

### CURRICULUM AND ASSESSMENT POLICY STATEMENT

(CAPS)

**BUSINESS STUDIES** 

#### **CONTENTS**

#### **SECTION 1**

- 1.1 Background
- 1.2 Overview
- 1.3 General aims of the South African Curriculum
- 1.4 Time allocation
  - 1.4.1 Foundation Phase
  - 1.4.2 Intermediate Phase
  - 1.4.3 Senior Phase
  - 1.4.4 Grades 10 12

#### **SECTION 2**

- 2.1 What is Business Studies?
- 2.2 The purpose of Business Studies
- 2.3 Time allocation for Business Studies in the curriculum
- 2.4 Requirements to offer Business Studies as a subject

#### **SECTION 3**

- 3.1 Overview of topics per grade per term
- 3.2 Teaching plans
  - 3.2.1 Summary of Annual Teaching Plan Grade 10
  - 3.2.2 Annual Teaching Plan Grade 10
  - 3.2.3 Summary of Annual Teaching Plan Grade 11
  - 3.2.4 Annual Teaching Plan Grade 11
  - 3.2.5 Summary of Annual Teaching Plan Grade 12
  - 3.2.6 Annual Teaching Plan Grade 12

#### **SECTION 4**

- 4.1 Assessment in Business Studies
- 4.2 Informal or daily assessment

- 4.3 Formal assessment
- 4.4 Programme of Assessment Grade 10-12
  - 4.4.1 Other forms of assessment
  - 4.4.2 Examinations
- 4.5 Recording and reporting
- 4.6 Moderation of assessment
- 4.7 Annexures
- 4.8 General

#### **SECTION 1**

# NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR BUSINESS STUDIES

#### 1.1 Background

The National Curriculum Statement Grades R-12 (NCS) stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

#### 1.2 Overview

- (a) The National Curriculum Statement Grades R-12 (January 2012) represents a policy statement for learning and teaching in South African schools and comprises the following:
  - (i) National Curriculum and Assessment Policy Statements for each approved school subject;
  - (ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R 12; and
  - (iii) The policy document, National Protocol for Assessment Grades R-12 (January 2012).
- (b) The National Curriculum Statement Grades R-12 (January 2012) replaces the two current national curricula statements, namely the
  - (i) Revised National Curriculum Statement Grades R 9, Government Gazette No. 23406 of 31 May 2002, and
  - (ii) National Curriculum Statement Grades 10 12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.
- (c) The national curriculum statements contemplated in subparagraphs (a) and (b) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R* 12 (*January 2012*) during the period 2012-2014:

- (i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R 9 and Grades 10 12;
- (ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band d, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;
- (iii) The policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, promulgated in *Government Gazette No.27819* of 20 July 2005;
- (iv) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R 12; and
- (v) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R 12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.
- (c) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades* R-12, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades* R-12. It will therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996,)* form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

#### 1.3 General aims of the South African Curriculum

(a) The *National Curriculum Statement Grades R - 12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

- (b) The National Curriculum Statement Grades R 12 serves the purposes of:
  - equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
  - providing access to higher education;
  - facilitating the transition of learners from education institutions to the workplace;
     and
  - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R 12 is based on the following principles:
  - Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
  - Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
  - High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
  - Progression: content and context of each grade shows progression from simple to complex;
  - Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R − 12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
  - Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
  - Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R 12 aims to produce learners that are able to:
  - identify and solve problems and make decisions using critical and creative thinking;
  - work effectively as individuals and with others as members of a team;

- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.
- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

#### 1.4 Time Allocation

#### 1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R	<b>GRADES 1-2</b>	GRADE 3
	(HOURS)	(HOURS)	(HOURS)
Home Language	10	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
<ul><li>Beginning Knowledge</li></ul>	(1)	(1)	(2)
Creative Arts	(2)	(2)	(2)
Physical Education	(2)	(2)	(2)
Personal and Social Well-being	(1)	(1)	(1)
TOTAL	23	23	25

- (b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.
- (c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades R 2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.
- (d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R-2 and 2 hours as indicated by the hours in brackets for Grade 3.

### 1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Science and Technology	3,5
Social Sciences	3
Life Skills	4
Creative Arts	(1,5)
Physical Education	(1)
<ul> <li>Personal and Social Well-being</li> </ul>	(1,5)
TOTAL	27,5

### 1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Science	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Arts and Culture	2
TOTAL	27,5

### 1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. A minimum of any three subjects	12 (3x4h)
selected from <b>Group B</b> Annexure B,	
Tables B1-B8 of the policy document,	
National policy pertaining to the	
programme and promotion requirements	
of the National Curriculum Statement	
Grades $R-12$ , subject to the provisos	
stipulated in paragraph 28 of the said	
policy document.	

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

#### **SECTION 2**

#### 2.1 What is Business Studies?

The subject *Business Studies* deals with the knowledge, skills, attitudes and values critical for informed, productive, ethical and responsible participation in the formal and informal economic sectors. The subject encompasses business principles, theory and practice that underpin the development of entrepreneurial initiatives, sustainable enterprises and economic growth.

The table below indicates the main topics in the Business Studies curriculum.

Weighting of	Т	
Curriculum	Тор	ic
Business	1.	Micro, market and macro environments
environment	2.	Business sectors
(weighting 25%)	3.	Contemporary socioeconomic issues
Business venture	4.	Entrepreneurship
(weighting 25%)	5.	Business opportunity and related factors
	6.	Business Plan
	7.	Management and Leadership
	8.	Forms of ownership
	9.	Setting up a business
	10.	Contracts
	11.	Business location
	12.	Investment: securities and insurance
	13.	Presentation of business information
Business role	14.	Creative thinking and problem-solving
(weighting 25%)	15.	Self-management, professionalism and ethics
	16.	Human rights, inclusivity and environmental issues.
	17.	Social Responsibility
	18.	Stress, crisis, change and conflict management
	19.	Relationship and team performance
Business	20.	Business functions
operation (weighting 25%)	21.	Quality of performance

#### 2.2 The purpose of Business Studies

#### **Business Studies will ensure that learners:**

- acquire and apply essential business knowledge, skills and principles to productively and profitably conduct business in changing business environments;
- create business opportunities, creatively solve problems and take risks, respecting the rights of others and environmental sustainability;
- apply basic leadership and management skills and principles while working with others to accomplish business goals;
- are motivated, self-directed, reflective lifelong learners who responsibly manage themselves and their activities while working towards business goals;
- are committed to developing themselves and others through business opportunities and ventures;
- are able to secure formal employment, and are in a position to pursue sustainable entrepreneurial and self-employment career pathways.

#### 2.3 Time allocation for Business Studies in the Curriculum

The teaching time for Business Studies is 4 hours per week, per grade (Grade 10, 11 and 12) on the timetable.

#### 2.4 Requirements to offer Business Studies as a subject

Resources to offer Business Studies as a subject are the responsibility of the school.

- Each learner should have:
  - a textbook
  - stationery
  - other relevant resources.
- The teacher should have:
  - a variety of textbooks for reference
  - a Partnership's Articles of Association

- Legislation, e.g. Companies Act, 71 of 2008, Employment Equity Act No. 55 of 1998, National Credit Act No. 34 of 2005, Consumer Protection Act No. 68 of 2008, Basic Conditions of Employment Act No. 75 of 1997, Labour Relations Act No. 66 of 1995, Black Economic Empowerment Act No.53 of 2003, Skills Development Act No.97 of 1998, Compensation for Occupational Injuries and Diseases Act No. 130 of 1993, Hire Purchase Act, Long-term Insurance Act No. 52 of 1998, Short-term Insurance Act No. 53 of 1998, etc.
  - Memorandum of Incorporation (MOI) new founding document of a company
  - o Specimen of contract forms
  - Bank brochures
  - Business and financial magazines
  - o Corporate Social Responsibility (CSR) Policy any company
  - The King Code of Governance for South Africa 2009

### **SECTION 3**

### OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLAN

# 3.1 Overview of topics per term

GRADE 10						
Term	Торіс					
1	Micro environment					
	Market environment					
	Macro environment					
	Interrelationship between environments					
	Business sectors					
2	Contemporary socioeconomic issues					
	Social responsibility					
	Entrepreneurship qualities					
	Forms of ownership					
3	Creative thinking and problem solving					
	Business opportunity					
	Business location					
	Contracts					
	Presentation of Business Information					
	Business Plan					
4	Self-management					
	Relationship and team performance					
GRADE 11						
Term	Topic					
1.	Influences on and control factors influencing business environments					
	Challenges in business environments					
	Adapting to challenges in business environments					
	Impact and challenges of contemporary socioeconomic issues on business operations					
	Business sectors					
	Benefits of a company versus other forms of ownership					
	Avenues of acquiring a business					

2.	Creative thinking and problem solving
	Stress, crisis and change management
	Transform a business plan into an action plan
	Starting a business venture based on an action plan
	Professionalism and ethics
	Presentation of Business Information
3.	Assessment of entrepreneurial qualities in business
	Citizenship roles and responsibilities
	Marketing activities, marketing in the formal and informal sectors
	Use of technology for marketing
	Imports and exports
	Foreign marketing
	The alignment of foreign marketing and the production function
	Production function
4.	Team Stages, dynamics theories and conflict management
	Introduction to the Human Resources function

### GRADE 12

Term	Торіс
1.	Impact of recent legislation on business – response to demands for redress and equity
	Human Resources function
	Professionalism and ethics
	Creative thinking
	Devise strategies to enable a business to respond to the challenges of the macro business
	environment
2.	Corporate social responsibility
	Human Rights, inclusivity and environmental issues
	Team performance assessment and Conflict management
	Business sectors and their environments
	Management and leadership
	Quality of performance within business functions
3.	Investment: Securities
	Investment: Insurance
	Forms of ownership and their impact on the business operation
	Presentation of information and data response
	Revision and preparation for mid-year examination
4.	Revision and preparation for the final external examination

## **3.2** Teaching Plans

# **3.2.1** Summary of the Annual Teaching Plan GRADE 10

	TERM 1									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Micro envi	ronment		Market	Macro env	ironment		Inter-	Business	Revision
				environ-				relation-ship	sectors	
				ment				between		
								environ-		
								ments		
Assessment	Informal									Formal:
										Test &
										Assignment
	TERM 2									<b>-</b>
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Contempor	rary	Social	Entrepre-	Forms of ownership Revision		Revision and preparation Mid-year		examination	
	socioecono	mic issues	respon-	neurship	for examination		nation			
			sibility	qualities						
Assessment	Informal			Formal			1		Mid-year e	examination
	presentation									
					TE	ERM 3			1	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Creative th	inking and	Business	Business	Contracts	Presentation	Business	 Plan		Revision
	problem so	olving	opportunity	location		of Business				
						information				

Assessment	Informal						Formal:			Formal:
							Research I	Project		Test
					TEI	RM 4				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Self-manage	ement	Relationship	and team	Revision and	d preparation	End-of-the	e-year examina	ntion	
			performance	e	for examina	tion				
Assessment	Informal ass	essment			Informal ass	essment	Final exar	mination		

# 3.2.2 Annual teaching plan Grade 10

Week/ hour	Topic	Content	Recommended
			resources
3 Weeks	1. Micro	The various components and features of the micro	Textbooks/
(Week	environment	(internal) business environment	Study Guides
1 – 3)		<ul> <li>Vision, mission statement, goals and objectives</li> </ul>	Newspaper articles
		<ul> <li>Organisational culture</li> </ul>	Internet
		<ul> <li>Organisational resources</li> </ul>	Magazines
		<ul> <li>Management and leadership</li> </ul>	Other audio-visual
		<ul> <li>Business organisational structure</li> </ul>	media
		<ul> <li>Eight functions and activities of the business</li> </ul>	
		• The eight business functions (general management,	
		purchasing, production, marketing, public relations,	
		human resources, administration and financing)	
		■ General Management – (top, middle and lower	
		management); levels of management and	
		management tasks (planning, organising,	
		activating, leading, directing and controlling)	
		including risk management	
		<ul> <li>Business organisational structure</li> </ul>	
		o The responsibilities of the various levels of	
		management and the alignment between	
		these levels	
		<ul> <li>Administration – handling of information/data,</li> </ul>	
		management of information, office practice and	
		information technology e.g. computers, faxes,	
		phones, etc.	
		<ul> <li>Financing – classification of types of financing,</li> </ul>	
		sources of financing, budgeting, introduction to	
		investments, types of capital	
		<ul> <li>Purchasing: procedures, activities of purchasing</li> </ul>	
		functions, cash and credit stock control. The	
		stipulations (nature/purpose/rights and	
		responsibilities/remedies, if any) of the <i>National</i>	
		Credit Act 34 of 2005 and the National	
		Consumer Protection Act 68 of 2008, and their	

Week/ hour	Topic	Topic Content			
			resources		
		impact on the purchasing function			
		<ul> <li>Public Relations: importance of public relations,</li> </ul>			
		methods of PR/media, brochures, direct contact,			
		etc.			
		The role and importance of the functions within the			
		business			
		The relationship between the business functions and			
		how these functions differ in the different types of			
		enterprises (e.g. sole trader versus departments in			
		large industries)			
		<ul> <li>Organisational resources e.g. human,</li> </ul>			
		physical/material, financial and information			
		resources			
		• The interrelation between the business functions and			
		how they operate in small, medium and big business			
		contexts			
		The levels of general management and the tasks			
		associated with each level; use this information to			
		analyse management levels within a public or			
		private organisation			
		• The concept of <i>quality</i> – (definition)			
		<ul> <li>Quality in relation to the various business</li> </ul>			
		functions			
		<ul> <li>Quality in the Human Resources function</li> </ul>			
		<ul> <li>Quality products</li> </ul>			
		<ul> <li>Quality administration processes</li> </ul>			
		<ul> <li>Quality and a healthy financial function</li> </ul>			
		<ul> <li>Quality management, i.e. planning,</li> </ul>			
		organising, leading and controlling			
		<ul> <li>Quality promotion of business image and</li> </ul>			
		its impact on different business structures			
		(sole traders versus large businesses)			
		The correlation between management and the			
		success of business in achieving its objectives;			
		strengths and weaknesses			
1 week	2. Market	The components of the market environment	Textbooks		
			Newspaper articles		

Week/ hour	Topic	Content	Recommended
			resources
		Suppliers	Internet
		Intermediaries	Magazines
		Competitors	
		Other organisations/civil society (e.g. community	
		based organisations - CBOs, non-governmental	
		organisations - NGOs, regulators, strategic allies	
		and unions)	
		Opportunities and threats faced by the business –	
		business has no control over these factors	
3 weeks	3. Macro	The various components and features of macro business	Textbooks
(Week	environment	environments	Newspaper articles
5 – 7)		Physical/natural environment	Internet
		Economic environment	Magazines
		Social, cultural and demographic environment	
		Technological environment	
		Legal and political environment	
		International/global environment	
		Institutional environment	
		The relationship between the environments	
1 week	4. Inter-	The relationship between micro, market and macro	Textbooks
(Week 8)	relationship of	environments.	Newspaper articles
	micro, market	The interrelationship between their features	Internet
	and macro	Interrelatedness within the components of the micro	Magazines
	environments	(internal) environment, e.g. between the functions,	
		departments, employer and employee, etc. and the	
		market environment, e.g. the relationship between	
		competitors, agents, the physical environment and	
		staff, etc.	
		• The interrelation between micro (internal business)	
		and market environments.	
		<ul> <li>Business and consumers</li> </ul>	
		<ul> <li>Business and suppliers</li> </ul>	
		<ul> <li>Business and intermediaries</li> </ul>	
		<ul> <li>Business and competitors</li> </ul>	
1 week	5. Business	Primary, secondary and tertiary sectors	Textbooks
(Week 9)	sectors	<ul> <li>What is meant by primary, secondary and</li> </ul>	Newspaper articles

Week/ hour	Topic	Content	Recommended
			resources
		tertiary sectors?	Internet
		<ul> <li>Classification of the various industries (nature</li> </ul>	Magazines
		of industries and production) into primary,	
		secondary and tertiary sectors	
		The difference between formal and informal sectors	
		The difference between public and private sectors	
2 weeks	Revision	Revision of all topics covered during the first term./	Summary notes
(Week		Term test	Revision exercises
10 – 11)			All material
			relevant to revision

Term 1: Formal assessment				
Form of assessment	Assignment	Test		
Total marks	50	100		
Term total (150) converted to % for reporting purposes				

For the purpose of a term test, it is compulsory to cover the entire term's content.

### Daily assessment is important to monitor teaching and learning.

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

### Formal assessment for term 3

Teachers should give learners a project in the 2nd term and instruct them to submit it in term 3. This will give learners ample time to complete the project.

### Grade 10

Week/hour	Topic	Content	Recommended
			resources
2 weeks	1.	Contemporary socioeconomic issues that impact on business	Textbooks
(Week	Contemporary	Inequality and poverty – definitions and impacts	Newspaper
1 – 2)	socio-	Inclusivity – definition, aim of inclusivity, and efforts to	articles
	economic	create an inclusive workforce	Internet
	issues	Unemployment and unproductive labour force	Magazines
		HIV/Aids (a chronic blood disease) – its effect on the	Other audio-
		business, e.g. reduction of labour force due to HIV/Aids	visual media
		Gambling (include pyramid schemes, illegal gambling	
		and money laundering)	
		Piracy – illegal copying or reproduction of somebody's	
		product that affects businesses operations (include	
		copyright, patent and trade marks – definition and	
		meaning/relation to piracy)	
		Counterfeiting/imitations and bootlegging(fake goods) –	
		effect on business operations	
		Strikes and political disturbances or labour disputes –	
		include go-slows and lockouts	
		Violence (e.g. caused by various forms of	
		misunderstanding) – physical and emotional impact on	
		the workforce, lowering levels of productivity	
		Crime (e.g. loss of goods due to theft, corruption, abuse,	
		hijackings, burglaries, etc.)	
1 week	2. Social	Ways in which a business can contribute responsibly towards	Textbooks
(Week 3)	responsibility	its immediate community	Newspaper
		What is social responsibility?	articles
		Definition of Corporate Social Responsibility	Internet
		Initiatives taken by businesses in addressing the socio-	Magazines
		economic issues discussed; refer to current issues	Other audio-
			visual media
1 week	3. Entrepre-	Entrepreneurial qualities	Textbooks
(Week 4)	neurial	Entrepreneurial qualities: desire for responsibility, risk	Newspaper
	qualities	taker, perseverance, good management and leadership	articles
		skills, confidence in one's ability to succeed, high levels	Internet
			Magazines

2 weeks	4. Forms of	Definition, characteristics, advantages, disadvantages	Textbooks
(Week	ownership	and differences (comparison) between the following	Newspaper
5 – 6)		forms of ownership:	articles
		<ul> <li>Sole Proprietor</li> </ul>	Internet
		<ul><li>Partnership</li></ul>	Magazines
		<ul> <li>Close Corporation</li> </ul>	Study guides
		<ul> <li>Non-Profit Company</li> </ul>	Other audio-
		<ul> <li>Profit Companies</li> </ul>	visual media
		<ul> <li>Private Company</li> </ul>	
		<ul> <li>Personal Liability Company</li> </ul>	
		<ul> <li>Public Company</li> </ul>	
		<ul> <li>State-owned Company</li> </ul>	

Week/hour	Topic	Content	Recommended
			resources
		of energy, passion, big dreams with a clear vision,	Other audio-
		exceptional organisational skills, high degree of	visual media
		commitment, flexibility (ability to adapt quickly),	
		willpower to overcome obstacles	

		<ul> <li>Co-operatives</li> </ul>	
4 weeks	Revision	Revision of all topics covered during the first two terms	Summary notes
(Week	exercises		Exercises
7 – 8)			All relevant
			materials for
			revision
2 weeks		Mid-year examination	
(Week			
9 – 10)			

Term 2: Formal assessment				
Form of assessment	Presentation	Mid-year examination		
Marks	50	200		
Term total (250) converted to % for reporting purposes				

Note: Project – term 2

This project was given in term 2. Learners should complete the project for submission in term 3.

The content dealt with in terms 1 and 2 should be revised for the mid-year examination.

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

### Grade 10

Week/hour	Topic	Content	Recommended
			resources
2 weeks	1. Creative	Creative thinking and its contribution towards	Textbooks
(Week	thinking and	successful and sustainable business practice	Newspaper articles
1 – 2)	problem	Creative thinking to generate entrepreneurial	Internet
	solving	opportunities and to solve business problems	Magazines
		Problem solving:	Recyclable material
		<ul> <li>Research skills –finding information to assist</li> </ul>	
		with problem solving	
		<ul> <li>Problem solving versus decision making</li> </ul>	
		<ul> <li>Problem-solving cycle: identification of the</li> </ul>	
		problem, definition of the problem,	
		formulation of the strategy, implementation	
		of the strategy, allocation of resources,	
		monitoring problem solving and evaluation	
		of the problem-solving process	
		<ul> <li>Problem-solving techniques (e.g. Force-Field</li> </ul>	
		Analysis, Chair Technique, Empty Chair	
		Technique, Delphi Technique, Nominal Group	
		Technique, brainstorming, Forced Combinations,	
		SCAMPER)	
		o The use of indigenous knowledge to solve	
		problems and identify business opportunities	
		<ul> <li>The use of mind mapping, brainstorming and</li> </ul>	
		creative thinking/idea generation to identify	
		innovative and entrepreneurial business	
		opportunities	
		<ul> <li>The use of non-conventional thinking to</li> </ul>	
		identify innovative business opportunities	
		<ul> <li>Ways in which creative business</li> </ul>	
		opportunities can realistically be	
		implemented	
1 week	2. Business	Development of a research instrument and the	Textbooks
(Week 3)	opportunity	assessment of needs and desires	Newspaper articles
	and related	Identification of possible business opportunities	Internet
	factors	(based on researched needs and desires) and the	Magazines

Week/hour	Topic	Content	Recommended
			resources
		application of a SWOT analysis (strengths,	Other audio-visual
		weaknesses, opportunities and threats) to determine a	media
		viable business venture	
		Generating new ideas, needs analysis/ research,	
		identifying good ideas, market research, SWOT	
		analysis	
		<ul> <li>Research instruments and data collection (e.g.</li> </ul>	
		questionnaires, interview structures),	
		■ Protocol of conducting research (consent, prior	
		organisational appointments, introduction of	
		basic ethics in research and in business	
		opportunities)	
		<ul> <li>Definition of business opportunities (based on</li> </ul>	
		researched needs and desires) and strengths,	
		weaknesses, opportunities and threats (SWOT)	
		<ul> <li>Application of SWOT analysis to assess business</li> </ul>	
		opportunities	
		<ul> <li>Analysis to determine a viable business venture</li> </ul>	
		<ul> <li>Identification of business opportunities</li> </ul>	
1 week	3. Business	Investigation of and debate on the factors that impact on	Textbooks
(Week 4)	location	business location decisions	Newspaper articles
	decision	Factors impacting location of a business (e.g. labour	Internet
		regulations, environmental factors, transport,	Magazines
		infrastructure, availability of cheaper electricity and	Study guides
		water supplies, potential market, raw materials, labour	
		market, climate, government and local regulations,	
		taxes, crime, etc.)	
1 week	4. Contracts	The relevance of contracts and their legal implications in	Textbooks
(Week 5)		different business contexts	Newspaper articles
		Definition of a contract	Internet
		Types of contracts:	Magazines
		■ Employment contract	Specimen of contract
		■ Employer/employee agreement	forms
		■ Insurance – insurer/insured	Basic Conditions of
		■ Lease agreement — lessor/lessee agreement	Employment Act No
		■ Hire Purchase agreement – seller/buyer	75 of 1997, <i>Labour</i>
		agreement	Relations Act No. 66

Week/hour	Topic	Content	Recommended
			resources
		■ Rental agreement – landlord/tenant agreement	of 1995, Rental
		The legal implications of these contracts in different	Housing Act No.50
		business contexts (parties, rights and responsibilities	of 1999, National
		of the parties to a contract as prescribed by specific	Credit Act No. 34 of
		Acts in some contracts)	2005, Consumer
			Protection Act No.
			68 of 2008, Hire
			Purchase Act, Long-
			term Insurance Act
			No. 52 of 1998,
			Short-term
			Insurance Act No.
			53 of 1998
1 week	5.	Accurate and concise verbal and non-verbal presentation	Textbooks/study
(Week 6)	Presentation	(including graphs) of a variety of business-related	guides
	of business	information	Newspaper
	information	Presentation of business reports with tables, graphs,	Articles/charts/slides
		diagrams and illustrations that include symbols and	Tables and pictures
		pictures (e.g. activities, progress, challenges and	Scrap book
		recommendations)	Transparencies/OHP
		Verbal presentations with support materials	Internet/ PowerPoint
		(handouts, transparencies, slides, charts, models, etc.)	Presentations
		<ul> <li>Definition of the different audio-visual aids</li> </ul>	Magazines
		<ul> <li>Design and layout of a presentation using</li> </ul>	Other audio-visual
		different visual aids(e.g. show how to prepare/set	media
		out a poster and handouts	
		out a poster and handouts	

Week/hour	Topic	Content	Recommended
			resources
3 weeks	6. Business	A business plan (including a financial analysis) that can be	Textbooks
(Week	Plan	implemented (financial viability business plan)	Newspaper articles
7 – 9)		Business plans (including financial analysis) based on	Internet
		identified business opportunities	Magazines
		<ul> <li>Analysis of environmental factors</li> </ul>	Example of a
		<ul> <li>Components of the Business Plan</li> </ul>	business plan
		<ul> <li>Cover page and index (includes name of</li> </ul>	
		business)	
		■ Executive summary	
		<ul> <li>Description of the business</li> </ul>	
		<ul> <li>The long-term objective, mission and vision</li> </ul>	
		of the business	
		o The structure of the business (ownership)	
		o The product/service	
		<ul> <li>Legal requirements of business, e.g. license</li> </ul>	
		<ul> <li>SWOT analysis</li> </ul>	
		<ul> <li>Marketing plan</li> </ul>	
		Market research;	
		<ul> <li>Marketing mix, the 7 Ps: price, product,</li> </ul>	
		promotion, place, people, physical	
		environment and process	
		<ul> <li>Competition</li> </ul>	
1 week	Revision	Revise topics covered during the term./Term Test	Summary notes
(Week 10)	exercises		Exercises
			All relevant
			materials for
			revision

Term 3: Formal assessment						
Form of assessment	Project	Test				
Total marks	50	100				
Term Total (150) converted to % for reporting purposes						

A test should cover the content dealt with in a term.

### Daily assessment is important to monitor teaching and learning

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

### Grade 10

Week/	Topic	Content	Recommended
hour			resources
2 weeks	1. Self-	The concept of self-management and a discussion on how it	Textbooks
(Week	management	is relevant in a business context	Newspaper
1 – 2)		Time management, personal goals, definition of success	articles
		and a balanced lifestyle (e.g. balancing work with	Internet
		relaxation)	Magazines
		Development of a professional image (e.g. neatness of	Other audio-visual
		work, presentations) and access to resources to assist	media
		with professional image	
		Personal analysis of strengths, weaknesses, talents and	
		interests	
		Discussion of the following concepts: self-knowledge,	
		self-confidence, stress management (concepts of stress	
		management), adaptability, etc.	
2 weeks	2. Relationship	Ways in which people need to work together to	Textbooks
(Week	and team	accomplish business objectives; discuss factors that can	Newspaper
3 – 4)	performance	influence these relationships (e.g. prejudice, beliefs,	articles
		values and diversity)	Internet
		<ul> <li>Understanding business objectives (e.g. profit,</li> </ul>	Magazines
		productivity, service)	Other audio-visual
		<ul> <li>Interpersonal relationships in the workplace (e.g.</li> </ul>	media
		different hierarchies, management levels, the	
		importance of each individual in achieving business	
		objectives)	
		<ul> <li>Personal beliefs and values and how they influence</li> </ul>	
		business relationships (e.g. prejudice,	
		discrimination, equity, diversity)	
		Criteria for successful and collaborative team	
		performance in a business context and assessment of a	
		team against these criteria	
		<ul> <li>Working in a team to accomplish business</li> </ul>	
		objectives, e.g. clear objectives and agreed goals,	
		openness, mutual respect, support and mutual trust,	
		members committed to achievement, sound inter-	
		team relations, individual development	

Topic	Content	Recommended
		resources
	opportunities, review of the team processes, etc.	
Revision	Revise all topics in preparation for final examinations.	Exercises
exercises		Summary notes
	End-of-year examination	
		Revision Revise all topics in preparation for final examinations.  exercises

Term 4						
Year mark	End-of-year examination	Total				
100	300	400				

Converted marks for terms 1 to 3 equals a year mark of 100 (25% of the total mark). Add the year mark to the examination mark of 300 (75% of the total mark) to get a total mark of 400 marks and divide by 4 to get %.

# 3.2.3 Summary of Annual Teaching Plan – Grade 11

	TERM 1									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Influences	Challenges	nallenges Adapting to Impact and challenges of Business sectors benefits Avenu		Avenues of	Revision				
	on, and	of the	challenges	contemporar	ry	of a company	versus other	acquiring		
	control	business	of business	socioeconor	nic issues on	forms of own	ership	business		
	factors	environ-	environ-	business ope	erations.					
	relating to,	ments	ments							
	the business									
	environ-									
	ments									
Assessment	Informal	1	<b>-</b>	-1		-1			Formal: T	est and
									Assignme	nt
					TE	RM 2				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Creative	Transform a	business plan	Start a busine	ss venture	Profession-	Revision an	d preparation for	Examinatio	n
	thinking and	into an action	n plan	based on an a	ction plan	alism and	mid-year ex	amination		
	problem					ethics.				
	solving.					Present a				
	Concepts:					business				
	stress, crisis					information				
	and change									
	manage-									
	ment									

Assessment	Informal		Formal:						Mid-year e	examination
			Presentation							
					TE	RM 3				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Горіс	Assessment	The	Marketing ac	tivities, market	ing in the form	al and informal	Production f	function	I	
	of entrepre-	citizenship	sectors. Use	of technology for	or marketing. In	nports and				
	neurial	roles and	exports. Fore	exports. Foreign marketing. The alignment of foreign						
	qualities in	responsi-	marketing an	marketing and the production function.						
	business	bilities								
Assess-ment	Informal Asse	essment					<u> </u>	Research	Project	
								Formal Te	est	
					TE	RM 4				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Горіс	Team stages a	and dynamics	Introduction to	Human	Revision and	preparation for	Revision and	d end-of-the-ye	ar examination	
	theories and conflict Resources function the year-end examination									
	management									
Assessment	Informal Asse	essment	l		I				Year-en	d exams

# 3.2.4 Annual teaching Plan Grade 11

Week/ hour	Topic	Content	Recommended
			resources
1 week	1. Influences	Examination of control factors, e.g. more control over	Textbooks
(Week 1)	on business	micro environment, less control over market	Newspaper
	environments	environment and even less control over macro	articles
		environment	Internet
		Ways to be involved in macro environment – if	Magazines
		beneficial to business	Other audio-
		<ul> <li>Micro environment</li> </ul>	visual media
		The business mission and objectives, its	
		management structure, its resources and its culture	
		are primarily controlled by the enterprise's	
		management.	
		<ul> <li>Market environment</li> </ul>	
		The customers, suppliers, competitors, regulators	
		and strategic allies and unions give rise to particular	
		opportunities and threats. Business has no control	
		over the factors.	
		<ul> <li>Macro environment</li> </ul>	
		Enterprise in relation to the macro environment, i.e.	
		economic, techno-logical, and political	
		environments	
1 week	2. Challenges	The challenges of the micro (internal), market and macro	Textbooks
(Week 2)	of the	business environments	Newspaper
	business	Challenges of the micro environment (e.g. difficult)	articles
	environment	employees, lack of vision and mission, lack of adequate	Internet
		management skills, unions, strikes and go-slows, etc.)	Magazines
		Challenges of the market environment (e.g.	Other audio-
		competition, shortages of supply, changes in consumer	visual media
		behaviour, demographics and psychographics, socio-	
		cultural factors, etc.)	
		Challenges of the macro environment (e.g. changes in	
		income levels, political changes, contemporary legal	
		legislation, labour restrictions, micro-lending,	
		globalisation/ international challenges, social values and	
			1

Week/ hour	Topic	Content	Recommended
			resources
1 week (Week 3)	3. Adapting to challenges of the business environments	How a business constantly needs to adapt to the challenges of the micro (internal), market and macro business environments  • Ways in which a business can adapt to challenges of the macro environment, and whether this is to the benefit of the business  • Information management, strategic responses, mergers, takeovers, acquisitions and alliances, organisation design and flexibility, direct influence of the environment and social responsibility  • Lobbying, networking and power relations  • Lobbying e.g. hedging against inflation, bargaining sessions between management and unions, influencing supervisory body/regulators, etc.	resources  Textbooks Newspaper articles Internet Magazines Other audio- visual media
2 weeks (Week 4 – 5)	4. Contemporary socioeconomic	<ul> <li>Networking, e.g. finding new customers etc.</li> <li>Power relationships e.g. strategic alliance agreements, persuasion of large investors, company representatives' influence, etc.</li> <li>The impact of contemporary socio-economic issues on business operations, and their challenges; decisions for specific business situations</li> </ul>	Textbooks Newspaper articles
	issues	The impact of contemporary socio-economic issues on business operations and productivity, e.g. income, inflation, social, cultural and demographic issues, economic crime, ethical misconduct (sexual harassment, corruption, mismanagement of funds, etc.), population growth, illiteracy, lack of skills, unavailability of natural resources, inefficiency in the use of resources, dumping, exhaustion of natural resources, piracy, strikes	Internet Magazines Other audio- visual media
		<ul> <li>Possible business solutions/contributions to deal with the socioeconomic issues</li> <li>Piracy: the nature and definition of each intellectual property right         <ul> <li>Copyright</li> <li>Patent</li> </ul> </li> </ul>	

Week/ hour	Topic	Content	Recommended
			resources
		o Trade mark	
		<ul> <li>Investigation of developments in industrial relations</li> </ul>	
		that relate to contemporary business practice	
		<ul> <li>Labour strikes, go-slows and lockouts</li> </ul>	
		<ul> <li>Labour Relations Act (nature and purpose)</li> </ul>	
		O What is a trade union?	
		<ul> <li>History of trade unions</li> </ul>	
		Roles of trade unions	
		<ul> <li>Functions of trade unions</li> </ul>	
1 hour	6. Business	The links between various primary, secondary and tertiary	Textbooks
(Week 6)	sectors	enterprises	Newspaper
		Examination of the links between:	articles
		Primary enterprises	Internet
		Secondary enterprises	Magazines
		Tertiary enterprises	Other audio-
			visual media
1 week and	7. Benefit of a	The benefits and challenges of establishing a company	Textbooks
3 hours	company over	versus other forms of ownership (including taxation issues)	Newspaper
(Week	other forms of	Recap the characteristics, advantages and disadvantages	articles
6 – 7)	ownership	of the forms of ownership	Internet
		The benefits and challenges of establishing a company	Magazines
		versus other forms of ownership i.e. sole trader,	Other audio-
		partnership, Close Corporation, co-operatives,	visual media
		(including taxation issues)	Copies of the
		Formation of companies	Companies Act
		■ The company's charter – Memorandum of	
		Incorporation	
		<ul> <li>Name of the company – incorporation and</li> </ul>	
		commencement of the company	
		<ul><li>Prospectus</li></ul>	
1 week	8. Avenues of	Avenues of acquiring businesses (e.g. franchising,	Textbooks
(Week 8)	acquiring a	outsourcing, leasing); discuss their advantages and	Newspaper
	business	disadvantages as well as their contractual implications	articles
		Avenues of acquiring businesses (e.g. franchising,	Internet
		outsourcing, leasing)	Magazines
		Their advantages and disadvantages as well as	Other audio-
		contractual implications (e.g. royalties, legalities)	visual media

Week/ hour	Topic	Content	Recommended
			resources
2 weeks	Revision	Revise topics covered during the term/Term Test	Summary Notes
(Week			Exercises
9 – 10)			All relevant
			materials for
			revision

Term 1: Formal assessment				
Form of assessment	Assignment	Test		
Total marks	50	100		
Term total (150) converted to % for reporting purposes				

#### Note

It is compulsory to cover the entire content in term 1 because a term test should cover the entire term's content.

## Daily assessment is important to monitor teaching and learning.

## Formal assessment for term 3

Teachers should give a project to learners in the 2nd term and instruct learners to submit it in term 3. This will give learners ample time to complete the project. Part of the project content is covered in term 1 and part of it in term 2.

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

Week/ hour	Topic	Content	Recommended
			resources
2 hours (Week 1)	1.Creative thinking and problem solving	<ul> <li>Application of creative thinking to address business problems and to improve business practice (recap)</li> <li>Creative thinking to address business problems and to improve business practice</li> <li>Problem-solving skills in a business context</li> <li>Routine vs. creative thinking, mental blocks to creativity and idea generation</li> <li>More complex problem-solving techniques (e.g. Delphi technique and force-field analysis revision)</li> <li>Working with others to solve problems and generate ideas</li> <li>Creative thinking skills and conventional vs. non-conventional solutions (include indigenous approach and solutions)</li> <li>Creative solutions to business problems; assess</li> </ul>	Textbooks Newspaper articles Internet Magazines Other audio-visual media
2 hours (Week 1)	2. Stress and crisis management	<ul> <li>these against the reality of the business environment</li> <li>The concepts relating to stress, crisis and change management</li> <li>Concepts relating to stress         <ul> <li>How to manage stress</li> <li>Explain the importance of stress management in pressurised work environments</li> <li>Crisis and change management</li> <li>Dealing with business-related crises (e.g. tight deadlines, loss of property, illness, etc.)</li> <li>Theories of change management</li> </ul> </li> <li>Dealing with and adapting to change (e.g. unemployment, retrenchment, globalisation, affirmative action)</li> </ul>	Textbooks Newspaper articles Internet Magazines Health brochures Other audio-visual media
2 weeks (Week 2-3)	3. Transformation of a business plan into an action plan	Transformation of a business plan into an action plan (including Gantt charts and timelines) – collaboratively or independently	Textbooks Newspaper articles Internet

Week/ hour	Topic	Content	Recommended
			resources
		■ Transformation of a business plan into an	Magazines
		action plan (e.g. planning tools: Gantt charts or	Other audio-visual
		Work Breakdown Structure (WBS) with	media
		timelines and responsibilities, project planning)	Business plans –
			sample/specimen
2 weeks	4. Setting	Collaboratively or independently starting a business	Textbooks
(Weeks	up/starting a	venture based on an action plan	Newspaper articles
4 – 5)	business	<ul> <li>Initiating and setting up business ventures to</li> </ul>	Internet
		generate income, basing this on an action plan.	Magazines
		Acquiring funding (Equity capital/loans/debt,	Other audio-visual
		considering other sources of funding/capital), if	media
		needed.	
2 hours	5. Professional-	The theories and principles of professionalism and	Textbooks
(Week 6)	ism and ethics	ethics; explore how they relate to the business	Newspaper articles
		environment	Internet
		Application of the principles and skills of	Magazines
		professional, responsible, ethical and effective	Other audio-visual
		business practice	media
		<ul> <li>The definitions of and differences between</li> </ul>	The King Code of
		professionalism and ethics	Governance for
		<ul> <li>The theories and principles of professionalism</li> </ul>	South Africa 2009
		and ethics; explore how they relate to the	
		business environment	
		The difference between good and bad decisions	
		<ul> <li>The principles and skills of professional,</li> </ul>	
		responsible, ethical and effective business	
		practice	
		The concept of ethics and different perspectives on	
		ethics, as well as ethical business ventures	
2 hours	6. Presentation of	Accurate and concise verbal and non-verbal presentation	Textbooks
(Week 6)	business	of a variety of business-related information (including	Newspaper articles
	information	graphs); respond professionally to questions and	Internet
		feedback	Magazines
		Presentation and validation (support) of business-	Other audio-visual
		related information in verbal and non-verbal format	media
		(including tables, graphs, diagrams and	
		illustrations); posters and handouts (recap)	
		Design and layout of the presentation using	
		different visual aids (e.g. show how to prepare/set	

Week/ hour	Topic	Content	Recommended
			resources
		out transparencies/slides, posters and handouts)	
		(recap)	
		• Written information – reports, business plans,	
		business information and analysis, e.g. steps in	
		report-writing, composing a flyer, etc.	
		Responding in a non-aggressive and professional	
		manner to questions about work and presentations,	
		e.g. answer all questions, make notes, do not argue,	
		apologise for errors, etc.	
2 weeks	Revision	Revise topics covered during first two terms.	Textbook exercises
(Week	exercises		Summary notes
7 – 8)			All relevant materials
			for revision
2 weeks		Mid-year examination	
(Week			
9 – 10)			

Term 2: Formal assessment				
Form of assessment	Presentation	Mid-year examination		
Marks	50	300		
Term Total (350) Converted to % for purposes of reporting				

Note: Project - term 3:

This project was given in term 2. Learners should complete the project for term 3 and submit.

The content dealt with for term 1 and 2 should be revised for the mid-year examination. The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

The word 'recap' used in this document means the content is examinable in that grade.

Week/ hour	Topic	Content	Recommended
			resources
1 week	1.Entrepreneurial	The degree to which a business embraces entrepreneurial	Textbooks
(Week 1)	qualities and	qualities	Newspaper
	success factors	Identification and assessment of a business against the	articles
		entrepreneurial qualities (e.g. risk taking, perseverance,	Internet
		good management, etc.) (recap entrepreneurship	Magazines
		qualities from Grade 10 and assess a business against	Other audio-
		the qualities)	visual media
		Critical reflections on a business venture, and identification	
		of its success factors and areas for improvement	
		Exploration and identification of what makes a business	
		successful. Key success factors, e.g. sustainability,	
		profitability, customer base, etc. Identify areas for	
		improvement.	
		Note: In the absence of an identified business, use a case	
		study.	
1 week	2. Citizenship	The citizenship roles and responsibilities that business	Textbooks
(Week 2)	role and	practitioners need to perform within a business environment	Newspaper
	responsibilities	• The role of citizens and how they can, through business,	articles
		contribute to the social and economic development of	Internet
		their communities	Magazines
		<ul> <li>Case scenarios of how individuals have given back</li> </ul>	Other audio-
		to their communities	visual media
		The concept of business community and how the	
		individual can play a role within this community (e.g.	
		HIV/Aids counsellor, contribute time and effort towards	
		identified cause, etc.)	
		The role that business, civil society, non-governmental	
		organisations and community based organisations	
		(NGOs and CBOs) and individual business practitioners	
		can play in the social and economic development of	
		communities	
4 weeks	3. Marketing	The aspects of the marketing function: marketing activities;	Textbooks
(Week	function	product policy; pricing policy; distribution; marketing	Newspaper
3 – 6)		communication; foreign marketing.	articles
		Marketing activities (e.g. product policy, pricing	Internet

Week/ hour	Topic	Content	Recommended
			resources
		policies, marketing distribution, marketing	Magazines
		communication)	Other audio-
		<ul> <li>Marketing: locating the consumer, standardisation</li> </ul>	visual media
		and grading, storage, transport, financing, risk-	
		bearing, and buying & selling	
		<ul><li>Product policy: product development, design,</li></ul>	
		packaging and trademarks	
		<ul> <li>Distribution policy: channels of distribution,</li> </ul>	
		intermediaries, direct and indirect distribution	
		Communication policy: sales promotion,	
		advertising, publicity and personal selling	
		<ul> <li>Pricing policy: importance of pricing, pricing</li> </ul>	
		techniques, price determination, factors influencing	
		pricing, price adjustments	
		• Marketing in the formal and informal sectors.	
		<ul> <li>Use of technology for marketing (electronic marketing, etc.)</li> </ul>	
		Foreign marketing: imports and exports.	
		Alignment of foreign marketing and the production	
		function (e.g. systems, planning, safety, quality and	
		costing)	
3 weeks	4.Production	The aspects of the production function: systems; production	Textbooks
(Week	function	planning; safety management; quality control; production	Calculators
7 – 9)		costs	Newspaper
		• Systems (mass, batch and job)	articles
		Production planning (information about production	Internet
		planning and control)	Magazines
		<ul> <li>Production planning: planning, routing, scheduling</li> </ul>	Other audio-
		and loading	visual media
		<ul><li>Production control: dispatching, following up,</li></ul>	
		inspection and corrective action	
		Safety management: knowledge about factory safety,	
		machinery and Occupational Health and Safety Act,	
		Workplace Safety Policy	
		• Quality control: quality management systems (SABS),	
		quality control bodies and policies	
		Production costs: business calculations - total cost of	
		production, unit cost of production, selling price and	
		calculation of profit, break-even analysis	

Week/ hour	Topic	Content	Recommended
			resources
1 week	Revision	Revise topics covered during the term/Term Test	Summary notes
(Week 10)			Exercises
			All relevant
			materials for
			revision

Term 3: Formal Assessment				
Form of Assessment	Project	Test		
Total marks	50	100		
Term total (150) converted to % for reporting purposes				

A test should cover the content dealt with in a term.

## Daily assessment is important to monitor teaching and learning.

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

Week/ hour	Topic	Content	Recommended
			resources
2 weeks	1. Team	Description of team dynamics theories; use them to	Textbooks
(Week	dynamics and	analyse specific business-based case studies	Calculators
1 – 2)	conflict	<ul> <li>Stages of team development/ building a team:</li> </ul>	Newspaper
	management	<ul> <li>Forming stage/getting to know each other</li> </ul>	articles
		<ul> <li>Storming stage/true character starts to</li> </ul>	Internet
		show/first round conflict	Magazines
		<ul> <li>Norming stage/settling and reconciliation</li> </ul>	Other audio-
		<ul> <li>Performing stage/working as a team towards</li> </ul>	visual media
		the goal	
		<ul> <li>Team dynamics theories</li> </ul>	
		<ul> <li>Belbin role theory (action-oriented role,</li> </ul>	
		people-oriented role, cerebral role)	
		<ul> <li>Insights based on Jungian theory</li> </ul>	
		o MTR-I approach	
		<ul> <li>Margerison-McCann profiles</li> </ul>	
		<ul> <li>Group consensus</li> </ul>	
		Conflict management	
		<ul> <li>Definition of conflict</li> </ul>	
		<ul> <li>Causes of conflict in the business</li> </ul>	
		<ul> <li>Definition of conflict management</li> </ul>	
		<ul> <li>Conflict management theories – apply these to</li> </ul>	
		both individual and group scenarios (include	
		workplace forums, strikes, trade unions, etc.)	
		<ul> <li>Conflict management skills to resolve</li> </ul>	
		differences in business situations (including	
		workplace forums)	
		<ul> <li>The function of workplace forums (refer to</li> </ul>	
		trade unions)	
2 weeks	2.	Human resources activities (e.g. recruitment and	Textbooks
(Week	Introduction	selection, contracts, induction, salaries, and other	Calculators
3 – 4)	to Human	benefits)	Newspaper
	Resources	Procedures related to recruitment, selection and	articles
		interviewing	Internet
		Discussion of the following:	Magazines
		Human Resources: Labour Relations Act (LRA) No.66	Other audio-

Week/ hour	Topic	Content	Recommended
			resources
		of 1995, Basic Conditions of Employment Act (BCEA)	visual media
		No.75 of 1997, Employment Equity Act (EEA) No.55 of	Relevant Acts
		1998, Compensation for Occupational Injuries and	
		Diseases Act (COIDA) No.61 of 1997	
		<ul> <li>Legalities of employment contracts</li> </ul>	
		<ul> <li>Procedures of induction and placements</li> </ul>	
		<ul> <li>Interviewing, selection and induction</li> </ul>	
		<ul> <li>Salary determination (piecemeal and time-related),</li> </ul>	
		including personal tax; link to basic conditions of	
		employment	
		■ Employee benefits: pension, medical, other	
2 weeks	Revision	Revision of all topics in preparation for final examination	Textbook
(Week	exercises		exercises
5 – 6)			Summary notes
			Question papers
4 weeks		End-of-year examination	
(Week			
7 – 10)			

Term 4				
Year mark	End-of-year examination	Total		
	300			
100	300	400		

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

Converted marks for terms 1 to 3 equals a year mark of 100 (25% of the total mark). Add the year mark to the examination mark of 300 (75% of the total mark) to get a total mark of 400 and divide by 4 to get %.

## 3.2.5 Summary of Annual Teaching Plan Grade 12

					TERM 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Impact of recent legislation on business –			Human Resour	rces function	Profession-	Creative	Devise strate	egies for a bus	iness to use in
	response to d	lemands for red	ress and			alism and	thinking	its response	to the challen	ges of the
	equity.					ethics		macro busine	ess environme	ent.
Assessment	Informal							Informal		
						Formal: Assi			ignment & Te	est
					TE	RM 2				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Concept of c	orporate	Team	Business	Management	Quality of	Revision and	preparation for	Mid-year	examination
	social respon	ısibility.	performance	sectors and	and leader-	performance	mid-year exam	nination		
	Human Righ	ts, Inclusivity	assessment	their	ship	within				
	and Environ	mental issues	and conflict	environ-		business				
			management	ments		functions				
Assessment	Informal		l						Mid-year	examination
					TE	RM 3				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Investment	Investment:	Forms of	Presentation	of	Revision and	preparation for	n for Preliminary examination		
	: Securities	Insurance	ownership	information a	and data	the preliminary examination				
			and their	response						
			impact on							
			the business							

			operation							
Assessment	Informal assessment				Formal : Te	Formal: Test		Preliminary examination		
						Project				
	TERM 4									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Revision and preparation for the final external examination			Revision			1	Final exam	ination	
Assessment	Informal				•				External ex	amination

## 3.2.6 Annual teaching plan Grade 12

Week/	Topic	Content	Recommended
hour			resources
3 weeks	1. Macro	The impact of recent legislation, developed in	Copies of the
(Week	environment:	response to demands for redress and equity, on	Acts
1 – 3)	impact of	small and large business operations	Textbooks
	recent	Skills Development Act No.97 of 1998 (e.g.	
	legislation on	skills levies and their implications for small	
	business	and large businesses)	
		<ul> <li>National Skills Development Strategy and</li> </ul>	
		Human Resources Development Strategy	
		(i.e. Sector Education and Training	
		Authorities)	
		Labour Relations Act No.66 of 1995	
		Employment Equity Act No.55 of 1998	
		Basic Conditions of Employment Act No.75 of	
		1997	
		Compensation for Occupational Injuries and	
		Diseases Act No.61 of 1997	
		Black Economic Empowerment	
		Broad Based Black Economic Empowerment	
		<ul> <li>Human Rights as defined in the</li> </ul>	
		Constitution (issues of equality, respect	
		and dignity including other economic,	
		social and cultural rights)	
		<ul> <li>Inclusivity (diversity in the business such</li> </ul>	
		as poverty, inequality, race, gender	
		language, age, disability and other	
		factors)	
		■ Environmental issues (protection of the	
		environment and human health by the	
		business)	
		National Credit Act No.34 of 2005	
		Consumer Protection Act No.68 of 28 April	
		2009	
		Note: Focus on the nature of the Act, the	
		purpose, the advantages and disadvantages (if	
		any), the rights of the business and consumers (if	

Week/	Topic	Content	Recommended
hour			resources
		any), compliance and penalties if the business	
		does not comply (if any), and the actions regarded	
		as discriminatory acts as listed in the EE Act.	
2 weeks	2. Human	RECAP:	Textbooks
(Week	Resources	The relevant legislation and the following aspects	Newspaper
4 – 5)	function	of the Human Resources function: recruitment and	articles
		selection; employee contracts;	Internet
		induction and placement; salary administration;	Magazines
		employee benefits; skills development	Other audio-
		Analysis of Human Resources activities, (e.g.	visual media
		recruitment and selection, contracts,	Copies of the
		induction, salaries, and other benefits).	different relevant
		Procedures related to recruitment, selection	Acts.
		and interviewing.	
		Discussion of the following:	
		Human Resources: Labour Relations Act	
		(LRA) No.66 of 1995, Basic Conditions of	
		Employment Act (BCEA) No.75 of 1997,	
		Employment Equity Act (EEA) ) No.55 of	
		1998, Compensation for Occupational	
		Injuries and Diseases Act (COIDA) No.61 of	
		1997 (recap)	
		Legalities of employment contracts	
		Procedures of screening and placement	
		Interviewing, selection and induction	
		Salary determination (piecemeal and time-	
		related), including personal tax; link to basic	
		conditions of employment	
		Employee benefits: pension, medical, other	
		(recap)	
		Skills Development Act (SDA) No.97 of 1998	
		and the link with SETAs, learnerships, skills	
		programmes, qualifications, National	
		Qualifications Framework, SAQA, etc.	
1 week	3. Ethics and	How professional, responsible, ethical and	Textbooks
(Week 6)	professionalism	effective business practice should be	Newspaper
		conducted in changing and challenging	articles
		business environments	Internet
		The meaning of ethical behaviour and	Magazines

hour			Recommended
11041			resources
		business practice	Business/school's
		<ul> <li>Ethical and unethical business practice</li> </ul>	Code of Conduct
		with practical examples, e.g. fair and	Example of
		unfair advertisements	business policy
		<ul> <li>Professional and unprofessional business</li> </ul>	Other audio-
		practices with practical examples, e.g.	visual media
		good use of work time and abusing work	The King Code of
		time	Governance for
		<ul> <li>The relationship between ethical and</li> </ul>	South Africa
		professional behaviour	2009
		<ul> <li>Ways in which professional, responsible,</li> </ul>	
		ethical and effective business practice	
		should be conducted (e.g. not starting a	
		venture at the expense of someone else,	
		payment of fair wages, regular payment	
		of tax, etc.)	
		• Reflection of the business environment and	
		issues that could challenge ethical and	
		professional behaviour (e.g. taxation, sexual	
		harassment, pricing of goods in rural areas,	
		unfair advertising, unauthorised use of funds,	
		abusing work time, etc.) and ways/strategies	
		that could be used to address these issues	
1 week	4. Creative	Application of creative thinking to respond to	Textbooks
(Week 7)	thinking	challenges in dynamic and complex business	Newspaper
		contexts	articles
		Acquiring advanced problem-solving skills	Internet
		• Application of creative thinking to solve	Magazines
		complex business problems in case studies	
		and given scenarios (recap content covered in	
		grade 11)	
3 weeks	5. Macro	Devising/formulation of strategies a business	Textbooks
(Week	environment:	could use in response to the challenges of the	Newspaper
8 – 10)	business	macro business environment; critically evaluate	articles
5	strategies	such strategies and make recommendations as	Internet
		required	Magazines
		• Advanced problem-solving skills (revision).	Example of a
		Skills to be used in strategy formulation, e.g.	business vision
		use any creative thinking technique to: device	and mission

Week/	Topic	Content	Recommended
hour			resources
		business strategies, generate business ideas,	statement,
		resolve conflict and solve any business-	objectives and
		related problems. (Devising business	strategic plan,
		strategies: use only the following industry	scrap book
		analysis tools: SWOT analysis and Porter's	
		Five Forces – <b>exclude</b> the Balanced	
		Scorecard )	
		Development of strategies in response to	
		challenges in business environments:	
		<ul> <li>SWOT analysis of the business</li> </ul>	
		environments (including PESTLE)	
		■ Formulation of strategies	
		■ Implementation of strategies	
		<ul><li>Evaluation of strategies</li></ul>	
		• Types of business strategies	
		<ul> <li>Integration strategies</li> </ul>	
		<ul> <li>Forward integration, backward</li> </ul>	
		integration and horizontal integration	
		<ul><li>Intensive strategies</li></ul>	
		<ul> <li>Market penetration, market development</li> </ul>	
		and product development	
		<ul> <li>Diversification strategies</li> </ul>	
		<ul> <li>Concentric diversification, horizontal</li> </ul>	
		diversification and conglomerate	
		diversification	
		<ul> <li>Defensive strategies</li> </ul>	
		Retrenchment, divestiture and liquidation	
		<ul> <li>Other strategies</li> </ul>	
		<ul> <li>the company repositions itself by</li> </ul>	
		replacing one or more individuals	
		o revising a business mission	
		<ul> <li>establishing or revising objectives</li> </ul>	
		o devising new policies	
		<ul> <li>issuing stock to raise capital</li> </ul>	
		o adding an additional salesperson	
		o allocating resources differently	
		o developing new performance	
		incentives	
		<u>Strategic evaluation</u>	

Week/	Topic	Content	Recommended
hour			resources
		Evaluate these strategies and make	
		recommendations for their improvement	
		o Three activities of strategy	
		evaluation:	
		- examination of the underlying	
		bases of a business strategy	
		- comparison of expected	
		performance (measure business	
		performance)	
		- taking corrective action where	
		necessary	
1 week	Revision	Revision of the term's work/Term test	Exercises
(Week 11)			Summary notes
			All material
			relevant to
			revision

Learners must be able to answer problem-solving questions using critical and creative thinking. These include the solving of real-life problems within the context of the Business Studies curriculum.

## Daily assessment is important to monitor teaching and learning

A project must be given to learners at the end of term 1 to be submitted in term 2. The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

Week/	Topic	Content	Recommended
hour			resources
1½ week	1. Social	The concept of social responsibility and its	Textbooks
(Week	responsibility	implications for both business and communities	Newspaper
1 – 2)	and corporate	Meaningful contribution of time and effort to	articles
	citizenship/	advancing the well-being of others in a business	Magazines
	Corporate	context	Corporate Social
	Social	<ul> <li>Definition of Social Responsibility (recap)</li> </ul>	Responsibility
	Responsibility	<ul> <li>Meaningful (as an individual) contribution</li> </ul>	policy of a
	(CSR)	of time and effort to advancing the well-	specific business,
		being of others in a business context	e.g. Shoprite
		<ul> <li>Ways in which a business project can</li> </ul>	Internet
		contribute towards the community	Other audio-
		<ul> <li>Corporate Social Responsibility</li> </ul>	visual media
		o Definition (recap)	Copies of the
		o Nature and process of Corporate Social	Acts
		Responsibility	
		o Benefits to business and community	
		o Problems/challenges: business and	
		community	
		o Components of Corporate Social	
		Responsibility, e.g. environment,	
		ethical corporate social investment,	
		health and safety, etc.	
		<ul> <li>Corporate Social Investment</li> </ul>	
		o Definition	
		o Nature of Corporate Social Investment	
		<ul> <li>Corporate Social Investment projects,</li> </ul>	
		(including human rights issues)	
		<ul> <li>Responsible business practice</li> </ul>	
		o Challenges to the business:	
		o A challenge to meet the longer term	
		needs of the society within which they	
		operate	
		o Legislative requirements, e.g.	
		- Employment Equity Act,	
		- Skills Development Act (e.g. skills	
		levies and their implications for	

Week/	Topic	Content	Recommended
hour			resources
		small and large business), BEE and	
		compliance	
		- The National Skills Development	
		Strategy and Human Resources	
		Development Strategy (i.e. Sector	
		Education and Training	
		Authorities)	
		Recap the relevant Acts	
1/2	2. Human	The extent to which a business venture addresses	Textbooks
week/2	rights,	issues such as human rights, inclusivity and	Newspaper
hours	inclusivity	environmental issues	articles
(Week 2)	and environ-	Assess a business venture against criteria to	Magazines
	mental issues	measure human rights, inclusivity, and	The Constitution
		environmental issues	of the RSA
		<ul> <li>Human rights issues as defined in the</li> </ul>	Internet/other
		Constitution of the Republic of South Africa	audio-visual
		<ul> <li>Diversity in the business – issues of</li> </ul>	media
		diversity such as poverty, inequality, race,	
		gender, language, age, disability and other	
		factors	
		<ul> <li>Environmental protection and human health</li> </ul>	
		<ul> <li>Issues of equality, respect, and dignity</li> </ul>	
		Other economic, social, and cultural rights	
1 week	3. Team	Collaboration with others to contribute towards	Textbooks
(Week 3)	performance	the achievement of specific objectives	Newspaper
,	assessment	<ul> <li>Criteria for successful team performance</li> </ul>	articles
	Conflict	(recap)	Internet
	management	<ul> <li>Self assessment and team performance</li> </ul>	Magazines
	and problem	assessment according to team criteria, e.g.	Other audio-
	solving	interpersonal attitudes and behaviour,	visual media
		shared values, communication, etc.	
		How to effectively perform a specific role	
		within a team	
		Problem solving and the management of	
		problems that arise from working with others or	
		in teams (include steps in resolving conflict)	
		Correct procedures to deal with grievances	
		Different ways of dealing with difficult people	
		(personalities)	
		(personances)	

Week/	Topic	Content	Recommended
hour			resources
		Examination of workplace scenarios where workers	
		are expected to complete projects in teams, work	
		together on the line, etc.	
1 week	4. Business	Selecting a business from each sector, and describing	Textbooks
(Week	sector and its	the three environments related to these sectors and	Newspaper
4)	environment	the extent to which a business can control these	articles
		environments	Magazines
		Describing the three business environments	Internet
		related to the three economic sectors, and the	
		extent to which a business can control these	
		environments	
1 week	5. Manage-	Differentiation between management and leadership	Textbooks
(Week	ment and	styles and approaches	Newspaper
5)	leadership	The difference between leadership and	articles
		management	Internet
		Leadership styles, e.g. democratic, autocratic,	Magazines
		etc.	
		Theories of management and leadership, e.g.	
		leaders and followers, situational leadership,	
		transitional and transformational leadership, etc.	
		The role of personal attitude in success and	
		leadership	
1 week	6. Quality of	How the quality of performance within the business	Textbooks
(Week 6)	performance	functions can influence the success or failure of a	Newspaper
		business	articles
		• The concept of quality (definition) – (recap	Internet
		content from Grade 10)	Magazines
		The relation between quality and the various	
		business functions (recap content from Grade	
		10)	
		The impact of quality on different business	
		structures (e.g. sole traders versus large	
		businesses), e.g. taking into account the elements	
		of Total Quality Management (TQM):	
		continuous skills development, total client	
		satisfaction, continuous improvements to	
		processes and systems, etc.	
2 weeks	Revision	Revision of topics covered during first two terms	Textbook

Week/	Topic	Content	Recommended
hour			resources
(Week	exercises		exercises
7 – 8)			
2 weeks		Mid-year examination	
(Week			
9 – 10)			

Term 2: Formal assessment						
Form of assessment	Presentation	Mid-year examination				
Marks	50	300				
Term total (350) converted to % for reporting purposes						

Note: Term 3 formal task was given in term 2. Learners should complete the task for term 3 and submit.

The content dealt with in terms 1 and 2 should be revised for the mid-year examination.

At the end of the 2nd term, learners must be able to analyse and interpret any financial information and answer any problem-solving questions using critical and creative thinking. These include the solving of real-life problems within the context of the Business Studies curriculum.

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

The Companies Act No.71 of 2008 makes provision for Close Corporations to continue their operations, although in a different format. Close Corporations that are legally registered on the date that the new Act comes into effect may continue to exist for an **indefinite period**, or until they are deregistration or dissolved in terms of the Close Corporations Act.

Week/ hour   Topic		Content	Recommended
			resources
1 week	1. Investment:	A range of available business investment	Textbooks
(Week 1)	securities	opportunities; distinguish between assurance	Newspaper
		and insurance (both compulsory and non-	articles
		compulsory), and discuss the viability and	Internet
		relevance of these to both individuals and	Magazines
		businesses	
		• Types	
		<ul> <li>Business investments, the Johannesburg</li> </ul>	
		Stock/Security Exchange, types of shares,	
		unit trusts	
		■ Government retail bond	
		Returns, e.g. dividends and interest	
		Calculations (interest, etc)	
		The difference between compound interest	
		and simple interest	
1 week	2. Investment:	Compulsory and non-compulsory insurance	Textbooks
(Week 2)	insurance	<ul> <li>Understanding life insurance and</li> </ul>	Newspaper
		retirement annuities	articles
		<ul> <li>Insurance of goods (compulsory and non-</li> </ul>	Internet
		compulsory)	Magazines
		Calculation of over-insurance and under-	
		insurance	
		<ul> <li>Unemployment Insurance Fund (UIF)</li> </ul>	
		■ Road Accident Fund (RAF)	
1 week	3. Forms of	Determining the extent to which a particular form	Newspaper
(Week 3)	ownership	of ownership can contribute to the success or	articles
		failure of a business	Internet
		(Recap the characteristics, advantages,	Magazines
		disadvantages and comparison of forms of	Textbooks
		ownership, i.e. sole trader, partnership, close	Copies of the Acts
		corporation, private company and public	Partnership
		company – focus on issues of capacity,	articles
		taxation, management, capital, division of	
		profits and legislation)	
		Forms of ownership (e.g. sole trader,	

Week/ hour	Topic	Recommended		
			resources	
		company), and their impact on the success of a business		
2 weeks	4. Presentation	Accurate and concise verbal and non-verbal	Textbooks	
(Week 4 –	and data	presentation of a variety of business-related	Newspaper	
5)	response	information (including graphs), respond	articles	
		professionally to questions and feedback, and	Internet	
		amend information as necessary	Magazines	
		Recap presentation of business information in		
		verbal format (the use of support materials i.e.		
		audio visuals, handouts, transparencies/slides,		
		posters, including layout), and non-verbal		
		format (including tables, graphs, diagrams and illustrations)		
		Description of the criteria for a logical and		
		effective presentation of information, e.g.		
		know your audience, put most important		
		information first, use tables, graphs, charts or		
		diagrams that include symbols and pictures,		
		suitable section title, headings, subheadings		
		and bullets		
		Process and style of presentation using visual		
		aids, e.g. position to allow clear vision,		
		immediate display and change of		
		transparencies /slides; use of a pointer to focus		
		attention		
		Responding in a non-aggressive and		
		professional manner to questions about work		
		and presentations, e.g. answer all questions,		
		make notes, do not argue, apologise for errors		
		Handling of feedback, amend plans and		
		documents accordingly and integrate these		
		into future plans and activities		
		Identify areas for improvement		
2 weeks	Revision	Revision activities	Previous question	
(Week			papers	
6 – 7)			Textbook	
			exercises	
			Exemplar papers	
			Examination	

Week/ hour	Topic	Content	Recommended
			resources
			guidelines
3		Preliminary examination	
weeks(Week			
8 – 10)			

Term 3: Formal assessment					
Form of assessment	Project	Test	Preliminary examination		
Total marks	50	100	300		

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

A trial examination should cover the entire curriculum and the structure of the question paper should resemble the final examination question paper.

## TERM 4

Week/	Topic	Content	Recommended
hour			resources
4 weeks	Revision	Revision of all topics in preparation for final	Previous question
(Week	exercises	examinations	papers
1 – 4)			Textbook exercises
			Exemplar papers
			Examination guidelines
6 weeks		Final examination	
(Week			
5 – 10)			

Term 4					
Year mark	End-of-year examination	Total			
	300				
100	300	400			

Converted marks for terms 1 to 3 equals a year mark of 100 (25% of the total mark). Add the year mark to the examination mark of 300 (75% of the total mark) to get a total mark of 400 and divide by 4 to get %.

#### **SECTION 4**

#### 4.1 Assessment in Business Studies

Assessment is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment in Business Studies focuses on the knowledge, skills and values necessary for informed, ethical, productive and responsible participation in economic sectors. The study and assessment of Business Studies must not only cover essential business knowledge, skills and principles, but should also promote entrepreneurial initiatives, sustainable enterprises and economic growth.

Business Studies covers valuable skills such as leadership, risk taking, problem solving and management skills that prepare learners for success in different business environments. Teachers must take all these skills into account when planning teaching, learning and assessment activities.

## 4.2 Informal or daily assessment

Assessment for Learning aims to continuously collecting information of a learner's achievement that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as

separate from learning activities in the classroom. Learners or teachers can mark these informal assessment tasks.

Self assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

#### 4.3 Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

The Programme of Assessment for Business Studies in Grades 10 and 11 comprises seven tasks which are internally assessed. Of the seven tasks, the six tasks which are completed during the school year make up 25% of the total mark for Business Studies, while the end-of-year examination is the seventh task and makes up the remaining 75%...

In Grade 12, assessment is made up of two components: a Programme of Assessment which makes up 25% of the total mark for Business Studies and an external examination which makes up the remaining 75%. The Programme of Assessment for Business Studies comprises seven tasks which are internally assessed. The external examination is externally set and moderated.

Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject, are school-based and are weighted as follows for the different grades:

Grades	Tasks done during the year	End-of-year examination
R – 3	100%	n/a
4 – 6	75%	25%
7 – 9	40%	60%
10 and 11	25%	75%
12	25%	External examination: 75%

The forms of assessment used should be appropriate to age and developmental level. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

Formal assessments must cater for a range of cognitive levels and abilities of learners as shown below.

Table 1

Cognitive levels	Activity	Percentage of
		task
Knowledge and	Basic thinking skills (e.g. factual recall, low-	30%
comprehension Levels 1	level application and low-level	
and 2	comprehension)	
Application and analysis	Moderately high thinking skills (e.g. more	50%
Levels 3 and 4	advanced application, interpretation and low-	
	level analysis)	
Synthesis and evaluation	Higher-order thinking skills (e.g. advanced	20%
Levels 5 and 6	analytical skills, synthesis and evaluation)	

## **4.4 Programme of Assessment Grade 10 – 12**

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. The requirements (number and nature of tasks) for Business Studies are indicated below.

## The Programme of Assessment in Grade 10

	Term 1		Term 2		Term 3		Term 4		
Assessment	Assignment	Test	Presentation	Mid-year	Project	Test	Year mark	Final exam	Total
Total marks	50	100	50	200	50	100	550	300	
Converted to a mark out of:							550÷5.5 =100	300	400

## The Programme of Assessment in Grade 11

	Term 1		Term 2		Term 3			Term 4	
Assessment	Assignment	Test	Presentation	Mid-year	Project	Test	Year mark	Final exam	Total
Total marks	50	100	50	300	50	100	650	300	
Converted to a mark out of:							650÷6.5 = 100	300	400

## The Programme of Assessment in Grade 12:

	Term 1	-	Term 2	,	Term 3		Term 4			
Assessment	Assignment	Test	Presentation	Mid-year	Project	Test	Trial exam	Year mark	Final exam	Total
Total marks	50	100	50	300	50	100	300	950 ÷ 9.5	300	
Converted to a mark out of:								100	300	400

## Forms of assessment

In Business Studies, the following forms of assessment are preferred, although they are not the only ones that may be used:

- Projects
- Oral presentations

- Case studies
- Reports
- Tests
- Data responses
- Examinations

#### 4.4.1. Other forms of assessment

## **Project**

A project is mandatory in all the grades. Only one project per annum is recommended per grade. When preparing a project, consider the following minimum requirements:

- Learners should be given the necessary guidance prior to commencement of the project and progress must be monitored throughout the project.
- All criteria used to assess the project must be discussed with the learners prior to them commencing with the project.
- Generally, projects are given a longer period of time to complete as they
  involve some form of research, consolidating and choosing relevant
  information and preparing a written document as evidence.
- Projects generally work well if they are structured around some form of problem.
- The purpose of a research assignment/project is to develop the research, critical thinking and problem-solving skills of learners.
- Research will form part of the project the project is the evidence of the research conducted.
- Projects should ideally be given to learners towards the end of a particular term, e.g. the first term for submission during the **next** (second) term.

#### **Presentation**

- Presentations can be written or oral, but there must be evidence of the presentation.
- All criteria used to assess the presentation must be discussed with the learners prior to the commencement of the presentation.
- Where the resources are available, use of electronic presentation might be encouraged and where resources are not available, posters and handout presentations should be encouraged.

#### **Case Study**

- Case studies are a very good way of keeping the subject up to date and relevant.
- Learners are presented with a real-life situation, a problem or an incident related to the topic.
- They are expected to assume a particular role in articulating the position.
- They would draw on their own experience, the experience of peers or prior learning to interpret, analyse and solve the problem or set of problems.
- Newspaper articles, magazine articles, TV or radio presentations form excellent case studies.
- Learners have to read and/or listen, digest the information and then make informed decisions.
- Questions can be from lower order direct quotes from the article to higher order when they are asked to analyse comments and possibly make suggestions.

#### Report

A report is generally the written evidence of a survey, analysis or investigation. Generally, this will be shorter than a project and more specific to the topic, e.g. the business has come to you for advice on their liquidity. Often this implies consulting with an expert for advice on some problem – therefore it links very well with problem solving.

#### **Tests**

Two tests, written under **controlled** conditions, are prescribed for Grades 10 – 12. These tests should adhere to the following:

- They should be completed by all classes in the same grade on the same day.
- All learners write the same test under examination conditions.
- Questions must comply with year-end examination standards.
- Where there is more than one teacher, agreement must be reached on the scope, as well as the date and time of the test.
- The duration of each of these tests should be at least one hour for 100 marks.

- Tests should cover the different cognitive levels as in examinations.
   See table on cognitive levels under 'Examinations' in the following section.
- Tests should also include problem-solving questions.
- Tests should cover a range of integrated topics, as determined by the work schedule and assessment plan.
- The two tests should be written in Terms 1 and 3.

#### 4.4.2 Examinations

# The following guidelines should be considered when constructing examinations:

#### Content

Content stipulated specifically for the grade 100%
--

## • Cognitive levels

Basic thinking skills (e.g. factual recall, low-level application and low-level comprehension)	30%
Moderately high thinking skills (e.g. more advanced application, interpretation and low-level analysis)	50%
Higher-order thinking skills (e.g. advanced analytical skills, synthesis and evaluation)	20%

#### Problem solving

Approximately 10% of all examinations should address problem-solving questions using critical and creative thinking. These include the solving of real-life problems within the context of the Business Studies curriculum.

These problem-solving questions must also cover a range of cognitive skills (lower, middle and higher order) to cater for all learners, but within the context of the learners.

While ratio and analysis can form very interesting problem-solving questions, the topic goes a lot further and should be integrated into all

aspects of the curriculum so that the learners develop the skills to apply the knowledge acquired.

## **Mid-year examinations**

Below is an outline of the structure of the mid-year examination in each of the grades:

	Paper	Time	Marks	Topics
Grade 10	1	2 hours	200	As per Annual Teaching
Grade 11	1	3 hours	300	Plan per grade
Grade 12	1	3 hours	300	

## Trial examination (Grade 12 only)

A trial examination is one of the seven tasks of the Programme of Assessment for **Grade 12**. Ideally, the trial examination should cover the full scope of the Grade 12 curriculum and should model the final Grade 12 examination. Below is an outline of the structure of the trial examination:

	Paper	Time	Marks	Content
Grade 12	1	3 hours	300	Full scope

## **End-of-year examinations**

Grade 10-12 should write a 3-hour examination of 300 marks as a final examination.

	Paper	Time	Marks	Business	Business	Business	Business
				Environment	Venture	Role	Operation
Grade 10 – 12	1	3 hours	300	25%	25%	25%	25%

#### 4.5 Recording and reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to progress or promote to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R-12. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

RATING	DESCRIPTION	OF	PERCENTAGE
CODE	COMPETENCE		
7	Outstanding achievement		80 – 100
6	Meritorious achievement		70 – 79
5	Substantial achievement		60 – 69
4	Adequate achievement		50 – 59
3	Moderate achievement		40 – 49
2	Elementary achievement		30 – 39
1	Not achieved		0 – 29

Note: The seven-point scale should have clear descriptors that give detailed information for each level.

Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

#### 4.6 Moderation of assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

## Formal Assessment (SBA)

All Grade 10 and 11 tasks are internally moderated, while Grade 12 tasks should be externally moderated. The subject head for Business Studies or Head of Department for the Business, Commerce and Management subjects at the school will generally manage this process. Moderation at the school will be carried out at least once per school term.

4.7 Annexures

BUSINESS STUDIES GRADE 10 – 12 EXAMINATION PAPER GUIDELINES

SECTION	DESCRIPTION	MARKS AND TIME	
		GUIDE	
A	(Compulsory) Different types of short and objective questions using various assessment styles and covering the entire curriculum, e.g. multiple-choice, match columns, choose the correct word in brackets, etc. (20 short questions x 2)	40	30 min
В	(Three questions in this section must be answered)	180	90 min
	(Choose any three of the five questions. Three questions of 60 marks each)  These questions should cover the entire curriculum.  Answers should be in paragraph style. Rubrics can be used in the marking of this question, together with a marking memorandum. Applicable verbs, e.g. discuss, motivate, compare, differentiate, explain, etc. Case studies (scenarios) or source-based questions should be included.		

C	Set four questions covering the entire curriculum (use scenarios)  Choose any two of the four questions. (Two questions of 40 marks each)  These are higher cognitive questions which should assess insight and interpretation of theoretical knowledge. (E.g. design, plan, appraise, evaluate, etc.). Answers should be in paragraph style. A rubric can be used in the marking of this question, together	80	60min
	can be used in the marking of this question, together with a marking memorandum.		
TOTAL		300	3 hours

## 4.8 General

This document should be read in conjunction with:

- 4.8.1 National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and
- 4.8.2 The policy document, *National Protocol for Assessment Grades R* 12.