**BUSINESS STUDIES SCHEMES OF WORK FORM 3**

**TERM 2**

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REF** | **REMA** |
| 1 | **Opening and Revision** | | | | | | | |
| 2 | 1 | PRODUCT MARKETS | The kinked demand curve. | By the end of the lesson, the learner should be able to:  Interpret the kinked demand curve. | Curve sketching; Discussion. | text book | Pg 47-48 |  |
| 2 | CHAIN OF DISTRIBUTION | Channels of distribution. | By the end of the lesson, the learner should be able to:   Define the term channel of distribution. Identify common channels of distribution. | Brain storming; Probing questions;  Brief discussion. | text book | Pg 49-50 |  |
| 3 | CHAIN OF DISTRIBUTION | Distribution of local agricultural produce. | By the end of the lesson, the learner should be able to:  Describe distribution of local agricultural produce. | Draw a flow chart; Brief discussion. | Chart ?channels of distribution of local agricultural produce | Pg 50-51 |  |
| 4 | CHAIN OF DISTRIBUTION | Distribution of locally manufactured goods.  Distribution of imported goods. | By the end of the lesson, the learner should be able to:  Describe distribution of locally manufactured goods. Describe distribution of imported goods. | Draw a flow chart; Probing questions; Brief discussion. | Flow chart. | Pg 51-52 |  |
| 3 | 1 | CHAIN OF DISTRIBUTION | Roles played by intermediaries in the distribution chain. | By the end of the lesson, the learner should be able to:  Outline roles played by intermediaries in the distribution chain. | Brain storming; Oral questions; Discussion. | Illustrative flow charts. | Pg 54-57 |  |
| 2 | CHAIN OF DISTRIBUTION | Choice of distribution channel. | By the end of the lesson, the learner should be able to:  Explain factors influencing choice of distribution channel. | Brain storming; Oral questions; Discussion. | text book | Pg 57-58 |  |
| 3 | NATIONAL INCOME. | Meaning of national income, GDP, NDP, GNP & NNP. Per capita income. | By the end of the lesson, the learner should be able to:    Define terms related to national income. | Exposition of new concepts, explanations & discussion. | text book | Pg 59-60 |  |
| 4 | NATIONAL INCOME. | Circular flow of income. | By the end of the lesson, the learner should be able to:  Describe the circular flow of income. State assumptions made in circular flow of income. | Exposition of new concepts, explanations & discussion. | Chart: circular flow of income. | Pg 60-61 |  |
| 4 | 1 | NATIONAL INCOME. | Factors affecting circular flow of income. | By the end of the lesson, the learner should be able to:  Outline factors that affect circular flow of income. | Oral questions; Exposition of concepts. | text book | Pg 61-62 |  |
| 2 | NATIONAL INCOME. | Expenditure approach of determining national income. | By the end of the lesson, the learner should be able to:  Determine national income using expenditure approach. List down problems associated with expenditure approach. | Exposition of new concepts, explanations & discussion; Calculations. | Calculators,text book | Pg 63-64 |  |
| 3 | NATIONAL INCOME. | Income approach of determining national income. | By the end of the lesson, the learner should be able to:  Determine national income using income approach. List down problems associated with income approach. | Exposition of new concepts, explanations & discussion; Calculations. | Calculators. | Pg 64-65 |  |
| 4 | NATIONAL INCOME. | Output approach of determining national income. | By the end of the lesson, the learner should be able to:  Determine national income using output approach. List down problems associated with output approach. | Exposition of new concepts; Probing questions; Guided discussion; Calculations. | Calculators. | Pg 65-66 |  |
| 5 | 1 | NATIONAL INCOME. | Uses of national income statistics. | By the end of the lesson, the learner should be able to:  Outline uses of national income statistics. | Exposition of new concepts; Probing questions; Guided discussion. | text book | Pg 66-67 |  |
| 2 | NATIONAL INCOME. | Levels of national income. | By the end of the lesson, the learner should be able to:  Highlight factors that influence the levels of national income. | Exposition of new concepts; Probing questions; Guided discussion; Review exercise. | text book | Pg 68-70 |  |
| 3 | POPULATION & EMPLOYMENT. | Population growth. Optimum population. | By the end of the lesson, the learner should be able to:  Outline factors associated with population growth. List factors that are likely to lead to either high or low birthrates.  Calculate population growth rate.  Define the term optimum population. Illustrate the concept of optimum population graphically. Explain what optimum population depicts. | Brain storming; Exposition of new concepts; Probing questions; Guided discussion; Calculations. Illustrative curve sketching. | text book Chart- optimum population. | Pg 71-72 |  |
| 4 | POPULATION & EMPLOYMENT. | Under-population. | By the end of the lesson, the learner should be able to:  Cite factors that lead to under population. State demerits of under -population. | Brain storming; Guided discussion. | Chart- under population. | Pg 74-75 |  |
| 6 | 1 | POPULATION & EMPLOYMENT. | Over-population. | By the end of the lesson, the learner should be able to:  Cite factors that lead to over population. State advantages and disadvantages of over-population. | Brain storming; Oral questions; Guided discussion. | Chart- over population. | Pg 75-77 |  |
| 2 | POPULATION & EMPLOYMENT. | Young population. Ageing population. | By the end of the lesson, the learner should be able to:  Cite factors that may lead to young population. State advantages and disadvantages of a young population. Outline challenges of a young population. Identify problems associated with ageing population. State factors that may lead to ageing population. | Brain storming; Oral questions; Exposition; Guided discussion. Q/A to review young population; Discussion on ageing and declining populations. |  | Pg 78 |  |
| 3 | POPULATION & EMPLOYMENT. | Declining population. | By the end of the lesson, the learner should be able to:  State factors that may lead to a declining population. Outline effects of a declining population. | Q/A to review young population; Discussion on ageing and declining populations. |  | Pg 78-79 |  |
| 4 | POPULATION & EMPLOYMENT. | Population structure. | By the end of the lesson, the learner should be able to:  Differentiate between a young population and an ageing population. Define the term population structure. Explain implications of population size and structure on development. | Probing questions;  Drawing an illustrative population pyramid; Discussion. | Chart- population structure pyramid., Diagram of vicious cycle of rapid population growth. | Pg 80-81 |  |
| 7 | 1 | POPULATION & EMPLOYMENT. | Employment and unemployment. | By the end of the lesson, the learner should be able to:  Define the term employment. Identify types of unemployment. | Exposition and discussion on new concepts associated with unemployment. |  | Pg 83-86 |  |
| 2 | POPULATION & EMPLOYMENT. | Causes of unemployment. | By the end of the lesson, the learner should be able to:  Outline the main causes of unemployment. | Q/A and brief discussion |  | Pg 87-88 |  |
| 3 | POPULATION & EMPLOYMENT. | Solving unemployment problems. | By the end of the lesson, the learner should be able to:  Suggest some possible solutions to unemployment problems in Kenya. | Group discussions & presentations; Guided discussion. |  | Pg 88-90 |  |
| 3-4 | POPULATION & EMPLOYMENT. | Solving unemployment problems. | By the end of the lesson, the learner should be able to:  Suggest some possible solutions to unemployment problems in Kenya. | Group discussions & presentations; Guided discussion. |  | Pg 88-90 |  |
| 8 | **Mid Term Exams and Break** | | | | | | | |
| 9 | 1 | NET WORTH OF A BUSINESS. | Basic terms used in business. | By the end of the lesson, the learner should be able to:     Define basic terms used in business. State characteristics of assets / liabilities. | Brief discussion on the terms debtor, creditor, asset, liability and capital. |  | Pg 92-95 |  |
| 2 | NET WORTH OF A BUSINESS. | Book-keeping Equation. | By the end of the lesson, the learner should be able to:  Identify sources of assets. Derive and explain the bookkeeping equation. | Use a concrete example to arrive at the book-keeping equation. Apply the book-keeping equation. Supervised practice. |  | Pg 95-97 |  |
| 3 | NET WORTH OF A BUSINESS. | Book-keeping Equation. | By the end of the lesson, the learner should be able to:  Identify sources of assets. Derive and explain the bookkeeping equation. | Use a concrete example to arrive at the book-keeping equation. Apply the book-keeping equation. Supervised practice. |  | Pg 95-97 |  |
| 4 | NET WORTH OF A BUSINESS. | Balance sheet. | By the end of the lesson, the learner should be able to:  Define the term balance sheet. Prepare a balance sheet. | Guided preparation of a balance sheet. Supervised practice. Assignment. |  | Pg 97-98 |  |
| 10 | 1 | NET WORTH OF A BUSINESS. | Importance of a balance sheet. | By the end of the lesson, the learner should be able to:  Explain importance of a balance sheet. | Probing questions; Discussion. |  | Pg 99 |  |
| 2 | NET WORTH OF A BUSINESS. | Book-keeping equation and balance sheet. | By the end of the lesson, the learner should be able to:  Relate book-keeping equation with balance sheet | Guided discovery; |  | pg 99 |  |
| 3 | NET WORTH OF A BUSINESS. | Net worth of a business. | By the end of the lesson, the learner should be able to:  Determine a business net worth using book-keeping equation and a balance sheet. | Discussion. |  | Pg 99-100 |  |
| 4 | NET WORTH OF A BUSINESS. | Topic review. | By the end of the lesson, the learner should be able to:  Answer questions correctly. | Answer numerical questions. Exercise review. |  | Pg 100-102 |  |
| 11 | 1 | BUSINESS TRANSACTIONS | Types of business transactions. | By the end of the lesson, the learner should be able to:    Give examples of business transactions. Define the term deferred payment. Give examples of credit transactions. | Probing questions; Oral questions; Brief guided discussion. |  | Pg 103 |  |
| 2 | BUSINESS TRANSACTIONS | Effects of transactions on the balance sheet. | By the end of the lesson, the learner should be able to:  Determine the effects of transactions on the balance sheet. | Worked examples; Supervised exercise; Guided discovery. |  | Pg 103-108 |  |
| 3 | BUSINESS TRANSACTIONS | Changes in capital: Drawing. | By the end of the lesson, the learner should be able to:     Explain how drawings affect capital. | Worked examples Supervised practice. Exercise. |  | Pg 108-9 |  |
| 4 | BUSINESS TRANSACTIONS | Additional investments. Profit & losses. | By the end of the lesson, the learner should be able to:  Explain how additional investments affect capital. Determine the solvency of a business. | Work through an example. Exercise. Q/A : review meaning of terms profit and loss. Work through examples. |  | Pg 109 |  |
| 12 | 1 | BUSINESS TRANSACTIONS | Initial and final capital of a business. | By the end of the lesson, the learner should be able to:  Compute the capital at the end of a given period. | Work through examples; Group activities; Guided discussion. |  | Pg 111 |  |
| 2 | BUSINESS TRANSACTIONS | Initial and final capital of a business. | By the end of the lesson, the learner should be able to:  Compute the capital at the end of a given period. | Work through examples; Group activities; Guided discussion. |  | Pg 111 |  |
| 3 | THE LEDGER. | Meaning and purpose of a ledger. | By the end of the lesson, the learner should be able to:    Identify features of a ledger. Explain the purpose of a ledger. | Exposition of new concepts and detailed discussion. | A ledger book. | Pg 117 |  |
| 4 | THE LEDGER. | Rules of recording transactions in ledger accounts. | By the end of the lesson, the learner should be able to:  Record transactions in a ledger A/Cs. | Exposition and summary in tabular form | A ledger. | 118-120 |  |
| 13-14 | **End Term Exams and closing** | | | | | | | |