facilitate a lesson closure where learners summarise what they have learnt in the session.

Key Assessment Level 3: Debate

Motion: "*Social media is the most effective promotional tool for reaching rural customers in Ghana*"
 Argue for or against the motion.

Guiding Note

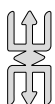
1. Learners are divided into two teams of mixed genders and abilities: *Proposition* and *Opposition*.
2. Each team prepares arguments to support or oppose the motion, using Marketing concepts and real examples.
3. Each member must speak for at least 1–2 minutes.

4. Teams must
 - a. Define the motion and key terms clearly.
 - b. Provide at least three (3) well-reasoned points supported by examples.
 - c. Respond to the opposing team's arguments with counterpoints.
 - d. Summarise their case convincingly in a closing statement.

PLC Session 13

45 minutes Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



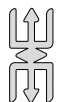
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **debate**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the debate (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about ‘How do I teach this?’ but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 14

Learning Indicator: *Explain Marketing, evaluate its functions and analyse the Extended Marketing Mix (7Ps)*

Focal Area 1: Factors to Consider When Choosing a Distribution Channel

Factors to Consider When Choosing a Distribution Channel

When a business plans how to get its products to customers, it must carefully choose the most appropriate distribution channel. Several important factors influence this decision. Each factor affects how efficiently, affordably, and reliably the product reaches the market. The factors to consider when choosing a particular distribution channel is detailed as follows:

1. **Nature of the Product:** The nature or type of product plays a major role in determining the appropriate distribution channel. Perishable goods such as bread, fresh vegetables, fruits, and dairy products require short and quick distribution routes to prevent spoilage. These products are best distributed directly to retailers or consumers. For example, a bakery in Kumasi that produces fresh bread may deliver directly to retail shops each morning to maintain freshness. On the other hand, durable goods such as mobile phones, clothing, and furniture can go through longer channels, as they are not easily damaged and can be stored for longer periods.
2. **Target Market:** The location and characteristics of the target market are also important considerations. If customers are spread across several regions or towns, the business may need to use intermediaries such as wholesalers or retailers who have access to those areas. For instance, a bottled water company based in Accra that wants to reach customers in the Upper East Region might work with a wholesaler in Bolgatanga, who then supplies retail shops in the surrounding communities. However, for a business serving a small local market, it might be more effective and economical to sell directly to consumers.
3. **Cost and Profitability:** The cost of using different channels also matters. Every intermediary involved in the distribution process takes a share of the profit and adds to the overall cost. Therefore, the more people involved in the channel—such as agents, wholesalers, and retailers—the lower the producer's profit margin. Businesses must weigh the cost of managing their own distribution against the expense of using intermediaries. For many small businesses, selling directly to customers may be more profitable, especially when they have close relationships with their buyers and can set their own prices.
4. **Control and Customer Contact:** Some businesses prefer to maintain direct contact with their customers to receive feedback, monitor customer satisfaction, and protect their brand image. Direct distribution gives the business more control over how the product is presented, priced, and delivered. For example, many tailors, food vendors, and local artisans sell directly to customers so they can understand their preferences and improve their services. In contrast, when products are sold through intermediaries, the producer may lose some control over the customer experience and brand presentation.
5. **Business Resources and Capacity:** The availability of resources such as money, vehicles, storage facilities, and staff affects a business's ability to manage distribution on its own. Running a direct distribution system requires significant resources, which many small or newly established businesses may not possess. These businesses often rely on wholesalers or agents to handle storage,

transportation, and delivery. In contrast, larger businesses with stronger logistical capacity, such as Nestlé or Kasapreko, often use their own vehicles and staff to distribute goods directly to various markets across the country.

Learning Tasks

1. Recap learners' prior knowledge on the factors affecting the internal and external environment of business and market segmentation.
2. Evaluate the factors influencing the choice of the channels of distribution.

Pedagogical Exemplar

Whole-Class Discussion

1. Recap the internal and external environment of business and market segmentation.
2. Activate curiosity with scenario prompts: For instance, ask learners to think–pair–share the factors they would consider when selecting a channel of distribution to use for transporting eggs and soap from Tamale to Accra.
3. Engage learners in discussion: Use the activity to spark a broad class discussion on the factors influencing the selection of a particular channel of distribution.
4. Personal application: Ask learners to individually and randomly choose a product of their own and explain which channel they would use to distribute the product and why.
5. Summarise with a hot seat challenge where learners take turns to answer questions from both teacher and colleagues:
 - a. “Which types of products are better suited for direct selling?”
 - b. “Which products benefit more from using agents or wholesalers?”
6. Reflective conclusion: Conclude with a journal or voice-recorded task: *“If you started a small business, what factors would you consider before choosing how to distribute your product?”*

Allow learners to express their reflection in writing, audio, or visual sketch notes, depending on their preference.

Focal Area 2: Functions of Wholesalers and Retailers

Meaning of Wholesaler

A wholesaler is a middleman who buys goods in large quantities from manufacturers and sells them in smaller quantities to retailers or other businesses. Wholesalers do not usually sell directly to the final consumer.

Functions of Wholesalers

Wholesalers play a key role in the distribution of goods by acting as middlemen between producers and retailers. Below are some of the main functions of wholesalers:

1. **Bulk Buying and Breaking Bulk:** Wholesalers purchase goods in large quantities from producers at lower prices. They then break the bulk into smaller units and sell them in manageable quantities to retailers. This enables small shops and market traders to buy only what they can afford or sell quickly. For example, a wholesaler in Kumasi may buy thousands of cartons of soft drinks from a beverage factory and sell them in crates to small retailers across the Ashanti Region.
2. **Storage of Goods:** Wholesalers provide storage facilities for goods until they are needed by retailers. This reduces the burden on producers and ensures that products are available when required. Storage also helps stabilise prices and prevents shortages in the market. For instance, a rice wholesaler in Tamale may store large bags of imported rice in warehouses and release them gradually to retailers to maintain supply and avoid price hikes.
3. **Financing Producers and Retailers:** Wholesalers sometimes pay cash to producers, providing them with working capital to continue production. They may also offer credit facilities to retailers who cannot pay immediately. This financial support keeps the supply chain moving. For example, a wholesaler of cement may pay Dangote Cement Company upfront and then allow local retailers to pay in instalments after reselling to builders.
4. **Price Stabilisation:** By buying and storing goods in bulk, wholesalers help reduce price fluctuations. They release products into the market gradually, especially during periods of high demand or shortages. This helps maintain relatively stable prices for both retailers and consumers. For example, during festive seasons, wholesalers of cooking oil may release stored stock to prevent prices from rising too quickly.
5. **Risk Bearing:** Wholesalers bear many of the risks associated with buying and storing goods. These include the risk of price changes, damage, theft, spoilage, or lack of demand. By assuming these risks, wholesalers protect both producers and retailers. For example, if a wholesaler stores soap and a portion of it gets damaged, the retailer or manufacturer is not directly affected.
6. **Marketing and Promotion:** Some wholesalers help to promote goods by introducing new products to retailers, organising product demonstrations, or offering special discounts. This helps producers reach a wider market without spending heavily on marketing themselves. For example, a pharmaceutical wholesaler may hold training for pharmacy retailers on how to sell a new health supplement.
7. **Provision of Market Information:** Wholesalers serve as a link between producers and retailers. They gather and pass on important market information such as customer preferences, sales trends, and competitor activity. This helps manufacturers adjust their products and marketing strategies accordingly. For instance, a wholesaler in Accra may inform a tomato paste producer that demand is shifting towards smaller, more affordable sachets.

Meaning of a Retailer

A retailer is the final link in the distribution chain. Retailers buy goods from wholesalers or directly from producers and sell them in small quantities to the final consumers for personal or household use. They make goods accessible and convenient to buy, especially in local communities. Example: A provision shop in Sunyani sells milk, bread, soap, and other daily essentials to individuals and families in the area.

Functions of Retailers

Retailers perform many essential functions that make goods and services accessible, convenient, and responsive to consumer needs. Below are the main functions of retailers:

1. **Selling Goods to Final Consumers:** The primary function of the retailer is to sell goods and services to the final consumer for personal or household use. They make products available in the right quantity, quality, and at convenient locations. For example, a provision shop in Ho sells items such as bread, soap, and drinks to local residents who may not be able to visit large stores or wholesalers. (*Use such as instead of like*)
2. **Providing a Variety of Goods:** Retailers stock a wide range of goods from different manufacturers and wholesalers, offering customers several options to choose from. This helps to satisfy diverse tastes and preferences. For instance, a supermarket in Accra may offer several brands of rice, toothpaste, and beverages under one roof, making it easy for customers to compare and select.
3. **Providing Information to Consumers:** Retailers give advice and information to customers about product features, prices, warranties, and usage. They help customers make informed choices, especially for unfamiliar or new products. For example, a mobile phone retailer may explain the features of different phone models to help a customer choose the best option based on their budget and needs.
4. **Providing Feedback to Wholesalers and Producers:** Retailers communicate consumer preferences, complaints, and buying habits back to wholesalers and manufacturers. This helps producers adjust their product design, quality, pricing, or packaging to better meet market needs. A shopkeeper in Wa, for instance, may report that a new brand of soap is not selling well because customers do not like its scent.
5. **Offering After-Sales Services:** Some retailers offer support after the sale, including installation, repairs, return services, or advice on product use. These services increase customer satisfaction and trust. For example, an electronics retailer in Kumasi may offer a free installation for a new television or allow customers to return faulty products within a specific time.
6. **Breaking Bulk for Convenience:** Retailers buy goods in bulk from wholesalers and sell them in smaller, more affordable units to consumers. This allows customers to purchase only what they need or can afford at a time. A shopkeeper may buy a carton of bottled water from a wholesaler but sell the bottles individually to buyers.
7. **Creating Employment:** Retailers help reduce unemployment by creating jobs directly in shops and indirectly through supporting activities like delivery, stocking, and cleaning. For example, large retail outlets such as Melcom employ cashiers, shelf attendants, security personnel, and logistics workers.
8. **Promoting Products:** Retailers sometimes display and advertise products to attract customer attention and boost sales. They may use signs, posters, discounts, or in-store promotions to support manufacturers' marketing efforts. For instance, a clothing shop in Cape Coast might organise an end-of-season sale to clear old stock and introduce new items.

Learning Tasks

1. Recap channels of distributions and elements of contract (offer and acceptance, capacity, legality, intentions to create legal relations, etc.)
2. Discuss the functions of wholesalers and retailers in the distribution channel.
3. Complete a project on distribution strategy as an assessment task.

Pedagogical Exemplars

Role-Play and Collaborative Learning

1. Review learners' prior knowledge on the elements of contract including offer and acceptance, capacity, legality, intentions to create legal relations, etc.
2. Spark engagement through story telling: Begin with a story telling prompt to activate prior knowledge: *"Yesterday, you bought a bottle of drink from a shop. Who made sure it got there? What roles did others play before it reached the shop?"* Encourage learners to respond verbally, through sketches, or by acting out key roles.
3. Recap learners' prior knowledge on wholesalers and retailers as discussed in previous lessons.
5. Form mixed-ability and mixed-gender groups and instruct each group to develop a short role-play to demonstrate the activities of wholesalers and retailers.
6. Guide each group to perform their role-play to the class. Encourage use of props, signs, or costumes for clarity and engagement (e.g., labels: "Wholesaler", "Retailer").
7. Based on observations from the role-play, support learners to identify and discuss the various function of wholesalers and retailers in the distribution channel.
8. End the lesson by asking learners to use webbing to organise their ideas on the lesson for feedback from a colleague.
9. *As time allows, set the assessment task and allow learners time to complete this. If there is not enough time for the exercise to be completed then learners to do this at home and return it the following week.*

Key Assessment Level 3: Research Work

Research Title: Designing a Distribution Strategy for a Locally Produced Fruit Juice

Fast Juice Company Ltd. is launching a new fruit juice brand produced in Ghana. As the marketing manager, design a practical and efficient distribution strategy that will help you get your juice to customers in nearby towns and cities by completing the following tasks:

1. Describe the product (type of fruit, packaging, shelf-life, target market). (4 marks)
2. Identify and explain four key factors influencing your choice of distribution channel. (8 marks)
3. Choose a suitable distribution channel and justify why it fits your business. (5 marks)
4. Create a visual diagram or flowchart showing how the juice will move from production to the consumer. (4 marks)
5. Reflect on two challenges you might face in this channel and how you would address them. (4 Marks)

Total Marks=25

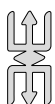
Submission Options: Learners may present their work in:

1. A written report (1–3 pages)
2. A poster or infographic
3. A slide presentation (PowerPoint or Canva)
4. A video presentation (3–5 minutes)
5. An audio recording with supporting visuals

PLC Session 14

45 minutes
Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).

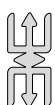

Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **research**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the research (NTS 3k-3q).

10 minutes
Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).


Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.

- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 15

Learning Indicator: Explain Marketing, evaluate its functions and analyse the Extended Marketing Mix (7Ps)

Focal Area 1: Meaning of People in Marketing Mix and Its Importance

Meaning of People in Marketing

People refer to all individuals involved in the business who influence customer perception and satisfaction. This primarily includes employees (from front-line staff such as sales assistants, customer service representatives, and delivery personnel, to back-office staff whose work impacts the customer experience) and management. Their skills, attitudes, appearance, and conduct directly shape how customers experience and perceive the brand or service. Beyond employees, even customers and other stakeholders (like suppliers) can indirectly influence the perception of the People element through their interactions and feedback. (Use 'such as' instead of 'like')

Importance of People in Marketing Mix

1. **Customer Experience and Trust:** Employees directly deliver the service and interact with customers. Their quality of interaction defines the customer's experience, building crucial trust and fostering strong relationships, which is especially valued in communities.
2. **Brand and Reputation:** Staff members are the literal face of the business. Their behaviour and service shape public perception and reputation. For small local businesses, the owner or staff is the brand, and positive word-of-mouth spreads quickly in close-knit communities.
3. **Competitive Advantage:** While products and prices can be easily copied, a dedicated, skilled, and customer-focused workforce is unique and hard to replicate. This human element offers a significant and sustainable edge over competitors.
4. **Sales and Service Recovery:** Knowledgeable and engaged staff drive sales by explaining products and services effectively. Crucially, they can turn negative customer experiences into positive ones through empathetic problem-solving, reinforcing loyalty and improving the brand's standing.
5. **Provides Local Insight and Fosters Innovation:** Staff from the community deeply understand local culture, dialects, and specific customer needs. This direct insight is invaluable for adapting offerings and fuelling innovation based on real-time market feedback.
6. **Ensures Consistency and Quality:** Well-trained employees help maintain consistent service standards across all touchpoints, from a main branch in the urban areas to a rural sales agent, ensuring uniform brand quality.
7. **Strengthens Community Connection:** Employing and valuing local staff builds authenticity and trust within the community, fostering a deeper bond that goes beyond simple transactions and solidifying local support for the business.

Learning Tasks

1. Discuss the meaning of people in the Marketing mix and its importance.
2. Examine how sales professionals, influencers, customer service teams, employee engagement, and brand advocacy impact business growth.

Pedagogical Exemplar

Collaborative Learning

1. Divide the class into mixed-ability, mixed-gender groups to maximise diverse thinking and peer support.
2. Clearly articulate what students are expected to learn and the group task. For example: *“By the end of this activity, your group will be able to understand the meaning of ‘people’ within the Marketing mix and explain key reasons for their importance in business success.”*
3. Assign each group the task of discussing the meaning of “people” in Marketing and their importance in business growth. Groups should be tasked to examine how sales professionals, influencers, customer service teams, employee engagement, and brand advocacy impact business growth.
4. During the group discussions, randomly select learners from different groups to explain a specific factor or aspect of their group’s explanation.
5. Circulate among the groups to observe dynamics, provide guidance, and clarify content as needed. Ensure that all members of the groups have the opportunity to participate and contribute.
6. Have each group present their findings. Encourage the use of visuals (e.g., posters, diagrams) or a short skit to support their explanation.
7. Conclude the lesson with a recap of the key points learned.

Focal Area 2: Meaning of Process as a Marketing Mix and Its Importance

Meaning of Process as a Marketing Mix

In Marketing, process refers to the structured steps businesses take to create, deliver, and optimise their products or services for consumers. It involves market research, strategy development, execution, and continuous evaluation to ensure customer satisfaction and business growth.

The Marketing process typically includes;

1. **Understanding Consumer Needs:** Identifying target audiences and their preferences.
2. **Developing a Marketing Strategy:** Crafting a plan that aligns with business goals.
3. **Executing the Strategy:** Implementing campaigns through various channels.
4. **Monitoring and Adjusting:** Evaluating performance and refining approaches for better results.

Importance of Process in Marketing Mix

1. **Enhances Customer Experience (CX):** A well-defined, smooth, and seamless process creates a positive customer experience. Every interaction, from initial inquiry to purchase and after-sales support, shapes the customer’s perception of the brand. Efficient processes reduce friction, wait times, and confusion, leading to higher customer satisfaction, loyalty, and repeat business.
2. **Ensures Consistency and Quality:** Standardised processes ensure that the product or service is delivered consistently every time, regardless of who is delivering it or where. This consistency builds trust and reinforces brand promises, which is especially vital for brands operating across multiple locations in Ghana or globally.
3. **Drives Operational Efficiency and Cost Savings:** Streamlined processes eliminate unnecessary steps, reduce redundancies, and minimise errors. This leads to faster delivery, less waste of resources (time, money, materials), and improved productivity. For example, an efficient online ordering and delivery process for a Ghanaian e-commerce store can significantly reduce operational costs and boost profitability.

4. **Boosts Employee Productivity and Morale:** Clear processes provide employees with a roadmap, defining their roles and responsibilities. This clarity reduces stress, improves communication between departments, and allows employees to focus on value-adding tasks, leading to higher productivity and job satisfaction.
5. **Facilitates Scalability and Growth:** Businesses with robust processes are better positioned to scale their operations. As demand increases, well-documented and efficient processes allow a company to expand without succumbing to chaos, ensuring that growth is sustainable and profitable.
6. **Enables Data Collection and Insights:** Digital marketing processes inherently generate data at every touchpoint. This data can be analysed to identify customer behaviour, pain points, and areas for improvement. Data-driven insights lead to better decision-making, helping businesses to continuously refine their marketing strategies and product offerings.
7. **Reduces Risk and Improves Compliance:** Defined processes help ensure compliance with legal, regulatory, and industry standards (e.g., data privacy, payment security). They also reduce the risk of errors, disputes, and customer complaints, protecting the brand's reputation.
8. **Creates Competitive Advantage:** In a competitive market, a superior process can be a significant differentiator. Companies that are easier to do business with, faster in delivery, or more responsive in customer service often gain an edge over competitors, even if their products are similar. For example, a reliable and efficient mobile money payment process for a Ghanaian service provider can be a key competitive advantage.

Learning Task

In mixed ability groups discuss the meaning and importance of process as a Marketing mix.

Pedagogical Exemplar

Initiating-Talk for Learning

1. Begin the lesson by reviewing learners' prior knowledge of concepts covered in the previous session.
2. Engage the whole class in an inclusive discussion to explore the meaning of “**process**” in the Marketing mix and why it is important to business operations.
3. Encourage all learners to actively participate by prompting responses, asking guiding questions, and allowing peer-to-peer interaction.
4. As time allows, set the assessment task and allow learners time to complete this. If there is not enough time for the assessment to be completed then learners to do this at home and return it the following week.
5. Conclude the lesson with a short reflective activity:
 - a. Ask each learner to either write down or orally share **one key takeaway** from the lesson, and
 - b. In pairs, ask them to list two examples of “process” in businesses they have encountered or know.

Key Assessment Level 3: Essay

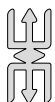
As a final-year Marketing student preparing to work with a local Ghanaian health insurance provider, you notice that many clients complain about delays in claims processing and poor follow-up.

1. State four ways an efficient process can improve customer satisfaction and help the company compete better in the market. (8 marks)
2. Suggest four ways the health insurance provider can improve the speed and accuracy of claims processing. (4 marks)

PLC Session 15

45 minutes
Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



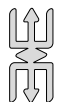
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **essay**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the essay (NTS 3k-3q).

10 minutes
Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about ‘How do I teach this?’ but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 16

Learning Indicators

1. Explain Marketing, evaluate its functions and analyse the Extended Marketing Mix (7Ps)
2. Explain e-business and digital marketing, its tools and assess the benefits and challenges in their applications in business

Focal Area 1: Meaning of Physical Evidence as a Marketing Mix and Its Importance

Meaning of Physical Evidence in Marketing

Physical evidence in Marketing refers to the tangible elements that help customers evaluate a product or service. Since services are intangible, physical evidence provides visible cues that influence customer perceptions and trust. It includes aspects such as store layout, branding, packaging, employee uniforms, and customer testimonials.

Importance of Physical Evidence in the Extended Marketing Mix:

1. **Reduces Perceived Risk and Builds Trust:** When buying an intangible service, customers face uncertainty and risk. Physical evidence provides tangible “proof” or clues about the service’s quality, reliability, and professionalism. A clean environment, professional uniforms, or modern equipment signals competence and reassures customers that they are making the right choice.
2. **Shapes First Impressions and Influences Perceptions of Quality:** Physical evidence is often the first point of contact a customer has with a business. The aesthetics, cleanliness, and overall atmosphere immediately create an impression that influences how customers perceive the service’s quality before they even experience it.
3. **Communicates Brand Identity and Positioning:** Physical evidence acts as a non-verbal communicator of a brand’s values, personality, and positioning. It helps to visually reinforce what the brand stands for, whether it’s luxury, affordability, modernity, or tradition.
4. **Differentiates from Competitors:** In a competitive market, unique or superior physical evidence can be a key differentiator. It helps a business stand out and create a distinctive image in the minds of customers.
5. **Facilitates Service Delivery and Customer Experience:** A well-designed physical environment can make it easier and more pleasant for customers to navigate the service process. Logical layouts, clear signage, and comfortable waiting areas contribute to a smoother customer journey.
6. **Provides Tangible Cues for Intangible Services:** For pure services, physical evidence helps to make the intangible, tangible. This can include tangible “props” such as brochures, business cards, service agreements, or even the receipt. These give the customer something concrete to hold onto and remember. (*Use ‘such as’ instead of ‘like’*)
7. **Enhances Employee Morale and Productivity:** The physical environment doesn’t just impact customers; it significantly influences staff. A clean, well-organised, and pleasant workspace can boost employee morale, job satisfaction, and consequently, their productivity and motivation to deliver excellent service. Staff who are proud of their environment are more likely to perform well.

8. **Facilitates Social Interaction and Atmosphere:** The design of the physical environment can encourage or discourage interaction among customers, or between customers and staff. It can create a specific atmosphere – whether it’s lively and communal, or quiet and private – which is part of the service experience.

Learning Tasks

1. Explain “Physical Evidence” in marketing.
2. Identify specific examples of physical evidence in local businesses.
3. Explain the messages these physical cues communicate to customers.
4. Describe why physical evidence is important for a business’s success and customer trust.

Pedagogical Exemplars

Think-Pair-Share

1. Teacher initiates talking by asking a starter question: “When you walk into a bank, clinic, or restaurant, what makes you feel that the place is professional or trustworthy?”
2. Let learners think individually for 2 minutes.
3. Teacher then pairs learners up with a partner to discuss their thoughts
4. Teacher then ask learners to share responses with the class. Write down key words on the board such as: clean environment, uniforms, signs, brochures, certificates, branded items, etc.

Collaborative learning

1. Learners are further divided into mixed gender and mixed ability groups.
2. Assign each group a service business (e.g., hospital reception, bank, restaurant, mobile money shop).
3. Each group is tasked to discuss the meaning and importance of physical evidence
4. Each group acts out a short 5-minute role-play showing how physical evidence influences a customer’s experience. They should include examples such as: Staff in uniform, Clean and organised spaces, Signboards or brochures, Displayed certificates, Customer seating areas, etc. (*Use ‘such as’ instead of ‘like’*)
5. Groups are called at random to share their role play with the class.
6. Teachers end the lesson by summarising the key points on the role of physical evidence in the marketing mix.

Focal Area 2: Meaning of E-Business and Digital Marketing & Tools in E-Business

Meaning of E-Business and Digital Marketing

E-business (short for electronic business) refers to any business process that an organisation conducts over a computer-mediated network, primarily the Internet. It is a much broader concept than e-commerce and encompasses all aspects of how a business operates digitally, not just buying and selling.

Introduce learners to the concept of digital transformation of an entire organisation's operations and strategies it is about leveraging information and communication technologies (ICTs) to improve efficiency, effectiveness, and reach across all functions of a business.

Key Features of E-Business

Meaning of digital marketing

Digital Marketing refers to the use of **digital technologies and online platforms** to promote products, services, or brands using digital channels to reach consumers. It encompasses all marketing efforts that leverage electronic devices and the internet. Essentially, it's about connecting with potential and existing customers online, where they spend an increasing amount of their time. Digital marketing is a dynamic and expansive field that goes far beyond simply having a website. It's a comprehensive strategy for building brand awareness, generating leads, driving sales, and fostering customer loyalty in the digital realm. It involves reaching audiences through **internet-connected devices** like smartphones, computers, and tablets, using channels such as: email, social media, online advertising, search engine optimisation.

Comparison Between E-Business and Digital Marketing

Aspect	E-Business	Digital Marketing
Definition	Conducting business processes online	Promoting products or services online
Scope	Covers sales, operations, and customer service	Focuses on advertising, customer engagement, and conversions
Key Activities	Online transactions, supply chain management, CRM	SEO, social media marketing, email campaigns, PPC ads
Business Model vs. Strategy	A business model integrating digital tools	A Marketing strategy to attract customers
Customer Interaction	Involves order fulfilment, service delivery, and support	Focuses on brand awareness, engagement, and lead generation
Revenue Generation	Earns money through online sales, subscriptions, and digital services	Supports sales by attracting and converting leads
Examples	Amazon's online retail, mobile banking services	Facebook ads, Google search advertising, influencer promotions

Tools in E-Business

1. **E-commerce Platforms (for Online Sales & Shopfronts):** These are the fundamental software solutions for businesses involved in direct online selling. They provide the infrastructure to build and manage an online shop, display products, process customer orders, and handle digital payments securely. Examples: Shopify, WooCommerce (a popular plug-in for WordPress), BigCommerce, Wix Stores, Magento (now Adobe Commerce), WhatsApp Business.
2. **Customer Relationship Management (CRM) Systems:** CRM tools are designed to help businesses manage and analyse customer interactions and data throughout the entire customer lifecycle. They centralise customer information (including contact details, purchase history, and communication logs), automate various sales and marketing tasks, and significantly improve customer service capabilities. Examples: Salesforce, HubSpot CRM, Zoho CRM, Microsoft Dynamics 365.
3. **Enterprise Resource Planning (ERP) Systems:** ERP systems are integrated software suites that meticulously manage all core business processes. This typically includes finance, human resources, inventory control, supply chain operations, manufacturing, and project management. Their primary function is to establish a single, unified source of data for the entire organisation. Examples: SAP S/4HANA, Oracle NetSuite, Microsoft Dynamics 365, Odoo.
4. **Digital Marketing Tools:** These tools are instrumental in promoting products and services, driving web traffic, fostering customer engagement, and meticulously analysing campaign performance across a multitude of digital channels.

Sub-categories & Examples:

- a. **SEO Tools:** Ahrefs, Semrush, Moz (for optimising content to rank higher in search engine results).
 - b. **Social Media Management Tools:** Hootsuite, Buffer, Later (for scheduling posts, analysing engagement, and managing multiple social accounts).
 - c. **Email Marketing Platforms:** Mailchimp, Klaviyo, Omnisend (for sending newsletters, promotional emails, and setting up automated campaigns).
 - d. **Advertising Platforms:** Google Ads, Facebook Ads Manager, TikTok Ads Manager (for creating and running paid advertisements).
 - e. **Content Creation Tools:** Canva, Adobe Creative Suite (for designing compelling visuals, videos, and graphics).
5. **Payment Gateways and Digital Payment Systems:** These critical tools facilitate secure online transactions, enabling businesses to accept payments from customers through various popular methods, including credit/debit cards, mobile money, and direct bank transfers. Examples: PayPal, Stripe, Paystack, Flutterwave, Pesapal. Critically, seamless integration with ubiquitous local mobile money platforms (such as MTN Mobile Money, Vodafone Cash, AirtelTigo Money) via **GhIPSS** or directly through fintech providers is paramount. Many businesses also integrate direct bank transfer options for broader accessibility.
 6. **Communication and Collaboration Tools:** These tools significantly enhance internal communication among employees and facilitate effective external communication with customers, suppliers, and other partners. They are particularly vital for remote or geographically dispersed teams. Examples: Slack, Microsoft Teams, Google Workspace (formerly G Suite), Zoom (for instant messaging, video conferencing, and shared document collaboration).

7. **Analytics and Reporting Tools:** These tools are used to collect, analyse, and visualise data gleaned from various digital touchpoints. They provide invaluable insights into customer behaviour, website performance, sales trends, and the overall effectiveness of Marketing initiatives. Examples: Google Analytics, Hotjar (for in-depth website behaviour analysis like heatmaps and session recordings), specific e-commerce platform analytics (e.g., Shopify Analytics). (*Use initial cap*)
8. **Customer Service and Support Tools:** These streamline customer interactions, provide efficient support, and manage inquiries and complaints, thereby ensuring a positive post-purchase experience and fostering customer loyalty. Examples: Zendesk, LiveChat, chatbot platforms, ticketing systems.

Learning Tasks

1. Learners research and define e-business and digital marketing, identifying key differences.
2. Learners discuss tools used in e-business.
3. Complete an essay as an assessment task.

Pedagogical Exemplar

Research and Digital Learning

1. Learners begin by watching a short, engaging video showcasing diverse Ghanaian businesses operating online using digital tools—such as a small fashion brand selling on Instagram, a large bank offering online services, and a tech startup with a digital supply chain.
2. Organise learners in to mixed ability and gender groups. In their respective groups, learners discuss the following questions based on the video:
 - a. How do these businesses reach customers online?
 - b. What digital activities do they engage in besides selling?
 - c. What kinds of digital tools were used to promote or sell the products?
3. Each group presents their ideas to the class for peer feedback.
4. Learners then use digital tools to research the meaning and differences between *e-business* and *digital marketing*, and share their findings with the class.
5. The teacher refines and clarifies learners' ideas to deepen their understanding of the concepts.
6. The teacher presents various e-business tools, incorporating learners' contributions into the discussion.
7. As time allows, set the assessment task and allow learners time to complete this. If there is not enough time for the assessment to be completed then learners to do this at home and return it the following week.
8. Summarise the lesson by asking learners to recap the key concepts they learned during the session.

Key Assessment Level 2: Essay

GreenHarvest Ghana Ltd., a mid-sized agribusiness in Koforidua, produces and distributes packaged local grains such as millet, sorghum, and ground maize. The company currently sells through local markets and retail shops but is now exploring e-business tools to improve operations and reach more customers across Ghana.

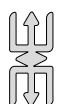
1. Using the case of GreenHarvest Ghana Ltd., explain what e-business is and how it can help the company improve its operations compared to its current traditional way of selling. (4 marks)
2. List and explain three e-business tools that GreenHarvest Ghana Ltd. can adopt to enhance its operations. (6 Marks)

PLC Session 16

45 minutes

Planning & Reviewing the Learning Plan

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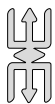
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10 minutes

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5 minutes

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WEEK 17

Learning Indicator: Explain e-business and digital marketing, its tools and assess the benefits and challenges in their applications in business

Focal Area 1: Types of E-Business Models and Benefits of E-Business

Explanation of E-Business Model

An e-business model describes the way a business uses the internet and digital platforms to operate, deliver value and generate income. With the rise of technology, many businesses now carry out buying, selling, customer service and marketing online. Different types of e-business models have emerged, depending on who the business serves and how it delivers its goods or services.

Common Types of E-Business Models

1. **Business-to-Consumer (B2C):** This is the most common type of e-business model, where businesses sell products or services directly to individual customers through the internet. Customers can browse, order and pay for goods online, and the products are delivered to them. Local Example: Jumia Ghana allows people to buy items like electronics, clothes, and food directly through its website or app.
2. **Business-to-Business (B2B):** In this model, one business sells products or services to another business using an online platform. This often involves larger quantities and long-term partnerships. Example: Alibaba is a B2B platform where companies from different countries buy goods in bulk directly from manufacturers and suppliers.
3. **Consumer-to-Consumer (C2C):** This model allows individuals to sell goods or services to other individuals, usually through a third-party platform that connects them. These platforms often provide payment systems and customer protection. Tonaton.com allows people in Ghana to sell items such as phones, cars, and furniture to other individuals.
4. **Consumer-to-Business (C2B):** In this model, individuals offer products or services to businesses. It is the opposite of B2C. People can sell their skills, content, or ideas directly to a company online. Example: A Ghanaian graphic designer may use Fiverr to offer design services to international businesses.
5. **Business-to-Government (B2G):** This model involves businesses providing goods or services to government agencies or departments through digital platforms. Example: A Ghanaian IT firm may bid online to provide computer services to a government ministry.

Benefits of E-Business

E-business provides several important advantages to modern businesses. It enables companies to operate efficiently, serve customers conveniently, and access new markets using digital platforms. Below are some of the most common benefits, supported by local and international examples.

1. **Wider Market Reach:** E-business enables companies to reach customers across regions and even around the world without the need for physical shops. This allows businesses to grow faster and expand their customer base with minimal infrastructure. Example: A Ghanaian clothing brand in

Kumasi can sell its designs to customers in Accra, Takoradi, or even abroad using social media platforms or an online store.

2. **Lower Operating Costs:** Running an online business often costs less than operating a traditional brick-and-mortar shop. Businesses save on rent, electricity, and staffing expenses, allowing them to operate more efficiently and at lower risk. Example: Amazon began as an online bookstore, saving significant costs by not opening physical stores across the United States.
3. **Convenience for Customers:** Online businesses offer customers the flexibility to shop at any time and from any location using a mobile phone or computer. This saves time, reduces stress, and meets the expectations of modern, tech-savvy consumers. Example: A student in Cape Coast can order a phone case from Jumia at midnight and have it delivered in a few days.
4. **Easier Marketing and Customer Interaction:** Digital tools such as websites, emails, and social media platforms make it easier for businesses to advertise, promote products, and interact directly with customers. Businesses can respond to enquiries, share updates, and build stronger customer relationships with ease. Example: A shoe seller in Tamale can promote new arrivals on Facebook and engage with customers through comments or messages.
5. **Access to Business Data and Feedback:** Online businesses can track customer behaviour such as product views, purchase history, and search trends. This information helps businesses make informed decisions to improve products, services, and marketing strategies. Example: An online store in Accra can monitor which products are most viewed and promote those items more frequently to increase sales.

Learning Tasks

1. Recap the meaning of e-business and the tools used in e-business and the differences between production and operations
2. Explain the types of e-business models.
3. Evaluate the benefits of e-business.

Pedagogical Exemplars

Case Study and Simulation

Activity 1

1. Begin with a warm-up activity: Ask learners to name online platforms they or their family have used (e.g., Jumia, Tonaton, MTN MoMo, YouTube).
2. Review learners' prior knowledge of e-business and its tools and the differences between production and operations.
3. Introduce the five **e-business models: B2B, B2C, C2C, C2B, and B2G**, using a chart with simple definitions and logos or icons for each.
4. Display real or fictional scenarios (e.g., "A graphic designer sells logos to businesses online") and ask: "Which model is this?"
5. Group learners into mixed-ability teams and assign each group an e-business scenario to categorise and explain.

6. Provide AP learners with model flashcards and a matching template to help classify their scenario.
7. Engage P learners by supporting the construction of a group diagram or story map showing the roles (seller, buyer, platform).
8. Challenge HP learners to explain why the chosen model fits and how the transaction takes place (e.g., who initiates, who pays, what tools are used).
9. Ask each group to prepare a short skit, poster, or infographic illustrating the model in action
10. Facilitate classroom presentations, encouraging each group to explain their e-business model and give one real-life example.

Whole-Class Discussion

Activity 2

1. In an all-inclusive class discussion, guide learners to evaluate the **benefits of e-business**.
2. Lead a reflective discussion of the lesson by asking learners to summarise what they have learnt about the e-business models and benefits of e-business.
3. Assign an exit slip: learners write one sentence explaining which model they would use if starting an online business and why.

Focal Area 2: Challenges and Future Trends of E-Business

Challenges of E-Business

While e-business offers many benefits, it also comes with several challenges that can affect both businesses and consumers. These challenges are especially common in developing economies such as Ghana, where access to digital infrastructure and trust in online systems can be limited.

Below are some of the major challenges of e-business, supported by relevant local and international examples.

1. **Poor Internet Access:** In many areas, particularly rural or underserved communities, internet access may be slow, unreliable, or expensive. This makes it difficult for businesses to operate consistently online or for customers to browse and complete purchases. Example: A small business in the Upper West Region may find it difficult to update its online store regularly or respond to customer enquiries due to unstable internet connectivity.
2. **Online Payment Issues:** Many customers hesitate to use digital payment methods such as mobile money, debit cards, or online banking due to concerns about fraud, lack of digital literacy, or poor access to banking services. This limits the effectiveness of online transactions. In some parts of India, customers avoid online payments due to the fear of scams or unfamiliarity with how digital payment systems work.
3. **High Competition:** Because the internet removes geographical barriers, businesses face intense competition from local and international brands. Small or newly established businesses may find

it difficult to attract attention or maintain a customer base. Examples: A small cosmetics business on Instagram in Ghana may struggle to compete with established beauty brands that have larger marketing budgets and loyal followers. New online clothing stores find it challenging to gain market share when competing with global platforms like ASOS and Shein.

4. **Delivery and Logistics Problems:** Challenges in transportation and logistics, such as poor road networks, delays by courier services, or high delivery costs, can negatively affect the customer experience and the reliability of e-business operations. Example: A customer ordering an item from Accra to Bolgatanga may experience several days of delay or receive a damaged product due to long travel times and poor packaging.
5. **Cybersecurity Risks:** E-business platforms are vulnerable to cyber threats, including hacking, phishing scams, and data breaches. These risks can damage a company's reputation, compromise customer information, and lead to loss of trust. Examples: A Ghanaian online seller may lose customers if their website or social media account is hacked and used to post misleading information or steal payment details. Large corporations such as Facebook have experienced data breaches affecting millions of users, raising serious concerns about digital privacy and security.

Learning Tasks

1. Analyse the challenges of e-business.
2. Examine the future trends of e-business.
3. Complete an essay as an assessment task.

Pedagogical Exemplars

Collaborative learning

Activity 1

1. Review learners' prior knowledge on e-business and its benefits.
2. Put learners into mixed-ability and mixed-gender groups and task them to discuss and present on the challenges associated with e-business.
3. Facilitate a feedback session after each group's presentation to consolidate and enhance learner's understanding.

Digital Learning

Activity 2

1. Start with a future-focused question: "Do you think people will stop going to physical shops in the future? Why or why not?"
2. Show video clips or digital posters highlighting mobile commerce, online payments, delivery drones, and data analytics to help learners appreciate the direction of e-business.
3. Facilitate a short panel-style discussion: "Which trends will shape the future of business most and why?"

4. Summarise the lesson by building a class timeline of predicted changes in how businesses will operate online in the next 5–10 years.
5. Close with a journal prompt: “If you owned an e-business, which challenge would worry you most, and which trend would excite you?”
6. As time allows, set the assessment task and allow learners time to complete this. If there is not enough time for the assessment to be completed then learners to do this at home and return it the following week.

Key Assessment Level 3: Essay

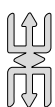
Analyse four major challenges that E-Businesses face in Ghana. For each, apply your understanding of business strategies to suggest a practical solution that an SME could realistically implement. **(16 Marks)**

PLC Session 17

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
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 - a. explain the week’s concepts in a practical way that will make it easier for learners to understand
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Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

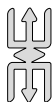
4. Plan the week’s key assessment with your app
 - a. The key assessment for the week is **essay**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the essay (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week’s content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- b. all teachers in the group work through a similar problem individually for 3–4 minutes
- c. the group then works through the problem together step by step
- d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about ‘How do I teach this?’ but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

SECTION 3 REVIEW

1. **Meaning of Marketing:** Learners were introduced to the definition and purpose of marketing, gaining insight into how Marketing connects businesses with customer needs and drives organisational growth.

2. **Market Segmentation, Targeting, and Positioning (SAP):** The section examined how businesses segment markets based on demographics, psychographics, and behaviours, and how they target and position their offerings to meet the needs of selected segments.
3. **The 7Ps of Marketing:** Learners explored the Marketing mix—product, price, place, promotion, people, process, and physical evidence—understanding how each element contributes to creating and delivering customer value. *(Use initial caps)*
4. **Digital and Social Media Marketing:** The influence of technology on marketing practices was explored. Learners studied how businesses use digital tools and platforms to reach and engage audiences effectively.
5. **Challenges in Marketing:** Learners identified and discussed common challenges such as changing consumer behaviour, competition, regulatory constraints, and technological disruption. They also proposed strategies to address these challenges.

Teachers deployed differentiated teaching and learning strategies to support diverse learner needs and deepen understanding. These included simulations, case studies, role-plays, think-pair-share, brainstorming sessions, gallery walks and multimedia presentations. These approaches enhanced learners' analytical thinking and practical application of marketing principles.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

Week 8 (9 Marks)

Assessment Focus	Scoring Criteria	Mark Allocation
Identification of marketing functions	Learner correctly identifies at least three marketing functions: Market research, product development, promotion, pricing, selling, distribution, branding, etc. Accept any other correct function identified by learners not included in the list above.	1 mark per each marketing function identified (Maximum 3 marks)
Explanation of how the Marketing function supports the product's success	Learner explains how each of the three functions of marketing contribute to the success of the school bag product, with clear reasoning and/or examples. For example: Promotion – running campus ads or influencer marketing Selling – direct sales at school events or fairs Distribution – delivering bags to school stores or online pick-up points Customer Service – ensuring satisfaction, returns, warranties Branding – creating a catchy name and logo to appeal to SHS students, etc. Consider other relevant examples learners will cite.	Allocate 1 mark per each explanation of how the marketing function supports the product's success. (Maximum 3 marks)
Justification of choices for marketing functions for the product	Learners justify why the choice of functions are important to the successful sale of the school bags for the company: For example: Promotion – Creates awareness among students and parents, making them interested in trying the new brand. Pricing – A fair and competitive price makes the product accessible to a wider range of customers, especially in school communities. Selling – Direct engagement with buyers helps explain the product's benefits and builds trust, increasing chances of purchase. Distribution: Ensures the bags are available where students shop (e.g., bookstores, school supply stores), improving convenience. Branding: – memorable and appealing brand makes the school bag stand out and encourages customer loyalty over time.	Allocate 1 mark per each justification of the choice of the marketing function to support the product's success. (Maximum 3 marks)

Week 9 (16 marks)

Assessment Focus	Scoring Criteria	Mark Allocation
a) Draw and label the product life cycle curve	Learner presents an accurately drawn bell-shaped product life cycle curve, clearly showing the following: Diagram: x-axis, y-axis, revenue line, profit lines and all four stages Stages: Introduction, growth, maturity, and decline are clearly labelled in the correct sequential order	Award 1/2 mark each for the symbols (Max: 2 marks) Additionally, award 1/2 a mark each for correctly and clearly labelling all four stages in the proper sequence (Max: 2 marks) Total Marks=4
b) Analyse two key characteristics and explain how they influence Marketing decisions	Learner identifies two characteristics of each of the four stages and explains how they influence marketing decision Introduction Stage Learner identifies two valid characteristics, such as: High marketing costs, low sales volume, customer awareness efforts, high promotion cost, etc. Explanation on how these characteristics influence marketing decisions. High marketing costs – Companies must budget heavily for advertising and distribution to create product visibility, which affects pricing and profit expectations. Low sales volume – With demand still growing, marketers often focus on education and awareness rather than immediate profits, shaping how resources are allocated. Customer awareness efforts – Marketing strategies are centred on informing potential customers about the product's existence and benefits to build interest. High promotion cost – Marketers invest in aggressive promotions (e.g., free samples, influencer partnerships) to break through market noise and encourage trials. Growth Stage Learner identifies two valid characteristics, such as: Rapid sales increase, entry of competitors, expanding market, etc. Learners explain how the characteristics influence marketing decisions (e.g., improving product features, entering new markets).	Award 1 mark for each relevant characteristic identified per stage (2 × 4 = 8 marks). Award 1 mark per stage for a clear explanation of how these characteristics influence marketing decisions (1 × 8 = 8 marks). Total (8+8=16 marks)

	Maturity Stage Learner identifies two valid characteristics, such as: Sales peak and stability, market saturation, etc. Learners explain how the characteristics influence marketing decisions (e.g., rebranding, promotions, product differentiation). Decline Stage Learner identifies two valid characteristics, such as: Sales decrease, product discontinuation risk, discounting or rebranding strategies Learners explain how the characteristics influence marketing decisions (e.g., phasing out, cost-cutting, updating product). Note: The examples given are not exhaustive. Teachers should accept any correct response by learners not included in the list above.	
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Week 11 (15 Marks)

Question	Marking Criteria	Marks
1	3 Marks Proposes a clear and well-justified pricing strategy (e.g., penetration pricing, value-based pricing, competitive pricing) suited to Zobo Fresh's market positioning, product characteristics, and local context. The explanation links the strategy to affordability, profitability and competitiveness in Wa. 2 Marks Suggests a relevant pricing strategy with some justification. The link to Zobo Fresh's goals or market is present but may lack depth or detail. 1 Mark Provides a pricing strategy with a weak or no justification. Limited or no relevance to the product, market context, or company goals.	Maximum 3 marks
2	Allocate: 1 mark per the identification of the risk 1 mark per the mitigation strategy for the risk 1 mark per explanation of how the strategy can mitigate the risk. 3 Marks Identifies a clear risk (e.g., price-value mismatch, poor shelf appeal, brand inconsistency, etc.), and provides detailed, realistic mitigation strategies (e.g., customer testing, market research, feedback loops, etc.). Clear links to Zobo Fresh and the local context. 2 Marks Identifies a relevant risk with some mitigation explained. Partial linkage to the product and market context.	Maximum 9 marks

	1 Mark	
3	Vague or limited identification of risks, with weak or general mitigation strategies. Minimal relevance to Zobo Fresh.	Maximum 3 marks

Week 12

1. Skimming
2. Competitive
3. Immediate
4. Public
5. SMS or email
6. Location
7. Sales
8. Psychological pricing
9. Short
10. Advertising
11. Personal
12. Seasonal

Week 13 (15 Marks)

Assessment focus	Marking guidance	Mark allocation
Content & Relevance	Team provides strong, relevant, and well-developed arguments directly supporting or opposing the motion. Demonstrates depth of understanding and real-world application.	One mark for each argument supporting or opposing the motion. Up to three marks
Use of Evidence & Examples	Arguments are supported with accurate, real-life examples, data, or observations (e.g., from the Ghanaian context or rural market trends) points, whether for or against the motion.	One mark where examples provided to support an argument. Up to three marks (if examples given all arguments)
Logical Reasoning & Organisation	Three marks awarded: Points are logically structured and flow smoothly. Uses clear reasoning and links between ideas. Argument builds a persuasive case. Two marks awarded: Points are mostly well-organised, with minor lapses in clarity. Reasoning is generally sound.	Up to three marks in line with marking guidance

	<i>One mark awarded:</i> <i>Some ideas are disorganised. Transitions between points are weak or missing.</i>	
<i>Counter Arguments and conclusion</i>	<i>Team effectively fulfils any or all of the following:</i> <i>Responds to at least one strong counterargument</i> <i>Concludes by summarising key points</i> <i>Reinforces the team's position with impact.</i>	<i>One mark per point</i> <i>Up to three marks</i>
<i>Presentation & Delivery</i>	<i>Team presenters demonstrate any three of the following;</i> <i>Audible voice</i> <i>Keeping eye contact</i> <i>Paying attention to audience</i> <i>Engaging the audience with interaction</i> <i>Use of gestures or charts, etc.</i>	<i>One mark per communication skill</i> <i>Up to three marks</i>

Week 14 (25 Marks)

Assessment Focus	Description	Marks Allocation
<i>Product Description</i>	<i>The learner provides a description of the product, addressing the following aspects:</i> <i>– Type of fruit</i> <i>– Packaging</i> <i>– shelf life</i> <i>– target market.</i>	<i>Award 1 mark per each specific area of description</i> <i>Total Mark=4</i>
<i>Distribution Factors</i>	<i>Learner identifies and explains four relevant factors influencing channel choice:</i> <i>Examples include:</i> <i>Nature of the product: Perishable or fragile items may require direct or faster channels.</i> <i>Target market: Urban vs rural customers, income levels, and shopping habits affect channel selection.</i> <i>Cost and profitability: Choose a channel that balances cost-efficiency with profit margins.</i> <i>Market coverage: Consider whether wide, selective, or exclusive distribution is appropriate.</i> <i>Control over the channel: Some businesses may want more control over pricing and branding.</i> <i>Accept any correct factor not included in the list above</i>	<i>1 mark per each factor identified (Max 4 marks)</i> <i>1 mark per each factor explained (Max 4 marks)</i> <i>Total Marks=8</i>

Channel Choice & Justification	Learner accurately selects a suitable channel of distribution for the product including: Direct, one-level, two-level, and three level Justification should involve learners: - Explaining the level - Justifying with a good reason why that channel is used and - Citing an example to support the justification.	2 marks for the selection of a distribution channel 3 marks for the justification Total Marks=5
Visual Diagram	Learner includes a labelled, neat, and correct distribution flowchart or diagram that shows a complete channel and gives a description of how the product will move the consumer. Examples: Producer → Wholesaler → Retailer → Consumer Producer → Wholesaler → Consumer Producer → Retailer → Consumer Producer → Consumer For the description, learners must articulate how the product moves from one stage to another, e.g., the manufacturer to the consumer. Accept any other correct channel illustration not included above especially when an agent is involved.	Award one mark for a diagram that shows the correct distribution flowchart/channel. Award one mark for the diagram being neat and labelled correctly. Up to two marks Award 1 mark for identifying how the product moves at each stage. Award 2 marks for describing how the product will move in the channel. Up to two marks Total Marks 2 + 2 = 4
Challenges & Solutions	Learner identifies two realistic distribution challenges: Examples: transport cost, product spoilage, unreliable agents, limited market access in rural areas, etc. Learner proposes clear and actionable solution: Examples: Use bulk transportation, invest in cold chain logistics (refrigerate storage and vehicles), recruit and train agents regularly, etc. Accept any plausible responses from learners on the challenges and solutions.	Allocate 1 mark per challenge identified (Max. 2 marks) Allocate 1 mark per solution given to each challenge. (Max. 2 Marks) Total Marks=4

Total Marks: 25

Week 15 (12 Marks)

Assessment focus	Scoring criteria	Marks allocation
Ways the health insurance provider can improve claims processing	Learners suggest at least four relevant ways the health insurance can improve claims processing. Examples: Automate claims submission, train staff on claims handling, establish clear claims guidelines, improve communication channels, conduct periodic process reviews, recruit more staff where there is the need, etc.	Award 1 mark per suggestion Total Marks: 1 x 4=4
In what 4 ways can an efficient process contribute to customer satisfaction and give the company a strategic edge in a competitive market?	Learners clearly discuss 4 ways an efficient process can contribute to customer satisfaction and give the company a strategic edge in a competitive market? Learners' explanations should clearly link the point to how efficient process contribute to customer satisfaction and competitive edge. Examples (not exhaustive): 1. Enhanced Customer Trust and Loyalty: Reliable and timely claims processing improve client confidence and encourages renewal of policies. 2. Positive Word-of-Mouth and Referrals: Satisfied clients are likely to recommend the service, driving organic growth. 3. Brand Differentiation: In a competitive market, service quality becomes a strategic differentiator, especially where pricing is similar across providers. 4. Agility and Scalability: Efficient systems make it easier for the company to handle growth and scale operations without service degradation. 5. Regulatory Compliance and Reduced Risk: Timely and documented claims handling reduces the risk of non-compliance and potential legal consequences. 6. Performance Measurement and Continuous Improvement: An efficient system makes it easier to gather data, evaluate effectiveness, and make evidence-based improvements. 7. Creates competitive advantage: In a competitive market, a superior process can be a significant differentiator. Companies that are easier to do business with, faster in delivery, or more responsive in customer service often gain an edge over competitors, even if their products are similar. Accept from learners any correct response not included above.	Award 1 mark each for identification and explanation Total Marks: 2 x 4 = 8

Week 16 (20 Marks)

Assessment focus	Scoring criteria	Marks allocation
Definition of e-business and how it differs from traditional operations.	Learners accurately define e-business: E-business refers to the use of digital technologies and the internet to carry out business activities such as buying, selling, communicating with customers, managing operations, and handling internal processes. Learners clearly explain how e-business differs from traditional operations: Example: Digital transactions vs. face-to-face, automation, wider reach, lower overheads, etc. Accept any relevant explanation that clearly compares both.	Award 2 marks each for the definition and explanation of how it differs from traditional operations. Total Marks: 2 + 2 = 4
	Learners clearly identify three e-business tools GreenHarvest Ghana Ltd. can use to improve operations: Examples include: Website, social media, CRM, mobile apps, online payment platforms, email marketing tools, google analytics, enterprise resource planning systems, etc. Learners explain how to use the three e-business tools GreenHarvest Ghana Ltd. to improve operations: The explanation should clearly show how the tool is used in the context of the company. Examples (not exhaustive): Website: Acts as a digital storefront, allowing customers to view products, place orders, and learn more about the business 24/7. It increases accessibility and reduces reliance on physical shops. Social Media: Platforms like Facebook and Instagram help GreenHarvest promote products, engage customers, run promotions, and receive direct feedback from buyers across Ghana. Customer Relationship Management (CRM): CRM systems help manage customer interactions, store purchase history, track communication, and personalise marketing leading to stronger customer loyalty and efficient service. Mobile Apps: A dedicated app can simplify ordering for wholesalers or retailers, notify users of new products, and enable real-time inventory updates, improving the ordering process and customer convenience.	1 mark for identifying a tool (Max. 3 marks) 1 mark for explain how each tool can be used to improve operations. (Max. 3 marks) Total Marks: 3 + 3 = 6

	Online Payment Platforms: Integrating platforms like Mobile Money, Paystack, or Flutterwave enables safe, fast, and convenient payments reducing cash handling and improving transaction efficiency. Email Marketing Tools: Tools like Mailchimp allow the company to send newsletters, promotional messages, and order confirmations building brand trust and encouraging repeat purchases. Google Analytics: Helps the business track website traffic, user behaviour, and product interest—enabling data-driven decisions for product marketing, website improvement, and targeting the right audience. Enterprise Resource Planning (ERP) Systems: ERP integrates inventory, production, sales, and finance into one platform, helping streamline operations, avoid stock-outs, and improve coordination between departments, etc. Accept any relevant tools contextualised for the company.	
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Week 17 (16 Marks)

Assessment Focus	Scoring Criteria	Marks Allocation
Identification of Challenges	Learner clearly identifies four specific, realistic, and relevant challenges that E-Businesses face in the Ghanaian context. Challenges should be digital-business specific and reflect SME constraints. Examples: Poor internet connectivity, low customer trust, online order mismanagement, high delivery costs, lack of digital skills, unreliable mobile money systems, weak cybersecurity, etc.	Award 1 mark per each challenge identified (Max. 4 marks) Total Marks= 4
Analysis of Challenges	Learner provides an analysis of each challenge, showing understanding of its causes and impact on SMEs in Ghana. To earn full marks, analysis should: Explain why the challenge exists, show how it affects business operations and relate it to real conditions in Ghana Examples Poor Internet Connectivity in Rural areas: Telecom companies invest more in urban zones due to profitability. Impact: SMEs in underserved areas cannot access e-commerce platforms efficiently. Ghanaian Context: Many rural businesses rely on 2G/3G, limiting real-time transactions.	2 marks per well-analysed challenge. 1 mark if explanation is basic or lacks local relevance. Total: 2 x 4 = 8 marks

	<i>Low customer trust in online transactions: Rise in mobile money fraud, fake social media shops. Customers refuse to prepay; businesses lose clients. Some buyers prefer to call the seller first or pay on delivery.</i> <i>Difficulty in managing online orders: SMEs lack systems for automating order intake and tracking. Double-bookings, missed orders, late responses. Many SMEs rely on WhatsApp and manually note orders in notebooks.</i> <i>High delivery costs or delays: Poor road infrastructure and unreliable courier networks. Delivery charges eat into SME profits or cause customer complaints. For instance, in Ghana, inter-city logistics are expensive; e.g., Tamale to Accra delivery may take days.</i> <i>Lack of digital skills among entrepreneurs: Many small business owners haven't been trained in digital tools or platforms. Poor online branding, bad customer service, or under utilisation of digital tools. For instance, in Ghana, many owners can use Facebook or WhatsApp but not CRM, Google Ads, or analytics tools.</i>	
<i>Suggestion of Practical Solutions</i>	<i>Learner suggests a feasible and realistic solution for each challenge. Solutions must align with the issue, be cost-aware, and practical for Ghanaian SMEs.</i> <i>Examples: Use MoMo on delivery to build trust. Train youth interns to manage orders using free tools. Use WhatsApp Business with auto-replies. Partner with local couriers or allow pickup points</i>	<i>1 mark per relevant solution.</i> <i>Total: 1 x 4 = 4 marks</i>

SECTION 4: ENTREPRENEURSHIP AND DEVELOPING BUSINESS PLANS

STRAND: GLOBAL BUSINESS

Sub-Strand: Business Development

Learning Outcome: *Apply knowledge of entrepreneurship to generate business ideas.*

Content Standard: *Demonstrate knowledge and understanding of entrepreneurship and setting up businesses*

INTRODUCTION AND SECTION SUMMARY

This section introduces learners to the foundational concepts of **Entrepreneurship and Business Plan Development**. It begins by exploring the meaning, roles, and key characteristics of entrepreneurs, emphasising the value of entrepreneurship in job creation, innovation, and economic growth. Learners will examine various ways individuals can enter into business ventures, understand the types of documents and records entrepreneurs need, and study the meaning and relevance of small businesses in the local and global economy.

A core part of this section focuses on understanding the process of setting up a small business, including identifying business opportunities, understanding reasons for success and failure, and selecting the appropriate type of business. Learners will also gain insights into sourcing business ideas and transforming them into actionable plans. Central to this is understanding the *business plan*—its purpose, structure, and preparation steps—empowering learners to develop comprehensive plans for launching and managing small businesses.

Throughout this section, teachers are encouraged to use interactive, learner-centred approaches that relate the concepts to students' real-life observations and aspirations. By the end of the section, learners should be able to identify entrepreneurial opportunities, understand what it takes to start and sustain a small business, and prepare a detailed business plan to guide a venture from idea to execution.

The weeks and the indicators covered by the section are:

- **Week 18:** *Describe entrepreneurship and outline the characteristics and roles of entrepreneurs*
- **Week 19:** *Identify ways of entering into businesses and describe the various documents needed by entrepreneurs.*
- **Week 20, 21, 22, 23 & 24:** *Analyse the process of setting up a business, prepare a simple business plan for the establishment of business and outline the reasons for business successes and failures.*

Recap weeks

Year 1	Week 1: Explain business, its objectives, discuss its role in society, and classify its different forms. Week 2: Examine the features of sole proprietorship business, identify its benefits, challenges and sources of funding. Week 3: Discuss partnership business, its features, deed, formation, benefits, challenges and sources of funding. Week 6: Explain management, its levels and skills. Week 7: Explain planning, its tools, processes, benefits and limitations. Week 16: Analyse the factors affecting the internal and external environment of business using SWOT and PESTEL.
Year 2	Week 11: Explain business risk, identify the types of business risks and how to manage risk. Week 13&14: Explain the following approaches to international business: franchising, joint venturing, licensing and wholly owned subsidiary. Week 16: Differentiate between domestic and international trade and outline the basis and documents used in international trade.
Year 3	Week 2: Explain the functions of production management and identify the main forms of production. Week 8 & 9: Explain marketing, evaluate its functions and analyse the Extended Marketing Mix (7Ps).

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section will employ learner-centred pedagogies to teach **Entrepreneurship and Business Plan Development**, promoting differentiated instruction, collaboration, and the practical application of knowledge.

1. **Matching Games:** Learners engage in interactive activities where they match characteristics of entrepreneurs with their correct descriptions. This reinforces understanding through active participation.
2. **Group Work and Presentations:** Learners work in mixed-ability and mixed-gender groups to explore key topics such as entrepreneurship, its roles, types of business plans, key features, importance, and sources of business ideas. Groups present their findings to enhance collaboration and communication skills.
3. **Experiential Learning:** Learners are organised into groups to observe and examine real or sample entrepreneurial documents. They describe their uses in business operations and explore the components of a business plan. Learners then take practical steps to draft their own business plans based on personal innovations and ideas.
4. **Initiating Talk for Learning:** Through guided activities, learners are encouraged to participate actively in class discussions on topics such as the meaning of small businesses and the steps involved in setting up a business. This fosters curiosity and deeper engagement.
5. **Jigsaw Method:** Learners are assigned different aspects of a topic (e.g., reasons for business success or failure) to research and discuss in small groups. They then share and teach these aspects to their peers, consolidating learning through peer exchange.

6. **Case Studies:** Real-life business scenarios are presented for learners to analyse, examine challenges, and propose solutions. This helps apply theoretical knowledge to practical situations.
7. **Peer Teaching:** Learners are empowered to teach one another on researched concepts. This promotes ownership of learning, reinforces understanding, and builds confidence in sharing knowledge.

ASSESSMENT SUMMARY

The assessment approach for this section provides a well-rounded evaluation by addressing recall, skill development, strategic reasoning, and higher-order critical thinking. Continuous feedback and proper documentation in the Assessment Portal support sustained learner growth. Teachers are expected to use diverse assessment methods to reinforce learning and ensure that all marks are accurately entered into the Student Assessment Portal (SAP).

Table 4.1: *Assessment Summary*

Indicators	DOK Level	Assessment Strategy and/or Mode
Describe entrepreneurship and outline the characteristics and roles of entrepreneurs.	Level 3	Essay
Identify ways of entering into businesses and describe the various documents needed by entrepreneurs.	Level 3	Essay
Analyse the process of setting up a business, prepare a simple business plan for the establishment of business and outline the reasons for business successes and failures.	Level 3&4	Research Case Study Essay Practical Work

WEEK 18

Learning Indicator: *Describe entrepreneurship and outline the characteristics and roles of entrepreneurs*

Focal Area 1 (Lesson 1): Meaning and Characteristics of Entrepreneurship

In this lesson, introduce the concept of entrepreneurship and the characteristics of entrepreneurs. Teachers to draw on real-life examples a local, national and international levels to contextualise the subject.

Meaning of Entrepreneurship

Entrepreneurship is the process of identifying a business opportunity and taking the initiative to organise, manage and assume the risks of starting a new business venture to make a profit. It often involves innovation, creativity, and the willingness to take calculated risks in order to develop new products, services, or markets. At its core, entrepreneurship is about **solving problems** and **creating value**, whether through a new business, a new approach to an existing market, or a fresh solution to a persistent issue.

An Entrepreneur

An **entrepreneur** is a person who starts and manages a business, taking on financial risks in the hope of making a profit. Entrepreneurs often identify problems or opportunities in the market and create innovative solutions, products, or services to meet those needs.

Characteristics of Entrepreneurs

1. **Innovativeness:** Entrepreneurs bring new ideas or improve existing products and services.
 - a. Local Example: Farmerline (Ghana) – Co-founded by Alloysius Attah, this agritech startup uses mobile technology to provide farmers with weather forecasts, market prices, and financial services.
 - b. Example: Elon Musk through companies such as Tesla and SpaceX, Musk has revolutionised electric vehicles and space travel.
2. **Risk-taking:** Entrepreneurs invest time, money, and energy into ventures with uncertain outcomes.
 - a. Example: Kwabena Danso, founder of Boomers International, risked starting a bamboo bicycle business, which is now exporting to global markets.
3. **Proactiveness:** Entrepreneurs don't wait for opportunities; they go after them or create them.
 - a. Example: Edward Amartei-Tagoe, co-founder of Nandimobile, created a platform for businesses to engage with customers via SMS when internet access was limited.
4. **Visionary:** They have a clear sense of what they want to achieve and work towards that goal.
 - a. Example: Bright Simons, founder of Pedigree, had a vision to combat counterfeit drugs in Africa through mobile verification.
5. **Quality Decision-making:** Entrepreneurs often need to make fast and smart decisions, even with limited information.

- a. Example: Reed Hastings, CEO of Netflix, made bold decisions to shift from DVD rentals to online streaming, changing the entertainment industry.
6. **Effective Leadership:** Entrepreneurs guide, inspire, and manage teams toward a common goal.
 - a. Local Example: Patricia Poku-Diaby, CEO of Plot Enterprise Ghana, leads one of the largest cocoa processing companies in West Africa
7. **Passion and Motivation:** Their love for what they do keeps them moving despite obstacles.
 - a. Example: Mark Zuckerberg turned his passion for coding and social connection into Facebook, one of the world's most influential tech platforms.
8. **Adaptability and Flexibility:** Entrepreneurs must adjust to changes in the market or environment.
 - a. Local Example: Sesi Technologies, a Ghanaian startup, pivoted from a general tech focus to developing low-cost grain moisture meters for farmers after studying market needs.
9. **Persistence:** Entrepreneurs remain determined even when facing failure or rejection.
 - a. Example. Apostle Dr. Ing. Kwadwo Safo Kantanka is the founder of Kantanka Automobile, established in 1994. He is a Ghanaian innovator and entrepreneur known for his contributions to the country's automotive industry.
10. **Goal-oriented:** Entrepreneurs set clear objectives and work steadily toward achieving them.
 - a. Example: Bill Gates had a goal to put "a computer on every desk and in every home," which he largely achieved through Microsoft.

Learning Tasks

1. Recap the meaning of business, business risk.
2. Describe entrepreneurship in your own words using examples from the business world.
3. Discuss the characteristics of an entrepreneur.
4. Create a concept map that connects five characteristics of entrepreneurship.
5. In pairs, select two characteristic and prepare a five-minute mini-presentation to teach it to your classmates.

Pedagogical Exemplars

Activity Matching Game

1. Recap learners' previous knowledge on the meaning of business and the forms of business organisations.
2. Ask learners to think-pair-share the meaning of entrepreneurship and an entrepreneur
3. Engage learners with an interactive matching game activity:
 - a. Prepare cards with characteristics and another set with real examples.
 - b. In their pairs, learners match them in groups and explain their reasoning.
 - c. Each pair to present a short presentation (no more than five minutes) on two of the characteristics and examples and deliver this to the class.

4. After each group's presentation, facilitate feedback session to enhance learning.
5. Summarise the key characteristics presented by the groups on the board.

Collaborative learning

6. Arrange learners in small groups with mixed abilities and genders. Ask each group to create a concept map linking all characteristics to the central theme of "Entrepreneurs"
7. Let the various groups display their posters and visual work or concept maps for a gallery walk and feedback.
8. Summarise the key ideas and allow for a Q&A session.

Focal Area 2: The Role of Entrepreneurs in the Economy

In this lesson, teachers are to expand of the concept of entrepreneurship by examining the role of entrepreneurs in business and society. Teachers should draw on real-world examples to contextualise the learning. (*Omission*)

The Roles of Entrepreneurs

The role of entrepreneurs refers to the important contributions and responsibilities that entrepreneurs have in the economy and society. The following are some key roles of entrepreneurs:

1. **Job Creation:** Entrepreneurs start new businesses and grow existing ones. As a result, they provide employment opportunities for people in their communities. For example, a young entrepreneur who opens a small bakery in Wa will need workers to bake, sell and deliver bread. This helps reduce unemployment and gives hope to many Ghanaians, especially the youth.
2. **Innovation and Industrial Growth:** Entrepreneurs often bring fresh ideas and introduce new ways of doing things. In Ghana, some are using mobile technology to help farmers sell their crops or to provide digital banking services. These innovations make industries more productive and help solve everyday problems in smarter ways.
3. **Boosting Local Economies:** When entrepreneurs set up businesses in towns and villages, they bring money, jobs, and services closer to the people. This reduces the pressure on big cities and helps less developed areas grow. For instance, a shea butter production business in the Northern Region can boost the local economy by buying from local women and selling the finished products in Ghana and abroad.
4. **Contribution to GDP:** GDP (Gross Domestic Product) is the total value of goods and services a country produces. Entrepreneurs contribute to this by producing items such as clothes, food, software, or offering services like transport, education, and health. Their activities add to the national income.
5. **Payment of Taxes:** Entrepreneurs pay taxes such as income tax, VAT, and corporate tax. These taxes help the government build schools, hospitals, and roads, and provide essential services. Without these taxes, the government would struggle to meet national needs.
6. **Import Substitution and Export Promotion:** Some entrepreneurs make products in Ghana that used to be imported. This reduces the amount of foreign goods we buy and helps save money. Others produce goods for export, such as cocoa products or handmade crafts, which bring foreign currency into the country.
7. **Promotion of Self-Reliance:** Entrepreneurship teaches people to depend on their own ideas and efforts. Instead of waiting for government jobs or foreign aid, people are encouraged to create their own opportunities and build a better life for themselves and others.

8. **Development of Human Capital:** Entrepreneurs often train their workers, helping them to gain new skills. For example, a fashion designer might train young apprentices in sewing and business skills. This training makes people more capable and improves the workforce in Ghana.
9. **Social Impact:** Some entrepreneurs do more than just make money they also try to solve problems in their communities. These are called social entrepreneurs. For example, some may start businesses to provide clean drinking water, low-cost education, or affordable health services. They improve lives while running successful businesses.

Learning Tasks

1. Recap the role of business in society and domestic and international trade
2. Examine the roles of entrepreneurs in the economy.
3. Complete an essay as an assessment task.

Pedagogical Exemplar

Group Work

1. Recap learners' previous knowledge on the characteristics of entrepreneurs, role of business in society, domestic and international trade.
2. Put learners into mixed-ability and mixed-gender groups and task them to discuss the different roles of entrepreneurs and the impact of entrepreneurship on both the local and global economies. Each group to summarise their work in a brief presentation either on flip charts or another chosen media.
3. Move around the class to ensure every learner is actively taking part in the discussion.
4. Allocate time for learners to present their group work for feedback.
5. As time allows, set the assessment task and allow learners time to complete this. If there is not enough time for the assessment to be completed then learners are to do this at home and return it the following week. (*Omission*)
6. Summarise the lesson and ask questions for clarifications if necessary.

Key Assessment Practice Paper 2

You have been invited to speak to a group of Junior High School students about entrepreneurship. Prepare a brief outline of your speech.

- a. Define entrepreneurship (2 marks)
- b. Evaluate four key characteristics of entrepreneurs (12 marks)
- c. Cites at least four examples of entrepreneurs to inspire young people. (4 marks).

HINT



Conduct **Practice Paper 2**. It should cover contents taught from Year 1 to 3. Refer to the **Table of Specification and Structure of the Paper** at the end of this section to guide you. Learners' papers should be marked immediately and scores entered into the SAP.

TABLE OF SPECIFICATION

Strand	Sub-strand	Learning Indicators	Levels of Assessment			
			1	2	3	4
Managing businesses and the legal framework of businesses	Forms of business	Year 1 – 3 LIs				
		1.1.1. LI.1 Explain business, its objectives, discuss its role in society, and classify its different forms.	1			
		1.1.1. LI.2 Examine the features of sole proprietorship business, identify its benefits, challenges and sources of funding.		1		
		1.1.1. LI.3 Discuss partnership business, its features, deed, formation, benefits, challenges and sources of funding.	1		1	
		1.1.1. LI. 4 Describe a company and discuss its features, types, the procedure for registration, benefits, challenges and sources of funding.		1		
		1.1.1. LI. 4 Examine State-owned enterprises, their features, types, benefits, challenges and sources of funding.			1	
	Functional Areas of management	1.1.2. LI.1 Explain management, its levels and skills				
		1.1.2. LI.2 Differentiate between management and administration and identify the career paths in business management			1	
		1.1 2LI. 3 Explain planning, its tools, processes, benefits and limitations.		1		
		1.1.2. LI.4 Explain the concept of organising, its principles, importance and describe organisational structures.		1		
		1.1.2. LI. 5 Describe departmentalisation, its types and explain the reasons, benefits and challenges of dividing an organisation into distinct units.	1			

		1.1.2. LI.6 Differentiate between centralisation and decentralisation and examine their advantages and disadvantages		1		
		1.1.2. LI.7 Explain leadership, its various styles/forms, sources of power in leadership and the importance of effective leadership				
		1.1.2. LI. 8 Discuss emotional intelligence, ethical principles, leadership skill development, and conflict management, and apply these concepts to effective leadership practices.	1	1	1	
		1.1.2. LI. 9 Explain controlling, its types, processes, tools and importance.			1	
		2.1.2. LI.1 Explain decision-making, and its processes and identify the levels of decision-making in organisations				
		2.1.2. LI.2 Identify management levels and the decisions they make and analyse the steps in the decision-making process.		1		
		2.1.1. LI.1 Explain delegation and outline its principles and steps involved in the process of delegation.	1			
		2.1.1. LI.2 Identify the benefits of delegation, its limitations and ways of making it effective				
		2.1.1. LI.1 Explain business communication, its importance, processes and forms/types.	1	1		
		2.1.1. LI.2 Explain the channels of business communication, the barriers and ways of making communication effective.			1	
		2.2.3. LI.2 Explain Human Resource Management, its functions and describe the processes involved in recruitment and selection.				

		2.2.3. LI.2 Explain the components of Performance Management and its importance.		1		
		2.2.3. LI.3 Explain Labour and Industrial relations including Collective bargaining processes.				
		3.1.1. LI.1 Explain the functions of Production Management and identify the main forms of production.	1		1	
		3.1.1. LI.2 Describe the types of production and the steps in production planning and control.		1		
		3.1.1. LI.1 Explain Procurement Management and discuss its importance and process.	1	1		
		3.1.1. LI.1 Explain the strategies in procurement, legal and ethical guidelines governing procurement and identify the challenges in the procurement management.			1	
	Legal environment of business and risk management	2.2.3. LI.3 Explain contracts and its elements	1	1		1
		2.1.2. LI.2 Explain types of contracts and how contracts may be vitiated and discharged.		1		
		2.1.2. LI.1 Explain business risk, identify the types of business risks and how to manage risk			1	
		2.1.2. LI.12 Explain insurance and outline its principles, policies and importance to businesses			1	
Glocal business	Business development	1.2.1. LI.1 Analyse the factors affecting the internal and external environment of business using SWOT and PESTEL				
		1.2.1. LI.2 Define business ethics, outline its key principles, and explain the importance of business ethics in promoting integrity, trust, and accountability within organisations		1		
		1.2.1. LI.3 Explain corporate social responsibility and discuss its types of initiatives			1	

		1.2.1. LI 4 Discuss the benefits and challenges of Corporate Social Responsibility		1		
		3.2.2. LI 1 Describe entrepreneurship and outline the characteristics and roles of entrepreneurs				
		3.2.2. LI 2 Identify ways of entering into businesses and describe the various documents needed by entrepreneurs.		1		
		3.2.2. LI 3 Analyse the process of setting up a business, prepare a simple business plan for the establishment of business and outline the reasons for business successes and failures.	1	1		
	International business and e-business	1.2.2. LI 1 Explain the factors driving globalisation, analyse its impact on local businesses, and discuss the benefits and challenges of operating businesses in a global market.				
		1.2.2. LI 2 Explain international business, its features, the reasons for engaging in it, and discuss its benefits and the challenges.	1	1	1	
		1.2.2. LI 3 Describe multinational corporation and discuss its features, benefits and challenges including factors driving companies to become multinational corporation.		1		
		1.2.2. LI 4 Explain indigenous Ghanaian businesses with examples, outline the steps to become a multinational corporation, and discuss strategies for Ghanaian companies to transform into multinational operations.	1			
		2.1.2. LI 1 Explain the following approaches to international business: franchising joint venturing licensing and wholly – owned subsidiary			1	

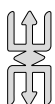
		2.1.2. LI 2 Differentiate between domestic and international trade, and outline the basis and documents used in international trade.	1	1	1	
		2.1.2. LI 3 Analyse the various restrictions in international trade, the reasons for restrictions and explain the benefits and challenges of international trade.				
		3.2.1.LI 1 Explain marketing, evaluate its functions and analyse the Extended Marketing Mix (7Ps)	1	1	1	
		3.2.1.LI 2 Discuss the processes involved in new product development and the product life cycle				
		3.2.1.LI 3 Explain e-business and digital marketing, its tools and assess the benefits and challenges in their applications in business	1		1	
		TOTAL (65)	16	21	16	1

PLC Session 18

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

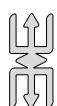
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.

- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - a. The key assessment for the week is **practice paper 2**. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the practice paper (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).

9. Remember to

- a. transfer your chats into your learning planner template.
- b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
- c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 19

Learning Indicator: *Identify ways of entering into businesses and describe the various documents needed by entrepreneurs*

Focal Area 1: Ways of Entering Businesses

In this lesson, teachers are to introduce the different ways entrepreneurs may enter business, developing the learning in Year 2 on the different approaches to business. (*Omission*)

Ways of Entering a Business

1. **Starting a New Business (Entrepreneurship):** This involves creating a business from scratch, developing unique products or services, and establishing a brand identity. It requires planning, funding, and execution, including market research, legal registration, and operational setup.
2. **Buying an Existing Business:** Instead of starting from zero, purchasing an already established business provides access to an existing customer base, infrastructure, and operational processes. This approach involves financial negotiation, legal due diligence, and potential restructuring to align with new objectives.
3. **Franchising:** Franchising allows individuals to operate under an established brand, using its proven business model. Franchise agreements typically include guidelines on operations, marketing, and product offerings, ensuring consistency across different locations while benefiting from brand recognition.
4. **Joint Ventures and Partnerships:** This method involves two or more businesses collaborating to combine resources, expertise, and market reach. Partnerships can focus on product development, expansion into new markets, or enhancing operational efficiency. Joint ventures often require shared decision-making and formal agreements outlining roles and responsibilities.
5. **Licensing:** A business can enter the market by acquiring the rights to use intellectual property, such as technology, trademarks, or brand names. Licensing agreements enable businesses to leverage existing successful products or innovations without direct ownership, making it an effective method for expansion.
6. **Exporting and International Expansion:** Businesses seeking broader markets may enter through exporting goods or services to foreign countries. This requires understanding international trade regulations, adapting products to cultural preferences, and developing distribution networks to facilitate smooth operations.

Learning Tasks

1. Recap the approaches to international business (franchising, licensing, wholly-owned subsidiary, joint ventures)
2. In mixed ability groups discuss the primary ways to enter in to business

Pedagogical Exemplar

Collaborative Learning

1. Teachers to start the lesson with a recap of the learning in Year 2 on the different approaches to business (franchising, joint venturing, licensing, wholly owned subsidiaries)
2. Teachers to arrange learners in mixed ability and mixed gender groups
3. Learners are tasked to research real businesses that entered the market using different methods (e.g., franchising, partnerships, entrepreneurship etc.). Each group to research the type of business and their route to market through each approach. Groups to record their work on flip chart or other chosen media to support presentation to the wider class.
4. Findings are shared in class discussions, reinforcing practical understanding.
5. Teachers to facilitate feedback and summarise the key points for each route to market.

Focal Area 2: Documents and Records Needed by Entrepreneurs

In this lesson, teachers to build on learners' understanding of the documents required in domestic and international trade and examine what these requirements are for entrepreneurs.

Documents and Records Needed by Entrepreneurs

1. **Business Plan:** A detailed outline of the business idea, goals, strategies, and financial projections.
2. **Certificate of Registration:** Legal proof that the business is registered with the appropriate government body.
3. **Tax Identification Number (TIN) Certificate:** Required for paying taxes and conducting formal financial transactions.
4. **Operating License or Permit:** Grants legal permission to run a specific type of business in a particular area.
5. **Bank Statement:** Shows financial transactions and is often required for loans or investor reviews.
6. **Receipts and Invoices:** Used to record sales, purchases, and payments for financial tracking and accountability.
7. **Contracts and Agreements:** Formal documents that outline terms with suppliers, partners, or employees.
8. **Employee Records:** Files containing staff details, contracts, and payroll information.

Importance of Keeping Records by Entrepreneurs

1. **Legal Compliance:** Proper documentation ensures businesses adhere to tax laws, employment regulations, and industry-specific requirements. Licenses, contracts, and agreements protect entrepreneurs from legal disputes and penalties.
2. **Financial Management & Tax Reporting:** Keeping financial records such as invoices, receipts, and tax filings helps track income, expenses, and profitability. Accurate records simplify tax reporting, ensuring timely payments and avoiding penalties.
3. **Business Decision-Making:** Financial statements and operational records provide insights into business performance, helping entrepreneurs make informed decisions. Data-driven strategies improve growth planning and resource allocation.

4. **Investor & Lender Confidence:** Investors and banks require detailed financial records to assess business viability before providing funding. Well-maintained records enhance credibility and increase chances of securing investments.
5. **Audit Preparedness & Risk Management:** Organized records facilitate smooth audits, ensuring transparency and accountability. Documentation helps entrepreneurs identify risks and implement corrective measures.
6. **Historical Reference & Business Growth:** Records serve as a historical reference, allowing businesses to track progress and refine strategies. Entrepreneurs can analyse past trends to forecast future opportunities.

Learning Tasks

1. Recap common documents used in both domestic and international trade.
2. Examine different examples of documents used by entrepreneurs.
3. Discuss the significance of keeping records as an entrepreneur.

Pedagogical Exemplars

Experiential Learning (Document Station Rotation)

1. Begin by reviewing learners' prior knowledge of documents commonly used in both domestic and international trade.
2. Set up learning stations with real or mock samples of key business documents (e.g., registration certificates, receipts, tax forms, invoices).
3. Organise learners into small mixed ability and mixed gender groups to rotate through the stations, where they examine and complete each document using prompts or role-play scenarios.
4. Ask each group to explain the purpose and use of the documents they engaged with.
5. Facilitate a class discussion to consolidate learners' ideas and provide additional explanations to deepen understanding of the documents.
6. Guide learners to explore and discuss why it is important for entrepreneurs to maintain accurate records of their operations.
7. Conclude the lesson with a summary of key points covered, reinforcing the relevance of proper documentation and record-keeping in business.

Key Assessment Level 3: Essay

Describe at least three documents and why they are important to entrepreneurs. Justify your choices by explaining how each document would address the concerns of potential investors

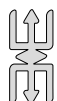
PLC Session 19

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand

- b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



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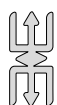
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **essay**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the essay (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

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30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
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- b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 20

Learning Indicator: *Analyse the process of setting up a business, prepare a simple business plan for the establishment of business and outline the reasons for business successes and failures*

Focal Area 1: Meaning of Small Business and Processes of Setting up a Small Business

Meaning of Small Business

A **small business** is an independently owned and operated enterprise that has a relatively small scale of operations, a limited number of employees, and lower revenue compared to larger firms.

Typically, privately owned by individuals or small groups with fewer employees (1 – 50 employees) and lower revenue. Small businesses often serve a local market and have limited capital. Small businesses can take different legal structures, such as sole proprietorships, partnerships, or companies. Examples include retail shops, local restaurants, microfinance institutions, etc.

In most cases, the classification of a business as “small” depends on factors such as:

1. Number of employees
2. Annual turnover or revenue,
3. Capital investment,
4. Ownership structure (usually sole proprietorship or partnership).

Process of Setting up a Business

1. **Identify a Business Idea:** Begin by identifying a product or service that addresses a problem or fills a gap in the market. A good business idea should be realistic, marketable, and aligned with your interests or expertise.
2. **Conduct Market Research:** Research your target audience, competitors and industry trends. This helps you understand customer needs, pricing expectations and how to position your product or service for success.
3. **Develop a Business Plan:** Create a structured business plan that includes your mission, goals, marketing strategy, operational plan, financial projections and funding needs. A strong plan serves as a roadmap and is often required when seeking investors or loans.
4. **Choose a Business Name and Legal:** Select a unique and memorable business name. Decide whether to operate as a sole proprietorship, partnership, limited liability company (LLC), or corporation—each has different legal and tax implications.
5. **Register the Business:** Register your business with the appropriate government body (e.g., Registrar General’s Department in Ghana). This step may include obtaining business licenses, tax identification numbers and relevant permits.
6. **Secure Capital or Funding:** Determine how much money you need to start and sustain your business. Explore funding options such as personal savings, bank loans, grants, or investors. Having adequate funding ensures smooth operations.
7. **Set up Your Business Location:** Choose a location based on your business type—whether it’s a storefront, home office, or online platform. Ensure it complies with zoning laws and is accessible to your target customers.

8. **Hire Employees (if necessary):** If your business requires staff, begin the recruitment process. Comply with employment laws, offer proper contracts, and establish roles and responsibilities.
9. **Launch and Manage Operations:** Promote your business using marketing tools such as flyers, social media and word of mouth. Begin selling your product or service, monitor performance, manage finances, and adjust strategies based on feedback and market changes. Stay consistent and open to improvement.

Learning Tasks

1. Recap the meaning of business, forms of business entities and the classifications of business.
2. Discuss the meaning of small businesses.
3. Examine the steps involved in setting up a business.

Pedagogical Exemplar

Initiating-Talk for Learning

1. Review learners' prior knowledge of the meaning of business, forms of business, and classifications of business using a brief oral quiz or mind map recap session.
2. Engage learners in a think-pair-share activity on the **meaning of a small business**, encouraging them to cite relevant examples from their community (e.g., kiosks, mobile money agents, or tailoring shops).
 - a. **AP Learners:** Think of one small business near your home and describe it with a partner. Use picture prompts if needed.
 - b. **P Learners:** Share two examples and identify features that make them "small businesses" (e.g., few employees, limited capital).
 - c. **HP Learners:** Compare and contrast two local small businesses, identifying key differences in operations, capital, and scale.
3. Use a flow chart to guide learners through the **steps involved in setting up a business** in Ghana (e.g., identifying a business idea, choosing structure, planning, registration, etc.). Use local examples for relatability.
4. Conclude the lesson by asking learners to summarise what they have learnt in the session.

Focal Area 2: Reasons for Businesses Successes and Failures

Reasons for Businesses Success

1. **Clear Vision and Planning:** A successful business begins with a well-defined vision and mission that guide all operations. A solid business plan outlines goals, target market, budget, marketing strategies, and expected outcomes. Planning helps anticipate challenges and align efforts across departments.
2. **Good Financial Management:** Effective financial management ensures that a business operates within its means. This includes budgeting, tracking income and expenses, managing cash flow, securing funding when necessary, and planning for long-term financial goals. A business that monitors and controls its finances is more likely to stay stable and grow.

3. **Customer Focus:** Businesses that put customers at the heart of their operations tend to thrive. This means listening to customer feedback, providing excellent service, offering quality products, and creating value. Satisfied customers return and recommend the business to others, building brand loyalty and reputation.
4. **Strong Leadership:** Good leaders inspire their teams, communicate clearly, and make decisions that align with the business's goals. They are proactive in solving problems and encourage innovation. Strong leadership helps employees feel supported and motivated, which increases productivity.
5. **Innovation and Adaptability:** Markets and customer needs change constantly. Successful businesses innovate by improving products, services, or processes. They adapt quickly to industry trends, new technologies, and competitive threats, ensuring long-term relevance and customer satisfaction.
6. **Efficient Operations:** Streamlined internal processes such as inventory management, production, and supply chain logistics help a business operate smoothly and at lower cost. Efficiency reduces waste, improves turnaround time, and increases the company's capacity to meet customer demand.
7. **Skilled and Motivated Workforce:** Employees are an asset. Hiring the right people, offering continuous training, and maintaining a supportive work environment lead to higher performance. A skilled workforce brings fresh ideas and ensures consistent delivery of products or services.

Reasons for Businesses Failures

1. **Lack of Planning:** Without a clear plan, a business may drift without direction. Poor planning can result in overspending, targeting the wrong market, or missing key opportunities. It also increases the risk of being unprepared for obstacles such as competition, regulation changes, or economic downturns.
2. **Poor Financial Control:** Many businesses fail because they run out of cash, not necessarily because they aren't profitable. This often happens due to overspending, inadequate pricing strategies, or failing to keep track of financial performance. Without a budget and financial monitoring, even small mistakes can lead to closure.
3. **Ignoring Market Needs:** A common cause of failure is offering products or services that don't solve a real problem or don't appeal to the target market. Failing to conduct proper market research or adapt to customer feedback can lead to declining sales and eventual collapse.
4. **Weak Marketing:** Even the best product won't sell if no one knows about it. Businesses that don't invest in effective marketing struggle to attract and retain customers. Weak branding, poor social media presence, or inconsistent messaging can result in low awareness and reduced revenue.
5. **Inadequate Leadership:** Leadership directly impacts a business's culture and performance. A lack of vision, indecisiveness, or poor management can lead to low employee morale, high turnover, and missed opportunities. Without a strong leader, a business may struggle to grow or even survive.
6. **High Competition and Market Saturation:** In industries with many similar businesses, those that fail to differentiate themselves can get pushed out. If a business can't compete on price, quality, or unique value, it may lose customers to competitors.
7. **Legal or Compliance Failures:** Not complying with industry regulations, tax laws, or safety standards can result in fines, lawsuits, or forced shutdowns. Responsible businesses regularly update their knowledge of legal requirements and ensure they are operating within the law.

Learning Tasks

1. Recap the challenges associated with the different forms of business entities and managerial skills required in organisations.
2. Evaluate the reasons why some businesses succeed while others fail.
3. Present evaluation of a case study to the class for discussion.
4. Complete group work as an assessment task.

Pedagogical Exemplar

Case Study and Jigsaw Learning

1. Review learners' prior knowledge of the challenges associated with the different forms of business entities and the managerial skills required in organisations.
2. Divide the class into small, mixed-ability and mixed-gender groups, and present them with case studies of real or fictional businesses that either failed or succeeded, along with reasons for the outcomes, for them to read and analyse.
3. Using the jigsaw method, assign some groups to examine and present the reasons for business success, while others focus on the reasons for failure.
4. Learners present their work and receive feedback from the class.
5. As time allows, set the assessment task and allow learners time to complete this. If there is not enough time for the exercise to be completed then learners to do this at home and return it the following week.
6. Conclude the lesson with a "Hot Seat" challenge, where learners take turns sitting in a seat to answer questions posed by their peers or the teacher.

Key Assessment Level 3: Group Work

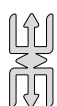
Design a flow chart to represent the stages of starting a business and explain how each stage contributes to building a sustainable enterprise.

PLC Session 20

45 minutes
Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).

- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



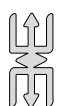
Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
- a. The key assessment for the week is **group work**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the group work (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then.
- a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area).
- b. all teachers in the group work through a similar problem individually for 3–4 minutes.
- c. the group then works through the problem together step by step.
- d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
- a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- b. After the enactment, ask for structured feedback from the group
- was the concept explained in a way that a learner with no prior knowledge could follow?
 - were the examples grounded in contexts familiar to Ghanaian learners?
 - did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 21

Learning Indicator: *Analyse the process of setting up a business, prepare a simple business plan for the establishment of business and outline the reasons for business successes and failures*

Focal Area 1: Meaning, Features and Importance of Business Plan

Meaning of business plan

A business plan is a written document that outlines a business's goals, the strategies to achieve them and the resources needed. It explains how a business will operate, how it will attract customers, how it will make a profit and how it will deal with challenges. It acts as a roadmap to guide the entrepreneur in starting, running and growing the business. A business plan is usually prepared before the business begins, but it can be updated as the business grows or changes.

Example: Kwame wants to start a small cocoa-processing business in Kumasi. He writes a business plan that explains what he will produce, who his customers are, how much capital he needs, and how he will sell and deliver his products. This document helps him secure a loan from a bank and guides him in running the business successfully.

Key Features of a Business Plan

1. **Clearly Defines the Business Idea and Objectives:** A business plan clearly explains what the business is about, what it wants to do and why. It outlines the business goals, both short-term and long-term.
2. **Describes the Product or Service:** The business plan must explain what the business will offer to customers. It should describe the features, benefits, and uniqueness of the product or service.
3. **Identifies the Target Customers and Competitors:** The business plan must state who the business aims to serve (target market) and who else is already serving those customers (competitors). This helps the business to analyse the market and plan how to position itself.
4. **Outlines Marketing and Sales Strategies:** The document should explain how the business plans to promote its product or service and how it will convince customers to buy. This includes pricing, advertising, distribution, and promotions.
5. **Includes Financial Forecasts and Funding Needs:** A good business plan estimates how much money the business needs to start and how much profit it expects to make. It also shows how the money will be used and where it will come from.
6. **Shows How the Business Will Be Managed and Operated:** The plan describes how the day-to-day activities of the business will be handled, who will be responsible for what, and how work will be organised.
7. **Explains the Legal Structure and Ownership:** States whether the business is a sole proprietorship, partnership, or company.
8. **Provides a Risk Analysis and Contingency Plan:** Identifies possible challenges and how the business will overcome them.
9. **Shows Business Timelines and Milestones:** Includes a schedule of key activities like launch dates, product releases, or expansion plans.
10. **Demonstrates Business Viability and Sustainability:** Proves that the business can survive, grow, and remain competitive over time.

Importance of Business Plan

A business plan is not just a document; it is a valuable tool for both new and existing businesses.

1. **Guides Business Operations:** A business plan acts like a roadmap. It gives clear direction on how the business should be managed daily, weekly, monthly, and in the long term.
2. **Helps to Secure Funding:** Banks, investors, and support organisations will not give money to a business without understanding what it intends to do. A well-prepared business plan convinces them that the idea is viable and worth supporting.
3. **Assists in Decision-Making:** A business plan helps entrepreneurs make smart and informed decisions about pricing, staffing, marketing, and budgeting. Instead of guessing, they rely on planned strategies.
4. **Helps to Identify Strengths and Weaknesses:** Writing a business plan forces the entrepreneur to look closely at what they do well and where they need improvement. It also highlights possible risks and how to manage them.
5. **Monitors Business Performance:** The business plan provides goals and targets that can be reviewed regularly. By comparing actual performance with what was planned, the owner can check if the business is growing or facing problems.
6. **Boosts Confidence and Focus:** Having a written plan gives the entrepreneur clarity and motivation. It reduces confusion and helps the business owner stay focused, especially during difficult times.
7. **Supports Team Coordination and Communication:** For businesses with more than one person, the plan ensures that everyone is working towards the same goals. It avoids misunderstandings and keeps the team united.
8. **Attracts Partners and Collaborators:** A clear business plan shows potential partners what the business is about and how they can benefit from working together.

Learning Tasks

1. Describe a business plan and the information it should include
2. Explain the reasons why a business plan is important for a new entrepreneur.

Pedagogical Exemplar

Think-Pair-Share Activity

Activity 1

1. Recap learners' prior knowledge
2. Begin with a whole-class discussion: *"Why do you think businesses like MTN or KFC are successful?"*
3. Allow learners to share responses orally, through short drawings (e.g., a business success ladder), or written notes.
4. Link their ideas to planning and introduce the concept business plan.
5. Facilitate a session where learners think-pair-share the **meaning of a business plan**.
6. In groups, guide learners to identify and discuss the **features of a business plan**

Activity 2

1. Facilitate a discussion: *“So, why do we say a business plan is important for every entrepreneur?”* Note ideas on the board or a visual mind map. Highlight real examples from earlier tasks to reinforce learning.
2. Support individual reflection with flexible options end the lesson with a reflection prompt: *“if you started a business selling handmade sandals, why would you need a business plan?”*
Learners choose how to respond:
 - a. Written paragraph (for writing-inclined learners)
 - b. Voice recording or oral explanation (for auditory learners)
 - c. Illustrated poster or drawing (for visual learners)

Focal Area 2: Types of Business Plans and Sources of Business Idea

Types of Business Plans

Business plans are not one-size-fits-all. They vary depending on the purpose, type of business and the stage the business is in. Common types of business plans are:

1. **Start-up Business Plan:** A start-up business plan is written when launching a new business. It contains details about the product or service, the target market, business structure, marketing strategy, financial forecasts, and funding needs. It is often used to attract investors or get loans. Example: Akua, a young entrepreneur in Wa, wants to start a shea butter production business. Her start-up plan includes how she will source raw shea nuts, process them, brand the products, and distribute them to markets in Accra and Kumasi. She presents the plan to the Ghana Enterprise Agency to apply for a youth business grant.
2. **Operational Business Plan:** This type of plan is used for internal guidance. It focuses on how the business will be run daily: staffing, logistics, inventory, processes, and schedules. It may not be shared with investors but is crucial for effective management. Example: A poultry farmer in Tamale uses an operational plan to schedule feeding times, manage staff duties, monitor egg collection, and track vaccine schedules. This helps keep the business organised and efficient. Also, Toyota uses detailed operational plans across its global branches to ensure consistent quality and efficiency in car production, inventory, and logistics.
3. **Strategic Business Plan:** A strategic plan sets out the long-term vision and major goals of the business, usually over 3 to 5 years. It outlines how the business will compete in the market, adapt to change, or expand operations. Example: A bottled water company in Kumasi prepares a strategic plan to enter new regions in Ghana and eventually export to Togo and Côte d'Ivoire. The plan includes branding, transport expansion, and regulatory approvals.
4. **Growth or Expansion Business Plan:** This plan is prepared when an existing business wants to introduce new products, expand to new locations, or grow its customer base. It focuses on how to scale up and the financial resources needed. Example: Starbucks' growth plans have included opening new outlets in emerging markets like China, with a focus on adapting store design and menu items to local preferences.

Sources of Business Ideas

1. **Personal Interests and Experience:** Many successful business ideas come from personal passions or hobbies. When individuals turn something they enjoy doing, such as baking, fashion design, photography, or crafts into a business, they are more motivated and committed. For example, someone who enjoys cooking may start a catering business or sell homemade snacks. Again, a university student in Legon finds it hard to get affordable lunch on campus, so she starts a food delivery service for other students.
2. **Market Needs:** Observing the needs of a community or target market is a practical way to identify business opportunities. If people struggle to access certain goods or services in an area, that gap can be filled by a new business. For instance, opening a stationery shop near a school where such services are lacking is a smart move.
3. **Gaps in the Market:** Sometimes a product or service exists in a general sense, but there is room to offer something better, cheaper, or more convenient. This is called identifying a market gap. Entrepreneurs can capitalise on these gaps by offering unique value or targeting an overlooked group of customers.
4. **Experience and Skills:** Work experience and professional training are also valuable sources of business ideas. Someone trained as a tailor, electrician, or hairdresser can use their skills to start a service-based business. Experience gives confidence and reduces the risk of failure.
5. **Franchising:** A business idea does not always have to be original. Franchising allows individuals to buy the rights to operate under a successful existing brand. This model provides built-in support, training, and brand recognition. For example, opening a franchise of a well-known food chain or telecom service in Ghana can be a good opportunity.
6. **Research and Technology:** New inventions, technological advancements, and trends often inspire innovative business ideas. Entrepreneurs who follow global and local developments can find opportunities in areas like mobile apps, digital marketing, agritech, or renewable energy.
7. **Social Media and Online Trends:** In today's digital age, social media platforms are a rich source of inspiration. By observing what is popular or trending on platforms like TikTok, Instagram, or Facebook, entrepreneurs can discover new ideas, especially in fashion, beauty, entertainment, and e-commerce.
8. **Problems in Society:** Identifying challenges people face (e.g., poor sanitation, unreliable transport) and creating business ideas to solve them.

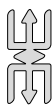
Learning Tasks

1. Draw and label a diagram showing four types of business plans and how they support different business goals.
2. In small groups, discuss the sources of business ideas. Use a T-chart to compare:
 - a. Column A: *Source of Idea* (e.g., personal experience)
 - b. Column B: *Possible Business Idea* (e.g., food delivery for students)
3. Complete case study as an assessment task

Pedagogical Exemplar

Presentation and Group Work

1. Review learners' knowledge on the meaning, features and importance of a business plan.
2. Present the types of business plans visually and orally:
 - a. Write the four types of business plans on the board: Start-up, Operational, Strategic, Growth.
 - b. Explain each one with a local example (e.g., Akua's shea butter business for Start-up).
 - c. Use a visual chart, infographic, or concept map to show differences between the plan types.
3. Group Sorting Activity: Provide four short business scenarios. Ask each group to identify what type of business plan suits each one and explain why. Groups can present their answers using a chart, role-play, or simple posters.
4. **Tiered Exploration Tasks**
 - a. **AP Learners:** Compare two plan types (e.g., Growth vs Strategic) and write a paragraph.
 - b. **P Learners:** Fill in a worksheet matching plan types to examples.
 - c. **HP Learners:** Use labelled picture cards to build a flow of how a start-up idea grows into a strategic plan.
5. In a whole-class discussion, learners brainstorm and share various sources of business ideas as part of a shower-thought activity.
6. Guide learners to create a mind map showing sources of business ideas with examples of businesses they can create. Let learners choose how to present: diagram, table, comic strip, or short oral summary.
7. As time allows, set the assessment task and allow learners time to complete this. If there is not enough time for the case study to be completed then learners to do this at home and return it the following week
8. Flexible expression for exit task: "Think of a simple business idea. Tell where it came from and what type of plan you would need." Let learners respond in different ways:
 - a. 1-paragraph explanation
 - b. Voice notes or oral response
 - c. Illustrated concept sketch



Note

In Week 21, learners should be grouped as they begin learning how to develop business plans. Each group should be tasked with exploring a business idea that their plan will focus on. Starting early will give them sufficient time to research, plan and develop a simple yet practical business plan by the end of Week 23, ready for presentation in Week 24.

Key Assessment Level 3: Case Study

Case Scenario

Mariam is a university graduate who wants to open a mobile hair-braiding salon in Accra. She plans to start by visiting customers at home and later open a shop. She has written a document explaining her

business idea, marketing strategy, budget, and how she plans to operate. Mariam got the idea after noticing many working women struggle to find time to go to the salon.

Read the case and answer the questions below.

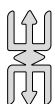
1. Identify the type of business plan Mariam is using. Give one reason for your answer. (2 marks)
2. Identify the source of Mariam's business idea and explain it briefly. (2 marks)
3. List and explain two other possible sources of business ideas with examples. (4 marks)
4. Explain two reasons why it is important for Mariam to have a business plan. (4 marks)

PLC Session 21

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

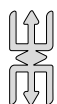
4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **case study**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the case study (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes

- c. the group then works through the problem together step by step
- d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about ‘How do I teach this?’ but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 22

Learning Indicator: *Analyse the process of setting up a business, prepare a simple business plan for the establishment of business and outline the reasons for business successes and failures*

Focal Area 1: Common Mistakes in Business Planning

Common Mistakes in Business Planning

Writing a business plan is a key step in launching and managing a successful enterprise. However, many entrepreneurs make mistakes during the planning process, which can weaken the business or lead to failure. Understanding these common mistakes helps learners avoid them and create more realistic, professional, and effective business plans. Below are the major mistakes often seen in business planning, with practical examples from Ghana and beyond.

1. **Unclear Business Objectives:** One of the most common mistakes is failing to clearly define the business's goals. When a plan does not state what the business wants to achieve, the entrepreneur may lack focus and direction. Without specific objectives, it becomes difficult to measure progress or attract support. For example, an SHS graduate in Sunyani writes a business plan to start a catering service but fails to state whether she intends to focus on school lunch deliveries, party catering, or opening a restaurant.
2. **Incomplete or Missing Market Research:** Another major error is writing a business plan without proper market research. Entrepreneurs often make assumptions about customer needs or ignore the presence of competitors. This leads to unrealistic expectations. For instance, Ama starts producing handmade soaps in Tamale without finding out if people actually prefer her product over others available in local shops.
3. **Overestimating Sales or Profits:** Some entrepreneurs project very high profits or sales in their plans without evidence or justification. This is usually done to impress investors or lenders. However, when the expected income is not achieved, the business may struggle with cash flow or debt. For example, a young entrepreneur in Accra predicts GH¢10,000 in monthly profits from sneaker sales without including delivery costs, marketing expenses, or slow sales periods.
4. **Ignoring Competition:** Ignoring or underestimating competition is a serious weakness in many business plans. Entrepreneurs sometimes assume their idea is new or that no one else is offering a similar service. This can lead to poor planning. For example, Kofi opens a printing shop near a university in Kumasi without researching the fact that three other shops already serve the same campus with lower prices.
5. **Poor Financial Planning:** A business plan must include a clear financial plan showing how much money is needed, expected income, and how the funds will be used and repaid. Without this, lenders and investors cannot trust the plan. Some entrepreneurs avoid the numbers because they are difficult or uncomfortable. For example Esi writes a business plan for a bakery but leaves out her start-up costs, equipment needs, and how she will repay the loan.
6. **No Marketing and Sales Strategy:** Another common mistake is failing to include a strong marketing and sales strategy. Some business plans describe the product well but do not explain how customers will learn about it or be convinced to buy it. A shoemaker in Hohoe, for example, creates beautiful sandals but uses no advertising or social media to promote them.

7. **Too Much Focus on the Product, Not the Customer:** Entrepreneurs sometimes focus so much on the product's features that they forget to show how it benefits the customer. Business plans must clearly explain what problem the product solves. Yaw, for example, describes the ingredients in his herbal drink but does not explain why someone would choose it over a common soft drink. The Segway transporter is another example; although it was well designed, it failed in the market because it did not address a real customer need.
8. **Not Reviewing or Updating the Business Plan:** Finally, a business plan should be treated as a living document. Failing to update it as the business environment changes is a serious mistake. Some entrepreneurs write a plan once and never revisit it. A transport business in Cape Coast used the same pricing and budgeting for three years and ran into losses when fuel prices increased. Kodak, the camera company, failed to revise its strategy when digital photography emerged, eventually losing its dominant market position.

Learning Task

Identify and explain common mistakes in business plan.

Pedagogical Exemplars

Building on What Others Say

1. Recap learners' prior knowledge of the meaning and objectives of a business plan.
2. Arrange learners in mixed ability and gender groups and assign them a case study to review (such as the one below) and answer the questions that follow.

Blessington, a young entrepreneur from Ho, started a business selling organic groundnut snacks using a family recipe. Excited about her idea, she quickly wrote a business plan and secured a GH¢5,000 loan from a youth support fund. However, she ran into problems shortly after launching. Her plan lacked clear goals about who her target customers were, and she had done little research to understand the local market or existing competitors. She also overestimated her daily sales, expecting high profits without a solid marketing strategy. Her prices were higher than others, and she didn't factor in key expenses like packaging and transport. As challenges grew, Blessington stuck to her original plan without reviewing or updating it. Eventually, her business stalled. With guidance from a mentor, she later revised her plan, corrected her earlier mistakes, and gradually rebuilt her business on a more realistic and informed foundation.

- a. What type of business is Blessington founding?
- b. What were the key weaknesses in her original business plan?
- c. What role does reviewing and updating a business plan play in sustaining a business?
- d. What other mistakes could she have made in developing her business plan?
- e. From the case, what lesson can other young entrepreneurs learn before launching a business?
3. Ask the groups to present their ideas to the whole-class.
4. Engage learners in a whole-class discussion where they contribute ideas by building on what others have said about common mistakes in developing a business plan.
5. Encourage active participation by asking learners to rephrase peers' contributions or add to the ideas shared.
6. Summarise the lesson by asking learners to write down at least three common mistakes people make when developing a business plan.

Focal Area 2: Structure/Components of a Business Plan

Components of a Business Plan

A well-structured business plan acts as a blueprint for the business. It outlines how the business will operate, reach customers, generate income, and achieve its objectives. Below are the key components of a business plan, each explained in detail with relevant examples.

1. **Executive Summary:** The executive summary gives a brief overview of the entire business plan. Although it appears at the beginning, it is usually written last. It explains the business idea, mission, target market, what makes the business unique, and expected financial performance. The purpose of this section is to give the reader a quick understanding of the business and encourage them to read further. For example, Kwame plans to start a food delivery business in Kumasi. His executive summary explains how the business will deliver healthy meals to office workers within 30 minutes, solving the problem of limited quick and nutritious lunch options.
2. **Business Description:** This section describes the nature and background of the business. It outlines what the business does, the problem it seeks to solve, its structure (such as sole proprietorship or partnership), its location, and its long-term objectives. This helps readers understand the purpose and direction of the business. For instance, Ama operates a tailoring business in Accra that creates modern African wear for corporate workers. Her business description explains how she combines traditional prints with modern designs to meet the growing demand for cultural fashion in formal settings.
3. **Market Analysis:** Market analysis demonstrates the entrepreneur's understanding of the industry, target market, and competitors. It includes research on customer preferences, market size, trends, and competitive analysis. This section helps prove that there is demand for the product or service and shows how the business will compete effectively. In Ghana, a yoghurt shop in Tamale discovers through research that students and workers prefer flavoured yoghurt after lectures, and only two competitors are in the area.
4. **Organisation and Management:** This section outlines the legal structure of the business and introduces the management team. It details the roles, qualifications, and responsibilities of the owners and staff. Including an organisational chart is often helpful in showing the structure clearly. For example, Efua runs a shea butter production business in Bolgatanga. She serves as CEO, her sister manages sales, and three staff handle production. Her plan includes an organisational chart to show reporting lines and responsibilities.
5. **Products or Services Offered:** This component describes the business's products or services, including their benefits and what makes them unique. It may also explain product development, pricing, packaging, and any planned improvements. In Sunyani, a small business produces organic, chemical-free soap packaged in recyclable materials for people with sensitive skin.
6. **Marketing and Sales Strategy:** This section explains how the business intends to attract and retain customers. It covers pricing, promotion, distribution (place), and sales methods also known as the 4Ps of marketing and in some cases 7Ps. A fruit juice company in Hohoe, for example, promotes its drinks using Instagram, WhatsApp broadcasts, and local posters. It also offers free samples and bulk purchase discounts. These strategies help increase visibility and attract loyal customers.
7. **Financial Plan:** The financial plan provides detailed financial projections and funding needs. It includes start-up capital, expected income and expenses, cash flow, break-even analysis, and repayment strategies if a loan is needed. For example, a local printing press estimates monthly

operating costs at GH¢3,000 and projects revenue of GH¢5,000. The business plan includes a request for a loan from a rural bank, along with a clear repayment plan.

8. **Operational Plan:** The operational plan outlines the day-to-day operations of the business. It covers suppliers, inventory, logistics, working hours, staffing, and the processes needed to deliver products or services efficiently. In Takoradi, a mobile food vendor explains how ingredients will be bought early in the morning, meals prepared by 10am, and deliveries made during office lunch breaks. This section helps show that the business can function smoothly and meet customer needs.
9. **Appendices:** The appendices section includes additional documents that support the information provided in the main business plan. These may be licences, product photos, certificates, contracts, CVs, or customer surveys. A tech start-up, for instance, might include screenshots of its software, a business registration certificate, and a signed agreement with a supplier. These documents provide credibility and detailed backup for the plan's claims.

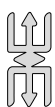
Learning Tasks

1. Examine the structure/components of a business plan.
2. Complete case study as an assessment task.

Pedagogical Exemplars

Peer-Teaching

1. Begin the lesson with a question: “*What do you think makes a good business plan?*” Allow learners to brainstorm ideas in pairs or draw what they think should be included. Note responses on the board or a flipchart to create a visual reference point for the rest of the lesson.
2. Present the structure/components of a business plan for learners to observe.
3. Facilitate peer teaching by asking learners to pair up and explain one component to a peer using their own understanding. Rotate partners after 2–3 minutes to encourage repeated practice and deepen understanding.
4. Class mind mapping activity: Guide the whole class in building a large mind map on the board. Begin with “Business Plan” in the centre, then branch out to each component. Add keywords, icons, or learner examples under each branch.
5. Explain the various components to enhance learners’ understanding.
6. As time allows, set the assessment task and allow learners time to complete this. If there is not enough time for the case study to be completed then learners to do this at home and return it the following week.
7. End the lesson by asking learners to reflect on: “*Which part of a business plan do you think is most important, and why?*” Let them respond through writing, voice recordings, or quick class sharing.



Note

Learners have been introduced to the concept of business planning, which is essential for the survival and success of any business. As they complete their course in Business Management at the SHS level, it is expected that they acquire practical knowledge and skills to develop simple business plans. This will encourage them to consider starting small businesses as they advance in their careers.

In line with this goal, Weeks 23 and 24 have been designated for learners to prepare and present their own business plans as part of an exit project.

To ensure proper preparation, group the learners in advance and clearly assign the task to each group, outlining expectations for their presentations and feedback sessions. Teachers should share the following templates to support their planning and preparation.

Blank Business Plan Template for Students

Business Name: _____

Business Type (e.g. sole proprietorship): _____

Owner(s): _____

Location: _____

1. Executive Summary

Briefly describe your business idea, goals, what makes it unique, and how much money you may need to start.

2. Business Description

Explain what your business does, what problem it solves, the structure (e.g. partnership or sole trader), and its long-term goals.

3. Market Analysis

Describe your customers, competitors, and why your business will succeed in this market.

4. Organisation and Management

List who will run the business and what their roles will be. You can also describe staff needed.

5. Products or Services Offered

Describe what you are selling, how it benefits customers, and why it is different.

6. Marketing and Sales Strategy

How will you promote and sell your product or service? Include pricing and advertising ideas.

7. Financial Plan

State how much money you need, what your costs will be, and how much you expect to earn.

8. Operational Plan

Describe how the business will run daily – working hours, suppliers, delivery, and customer service.

9. Appendices (Optional)

List any extra documents you will attach – e.g. product samples, a CV, supplier quotes, menu, flyer.

Teacher Checklist for Reviewing Learner's Business Plans

Component	Check (✓)	Comments
Executive Summary clearly written		
Business Description explains purpose and goals		
Market Analysis includes customer and competitor info		
Organisation and Management includes roles and structure		
Products/Services are described clearly		
Marketing and Sales Strategy shows clear promotion and pricing ideas		
Financial Plan includes estimated income, costs, and funding needs		
Operational Plan shows how the business will run		
Appendices include useful supporting documents		

Key Assessment Level 3: Case Study

Case Scenario

Read the case carefully and answer the following questions

Yaw is a young entrepreneur who wants to start a mobile fruit juice business in Accra. He writes a business plan but does not include any information about his competitors or how he will advertise the product. He also assumes that he will make a large profit in the first month without researching the market or calculating his expected costs. When he shares the plan with a local investor, it is rejected.

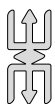
Questions

1. Identify **two common mistakes** Yaw made in his business plan. (2 marks)
2. For each mistake, explain why it could lead to business failure. (4 marks)
3. Suggest **two improvements** Yaw could make to strengthen his business plan. (2 marks)
4. Choose one of the suggested improvements and explain how it would benefit his business. (2 marks)

PLC Session 22

45 minutes
Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).

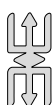

Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **case study**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the case study (NTS 3k-3q).

10 minutes
Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).


Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.

- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 23 & 24

Learning Indicator: *Analyse the process of setting up a business, prepare a simple business plan for the establishment of business and outline the reasons for business successes and failures*

Focal Area: Preparation and Presentation of Business Plans

In the final weeks of the course, teachers are expected to facilitate activities that help learners prepare and present their business plans. In previous years, teachers have guided learners through various business concepts, building a strong foundation of knowledge and practical skills in business management. This preparation supports learners in their future studies, entry into the workforce, and adult life.

Learners should now be focusing on the exit lessons, where the emphasis is on entrepreneurship and readiness for the world of work. They have explored how to start small businesses and how to develop business plans that can support the successful running of such ventures.

Weeks 23 and 24 are specifically dedicated to group work, where learners are organised into mixed-ability and mixed-gender groups and are expected to prepare business plans based on their own innovative ideas for starting a business. In week 24 each group should present their plans to the class for discussion and feedback.

Guidelines for Teachers: Learner Business Plan Presentations

1. Preparation Phase

- a. **Form Groups Early:** Ensure learners are grouped by **mixed ability** and **mixed gender**.
- b. **Clarify Objectives:** Remind learners the aim is to **demonstrate understanding** of entrepreneurship through a realistic business idea and a well-structured plan.
- c. **Provide a Business Plan Template (and example has been included in the previous week to support preparation):** Include sections such as:
 - i. Business Name & Description
 - ii. Mission/Vision Statement
 - iii. Market Analysis
 - iv. Product/Service Description
 - v. Marketing Strategy
 - vi. Financial Plan (startup cost, pricing, break-even)
 - vii. Management Structure
 - viii. Risk Assessment and Mitigation

2. Support and Monitoring

- a. **Assign Mentorship Roles:** Monitor each group's progress and guide where needed, ensuring all members participate.
- b. **Schedule Check-ins:** Use mini-deadlines (e.g., submit marketing strategy draft by Day 3) to keep groups on track.

- c. **Encourage Creativity:** Let students explore real-life examples, use visuals, and apply local context.

3. Presentation Guidelines

- a. **Time Limit:** 7–10 minutes per group presentation.
- b. **Format:** Encourage visual aids—charts, posters, PowerPoint, or models.
- c. **Roles:** Each group member should speak or contribute during the presentation.
- d. **Q&A Segment:** After each presentation, allow 2–3 minutes for peer and teacher questions.

4. Assessment Criteria

Use a **rubric** (shared ahead of time) to assess:

- a. Clarity and structure of the business plan
- b. Originality and relevance of the idea
- c. Practicality and financial understanding
- d. Teamwork and presentation skills
- e. Ability to respond to questions

5. Feedback and Reflection

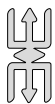
- a. **Offer Constructive Feedback:** Focus on strengths and areas for improvement.
- b. **Encourage Peer Review:** Have groups rate or comment positively on others' ideas.
- c. **Reflection Session:** Let students reflect on what they learned about business and group work.

PLC Session 23

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



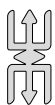
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is ***presentation of business plans***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentation (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
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5 minutes Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

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 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

SECTION 4 REVIEW

Over the past seven weeks, learners have engaged in exploring key concepts in **Entrepreneurship and Business Plan Development**, including:

1. **Meaning, Roles and Characteristics of Entrepreneurs:** Learners were introduced to the definition of entrepreneurship, the key functions entrepreneurs play in society, and the traits commonly found in successful entrepreneurs. They explored how entrepreneurship contributes to job creation, innovation, and national development.
2. **Ways of Entering into Business Ventures:** The section examined the various methods by which individuals can start businesses, such as sole proprietorship, partnerships, franchises, and buying existing businesses. Learners compared the risks, benefits, and suitability of each entry route.
3. **Documents and Records Needed by Entrepreneurs:** Learners explored the importance of maintaining accurate business documentation, including business registration certificates, tax records, receipts, and inventory logs. They discussed how proper recordkeeping supports transparency and decision-making.
4. **Small Businesses and their Importance:** Learners examined the meaning of small businesses and their role in driving local economic development, supporting livelihoods, and fostering entrepreneurship culture.
5. **The Process of Setting up a Small Business:** This part focused on steps involved in launching a business—from identifying viable opportunities to conducting market research, planning operations, and securing funding. Learners also discussed reasons why businesses succeed or fail.
6. **Sources of Business Ideas:** Learners were introduced to ways entrepreneurs generate ideas, including personal interests, market gaps, brainstorming, and analysing trends. They evaluated ideas for feasibility and relevance.
7. **Understanding and Preparing a Business Plan:** Learners explored the meaning, importance, and structure of a business plan. They studied key components such as the executive summary, market analysis, marketing strategy, operations, and financial projections. The focus was on enabling them to develop practical business plans aligned with real-world needs.

Teachers used differentiated, learner-centred strategies such as case studies, simulations, and collaborative planning, experiential learning, enhancing learners' creativity and practical entrepreneurial skills.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 18 (Marks 18)

Assessment Criteria	Marking Guidance	Marks Allocation
Definition of Entrepreneurship	<i>The learner defines entrepreneurship accurately and in simple language suitable for JHS students.</i> <i>Note: Keywords or terms in the definition include: identifying opportunities, starting a business, taking risks, making a profit, or solving problems.</i> <i>Award the full mark of 2 if the learner is able to identify at least three keywords/terms in the definition.</i> <i>Award 1 mark if the learner identifies only two relevant terms/ words.</i>	Award 2 marks
Evaluation of four Characteristics of Entrepreneurship	<i>Learners accurately evaluates at least four characteristics of entrepreneurs to JHS learners.</i> <i>In evaluating, learners should clearly identify the characteristic, explain or describe it, and tell its importance to qualify for the full marks.</i> <i>Examples:</i> <i>Innovativeness: Entrepreneurs often create new ideas, products, or processes that improve existing systems or solve problems creatively. This is crucial for staying competitive.</i> <i>Goal-Oriented: Successful entrepreneurs set clear, measurable goals and focus their efforts on achieving them, which drives progress and business growth.</i> <i>Risk-Taking: Entrepreneurs are willing to take calculated risks to seize opportunities. While risky, this trait helps them explore new markets and ideas.</i> <i>Leadership: Strong leadership allows entrepreneurs to inspire, manage, and guide teams effectively, building trust and maintaining focus on the vision.</i> <i>Visionary: Entrepreneurs often see opportunities where others do not. Their long-term vision helps in setting direction and motivating others.</i> <i>Decision-Making: Entrepreneurs make timely and effective decisions, often under pressure, which is vital for steering the business in the right direction, etc.</i> <i>The list above is not exhaustive; accept any correct responses from learners that are not included.</i>	<i>For each evaluation, award:</i> <i>1 mark per each characteristic identified.</i> <i>1 mark per each explanation</i> <i>1 mark for stating the importance of each characteristic explained</i> <i>(In total, 3 marks per point)</i> <i>Total marks: 3 x 4 = 12</i>

Use of Relevant and inspirational Examples	Learners cite examples of entrepreneurs to inspire the JHS learners. Examples include: Dr. Joseph Siaw Agyepong – Founder of Zoomlion Ghana Limited. Known for: Establishing one of the largest waste management companies in West Africa, creating jobs and improving sanitation Dr. Kofi Amoah – Founder of Citizen Kofi and key investor in PaySwitch, a fintech company in Ghana. Osei Kwame Despite – CEO of Despite Group of Companies (owners of UTV, Peace FM, Neat Foods, etc.). Known for: Building a diversified business empire in media, food processing, and finance. Elon Musk – Founder of SpaceX, Tesla, and Neuralink (USA). Known for: Innovation in electric cars, space travel, and AI. Mark Zuckerberg – Founder of Facebook (now Meta Platforms, Inc.). Known for: Revolutionizing social media and digital communication; launched Facebook from a college dorm and grew it into a global tech giant, etc. Accept from learners any example of entrepreneurs they know not listed above.	Award 1 mark per example Total marks: 1 x 4 = 4
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Total Marks: 18

WEEK 19 (Marks 15)

Assessment Criteria	Marking Guidance	Marks Allocation
Description of three documents used by entrepreneurs	Learner accurately identifies and describes the documents needed by entrepreneurs Examples (Not exhaustive): Business Plan – A comprehensive document that outlines the business concept, objectives, strategies, and projected finances. Certificate of Registration – An official document that confirms the business is legally recognised by the relevant government authority. Operating License or Permit – Authorisation granted by a regulatory body to legally operate a specific type of business in a given location. Bank Statement – A financial record showing the business's transactions, often needed for loan applications or attracting investors. Receipts and Invoices – Documents used to track sales, purchases, and payments, essential for accurate financial reporting and accountability.	1 mark per identification of document (Max. 3 marks) 1 mark per description of document (Max. 3 marks) Total Marks=6

	<i>Contracts and Agreements – Legal documents that detail the terms of relationships with suppliers, employees, or partners.</i> <i>Employee Records – Documentation that includes employee information, employment contracts, and payroll details.</i>	
<i>Why the documents are important for entrepreneurs</i>	<i>Learner accurately explains why the documents are important to the entrepreneur in ensuring the continued success of their business</i> <i>Examples include (Not exhaustive):</i> <i>Business Plan – A business plan helps the entrepreneur clarify their vision, set clear goals, and outline how to achieve them. It also helps attract investors or secure loans, as it shows the business has a clear strategy for growth and sustainability.</i> <i>Certificate of Registration – This legal document proves that the business is officially recognised by the government. It allows the entrepreneur to operate legally, gain trust from customers and partners, and avoid legal penalties</i> <i>Operating License or Permit – This document gives the entrepreneur legal permission to run their business in a specific area or industry. It ensures that the business meets safety, health, and regulatory standards, which is essential for avoiding fines or closure.</i> <i>Bank Statement – Bank statements help the entrepreneur keep track of income and expenses. They are often needed when applying for loans, attracting investors, or proving the financial health of the business.</i> <i>Receipts and Invoices – These documents serve as records of all sales and purchases. They help the entrepreneur monitor cash flow, prepare financial reports, and resolve disputes with customers or suppliers.</i> <i>Contracts and Agreements – Contracts protect the entrepreneur's interests by clearly defining the responsibilities and rights of each party involved whether it is a supplier, employee, or partner. They reduce the risk of misunderstandings and legal issues.</i> <i>Employee Records – These are important for managing human resources effectively. They ensure that employee entitlements such as salaries, benefits, and leave are properly documented. This helps build good employer–employee relationships and ensures legal compliance.</i>	<i>Award 1 mark per the explanation</i> <i>(Max. 3 marks)</i> <i>Total Mark=3</i>
<i>Justification</i>	<i>Learners must be able to infer an investors concern and connect the features of the document to how these can be addressed.</i> <i>Two marks available per document</i>	<i>1 mark for linking relevant features of the document</i> <i>2 marks for linking to investor concerns and how these can be addressed</i> <i>Maximum 6 marks</i>

WEEK 20 (18 marks)

Assessment Focus	Scoring Criteria	Mark Allocation
Identification of stages in the business setup process	Learner correctly identifies and sequences the nine stages involved in setting up a business: 1. Identify a business idea 2. Conduct market research 3. Develop a business plan 4. Choose business name and legal structure 5. Register the business 6. Secure capital or funding 7. Set up business location 8. Hire employees (if necessary) 9. Launch and manage operations	1 mark per correctly identified stage (Maximum 9 marks)
Explanation of how each stage supports sustainability	Learner explains how each of the above stages contributes to building a sustainable business. Examples include: Identify a Business Idea: Helps ensure the business meets a real need and aligns with the owner's skills, increasing chances of long-term relevance. Conduct Market Research: Informs decisions on pricing, competition, and demand helping the business position itself competitively. Develop a Business Plan: Guides operations and attracts investors by outlining clear goals, financial needs, and growth strategies Choose Business Name and Legal Structure: Helps establish a strong brand identity and ensures compliance with legal and tax obligations. Register the Business: Grants legal recognition, improves credibility, and allows access to legal protections. Secure Capital or Funding: Ensures the business has the resources to operate smoothly and grow without immediate financial strain. Set Up Business Location: Accessibility and compliance with laws boost customer trust and convenience. Hire Employees (if necessary): Supports delegation and scalability, enabling the business to grow sustainably. Launch and Manage Operations: Consistent delivery, marketing, and improvement ensure relevance and profitability over time.	1 mark per clear and relevant explanation (Maximum 9 marks)

	Accept from learners any correct explanation not included in the examples above. Focus on the central idea of the learner's explanation and how it links the stage to business sustainability.	
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WEEK 21 (12 Marks)

Assessment Focus	Scoring Criteria	Mark Allocation
Identification of type of business plan and the reason	Learner correctly identifies "Start-up Business Plan" as used by Mariam. Learner explains why this is a start-up plan (e.g., Mariam is beginning a new business and has included basic operational and financial plans).	1 mark each for identification and reason. Total Marks=2
Identification of Mariam's source of business plan and reason	Learner correctly identifies a relevant source of idea (e.g., observation, personal experience, problem in society, etc.). Learner clearly explains how the source relates to Mariam's observation about busy working women needing salon services.	1 mark each for identification and reason.
	Learner clearly explains how the source relates to Mariam's observation about busy working women needing salon services.	Total Marks=2
Listing and explanation of other sources of business ideas	Learner lists two valid additional sources (e.g., hobbies, customer suggestions, market gaps, trends, etc). Learner explains the two additional sources Examples include (not exhaustive): Hobbies: Personal interests like cooking, sewing, or gaming can spark ideas for businesses you enjoy running. Customer Suggestions: Feedback from customers can highlight unmet needs or improvements worth turning into business opportunities. Market Gaps: Identifying products or services that are missing or poorly served in a market can inspire new ventures. Trends: Following changes in fashion, technology, or lifestyles can lead to timely and relevant business ideas, etc.	1 mark per source (Max: 2 marks) 1 per explanation (Max. 2 marks) Total Marks=4
Explanation of the importance of a business plan	Learner explains two valid reasons why a business plan is important to Mariam Examples include (not exhaustive): To secure funding: A business plan helps convince investors or banks that your business is viable and worth supporting financially. To plan growth: It outlines strategies for expanding the business, entering new markets, or increasing profits over time. To guide daily operations: It serves as a roadmap for making consistent decisions and managing resources effectively.	1 mark each for identifying and for explaining. Total Marks=4

	<i>To attract partners: A clear business plan can demonstrate your vision and goals to potential partners or collaborators.</i> <i>To identify risks: It helps spot potential challenges early and plan strategies to reduce or avoid them, etc</i>	
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WEEK 22 (10 Marks)

Assessment Focus	Scoring Criteria	Mark Allocation
Identification of planning mistakes	<i>Learner correctly identifies any two mistakes in developing a business plan</i> <i>Examples (Not exhaustive)</i> <i>Unclear business objectives, poor market research, ignoring competition, overestimating profits, no marketing strategy, etc.</i>	1 mark each (Max: 2 marks)
Explanation of impact of mistakes on business	<i>Learner clearly explains how each mistake could harm the business</i> <i>Examples (Not exhaustive)</i> <i>Unclear Business Objectives: Lack of clear direction confuses operations and decision-making, reducing focus and team alignment.</i> <i>Poor Market Research: Not understanding the market leads to targeting the wrong customers or offering irrelevant products that do not sell.</i> <i>Overestimated Sales Projections: Creates false expectations, leading to overspending, poor budgeting, and serious cash flow problems.</i> <i>Ignoring Competition: Underestimating competitors can result in loss of market share, reduced sales, and strategic blindness.</i> <i>Weak Financial Planning: Can cause shortages in funding, delayed payments, missed opportunities, and business closure, etc.</i> <i>Accept any plausible explanation given by learners that is not included above.</i>	2 marks per explanation (Max: 4 marks)
Suggestions for improvement	<i>Learner offers two realistic suggestions to help Yaw improve the business plan</i> <i>Examples (not exhaustive):</i> <i>Conduct research on competitors and the market, revise financial plan, develop a marketing strategy for the business, etc.</i>	1 mark each (Max: 2 marks)

WEEK 23 & 24 (100 marks)

Criterion	Detailed Performance Indicators	Marks Allocation
<i>Business name and concept</i>	Award 2 marks for each of the following components correctly explained in the learners' business plan: – Name of the business and why the reason for the choice of name – Description of the business clear, concise and aligned to concept – Location of the business stated and justified on target market or resources	Max. 6 marks
<i>Mission and vision statements and core values</i>	Award 2 marks for each of the following components correctly stated in the learners' mission and vision statement: – Mission clearly states the business purpose, target customers – Vision is inspirational, future-focused, and achievable – Core values of the business state and aligned to business principles	Max. 6 marks
<i>Market analysis</i>	Award the following marks for the components correctly stated and analysed in the learners' business plan under market analysis: 1 mark for identifying the component of market analysis (e.g. segment) 2 marks for a detailed response that reflects an understanding of the current market 3 marks for an in-depth response that shows an analysis of the potential market and how their proposed business fits within it Examples (not exhaustive): – Segment: Clearly defined customer segments with demographics, psychographics, and behaviour patterns – Market Size: Realistic estimation with supporting data or research – Competitor Analysis: Identifies 3–5 direct and indirect competitors with strengths/weaknesses analysis – Market Trends: Current industry trends identified with supporting evidence – Competitive Advantage: Clear differentiation and positioning strategy	Max. 15 marks
<i>Product/service description</i>	Award marks for the following components when they are clearly stated and analysed in the learner's business plan under the Product/Service Description section: – Description: Comprehensive and accurate description of the products or services offered.	Max. 12 marks

	- <i>Features and Benefits:</i> Clear explanation of the product's features, the benefits to the customer, and its unique selling propositions (USP). - <i>Quality Standards and Production/Delivery Processes:</i> Well-outlined quality requirements and a logical, step-by-step outline of how the product/service will be produced or delivered. - <i>Innovation/Differentiation:</i> Distinctive aspects of the product/service clearly articulated, highlighting what sets it apart from competitors. 1 mark – Component is identified but with limited detail or clarity. 2 marks – Detailed response showing understanding of the current product/service and its relevance to the market. 3 marks – In-depth analysis demonstrating strong market understanding, clear linkage to customer needs, and how the product/service gives the business a competitive edge.	
Marketing strategy	Award 5 marks for each of the following components correctly stated and analysed in learners' business plan under the market strategy: - <i>Customer Acquisition and Target Audience:</i> Explains specific methods to attract new customers, outlines clear ways to keep existing customers, provides explanation of why these strategies will work effective for the target audience with specific examples - <i>Promotional Activities:</i> Explains specific promotional methods to be used, provides how the tactics will be used to reach to potential customers, states a realistic budget for the promotional activities, and includes a clear line schedule for the promotional activities.	Max. 10 Marks
Financial plan	Award the following marks for each of the components below correctly included in the learners' business plan under the financial plan: - <i>Startup Capital:</i> Detailed breakdown of startup costs with realistic estimates – 10 marks - <i>Pricing Strategy:</i> Clear methodology with competitive analysis and justified margins – 5 marks - <i>Revenue Projections:</i> Realistic forecasts for 1–3 years with stated assumptions – 3 marks - <i>Break-even Analysis:</i> Clear break-even point calculation – 3 marks - <i>Funding Sources:</i> Identified funding sources and repayment plans – 5 marks	Max. 26 Marks

<i>Management and organisational structure</i>	<i>Award the following marks for each of the components correctly included and explained in the learners' business plan under the management and organisational structure:</i> <i>– Clear organisational chart with defined roles and responsibilities – 3 marks</i> <i>– Key personnel qualifications and experience outlined – 3 marks</i> <i>– Reporting relationships clearly established – 2 marks</i> <i>– Plans for realistic future organisational growth included – 2 marks</i> <i>– Appropriate span of control and delegation relative to the size and scale of business operations – 2 marks</i>	<i>Max. 12 Marks</i>
<i>Risk assessment and mitigation</i>	<i>Explains at least three relevant business risks such as – 3 marks</i> <i>– Financial</i> <i>– Operational</i> <i>– Market</i> <i>– Regulatory</i> <i>Practical mitigation strategies for each risk identified – 3 marks</i> <i>Contingency planning evident in the plan – 4 marks</i> <i>Risk monitoring and review process outlined – 3 marks</i>	<i>Max. 13 Marks</i>

Total Marks = 100

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