



education

Department:
Education
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**NATIONAL CURRICULUM STATEMENT
GRADES 10-12 (GENERAL)**

LEARNING PROGRAMME GUIDELINES

BUSINESS STUDIES

JANUARY 2008

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SECTION 1

INTRODUCTION

1.1 INTRODUCING THE NATIONAL CURRICULUM STATEMENT

1.1.1 BACKGROUND

In 1995 the South African government began the process of developing a new curriculum for the school system. There were two imperatives for this. First, the scale of change in the world, the growth and development of knowledge and technology and the demands of the 21st Century required learners to be exposed to different and higher level skills and knowledge than those required by the existing South African curricula. Second, South Africa had changed. The curricula for schools therefore required revision to reflect new values and principles, especially those of the Constitution of South Africa.

The first version of the new curriculum for the General Education Band, known as Curriculum 2005, was introduced into the Foundation Phase in 1997. While there was much to commend the curriculum, the concerns of teachers led to a review of the Curriculum in 1999. The review of Curriculum 2005 provides the basis for the development of the National Curriculum Statement for General Education and Training (Grades R-9) and the National Curriculum Statement for Grades 10-12.

1.1.2 THE NATIONAL CURRICULUM STATEMENT

The National Curriculum Statement consists of 29 subjects. Subject specialists developed the Subject Statements which make up the National Curriculum Statement. The draft versions of the Subject Statements were published for comment in 2001 and then re-worked to take account of the comments received. In 2002 twenty-four subject statements and an overview document were declared policy through Government Gazette. In 2004 five subjects were added to the National Curriculum Statement. The National Curriculum Statement now consists of the Subject Statements for the following subjects:

- Languages – 11 official languages (each counted as three subjects to cater for the three levels Home Language, First Additional Language and Second Additional Language); 13 non-official languages
- Mathematics; Mathematical Literacy; Physical Sciences; Life Sciences; Computer Applications Technology; Information Technology
- Accounting; Business Studies; Economics
- Geography; History; Life Orientation; Religion Studies
- Consumer Studies; Hospitality Studies; Tourism
- Dramatic Arts; Dance Studies; Design; Music; Visual Arts
- Agricultural Sciences, Agricultural Management Practices, Agricultural Technology

- Civil Technology; Mechanical Technology; Electrical Technology; Engineering Graphics and Design

1.1.3 NATIONAL SENIOR CERTIFICATE

The *National Senior Certificate: A Qualification on Level 4 of the National Qualifications Framework (NQF)* provides the requirements for promotion at the end of Grades 10 and 11 and the awarding of the National Senior Certificate at the end of Grade 12. This document replaces two of the original National Curriculum Statement documents: the *Overview* and the *Qualifications and Assessment Policy Framework*.

1.1.4 SUBJECT ASSESSMENT GUIDELINES

The Subject Assessment Guidelines set out the internal or school-based assessment requirements for each subject and the external assessment requirements. In addition, the *National Protocol for Recording and Reporting (Grades R-12)* (an addendum to the policy, *The National Senior Certificate*) has been developed to standardise the recording and reporting procedures for Grades R to 12. This protocol came into effect on 1 January 2007.

1.2 INTRODUCING THE LEARNING PROGRAMME GUIDELINES

1.2.1 PURPOSE AND CONTENT OF THE LEARNING PROGRAMME GUIDELINES

The Learning Programme Guidelines aim to assist teachers and schools in their planning for the introduction of the National Curriculum Statement. The Learning Programme Guidelines should be read in conjunction with the National Senior Certificate policy and the National Curriculum Statement Subject Statements.

Section 2 of the Learning Programme Guidelines suggests how teaching the particular subject may be informed by the principles which underpin the National Curriculum Statement.

Section 3 suggests how schools and teachers might plan for the introduction of the National Curriculum Statement. The Department of Education encourages careful planning to ensure that the high skills, high knowledge goals of the National Curriculum Statement are attained.

The Learning Programme Guidelines do not include sections on assessment. The assessment requirements for each subject are provided in the Subject Assessment Guidelines which come into effect on 1 January 2008.

1.2.2 WHAT IS A LEARNING PROGRAMME

INTRODUCTION

A Learning Programme assists teachers to plan for sequenced learning, teaching and assessment in Grades 10 to 12 so that all Learning Outcomes in a subject are achieved in a progressive manner. The following three phases of planning are recommended:

- Phase 1 – develop a *Subject Framework* for grades 10 to 12
- Phase 2 – develop a *Work Schedule* for each grade
- Phase 3 – develop *Lesson Plans*

It is recommended that the teachers of a subject at a school or cluster of schools first put together a broad subject outline (Subject Framework) for the three grades to arrive at an understanding of the content of the subject and the progression which needs to take place across the grades (see Section 3.3.1). This will assist with the demarcation of content for each grade. Thereafter, teachers of the subject teaching the same grade need to work together to develop a year long Work Schedule. The Work Schedule should indicate the sequence in which the content and context will be presented for the subject in that particular grade (see Section 3.3.2). Finally, individual teachers should design Lesson Plans using the grade-specific Work Schedule as the starting point. The Lesson Plans should include learning, teaching and assessment activities that reflect the Learning Outcomes and Assessment Standards set out in the Subject Statements (see Section 3.3.3). Learning Programmes should accommodate diversity in schools and classrooms but reflect the core content of the national curriculum.

An outline of the process involved in the design of a Learning Programme is provided on page 6.

DESIGNING A LEARNING PROGRAMME

A detailed description of the process involved in the design of a Learning Programme is provided in Sections 3.3.1 – 3.3.3 of the Learning Programme Guidelines. The first stage, the development of a Subject Framework does not require a written document but teachers are strongly advised to spend time with subject experts in developing a deep understanding of the skills, knowledge and values set out in the Subject Statements. The quality and rigour of this engagement will determine the quality of teaching and learning in the classroom.

Once the Subject Framework has been completed, teachers should develop Work Schedules and Lesson Plans. Examples of Work Schedules and Lesson Plans are provided in the Learning Programme Guidelines. Teachers are encouraged to critically engage with these formats and develop their own.

Developing a Subject Framework (Grades 10-12)

Planning for the teaching of subjects in Grades 10 to 12 should begin with a detailed examination of the scope of the subject as set out in the Subject Statement. No particular format or template is recommended for this first phase of planning but the steps recommended should be used as a checklist.

Although no prescribed document is required for this stage of planning, school-wide planning (timetables, requisitioning, teacher development, classroom allocation) as well as the development of grade-specific work schedules would benefit from short documents which spell out:

- The scope of the subject – the knowledge, skills and values; the content; the contexts or themes; electives etc. to be covered in the three grades for each subject
- A three-year assessment plan for the subject
- The list of LTSM required for the subject

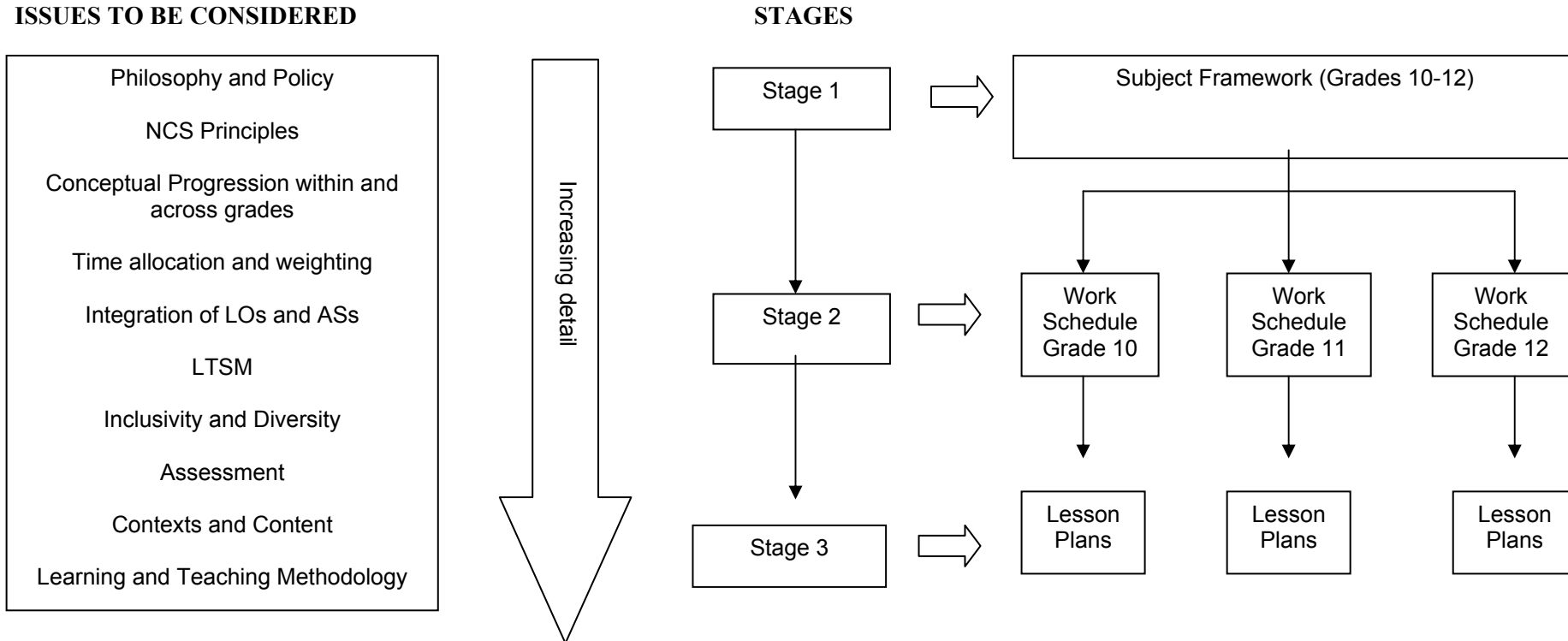
Designing Work Schedules

This is the second phase in the design of a Learning Programme. In this phase teachers develop Work Schedules for each grade. The Work Schedules are informed by the planning undertaken for the Subject Framework. The Work Schedules should be carefully prepared documents that reflect what teaching and assessment will take place in the 36-40 weeks of the school year.

Designing Lesson Plans

Each grade-specific Work Schedule must be divided into units of deliverable learning experiences, that is, Lesson Plans. Lesson Plans are not equivalent to periods in the school timetable. Each Lesson Plan should contain a coherent series of teaching, learning and assessment activities. A Lesson Plan adds to the level of detail for each issue addressed in the Work Schedule. It also indicates other relevant issues to be considered when teaching and assessing a subject.

FIGURE 1: RELATIONSHIP BETWEEN THE 3 STAGES OF PLANNING WHEN DEVELOPING A LEARNING PROGRAMME



SECTION 2

INTRODUCING BUSINESS STUDIES

This section should be read in conjunction with the Business Studies Subject Statement from the *National Curriculum Statement Grades 10-12 (General)*.

2.1 WHAT IS BUSINESS STUDIES

Business Studies is structured to develop the knowledge, skills and values which are necessary for learners to participate responsibly, productively and effectively in business activities in both the formal and informal sectors.

The subject investigates how private and public enterprises can be managed best to achieve profit and other objectives while providing goods and services that satisfy human needs.

It also deals with how individuals, through performing critical business roles, can participate and contribute positively to the South African and global economies.

The subject is closely related to other subjects in the NCS, namely Accounting and Economics.

The subject revolves around the following focuses:

Challenging business environments – Learners investigate the different environments within which a business operates and the effect of these environments on the operations of the enterprise.

Achievable business ventures – Learners are equipped with the skills to establish successful business ventures. This takes place through generating ideas and drawing up business plans (which includes investigation of the product and demographics, a SWOT analysis, financial planning and management planning). Combined with creative thinking, this will enable learners to pursue viable and entrepreneurial business ventures.

Business roles – Learners are introduced to the essential roles that they need to perform (as a citizen, team member, professional, self manager and entrepreneur) in a variety of business contexts.

Business operations - Learners acquire the knowledge and skills necessary to manage essential business functions, such as human resources, public relations, marketing and production, within the context of relevant legislation and other contemporary issues.

2.1.1 Business Studies in the South African context

Business Studies develops learners' insight into South African and global business so that they can understand the functions of the different role-players and the various issues and challenges that influence and impact on business. The subject lays a sound foundation for learners to initiate and/or carry out business within a national and international context. It also forms the foundation for further business-based studies at a higher education level.

The subject contributes to the development of the economy by nurturing sound knowledge, skills and values required to effectively initiate, set up and carry out informal or formal business.

2.1.2 The approach to Business Studies in the NCS

Teaching and learning

Teaching of Business Studies should not be confined to the classroom only but should include interaction with the outside world. This creates opportunities for research and practical work, shifting the emphasis from rote learning to the development of business-related skills and values.

The acquisition of knowledge is an important part of learning. Yet the amount of information available is so vast in the twenty first century and information changes so rapidly, that the ability to acquire information rather than information itself is now the primary focus of learning. Learners however, are still required to acquire essential information that will enable them to achieve the various Learning Outcomes and Assessment Standards. For example, learners need to know the theory of good leadership and understand the difference between being a manager and being a leader. The Learning Outcomes and Assessment Standards are the point of departure for the design of Learning Programmes.

Assessment in Business Studies

Assessment is viewed as an integral part of teaching and learning of Business Studies. It is directed by the Assessment Standards for each Learning Outcome and must take place on an ongoing basis and not just at the end of each term or formally at the end of the year. See the Subject Assessment Guidelines for Business Studies for further details.

The content of Business Studies

The content of the subjects in the National Curriculum Statement is embodied in Learning Outcomes and Assessment Standards. These run across Grades 10, 11 and 12, and allow for development and progression. Areas of redress and transformation are emphasised to address important issues, such as poverty and inequality. Contemporary business knowledge and skills are introduced to ensure that the business foundation that learners develop consists of relevant knowledge and skills, which will enable them to contribute effectively in a variety of business contexts. Important fundamental knowledge and skills related to business environments and functions are also covered in Business Studies.

The four Learning Outcomes for Business Studies are as follows:

LO 1: Business Environments	The learner is able to demonstrate knowledge and analyse the impact of changing and challenging environments on business practice in all sectors.
LO 2: Business Ventures	The learner is able to identify and research viable business opportunities and to explore these and related issues through the creation of achievable business ventures.
LO 3: Business Roles	The learner is able to demonstrate and apply contemporary knowledge and skills to fulfil a variety of business roles.
LO 4: Business Operations	The learner is able to demonstrate and apply a range of management skills and specialised knowledge to perform business operations successfully.

See Chapter 3 of the Business Studies Subject Statement in the *National Curriculum Statement Grades 10-12 (General)* for the Assessment Standards for Grades 10-12.

The issues dealt with in one Learning Outcome are inter-related to the issues appearing in the other three Learning Outcomes of the subject, and teaching should be integrated across the Assessment Standards of the four Learning Outcomes for Business Studies. See page 10 of the Business Studies Subject Statement in the *National Curriculum Statement Grades 10-12 (General)* for further information on the scope of these four focus areas.

2.2 WHAT IS THE PURPOSE OF BUSINESS STUDIES?

Economic growth and personal financial empowerment depends largely on the positive contributions of both business and individuals to the economy. Business takes place in an inherently complex context that requires informed, imaginative, participative, contributing and reflective business practitioners, who can dynamically perform a range of interdependent business operations.

The development of these business roles will put learners in a position to effectively apply knowledge and skills, to analyse and deal with different business environments (macro, micro and market), to initiate and carry out business ventures and to successfully carry out business operations. These roles and operations can also be applied within other organisational structures, such as the public sector and non-profit organisations.

This subject 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 while 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; and
- Are committed to developing themselves and others through business opportunities and ventures.

2.3 WHAT IS THE RELATIONSHIP BETWEEN BUSINESS STUDIES AND THE NATIONAL CURRICULUM STATEMENT PRINCIPLES?

The NCS has nine principles that should inform all teaching and learning in Grades 10 to 12. The principles are embedded in the subject Business Studies as follows:

2.3.1 Human Rights, inclusivity and environmental and socio-economic justice

The NCS seeks to promote human rights, social justice, and environmental justice, and adopts an inclusive approach to learning, teaching and assessment. Business Studies plays an important role in promoting a culture of human rights and justice. Business Studies focuses on issues relating to labour legislation, for example, the Basic Conditions of Employment Act, equity (through the Employment Equity Act), environmental responsibility and sustainability, redress through partnerships, joint ownerships and corporate and individual social responsibility through community involvement and investment.

Learning Outcome 1 explores contemporary socio-economic issues e.g. poverty, HIV/AIDS, unemployment, gambling, skills levy, violence, crime, riots, inclusivity and their impact on businesses.

Learning Outcome 2 seeks to stimulate entrepreneurial opportunities.

Learning Outcome 3 identifies areas of social or economic need and ways in which business can contribute.

Learning Outcome 4 identifies the rights and responsibilities of people in the business world.

2.3.2 Outcomes-based education

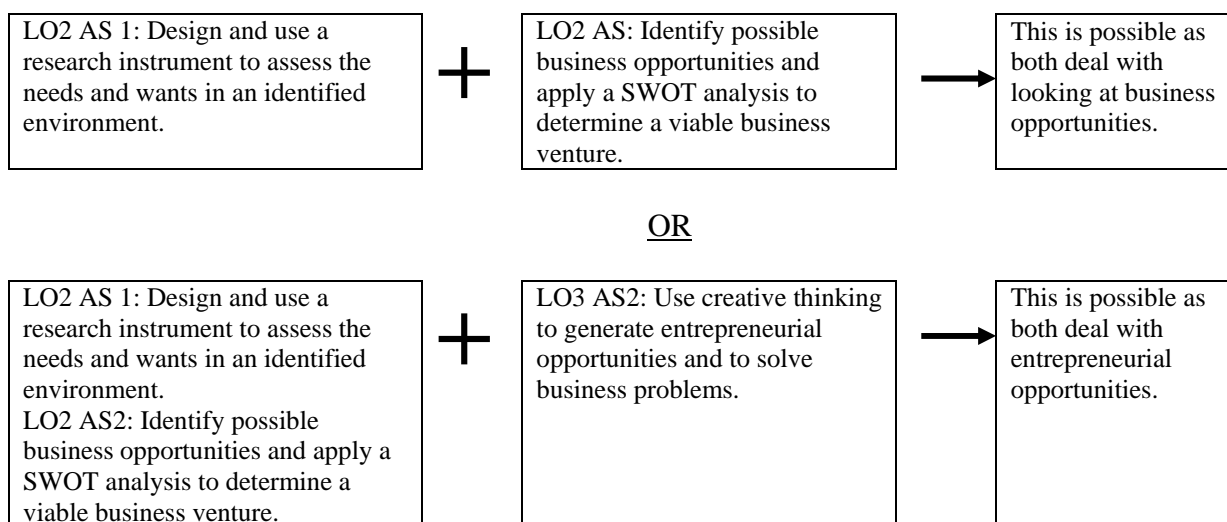
As with all other subjects in the NCS, Business Studies makes use of Learning Outcomes and Assessment Standards to describe what a learner should know and be able to demonstrate (i.e. the skills, knowledge and values that are the results of learning). The Business Studies Learning Outcomes are underpinned by the Critical Outcomes in Grades 10 to 12. See Section 2.5.1 for more detail.

2.3.3 Integration

Integration involves the grouping together of Assessment Standards that link naturally and must be seen as a mechanism that can be used to enrich learning, teaching and assessment. Business Studies allows for an integrated approach to learning, teaching and assessment in that the issues dealt with in the subject are integrated across the four Learning Outcomes of the subject. The life skills addressed in the four Learning Outcomes of Business Studies therefore build on and interact with each other and are not isolated. It is important that teachers reflect the integrated nature of the subject Business Studies in the development of a Learning Programme to ensure that the four Learning Outcomes are learnt, taught and assessed in an integrated and holistic manner in the classroom.

The following are examples of how Business Studies teachers can integrate Learning Outcomes and Assessment Standards from Business Studies within the subject and with other subjects in the NCS:

Integration within the subject Business Studies can occur when the following Grade 10 Assessment Standards are integrated:



2.3.4 Credibility, quality, efficiency and relevance

The NCS aims to achieve credibility through pursuing a transformational agenda and through providing an education that is comparable in quality, breadth and depth to those of other countries. The credibility, quality and efficiency of the Business Studies curriculum is evident in that it endeavours to meet the life and business skills needs of individuals within the context of the South African and global society.

It is essential that the subject follows current events in both the national and international markets so that the skills and knowledge that the learners obtain is of the highest quality while being relevant. Learners must be able to take their place in international markets with the skills that they acquire in the subject.

2.3.5 High levels of knowledge and skills for all

The NCS aims to develop a high level of knowledge and skills in learners. The Assessment Standards are determined according to the skills, knowledge and values learners are required to have to perform productively and responsibly in the world of business.

2.3.6 Indigenous knowledge systems

Nowadays people recognise the wide diversity of knowledge systems through which people make sense of and attach meaning to the world in which they live. Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years.

Learners should to be encouraged to use indigenous knowledge to solve economic problems and look for business opportunities. This Learning Programme Guideline contains modern approaches to economic situations. Therefore, every effort should be made to include indigenous knowledge whenever the opportunity presents itself.

2.3.7 Social transformation

The imperative to transform South African society through various transformation mechanisms stems from the need to address the legacy of apartheid in all areas of human activity. Social transformation is therefore aimed at ensuring that the imbalances and discriminations of the past are addressed, and that equal business opportunities based on expertise and recognition of potential are provided for all sections of our population. If social transformation is to be achieved, all South Africans have to be educationally affirmed. Business Studies contributes to social transformation by recognizing learners' potential and assisting them to develop this potential to live meaningful lives.

2.3.8 Progression

The Assessment Standards for each Learning Outcome in the NCS are designed at various levels of complexity and depth to provide for progression as learners move from the beginning to the end of a grade, and from grade to grade. Progression implies more advanced and complex knowledge and skills as learners move forward through Grades 10, 11 and 12. Learners cannot progress without a thorough understanding of the basics. Therefore, the Assessment Standards are sequenced to facilitate progression. Within Business Studies an example of this progression can be seen when looking at the fourth Assessment Standard of Learning Outcome 2 for Grades 10-12 where the Assessment Standard increases in complexity by moving from investigating factors to collaboratively or independently starting a business venture to critically reflecting on a business venture.

2.3.9 Articulation and portability

The NCS Grades 10-12 promotes access from the General Education and Training Band (Grades R-9) to the Higher Education and Training Band. The Learning Outcomes and Assessment Standards of Business Studies in Grades 10-12 link closely with those in Economic and Management Sciences (EMS) in the National Curriculum Statement Grades R-9.

While EMS leads into Business Studies, Accounting and Economics, much of the knowledge acquired in EMS links with that of Business Studies. For example, EMS focused on: needs and wants, different types of businesses, rights and responsibilities, socio-economic factors addressed in the Reconstruction and Development Programme, management functions, developing a business plan, engaging in a business activity etc. Teachers need to be aware of this prior learning when

planning their Learning Programmes so that they can ensure learners move from the known to the unknown.

Sound knowledge of Business Studies enables learners to enter the world of business or specialise further in the many fields of Commerce at institutions of higher learning.

2.4 PROFILE OF A BUSINESS STUDIES LEARNER

The primary purpose of the NCS Grades 10-12 is to equip learners with the knowledge, skills and values that will enable them to participate in, and offer benefits to society. It also aims to provide a basis for further learning in Higher Education and Training, to lay a foundation for future careers and to prepare learners to be productive and responsible citizens.

In addition, the learner emerging from Grade 12 will:

- Value, have access to, and succeed in lifelong education and training of good quality;
- Demonstrate an ability to think logically and analytically and holistically and laterally; and
- Be able to transfer skills from one context to another.

The Business Studies Learning Outcomes and the General Education and Training Learning Area Outcomes

The NCS specifies the content that needs to be taught in Grade 10 to 12 and the standards that learners should meet in relation to the teaching and learning. Therefore, while Learning Outcomes are written as separate units with associated Assessment Standards, there is a relationship between various Learning Outcomes and Assessment Standards that should be integrated when Learning Programmes are developed.

Table 2.1 shows the clear links between the Learning Outcomes in the Economic and Management Sciences Learning Area in Grades R-9 and the subject Business Studies in Grades 10-12. This does not mean that the Learning Outcomes do not relate to other Learning Outcomes across the table but simply demonstrates the clear links and natural development of Economic and Management Sciences in Grades R-9 to Business Studies in Grades 10-12. Teachers, therefore, can see what foundations have been laid in Grades R-9, which can be developed further through the subject Business Studies in Grades 10-12. For more detail, teachers need to study the Assessment Standards of the NCS Grades R-9 and how these relate to the Business Studies Learning Outcomes and Assessment Standards in the NCS Grades 10-12.

Table 2.1: Relationship between Grades R-9 AND Grades 10-12

National Curriculum Statement Grades R-9	National Curriculum Statement Grades 10-12
<ul style="list-style-type: none"> The learner will be able to demonstrate knowledge and understanding of the circular flow within the context of the economic problem (Learning Outcome 1). The learner will be able to demonstrate an understanding of sustainable growth, reconstruction and development and reflect critically on related processes (Learning Outcome 2). 	<ul style="list-style-type: none"> The learner is able to demonstrate knowledge and analyse the impact of changing and challenging environments on business practice in all sectors (Learning Outcome 1).
<ul style="list-style-type: none"> The learner will be able to demonstrate entrepreneurial knowledge, skills and attitudes (Learning Outcome 4). 	<ul style="list-style-type: none"> The learner is able to identify and research viable business opportunities and to explore these and related issues through the creation of achievable business ventures (Learning Outcome 2).
<ul style="list-style-type: none"> The learner will be able to demonstrate knowledge and the ability to apply responsibly a range of managerial, consumer and financial skills (Learning Outcome 3). 	<ul style="list-style-type: none"> The learner is able to demonstrate and apply contemporary knowledge and skills to fulfil a variety of business roles (Learning Outcome 3). The learner is able to demonstrate and apply a range of management and specialised knowledge and skills to perform business operations successfully (Learning Outcome 4).

2.5 RELATIONSHIP BETWEEN BUSINESS STUDIES LEARNING OUTCOMES AND CRITICAL AND DEVELOPMENTAL OUTCOMES

There are seven cross-curricular Critical Outcomes and five cross-curricular Developmental Outcomes. These outcomes are derived from the Constitution and indicate the desired profile of a learner leaving the schooling system. The Critical and Developmental Outcomes in turn inform the Learning Outcomes that are set for each subject and therefore inform the learning, teaching and assessment process in Business Studies. See page 2 of the Business Studies Subject Statement in the National Curriculum Statement Grades 10-12 (General) for the Critical and Developmental Outcomes.

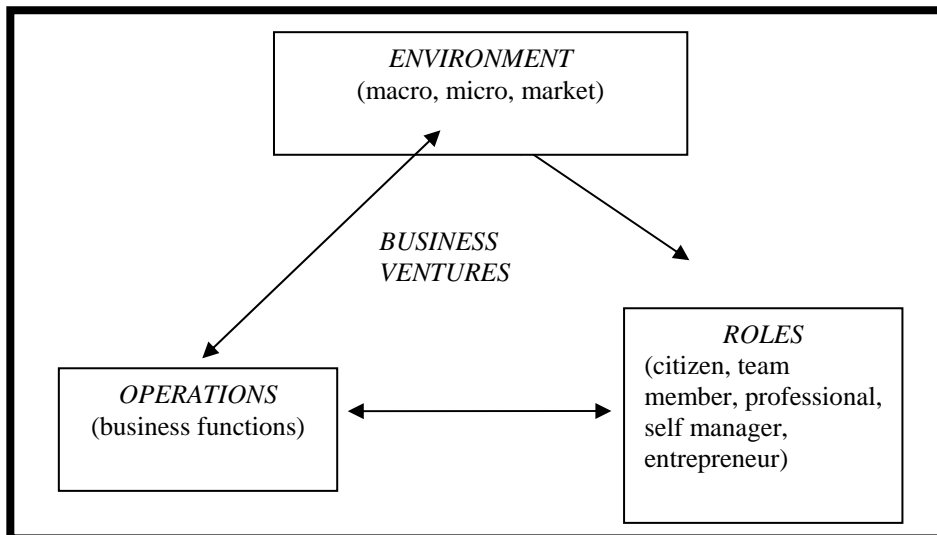
The four Learning Outcomes for the subject Business Studies relate to the Critical Outcomes (CO) and Developmental Outcomes (DO) as follows:

CO / DO	APPLICATION IN THE LEARNING, TEACHING AND ASSESSMENT OF BUSINESS STUDIES
CO 1: Problems, decisions and thinking	All four Learning Outcomes and the Assessment Standards require problem-solving and critical thinking e.g. identify, explain, analyse, design and use etc.
CO 2: Work with others	This will be used in any activity that involves group work or working with peers. The business venture should ideally be run as a group effort.
CO 3: Manages and activities	The study of Business Studies provides learners with the opportunities to develop a range of skills that they can apply and use throughout their lives e.g. LO2 – entrepreneurial skills, LO3 – self-management in a business context and citizenship roles and responsibilities, consumer skills.
CO 4: Work with information	LO1 – analyse information, LO2 – conduct research and analyse the results, investigate and debate LO3 – assess and identify possible business careers
CO 5: Communicate	All four outcomes e.g. explain, discuss, design, debate, present, describe etc
CO 6: Use Science and Technology	LO1 – discuss the relationship between these environments, explore contemporary socio-economic issues. LO2 – assess business opportunities against environmental factors. LO3 – determine social and economic needs and ways in which business can contribute.
CO 7: World as set of related systems	All four outcomes – no business or economic issue can be solved on its own – business operates within a global market.
DO 1: Learning strategies	All four outcomes depend on methods used to ensure that the learners are exposed to different strategies.
DO 2: Participate in communities	LO2 – Business ventures in their community. LO3 – identify ways in which people need to work in their communities.
DO 3: Culturally and aesthetically sensitive	South Africa, like most countries in the world, is a multi-cultural society. Knowledge about and respect for others, in our country and the rest of the world, is promoted in Business Studies. These issues need to be built into all business situations e.g. socio economic issues, nature of a business being conducted in the vicinity, solving problems, business opportunities etc.
DO 4: Education and career	The subject Business Studies exposes learners to entrepreneurial as well as management careers.
DO 5: Entrepreneurial	LO2 and LO3 involve entrepreneurial activities.

2.6 WAYS TO ACHIEVE BUSINESS STUDIES LEARNING OUTCOMES

2.6.1 Design of the Business Studies Learning Outcomes

The Learning Outcomes are based on the premise that business takes place in a variety of business environments, for example internal business (micro), market and macro-environments. Business practitioners will have to perform a number of roles within these environments, perform various business operations (functions) and be entrepreneurial to create new business ventures.



2.6.2 Approach to the teaching of Business Studies

Successful learning and teaching in Business Studies relies heavily on the teaching approach chosen by the teacher. The greatest challenge is to ensure the application of knowledge. The Business Studies teacher should engage learners actively by facilitating learning, using group work, getting learners to talk and accommodating individual learner needs. Activities need to be practical. Furthermore, the classroom layout should accommodate active learning.

Experiential (i.e. active) learning, individual work, group work and continuity are essential components in the teaching of Business Studies. In experiential learning the learners get to practise skills in the classroom and reflect on these experiences. Group work allows learners to assist and be assisted by others, and encourages the practice of different roles. Continuity is vital to ensure that there is a logical and coherent flow between the activities presented in the Business Studies classroom. It is therefore important to link that which was done before to that which is being done at present to provide consolidation of the application of skills.

A variety of methods is suitable to the teaching of Business Studies. In choosing a method teachers should consider:

- The content to be covered
- The number of learners in the class
- The Learning Outcomes and Assessment Standards to be addressed
- The level of the learners in the class
- The individual needs of the learners
- The time available

Suggestions of approaches best suited to the delivery of each of the four Learning Outcomes for Business Studies are provided in the table below:

LO	EXAMPLES OF TEACHING & LEARNING APPROACHES
LO 1: Business Environments	Decision-making activities Case studies
LO 2: Business Ventures	Hands on practical exercises – surveys Presentations Research and analysis Field trips
LO 3: Business Roles	Creative thinking Brainstorming Self-analysis Presentations in written and verbal format Reading widely Research
LO4: Business Operations	Decision making activities Case studies Projects

2.6.3 Integration of Assessment Standards

The four Business Studies Learning Outcomes should not be covered in isolation. Business Studies Learning Programmes should, where possible, link and integrate the Learning Outcomes and Assessment Standards. This integration should obviously not be forced but opportunities for integration need to be identified and Learning Programmes should be designed around this interrelatedness.

In order for teachers to plan and teach effectively, they must be familiar with and ‘know’ the Critical and Developmental Outcomes as well as the subject Learning Outcomes and Assessment Standards. The Critical Outcomes can be summarised as: problem solving, decision-making, teamwork, team management, work with information, communicate effectively, use science and technology effectively. Learning Programmes must be developed around these outcomes in addition to the Learning Outcomes and Assessment Standards for Business Studies.

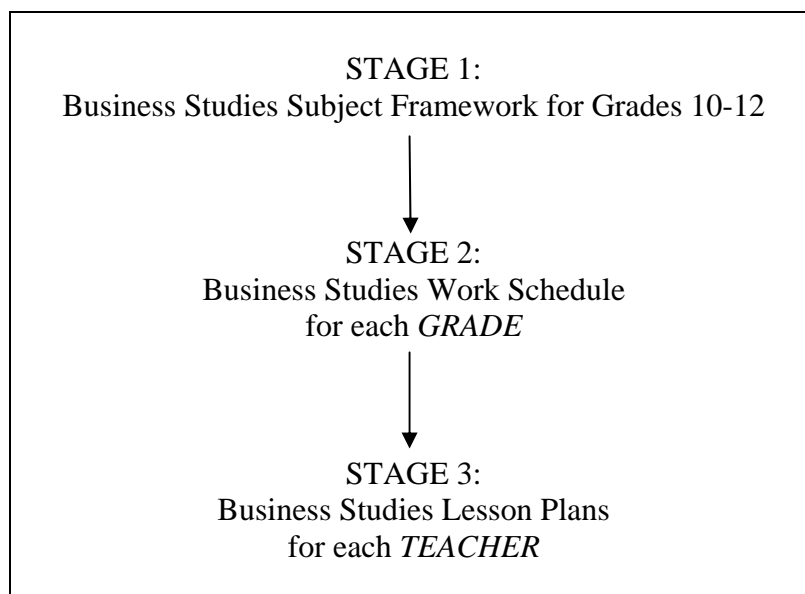
SECTION 3

DESIGNING A LEARNING PROGRAMME FOR BUSINESS STUDIES

3.1 INTRODUCTION

A Learning Programme is a tool to plan for sequenced learning, teaching and assessment across Grades 10-12 so that all four Learning Outcomes in Business Studies are achieved in a progressive manner. It is recommended that the Business Studies teachers at a school first put together a broad subject outline (i.e. Subject Framework) for Grades 10-12 to arrive at an understanding of the progression which needs to take place across the grades (see Section 3.3.1). This will assist with the demarcation of content for each grade. Thereafter, Business Studies teachers teaching the same grade need to work together and draw from the content and context identified for their grade in the Subject Framework, to develop a Work Schedule in which they indicate the sequence in which the content and context will be presented for Business Studies in that particular grade (see Section 3.3.2). Finally, the individual Business Studies teacher should design Lesson Plans using the grade-specific Work Schedule as the starting point. The Lesson Plans should include learning, teaching and assessment activities (see Section 3.3.3).

An outline of the process involved in the design of a Learning Programme for Business Studies is provided in the diagram below:



The process to be followed in the development of a Learning Programme is not a neatly packaged sequence of numbered steps that follow one another in a particular order. Teachers may find themselves moving back and forth in the process as they plan and critically reflect on decisions taken before moving on to the next decision in the process. The process is therefore not strictly linear and is reflective in nature. For this reason the steps provided in this Section are a guide and should be used as a checklist in the planning process.

3.2 ISSUES TO ADDRESS WHEN DESIGNING A LEARNING PROGRAMME

The issues to be addressed in the development of a Business Studies Learning Programme are presented in a tabular format to indicate the implications of each issue at each of the three stages of the development of a Learning Programme:

- Stage 1 – Subject Framework
- Stage 2 – Work Schedule
- Stage 3 – Lesson Plan

3.2.1 Policies and Principles

STAGE 1 Subject Framework	The various Policies that impact on curriculum implementation should be considered throughout the planning process. <i>NCS:</i>
STAGE 2 Work Schedule	<ul style="list-style-type: none"> • Principles: Refer to Section 2.3 to see how Business Studies supports the application of the nine principles of the NCS • Critical and Developmental Outcomes: Refer to Section 2.5 to see how Business Studies supports the application of the Critical and Developmental Outcomes
STAGE 3 Lesson Plan	<i>Other Policies and Legislation:</i> <ul style="list-style-type: none"> • White Paper 6, Language in Education Policy, Religion and Education Policy, HIV/AIDS Policy– all have implications for LTSM and teaching methods in Business Studies • White Paper 7 – gives an indication on the use of computers in the classroom and therefore has implications for LTSM and teaching methods in Business Studies

3.2.2 Content

In the NCS Grades 10-12 content means the combination of knowledge, skills and values.

STAGE 1 Subject Framework	The content is provided by the ASs. These give an indication of the knowledge, skills and values (KSVs) to be covered in each of the three grades. The Subject Framework sets out the content for the three years (i.e. Grades 10, 11 and 12).
STAGE 2 Work Schedule	The Work Schedule sets out the content for one year. Here the focus falls on the grade-specific KSVs required by the NCS.
STAGE 3 Lesson Plan	The Lesson Plans set out the content to be covered in each coherent series of learning, teaching and assessment activities. Each Lesson Plan can be one or more weeks in duration.

3.2.3 Integration

Integration involves the grouping of Assessment Standards according to natural and authentic links.

STAGE 1 Subject Framework	Integration within the subject should be considered in broad terms during discussions at this stage. All Grade 10-12 teachers should consider integration of ASs within and across the grades.
STAGE 2 Work Schedule	The integration and sequencing of the ASs is undertaken in the Work Schedule to ensure that all ASs for a particular grade are covered in the 40-week contact period.

STAGE 3 Lesson Plan	The same groupings of LOs and ASs as arrived at in the Work Schedule should be used to develop a coherent series of learning, teaching and assessment activities for each Lesson Plan.
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3.2.4 Conceptual Progression

STAGE 1 Subject Framework	The Subject Framework should indicate the increasing depth of difficulty across Grades 10-12. Progression across the three grades is shown in the ASs per Learning Outcome.
STAGE 2 Work Schedule	Progression in a grade is evident in the increasing depth of difficulty in that particular grade. Grade-specific progression is achieved by appropriately sequencing the groupings of integrated LOs and AS in the Work Schedule.
STAGE 3 Lesson Plan	In the individual Business Studies classroom increasing depth of difficulty is shown in the activities and Lesson Plans. Progression is achieved by appropriately sequencing the activities contained within each Lesson Plan and in the series of Lesson Plans.

3.2.5 Time Allocation and Weighting

STAGE 1 Subject Framework	4 hours per week is allocated to Business Studies in the NCS. This is approximately 160 hours per year. The teachers of the subject should plan how this time will be used for the teaching of Business Studies in the three grades.
STAGE 2 Work Schedule	The groupings of ASs as arrived at in the integration process should be paced across the 40 weeks of the school year to ensure coverage of the curriculum.
STAGE 3 Lesson Plan	The amount of time to be spent on activities should be indicated in the Lesson Plans.

3.2.6 LTSM

LTSM refers to any materials that facilitate learning and teaching. LTSM need to be chosen judiciously because they have cost implications for the school and the learner. The NCS provides scope for the use of a variety of resources. All teachers and learners must have a textbook. However, teachers are required to go beyond the textbook. They do not necessarily need exotic, specialised materials. Rather common and readily available items can be used.

STAGE 1 Subject Framework	Compile a list of general LTSM (text books and other resources) that will be necessary and useful in the teaching, learning and assessment of the content. This assists with the requisition and availability of LTSM at a school.
STAGE 2 Work Schedule	List grade-specific LTSM (resources) required in the learning, teaching and assessment process for the grade.
STAGE 3 Lesson Plan	Identify specific resources related to the individual activities contained within a Lesson Plan.

3.2.7 Assessment

All Grade 10, 11 and 12 learners are expected to complete seven internal tasks for Business Studies. Of the seven tasks, two must be tests, two must be examinations and the remaining three tasks can take any form suitable to the teaching and assessment of Business Studies. In addition, Grade 12 learners are expected to complete an external examination. See Section 3 of the Subject Assessment Guidelines for Business Studies for further details.

In order to administer effective assessment one must have a clearly defined purpose. It is important that all the tasks are well covered as spelt out in the Subject Assessment Guideline document. By answering the following questions the teacher can decide what assessment activity is most appropriate:

- What concept, skill or knowledge needs to be assessed?
- What should the learners know?
- At what level should the learners be performing?
- What type of knowledge is being assessed: reasoning, memory or process?

Observation-based assessment requires that learner performance be assessed while the learner is actually performing a skill in the classroom as there will be no concrete product for the teacher to assess after the performance. Not all observations need culminate in a formally recorded assessment of learner performance. **Performance-based** assessment relies on the availability of a product as evidence of learner performance that can be assessed by the teacher after the completion of the performance. **Test-based assessment** focuses on assessing the presentation and application of knowledge.

STAGE 1 Subject Framework	Develop a three-year assessment plan using the Subject Assessment Guidelines for Business Studies. This should ensure the use of a variety of assessment forms relevant to the subject and progression across the three grades.
STAGE 2 Work Schedule	Use the Subject Assessment Guidelines for Business Studies to develop a grade-specific assessment plan. The forms of assessment listed must facilitate the achievement of the particular LOs and ASs in each grouping.
STAGE 3 Lesson Plan	Indicate more classroom-specific assessment strategies, by mentioning the methods, forms and tools that will be used to assess learner performance in each activity. HINT: Not all activities need to be assessed – some may just be introductory in nature or for enrichment. The choice of an assessment strategy is determined by the LOs and ASs that have been grouped together for a particular Lesson Plan. The assessment strategy chosen must facilitate the achievement of these particular LOs and ASs in the classroom.

3.2.8 Inclusivity and Diversity

The following steps can be taken to effectively address diversity in the classroom when planning Business Studies teaching activities:

- consider individual past experiences, learning styles and preferences;
- develop questions and activities that are aimed at different levels of ability;
- provide opportunity for a variety of participation levels such as individual, pairs and small group activities;
- consider the value of individual methods ; and
- assess learners based on individual progress.

STAGE 1 Subject Framework	Teachers should be sensitive to inclusivity and diversity when identifying content, teaching styles and methods, forms of assessment and LTSM (Resources). Diversity should be accommodated in the following areas:
STAGE 2 Work Schedule	<ul style="list-style-type: none"> • Learning styles: provide optional activities / different ways of doing same activity • Pace of learning: provide for both slower and faster learners by providing optional extra activities, reading or research, as well as multiple assessment opportunities • Differences in levels of achievement: provide optional extra activities, challenges and materials that cater for these differences between learners. • Gender diversity: ensure that teachers do not inadvertently allow or contribute towards discrimination against boys or girls in the classroom on the basis of gender. • Cultural diversity: recognise, celebrate and be sensitive when choosing content, assessment tasks and LTSM.
STAGE 3 Lesson Plan	This is catered for as EXPANDED OPPORTUNITIES in the Lesson Plan. Enrichment is provided for high achievers and remediation or other relevant opportunities for learners requiring additional support. It is not necessary to develop an activity to cater for each type of diversity which arises in the classroom. Teachers may find it possible to cater for different diversities within one activity with effective planning.

3.2.9 Learning and Teaching Methodology

STAGE 1 Subject Framework	It is not necessary to record Teaching Methods for either of these stages.
STAGE 2 Work Schedule	
STAGE 3 Lesson Plan	This is catered for as TEACHING METHOD in the Lesson Plan. It provides an indication of how teaching and learning will take place, that is, how each activity will be presented in the classroom.

Among the many examples of LTSM which can be used by the learner in Business Studies while working in the classroom, doing homework or conducting research, some are:

Textbooks	Census returns, graphic data, tables, graphs	Classroom resource materials
Dictionaries, atlases, maps, photos, globe, models, encyclopaedia and other reference work and pictures	Posters, pamphlets, travel brochures, cartoons	Pre-recorded videos, audio-cassettes and slides
Magazines and newspapers	Multimedia packages	CD-ROMs, computer

3.3 DESIGNING A LEARNING PROGRAMME

A detailed description of the process involved in the design of a Learning Programme for Business Studies is provided in this section (see Sections 3.3.1 – 3.3.3). The process presented here is a suggestion of how to go about designing a Learning Programme.

3.3.1 Subject Framework (Grades 10-12) for Business Studies

Planning for the teaching of Business Studies in Grades 10 to 12 should begin with a detailed examination of the scope of the subject as set out in the Subject Statement. No particular format or template is recommended for this first phase of planning but the five steps below should be used as a checklist.

Although no prescribed document is required for this stage of planning, school-wide planning (timetables, ordering, teacher development, classroom allocation) as well as the development of grade-specific work schedules would benefit from short documents which spell out:

- The scope of the subject – the knowledge, skills and values; the content; the contexts or themes; electives etc. to be covered in the three grades (see Annexure 1 for the Content Framework for Business Studies)
- A three-year assessment plan
- The list of LTSM required

❶ Clarify the Learning Outcomes and Assessment Standards.

The essential question for Business Studies is: What Learning Outcomes do learners have to master by the end of Grade 12 and what Assessment Standards should they achieve to show that they are on their way to mastering these outcomes?

All learning, teaching and assessment opportunities must be designed down from what learners should know, do and produce by the end of Grade 12. The Learning Outcomes and Assessment Standards that learners should master by the end of Grade 12 are specified in the Business Studies Subject Statement.

❷ Study the conceptual progression across the three grades.

Study the Assessment Standards for Business Studies across the three grades. Progression should be clearly evident across the grades.

❸ Identify the content to be taught.

Analyse the Assessment Standards to identify the skills, knowledge and values to be addressed in each grade. Also consider the content and context in which they will be taught.

❹ Identify three-year plan of assessment.

Use the Subject Assessment Guidelines to guide the three-year assessment plan. Consider what forms of assessment will be best suited to each of the Learning Outcomes and Assessment Standards. This ensures that assessment remains an integral part of the learning and teaching process in Business Studies and that learners participate in a range of assessment activities.

❺ Identify possible LTSM (resources).

Consider which LTSM will be best suited to the learning, teaching and assessment of each Learning Outcome in the three grades using the Assessment Standards as guidance.

3.3.2 Designing Work Schedules for Business Studies

This is the second phase in the design of a Learning Programme. In this phase teachers develop Work Schedules for each grade. The Work Schedules are informed by the planning undertaken for the Subject Framework. The Work Schedules should be carefully prepared documents that reflect what teaching and assessment will take place in the 40 weeks of the school year. See Annexure 2 for examples of Work Schedules for Grade 10, 11 and 12.

The following steps provide guidelines on how to approach the design of a Work Schedule per grade for Business Studies:

❶ Package the content.

Study the Learning Outcomes and Assessment Standards prescribed for the particular grade in Business Studies and group these according to natural and authentic links.

❷ Sequence the content.

Determine the order in which the groupings of Learning Outcomes and Assessment Standards will be presented in the particular grade in Business Studies. Besides the conceptual progression in the Assessment Standards for Business Studies, *context* can also be used to sequence groupings in Business Studies.

❸ Pace the content.

Determine how much time in the school year will be spent on each grouping of Learning Outcomes and Assessment Standards in the particular grade.

❹ Review forms of assessment.

Revisit the forms of assessment listed for the particular grade in the Subject Assessment Guidelines, and refine them to address each grouping of Learning Outcomes and Assessment Standards as developed in Step 1.

❺ Review LTSM.

Revisit the LTSM (resources) listed for the particular grade in the Subject Framework, and refine them to address each grouping of Learning Outcomes and Assessment Standards as developed in Step 1.

3.3.3 Designing Lesson Plans for Business Studies

Each grade-specific Work Schedule for BUSINESS STUDIES must be divided into units of deliverable learning experiences, that is, Lesson Plans. A Lesson Plan adds to the level of detail in the Work Schedule. It also indicates other relevant issues to be considered when teaching and assessing Business Studies.

A Lesson Plan is not equivalent to a subject period in the school timetable. Its duration is dictated by how long it takes to complete the coherent series of activities contained in it. See Annexure 3 for examples of Lesson Plans for Business Studies.

❶ Indicate the content, context, Learning Outcomes and Assessment Standards.

Copy this information from the Work Schedule for the particular grade.

❷ Develop activities and select teaching method.

Decide how to teach the Learning Outcomes and Assessment Standards indicated in Step 1 and develop the activity or activities that will facilitate the development of the skills, knowledge and values in the particular grouping. Thereafter, determine the most suitable teaching method(s) for the activities and provide a description of how the learners will engage in each activity.

❸ Consider diversity.

Explore the various options available within each activity that will allow expanded opportunities to those learners that require individual support. The support provided must ultimately guide learners to develop the skills, knowledge and values indicated in the grouping of Learning Outcomes and Assessment Standards.

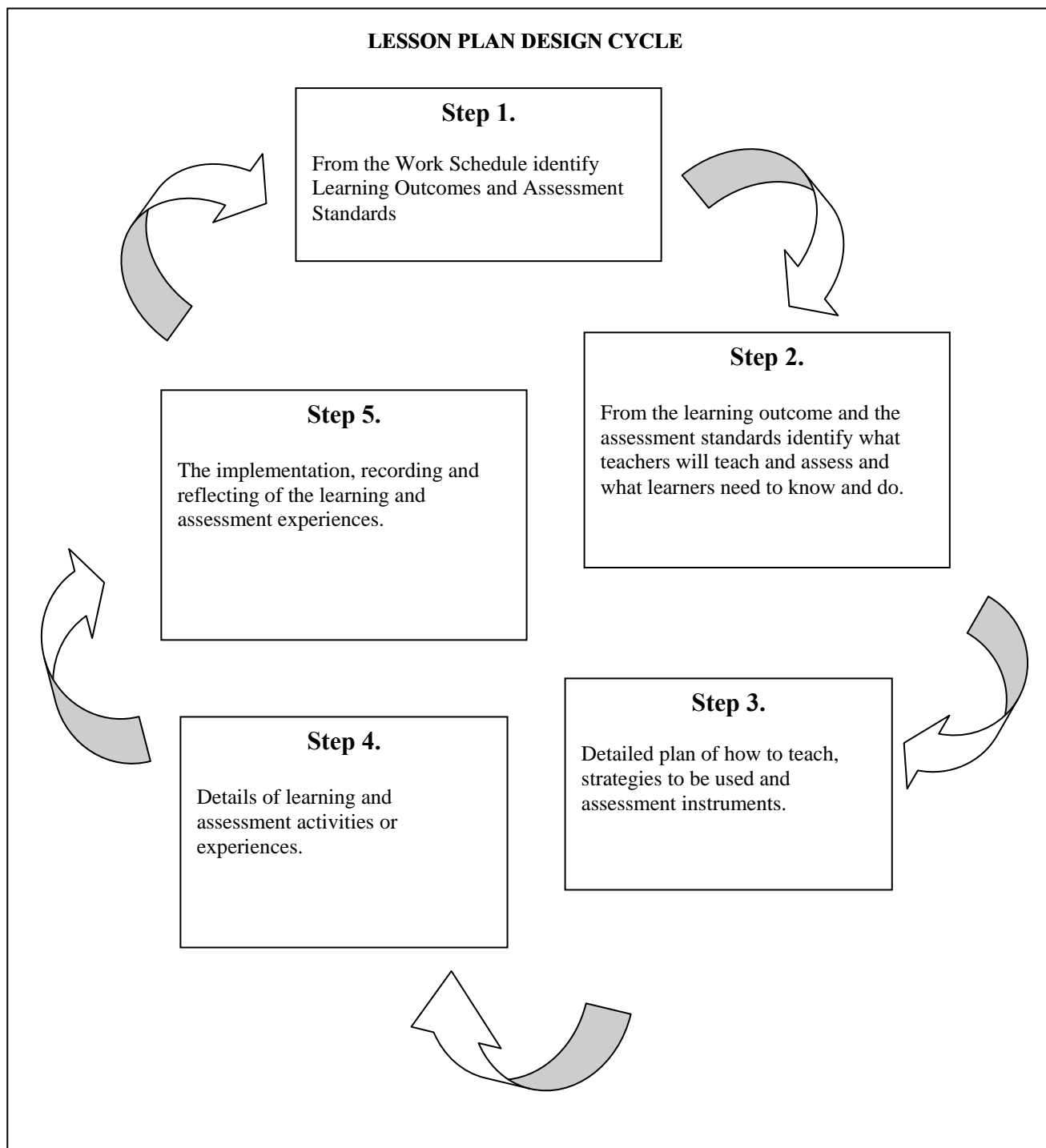
❹ Review assessment and LTSM.

Indicate the details of the assessment strategy and LTSM to be used in each activity.

❺ Allocate time.

Give an indication of how much time will be spent on each activity in the Lesson Plan.

Figure 3-1: Lesson Plan Design Cycle



3.3.4 Reflection and review of the Business Studied Learning Programme

After the Learning Programme has been delivered by means of Lesson Plans in the classroom, the teacher must **reflect** on what worked, how well it worked and what could be improved. Teachers need to note these while the experience is still fresh in their minds, so that if necessary, they can adapt and change the affected part of the Business Studies Learning Programme for future implementation. It is advisable to record this reflection on the Lesson Plan planning sheets.

ANNEXURE 1: CONTENT FRAMEWORK FOR BUSINESS STUDIES

Learning Outcome 1: Business Environment					
The learner is able to demonstrate knowledge and analyse the impact of changing and challenging environments on business practice in all sectors.					
	Grade 10		Grade 11		Grade 12
10.1.1	<i>Identify the various components of micro (internal), market and macro business environments, and discuss the relationship between these environments.</i>	11.1.1	<i>Compare and describe the extent to which a business can control and influence the micro (internal), market and macro business environments.</i>	12.1.1	
Content	<ul style="list-style-type: none"> ▪ What is meant by the micro and market business environment? Micro: internal business environment, immediate work environment, the departments within business. Market: consumers, suppliers, competitors, intermediaries (agent), opportunities and threats. ▪ Identifying the components of business environments (micro, market and macro). <p>Micro-environment, e.g. Vision and strategy/mission statement and objectives; Organizational Resources; Organizational culture and Organizational structure/Eight functional areas namely: General Management, Production, Purchasing, Marketing, Financial, Human Resource, Administration and Public Relations</p> <p>Market environment, e.g. Suppliers, Customers/ Consumers, Intermediaries, Competitors, Civil society (e.g. community based organizations (CBOs) and non-governmental organizations (NGOs), Regulators and Strategic allies</p> <p>Macro-environment, e.g. Natural/physical environment, economic environment, social, cultural and demographic environment, the political and legal, the technological and the international</p> <ul style="list-style-type: none"> ▪ Discuss the relationship between these environments. Refer to the components above. 		<ul style="list-style-type: none"> ▪ Examine control factors e.g. more control over micro, less over market and even less over macro. ▪ Identify ways to be involved in macro – if this has benefits for business. <p>Micro-environment, e.g. The business mission and objectives, its management structure, its resources and its culture are largely under control of the enterprise’s management.</p> <p>Market environment, e.g. The customers, suppliers, competitors, regulators and strategic allies and unions give rise to particular opportunities and threats. Business has no control over the factors.</p> <p>Macro-environment, e.g. Enterprise in relation to the macro-environment, i.e. economic, technological environment, etc.</p>		

10.1.2	<i>Analyse and explain the features of the micro (internal), market and macro business environments in detail.</i>	11.1.2	<i>Identify and discuss how a business constantly needs to adapt to the challenges of the micro (internal), market and macro business environments.</i>	12.1.2	<i>Devise strategies for how a business can respond to the challenges of the macro business environment, critically evaluate such strategies and make recommendations as required.</i>
Content	<ul style="list-style-type: none"> ▪ Analyse and describe the features of the business environment and their interrelationship. ▪ Examine interrelatedness within components of the: <ul style="list-style-type: none"> * micro (internal business) – e.g. between the functions, departments, organizational structure, operations * market: relationship between competitors, agents, physical environment and personnel, etc.). Link to LO 4. 		<ul style="list-style-type: none"> ▪ Identify and analyse the nature of power relationships, networking and lobbying, e.g. Hedging against inflation; finding new customers; influencing supervisory body/regulators; Company representatives’ influence, relevant agencies, etc. Bargaining sessions between management and unions; persuasion of large investors; strategic alliance agreements. ▪ Investigate ways in which business can adapt to challenges and analyse the benefit of the business, e.g. Information management, strategic responses, mergers, takeovers, acquisitions and alliances, organisation design and flexibility, direct influence of the environment and social responsibility. ▪ Analyse and explain the following: <ul style="list-style-type: none"> * The challenges of the micro-environment (e.g. difficult employees, lack of vision and mission, lack of adequate management skills, unions, strikes and go-slow, etc.). * The challenges of the market environment (e.g. competition, shortages of supply, changes in consumer tastes and habits, demographics and psychographics, socio-cultural factors, etc.). * The challenges of the macro environment (e.g. changes in income levels, political changes, contemporary legal legislation, labour restrictions, HIV/AIDS, micro-lending, globalisation/ international challenges, social values and demographics, etc.). 		<ul style="list-style-type: none"> ▪ Develop strategies in response to challenges in business environments: <ul style="list-style-type: none"> ○ SWOT analysis of the business environments, ○ Formulation of strategies ○ Implementing strategies. ○ Evaluation of strategies. ▪ Types of business strategies e.g. <ul style="list-style-type: none"> * Integration Strategies Forward integration, backward integration, backward integration and horizontal integration * Intensive Strategies Market penetration, market development and product development * Diversification strategies Concentric diversification, horizontal diversification and conglomerate diversification * Defensive strategies Retrenchment, divestiture and liquidation * Other strategies The company repositions itself by replacing one or more individuals; revising a business mission; establishing or revising objectives; devising new policies; issuing stock to raise capital; adding additional salesperson; allocating resources differently; or developing new performance incentives. ▪ Evaluate these strategies and make

					<ul style="list-style-type: none"> ▪ recommendations for their improvement. ▪ Three activities of strategy evaluation: <ul style="list-style-type: none"> * Examine the underlying bases of a business strategy, * Compare expected performance (measure business performance) and * Take corrective action.
10.1.3	<i>Identify and discuss contemporary socioeconomic issues that impact on business.</i>	11.1.3	<i>Analyse and interpret the impact and challenges of contemporary socio-economic issues on business operations, and make decisions for specific business situations.</i>	12.1.3	<i>Critically examine the concept of social responsibility and its implications for both business and communities.</i>
Content	<ul style="list-style-type: none"> ▪ Explore contemporary socio-economic issues and analyse their impact on business, e.g. <ul style="list-style-type: none"> ○ Poverty ○ HIV/AIDS ○ Unemployment ○ Gambling ○ Skills levy ○ Violence ○ Crime ○ Riots, etc. 		<ul style="list-style-type: none"> ▪ Explore and explain how contemporary socio-economic issues impact on business operations and productivity (e.g. reduction of the labour force due to HIV/AIDS, piracy, crime, loss of goods). ▪ Explain socio-economic issues (e.g. poverty, HIV/AIDS, unemployment). ▪ Examples of the socio-economic issues: poverty (e.g. lack of proper housing, lack of clean water, lack of transport, lack of proper sanitation, lack of electricity), unemployment, crime, HIV/AIDS, income, inflation, social, cultural and demographic issues, economic crime, ethical misconduct, population growth, illiteracy, lack of skills, unavailability of natural resources, inefficiency in the use of resources. ▪ How contemporary socio-economic issues impact on business operations and productivity, e.g. piracy, dumping, imitations, counterfeiting/ imitations and bootlegging, reduction of labour force due to HIV/AIDS, crime, loss of goods due to theft, exhaustion of natural resources, etc. 		<ul style="list-style-type: none"> ▪ Corporate Citizenship/ Corporate Social Responsibility (CSR). ▪ Examine and analyse the nature and process of Corporate Social Investment, how it works, and the benefit and/or problems for both business and communities. ▪ Assess corporate social investment projects, including human rights issues. ▪ Discuss and understand responsible business practice. ▪ Challenges to the business: <ul style="list-style-type: none"> ○ A challenge to meet the longer term needs of the society within which they operate. ○ Legislative requirements, e.g. Employment Equity Act, Skills Development Act and BEE and compliance. <p>(LO: 4 AS 3)</p>

10.1.4	<i>Investigating and classifying the nature of business (primary, secondary and tertiary sectors).</i>	11.1.4		12.1.4	<i>Analyse the impact on small and big business operations of recent legislation developed in response to demands for redress and equity.</i>
Content	<ul style="list-style-type: none"> ▪ Revise the primary, secondary and tertiary enterprises (from NCS Gr.7-9). ▪ Investigate and classify the nature of business sectors: <ul style="list-style-type: none"> ○ Primary sectors ○ Secondary sectors ○ Tertiary sectors 				<ul style="list-style-type: none"> ▪ The key points of the Employment Equity Act and the Skills Development Act (e.g. skills levies and their implications for small and large business) ▪ The National Skills Development Strategy and Human Resource Development Strategy ▪ Sector Education and Training Authorities (LO 4: AS 3)
10.1.5	<i>Investigate the nature of business being conducted in the vicinity and classify it into primary, secondary and tertiary enterprises.</i>	11.1.5	<i>Identify and investigate the links between various primary, secondary and tertiary enterprises.</i>	12.1.5	<i>Select a business from each sector, and describe the three environments related to these sectors and the extent to which a business can control these environments</i>
Content	Investigate the nature of business being conducted in the vicinity and classify it into primary, secondary and tertiary enterprises. (Project)		Examine the links between: <ul style="list-style-type: none"> ▪ Primary enterprises ▪ Secondary enterprises ▪ Tertiary enterprises. 		Select a business from each sector, and describe the environments related to these sectors and the extent to which a business can control these environments
Learning Outcome 2: Business Ventures					
The learner is able to identify and research viable business opportunities and to explore these and related issues through the creation of achievable business ventures.					
10.2.1	<i>Design and use a research instrument to assess the needs and wants in an identified environment.</i>	11.2.1	<i>Analyse the degree to which a business embraces entrepreneurial qualities.</i>	12.2.1	
Content	<ul style="list-style-type: none"> ▪ Design research instruments and collect information (e.g. questionnaires, interview structures). ▪ The protocol of conducting research (consent, prior organization of appointments) 		Identify entrepreneurial qualities for business practice and assess an identified business against these qualities (e.g. risk taking, perseverance, good management).		
10.2.2	<i>Identify possible business opportunities (based on researched needs and wants) and apply a strengths, weaknesses, opportunities and threats (SWOT) analysis to determine a viable business venture. (Generating new ideas, Needs analysis/ research, Identifying good ideas, Market research, SWOT analysis)</i>	11.2.2		12.2.2	
Content	<ul style="list-style-type: none"> ▪ What is a business opportunity? (integrate this with creative thinking in LO3) ▪ Revise SWOT analysis 				

	<ul style="list-style-type: none"> ▪ How to apply a SWOT analysis to assess business opportunities (introduce basic ethics in business opportunities) ▪ Identify business opportunities. 				
10.2.3	<i>Develop a business plan (including a financial analysis) that can be implemented Financial viability Business Plan.</i>	11.2.3	<i>Collaboratively or independently transform a business plan into an action plan (including Gantt charts and timelines).</i>	12.2.3	
Content	<ul style="list-style-type: none"> ▪ Develop a business plan linked to the identified business opportunities and assess it against environmental factors. ▪ Components of the Business Plan e.g. <ul style="list-style-type: none"> ○ Marketing plan ○ Financial plan 		Transform a business plan into an action plan, e.g. timelines, Gantt charts, responsibilities, project planning.		
10.2.4	<i>Investigate and debate factors that impact on business location decisions.</i>	11.2.4	<i>Collaboratively or independently start a business venture based on an action plan.</i>	12.2.4	<i>Critically reflect on a business venture, assess its entrepreneurial qualities, and identify its success factors and areas for improvement.</i>
Content	Business location: Debate the factors impacting on location, for example: labour regulations, environmental factors, transport, infrastructure, raw materials, labour, market, climate, government and local regulations and taxes, crime, etc.		Initiate and set up a business venture to generate income basing this on an action plan and acquire funding if needed.		<ul style="list-style-type: none"> ▪ Evaluate the concept of entrepreneurial qualities and assessing a business venture according to these qualities. ▪ Explore what makes a business successful - key success factors. Case studies (e.g. sustainability, profitability, customer base). Identify areas for improvement
10.2.5		11.2.5		12.2.5	<i>Analyse and evaluate the extent to which a business venture addresses issues such as human rights, inclusivity and environmental issues.</i>
Content					Know how to assess a business venture against criteria to measure human rights, inclusivity, and environmental issues. Can do this through informal surveys, interviews, etc. LO1

10.2.6	<i>Present a variety of business-related information clearly and accurately in verbal and non-verbal format (including graphs).</i>	11.2.6	<i>Present a variety of business-related information clearly and accurately in verbal and non-verbal format (including graphs), and respond professionally to questions and feedback.</i>	12.2.6	<i>Present a variety of business-related information clearly and accurately in verbal and non-verbal format (including graphs), respond professionally to questions and feedback, and amend information as necessary.</i>
Content	Present business reports with the help of tables, graphs, diagrams and illustrations (e.g. activities, progress, challenges and recommendations). Business reports: Verbal presentations of research, business plans, etc. Presentation skills, use of support materials (handouts, transparencies, etc.)		<ul style="list-style-type: none"> ▪ Present and support business information with tables, graphs, diagrams and illustrations. ▪ Written information – reports, business plans, business information and analysis. ▪ Respond in a non-aggressive and professional manner to questions about work and presentations. 		<ul style="list-style-type: none"> ▪ Present and support business information with tables, graphs, diagrams and illustrations. ▪ Respond in a non-aggressive and professional manner to questions about work and presentations. ▪ Handle feedback, amend plans and documents accordingly and integrate these into future plans and activities. ▪ Identify areas for improvement.
10.2.7	<i>Describe the relevance of contracts and their legal implications in different business contexts.</i>	11.2.7	<i>Investigate avenues of acquiring businesses (e.g. franchising, outsourcing, leasing), and discuss their advantages and disadvantages as well as their contractual implications.</i>	12.2.7	<i>Investigate a range of available business investment opportunities, distinguish between assurance and insurance (both compulsory and non-compulsory), and discuss the viability and relevance of these to both individuals and businesses.</i>
Content	Describe the relevance of contracts, for example: <ul style="list-style-type: none"> ▪ Employment contract ▪ Insurance ▪ Lease agreement ▪ Hire purchase agreement ▪ Rental agreement, etc. 		Acquire business through franchising, outsourcing or leasing, the advantages and disadvantages of these, and the contractual implications involved (e.g. royalties, legalities).		<ul style="list-style-type: none"> ▪ Understand life insurance and retirement annuities, insurance of goods (compulsory and non-compulsory), ▪ Unemployment Insurance Fund (UIF), ▪ Road Accident Fund (RAF), ▪ Business investments, the Johannesburg Stock/Security Exchange, shares, unit trusts and calculation of interest.
10.2.8		11.2.8	<i>Discuss the benefits and challenges of establishing a company versus other forms of ownership (including taxation issues).</i>	12.2.8	<i>Determine the extent to which a particular form of ownership can contribute to the success or failure of a business.</i>
Content			Discuss the forms of ownership (sole proprietor, partnership, close corporation, company). Look at legal implications and procedures.		Discuss how a particular type of ownership (e.g. sole trader, company) can impact on the success or failure of a business, issues of capacity, taxation, management, capital, division of profits and legislation.

Learning Outcome 3: Business Roles					
The learner is able to demonstrate and apply contemporary knowledge and skills to fulfill a variety of business roles					
10.3.1	<i>Explain how creative thinking can contribute towards successful and sustainable business practice.</i>	11.3.1		12.3.1	
Content	<ul style="list-style-type: none"> ▪ Acquire skills in problem solving, creative thinking, idea generation, how to use indigenous knowledge to solve problems and identify business opportunities. (Research skills – find information to assist with problem solving; problem solving vs. decision-making.) ▪ Problem solving cycle: identify the problem, define the problem, formulate the strategy, decide to implement the strategy, allocate resources, monitor problem solving and evaluate problem solving. ▪ Problem solving techniques (e.g. forced field analysis, the chair technique, the Delphi technique, the nominal group technique, brainstorming, forced combinations). ▪ How to use indigenous knowledge to solve problems and identify business opportunities, e.g. mind-mapping and brainstorming. 				
10.3.2	<i>Use creative thinking to generate entrepreneurial opportunities and to solve business problems.</i>	11.3.2	<i>Apply creative thinking to address business problems and to improve business practice.</i>	12.3.2	<i>Apply creative thinking to respond to challenges in dynamic and complex business contexts.</i>
Content	<ul style="list-style-type: none"> ▪ Apply mind-mapping, brainstorming (indigenous knowledge) and use creative thinking to identify innovative and entrepreneurial business opportunities. ▪ Use non-conventional thinking to identify innovative business opportunities. ▪ Assess how creative business opportunities can realistically be implemented. 		<ul style="list-style-type: none"> ▪ Acquire problem-solving skills in a business context. ▪ Make use of more complex problem-solving techniques (e.g. Delphi technique and force-field analysis). ▪ Routine vs. creative thinking, mental blocks to creativity and idea generation. ▪ Work with others to solve problems and generate ideas. ▪ Acquire creative thinking skills and explore conventional versus non-conventional solutions (include indigenous approaches and solutions). ▪ Identify creative solutions to business problems 		<ul style="list-style-type: none"> ▪ Acquire advanced problem-solving skills. ▪ Apply creative thinking to solve complex business problems in case studies and given scenarios.

			and assess these against the reality of the business environment.		
10.3.3	<i>Analyse the concept of self-management and discuss how it is relevant in a business context.</i>	11.3.3	<i>Discuss the theories and principles of professionalism and ethics, and explore how they relate to the business environment.</i>	12.3.3	<i>Discuss and debate how professional, responsible, ethical and effective business practice should be conducted in changing and challenging business environments.</i>
Content	<ul style="list-style-type: none"> ▪ Explore time management, personal goals, definition of success and a balanced lifestyle, e.g. balancing work with relaxation. ▪ Develop a professional image (e.g. neatness of work, presentations) and access resources to assist with professional image. ▪ Analyse personal analysis of strengths, weaknesses, talents and interests, e.g. self-awareness, self-assessment, self-reflection. ▪ Self-knowledge, self-confidence, adaptability, time management, stress management, etc. 		<ul style="list-style-type: none"> ▪ Discuss the theories and principles of professionalism and ethics, and explore how they relate to the business environment ▪ What is meant by professionalism (theories and principles)? What does it mean to be a professional in the business environment? ▪ Explore the difference between good and bad decisions. 		<ul style="list-style-type: none"> ▪ Re-examine the meaning of ethical behaviour and business practice, and explore the relationship between ethical and professional behaviour. ▪ How professional, responsible, 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.
10.3.4		11.3.4	<i>Apply the principles and skills of professional, responsible, ethical and effective business practice to carry out business ventures.</i>	12.3.4	<i>Reflect on situations and activities and make recommendations for improvement.</i>
Content			<ul style="list-style-type: none"> ▪ Explore the concept of ethics and different perspectives on ethics, as well as ethical business ventures. ▪ Ethical business ventures (e.g. not start a venture at the expense of someone else, payment of fair wages, etc.). 		<ul style="list-style-type: none"> ▪ Reflect on the business environment and identify 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.). Make recommendations for improvement.
10.3.5		11.3.5		12.3.5	<i>Differentiate between management and leadership styles and approaches.</i>
Content					<ul style="list-style-type: none"> ▪ Understand the difference between leadership and management, different 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.

10.3.6		11.3.6	<i>Explain and apply concepts relating to stress, crisis and change management.</i>	12.3.6	<i>Apply conflict management skills to resolve differences in business situations (including workplace forums).</i>
Content			<ul style="list-style-type: none"> ▪ The importance of stress management in pressurised work environments. ▪ Understand theories of change management, dealing with and adapting to change (e.g. unemployment, retrenchment, globalisation, affirmative action, etc). ▪ Recap on balanced lifestyle, success and personal goals. ▪ How to deal with business related crisis (e.g. tight deadlines, loss of property to fire, illness, etc.) 		<ul style="list-style-type: none"> ▪ Apply conflict management skills to resolve differences in business situations (including workplace forums). ▪ Examine problem-solving and management problems that arise from working with others or in teams.
10.3.7	<i>Assess self and identify possible business careers that are interesting.</i>	11.3.7	<i>Research a variety of business careers and identify paths for personal and career growth and advancement.</i>	12.3.7	<i>Select and motivate choice of possible business careers and associated career paths.</i>
Content	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of contemporary business careers (includes being an entrepreneur, outsourcing and consulting avenues), linking personal assessment to business careers. ▪ Factors influencing career choice, e.g. values and interest. ▪ Values, e.g. security, money, status, etc. ▪ Interests, e.g. sport, people, communication and writing, commerce and business, etc. 		<ul style="list-style-type: none"> ▪ Recap on contemporary business careers. ▪ Choose two to three business careers and research these in depth (try to include visits to business, internet, career centre research). 		<ul style="list-style-type: none"> ▪ Explore career pathing. ▪ Plot paths on how to follow some of the business careers (e.g. study, training, employment). ▪ Choose two to three business careers and motivate the reasons for your choice.
10.3.8	<i>Identify ways in which people need to work together to accomplish business objectives and discuss factors that can influence these relationships (e.g. prejudice, beliefs, values and diversity).</i>	11.3.8	<i>Describe team dynamics theories and use them to analyse specific business-based case studies.</i>	12.3.8	<i>Collaborate with others to contribute towards the achievement of specific objectives.</i>
Content	<ul style="list-style-type: none"> ▪ Understand business objectives, e.g. profit, productivity, Service, etc. ▪ Explain interpersonal relationships in the workplace, e.g. different hierarchies, management levels, the importance of each individual in achieving business objectives, etc. ▪ Identify personal beliefs and values and how they influence business relationships e.g. prejudice, discrimination, equity, etc. ▪ Develop a professional image: neatness of work, 		<ul style="list-style-type: none"> ▪ Stages of team development/ building a team: <ul style="list-style-type: none"> ○ Forming state/getting to know each other ○ Storming/true character starts to show/first round conflict ○ Norming/settling and reconcile ○ Performing/working as a team towards the goal ▪ Team dynamics theories <ul style="list-style-type: none"> ○ Belbin role theory (Action-oriented role, People-oriented role, Cerebral role). 		<ul style="list-style-type: none"> ▪ Assess self and team according to team criteria. ▪ Class work, business assignments and projects in which learners work in pairs and teams to accomplish these tasks. ▪ Learners assess themselves and team according to team criteria. ▪ How to effectively perform a specific role within a team. ▪ Examine workplace scenarios where

	<ul style="list-style-type: none"> ▪ presentations, etc. ▪ Access resources to assist with professional image. ▪ Personal analysis: strengths, weaknesses, talents, interests, etc. 		<ul style="list-style-type: none"> ○ Insights based on Jungian theory ○ MTR-I approach ○ Margerison-McCann profiles ○ Examine teamwork case studies (given or actual from class). Analyse case studies according to team dynamics theories. Group consensus. ▪ Acquire skills on conflict management. Conflict management theories – apply these to both individual and group scenarios (include workplace forums, strikes, trade unions, etc.). ▪ Recap on criteria for successful team performance. ▪ Correct procedures to deal with grievances. ▪ How to deal with difficult people. 		workers are expected to complete projects in teams, work together on the line, etc.
10.3.9	<i>Identify the criteria for successful and collaborative team performance in a business context and assess a team against these criteria.</i>	11.3.9		12.3.9	
Content	<ul style="list-style-type: none"> ▪ Working in a team to accomplish business objectives, e.g. clear objectives and agreed goals, openness, mutual respect, support and mutual trust, members committed to achieve, sound inter-team relations, individual development opportunities, review of the team processes, etc. 				
10.3.10	<i>Identify ways in which a business can contribute responsibly towards its immediate community.</i>	11.3.10	<i>Analyse the citizenship roles and responsibilities that business practitioners need to perform within a business environment.</i>	12.3.10	<i>Meaningfully contribute time and effort to advancing the well-being of others in a business context.</i>
Content	<ul style="list-style-type: none"> ▪ Identify areas of social or economic need and ways in which a business can contribute. <ul style="list-style-type: none"> ○ Social responsibility 		<ul style="list-style-type: none"> ▪ Examine the role of citizens and how they can through business contribute to social and economic development of their communities. ▪ Analyse case scenarios of how individuals have given back to their communities. ▪ Examine 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.) ▪ Examine the role that business, civil society, non-governmental organizations and community-based organizations (NGOs and CBOs) and individual business practitioners can play in the social and 		<ul style="list-style-type: none"> ▪ Meaningfully contribute time and effort to advancing the well-being of others in a business context. ▪ Ways in which a business project can contribute towards the community.

Learning Outcome 4: Business Operations					
The learner is able to demonstrate and apply a range of management skills and specialized knowledge to perform business operations successfully					
10.4.1	<i>Identify and briefly discuss the eight business functions.</i>	11.4.1		12.4.1	
Content	<ul style="list-style-type: none"> Outline business functions. Give a description of the eight business functions (general management, purchasing, production, marketing, public relations, human resource, administration & financial). Explain the role and importance of these functions within business. Link to LO1. 				
10.4.2	<i>Analyse how the business functions are interrelated and how they operate in small, medium and big business contexts.</i>	11.4.2		12.4.2	
Content	<ul style="list-style-type: none"> Examine and explain the relationship between the functions and the difference between how they operate within small and large business enterprises (e.g. the sole trader versus departments in large industries). LO 1 Look at the concept of quality and how this relates to the various business functions – how this impacts on different business structures (sole traders vs. large business). 				
10.4.3	<i>Identify the levels and tasks of general management and use this information to analyse these within a public or private organisation.</i>	11.4.3	<i>Analyse and discuss the following aspects of the marketing function: marketing activities; product policy; pricing policy; distribution; marketing communication; foreign marketing.</i>	12.4.3	<i>Analyse and discuss relevant legislation and the following aspects of the human resource function: recruitment and selection; employee contracts; induction and placement; salary administration; employee benefits; skills development.</i>
Content	<ul style="list-style-type: none"> Identify general management and explore the levels of management and management tasks General management (top, middle and lower management). Tasks (planning, organizing, activating, leading, directing and controlling). Understand the responsibilities and alignment between levels and tasks. Relationship between management and the success of business in achieving its objectives. 		<ul style="list-style-type: none"> Analyse marketing activities (e.g. product policy, pricing policies, marketing distribution, marketing communication): Marketing: locating the consumer, standardization and grading, storage, transport, financing, risk-bearing and buying and selling. Product policy: product development, design, packaging and trademarks. Distribution policy: channels of distribution, intermediaries, direct and indirect distribution. Communication policy: sales promotion, 		<ul style="list-style-type: none"> Analyse human resources activities, (e.g. recruitment and selection, contracts, induction, salaries, and other benefits). Procedures related to recruitment, selection and interviewing. Discuss the following: <ul style="list-style-type: none"> Human Resource: Labour Relation’s Act, Basic Conditions of Employment Act and Employment Equity Act. Legalities of employment contracts. Procedures of induction and placements.

			<p>advertising, publicity and personal selling.</p> <p>Pricing policy: importance of pricing, pricing techniques, price determination, factors influencing pricing, price adjustments.</p> <ul style="list-style-type: none"> ▪ Examine marketing in both formal and informal sector. ▪ Foreign marketing: imports and exports. ▪ Examining foreign marketing and the production function (e.g. systems, planning, safety, quality and costing). ▪ Use of technology for marketing (electronic marketing, etc.) 		<ul style="list-style-type: none"> ▪ Interviewing, selection and induction. ▪ Salary determination (piecemeal and time-related) including personal tax. Link to basic conditions of employment. ▪ Employee benefits: pension, medical, other. ▪ Skills Development Act and link to SETAs, learnerships, skills programmes, qualifications, National Qualifications Framework, SAQA, etc. <p>Link to LO1</p>
10.4.4		11.4.4	<i>Select a marketing activity and carry it out to achieve an identified business objective.</i>	12.4.4	<i>Select a human resource activity and carry it out to achieve an identified business objective.</i>
Content			<ul style="list-style-type: none"> ▪ Select a marketing activity and carry it out to achieve an identified business objective. <p>Practical component – complete project linked to marketing (e.g. develop and market product)</p>		<ul style="list-style-type: none"> ▪ Select a human resource activity and carry it out to achieve an identified business objective. <p>Practical component – complete project linked to human resource (e.g. develop and facilitate training programme).</p>
10.4.5	<i>Analyse and explain the following functions and their importance in achieving business objectives: administration; financing; purchasing; public relations.</i>	11.4.5	<i>Analyse and discuss the following aspects of the production function: systems; production planning; safety management; quality control; production costs.</i>	12.4.5	<i>Investigate developments in industrial relations that relate to contemporary business practice.</i>
Content	<ul style="list-style-type: none"> ▪ Analyse the functions of administration, financing, purchasing and public relations: <ul style="list-style-type: none"> Functions of administration: handling of information/data, management of information, office practice and discuss issues such as information technology. [Where possible give learners opportunities to practice administration skills with information technology, e.g. computers, faxes, phones, etc.] Financing: classification of kinds of financing, sources of financing, budgeting, introduction to investments, kinds of capital. Purchasing: procedures, activities of purchasing 		<ul style="list-style-type: none"> ▪ Analyse and discuss the following aspects of the production function: <ul style="list-style-type: none"> Systems: mass, batch and job. Production planning: information about production planning. Safety management: knowledge about factory safety, machinery and Occupational Health and Safety Act, Infectious Diseases 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, 		<ul style="list-style-type: none"> ▪ Discuss industrial relations, including the history of trade unions, functions and role of trade unions and grievance procedures (e.g. arbitration).

	functions, cash and credit and stock control Public Relations: importance of PR, methods of PR – media, brochures, direct contact, etc.		selling price and calculation of profit, break-even analysis.		
10.4.6		11.4.6		12.4.6	<i>Analyse how the quality of performance within the business functions can influence the success or failure of a business.</i>
Content					<ul style="list-style-type: none"> ▪ Understand the concept of quality, how it relates to the various business functions, and how it impacts on different business structures (e.g. sole traders versus large business).

ANNEXURE 2: EXAMPLES OF WORK SCHEDULES FOR BUSINESS STUDIES

EXAMPLE OF A WORK SCHEDULE FOR GRADE 10

TIME FRAME	LO.AS	CONTEXT	CONTENT	ASSESSMENT	RESOURCES
8 HRS/ 2 WEEKS	10.1.5 The nature of business being conducted in the vicinity. Integrated with: 10.1.1 10.1.2 10.1.3 10.2.1 10.2.2 10.2.4 10.2.6	BUSINESS SECTORS	<ul style="list-style-type: none"> ▪ Primary, secondary and tertiary sectors: <ul style="list-style-type: none"> ○ primary, ○ secondary and ○ tertiary sectors 	<ul style="list-style-type: none"> ▪ Baseline Assessment (revise from GET) ▪ Research project – sectors in your vicinity. 	<ul style="list-style-type: none"> ▪ Textbook ▪ Local businesses ▪ Worksheets
12 HRS/ 3 WEEKS	10.1.1 Components of business environments. 10.1.2 The features of micro business environments and relationships between environments. Integrated with: 10.4.1 10.4.1 10.4.1 10.4.5	BUSINESS ENVIRONMENT	<ul style="list-style-type: none"> ▪ The micro and market business environment. ▪ The components of business environments (micro, market and macro). ▪ The relationship between these environments. ▪ The features of the business environment and their interrelationship. ▪ Interrelatedness within components of the: <i>micro (internal business)</i> e.g. between the functions, departments, etc. <i>market:</i> relationship between competitors, agents, physical environment and personnel, etc. Link to LO 4 ▪ The interrelation between micro (internal business) and market environments. 	<ul style="list-style-type: none"> ▪ Case study to identify different components of business environments ▪ Presentation and description of the features of the business environment. 	<ul style="list-style-type: none"> ▪ Textbook ▪ Local businesses ▪ Poster – three cycles representing different business environments ▪ Case studies ▪ Observation sheet ▪ Workbooks
12 HRS/ 3 WEEKS	10.1.3 Contemporary socioeconomic issues that impact on business. Integrated with: 10.1.1 10.1.2	SOCIO ECONOMIC ISSUES	<ul style="list-style-type: none"> ▪ Explore contemporary socio-economic issues (e.g. poverty, HIV/AIDS, unemployment, gambling, skills levy, violence, crime, riots, etc. and ▪ Analyse their impact on business. 	<ul style="list-style-type: none"> ▪ Case study/ Scenario – contemporary socio-economic issues. ▪ Debates. ▪ Research project 	<ul style="list-style-type: none"> ▪ Textbook ▪ HIV/AIDS posters and brochures ▪ Newspaper cuttings ▪ Case studies

<p>16 HRS/ 4 WEEKS</p>	<p>10.4.1 the eight business functions. 10.4.2 interrelatedness of the business functions. 10.4.5 business functions and their importance in achieving business objectives: administration; financing; purchasing; public relations. 10.4.3 the levels and tasks of general management.</p> <p>Integrated with: 10.1.1 10.1.2 10.1.3 10.1.5 10.3.1 10.2.1 10.2.2 10.2.3 10.3.2 10.2.4 10.3.7 10.3.8 10.3.9</p>	<p>BUSINESS FUNCTIONS</p>	<ul style="list-style-type: none"> ▪ The business functions. Link to LO1 ▪ The role and importance of these functions within business. ▪ The relationship between the functions and the difference between how they operate within small and large business enterprises (e.g. the sole trader versus departments in large industries). Link to LO1 ▪ The functions of administration, financing, purchasing and public relations ▪ Identify 'general management' and explore the levels of management and management tasks. ▪ Understand the responsibilities and alignment between levels and tasks. ▪ Discuss the correlation between management and the success of business in achieving its objectives. 	<ul style="list-style-type: none"> ▪ Baseline assessment on the business environment, e.g. micro environment. ▪ Role-play the functional management of a business. ▪ Case study – show the relationship. ▪ Organizational chart to indicate the management levels. ▪ Test ▪ Brainstorming ▪ Presentation of the analysed business functions. ▪ Debates and discussions. 	<ul style="list-style-type: none"> ▪ Textbook ▪ Local businesses ▪ Organizational chart/structure ▪ Case studies ▪ Posters ▪ Observation sheet ▪ Workbooks
<p>8 HRS/ 2 WEEKS</p>	<p>10.3.3 The concept of self-management. 10.3.7 Self-assessment and possible business careers.</p> <p>Integrated with: 10.1.3 10.1.5 10.2.1 10.2.2 10.2.3 10.2.4 10.3.1 10.3.2 10.3.9</p>	<p>SELF MANAGEMENT</p>	<ul style="list-style-type: none"> ▪ Time management, personal goals, definition of success and a balanced lifestyle (e.g. balancing work with relaxation). ▪ Developing a professional image (e.g. neatness of work, presentations) and access resources to assist with professional image. ▪ Personal analysis of strengths, weaknesses, talents and interests. ▪ Knowledge of contemporary business careers (includes being an entrepreneur, outsourcing and consulting avenues), link personal assessment to business careers. 	<ul style="list-style-type: none"> ▪ Self-Assessment - Analysis of strengths, weaknesses, talents and interests ▪ Case study/scenario ▪ Research presentation 	<ul style="list-style-type: none"> ▪ Textbook ▪ Self-assessment questionnaire ▪ Career adverts ▪ Case studies
<p>12 HRS/ 3 WEEKS</p>	<p>10.3.1 Creative thinking contributes towards successful and sustainable business practice. 10.3.2 Creative thinking to generate entrepreneurial opportunities and to solve business problems.</p> <p>Integrated with: 10.1.5 10.2.1 10.2.2 10.2.3 10.2.4 10.3.7 10.3.9</p>	<p>CREATIVE THINKING</p>	<ul style="list-style-type: none"> ▪ Problem solving, creative thinking, idea generation, how to use indigenous knowledge to solve problems and identify business opportunities. ▪ Mind mapping, brainstorming and creative thinking to identify innovative and entrepreneurial business opportunities. <p>Link to LO 2</p>	<ul style="list-style-type: none"> ▪ Mind map to assist the process of problem solving. ▪ Brainstorming process ▪ Case study 	<ul style="list-style-type: none"> ▪ Textbook ▪ Posters ▪ Case studies

16 HRS/ 4 WEEKS	10.2.1 Research instrument 10.2.2 Business opportunities Integrated with: 10.1.5 10.2.4 10.3.1 10.3.2 10.3.7	BUSINESS OPPORTUNITY	<ul style="list-style-type: none"> ▪ Research instruments and collecting information (e.g. questionnaires, interview structures). ▪ Business opportunities (based on researched needs and wants) and strengths, weaknesses, opportunities and threats (SWOT) analyses to determine a viable business venture. 	<ul style="list-style-type: none"> ▪ Research instrument ▪ Interviews ▪ SWOT analysis ▪ Business opportunities ▪ Simulate a viable business venture. 	<ul style="list-style-type: none"> ▪ Textbook ▪ Research instrument ▪ Questionnaire ▪ Interview schedule
4 HRS/ 1 WEEK	10.2.4 Factors that impact on business location decisions. Integrated with: 10.1.3 10.1.5 10.3.1 10.3.2 10.3.7	BUSINESS LOCATION	<ul style="list-style-type: none"> ▪ The factors impacting on location (e.g. labour regulations, environmental factors, transport, infrastructure, market, etc.). 	<ul style="list-style-type: none"> ▪ Debates ▪ Scenarios 	<ul style="list-style-type: none"> ▪ Textbook ▪ Bylaws and regulations ▪ Labour Relations Acts
12 HRS/ 3 WEEKS	10.2.3 A business plan. Integrated with: 10.1.3 10.3.1 10.1.5 10.3.2 10.2.4 10.3.7 10.2.6 10.3.9	BUSINESS PLAN	<ul style="list-style-type: none"> ▪ Business plans (including financial analysis) and analysis of environmental factors. 	<ul style="list-style-type: none"> ▪ <i>Project: Business plan (including a financial analysis) that can be implemented.</i> ▪ Calculations ▪ <i>Examination</i> 	<ul style="list-style-type: none"> ▪ Textbook ▪ Projected Cash flow ▪ Research results ▪ Market research report
12 HRS/ 3 WEEKS	10.2.7 Contracts and their legal implications. Integrated with: 10.1.5 10.2.2 10.2.3 10.2.4 10.3.7 10.3.9	CONTRACTS	<ul style="list-style-type: none"> ▪ Contracts (e.g. legal aspects, hire-purchase, rental, insurance) and their legal implications in different business contexts. 	<ul style="list-style-type: none"> ▪ Case study – to show that a contract is binding. 	<ul style="list-style-type: none"> ▪ Textbook ▪ Insurance policy ▪ Hire purchase contract, etc. ▪ Case studies
4 HRS/ 1 WEEK	10.2.6 Business-related information. Integrated with: 10.1.3 10.3.1 10.1.5 10.2.1 10.2.2 10.2.3 10.2.4 10.3.2 10.3.7 10.3.9	BUSINESS REPORT	<ul style="list-style-type: none"> ▪ Business reports with the help of tables, graphs, diagrams and illustrations (e.g. activities, progress, challenges and recommendations). 	<ul style="list-style-type: none"> ▪ Presentation of a report ▪ Relevancy of tables, graphs, diagrams and illustrations. ▪ Confidence ▪ Communication skill ▪ Collage 	Textbook Posters

16 HRS/ 4 WEEKS	10.3.8 Working together to accomplish business objectives and factors that can influence relationships. 10.3.9 Successful and collaborative team performance. Integrated with: 10.1.1 10.1.3 10.3.1 10.1.5 10.2.1 10.2.2 10.2.3 10.2.4 10.3.2 10.3.3 10.3.7 10.4.3	RELATIONSHIPS AND TEAM PERFORMANCE	<ul style="list-style-type: none"> ▪ Business objectives (e.g. profit, productivity, service). ▪ Interpersonal relationships in the workplace (e.g. different hierarchies, management levels, the importance of each individual in achieving business objectives). ▪ Personal beliefs and values and how they influence business relationships (e.g. prejudice, discrimination, equity, diversity). ▪ Teamwork to accomplish business objectives. 	<ul style="list-style-type: none"> ▪ Case study/scenario ▪ Role-play – working in a project. ▪ Project ▪ Test 	<ul style="list-style-type: none"> ▪ Textbook ▪ Organizational chart/structure of a company ▪ Code of conduct ▪ Team values ▪ Business ethics ▪ Case studies
4HRS/ 1 WEEK	10.3.10 Business contributes responsibly towards its immediate community. Integrated with: 10.1.1 10.1.2 10.1.3 10.1.5 10.3.1 10.2.1 10.2.2 10.2.3 10.3.2 10.2.4 10.3.7 10.3.9	SOCIAL RESPONSIBILITY	<ul style="list-style-type: none"> ▪ Areas of social or economic need and ways in which a business can contribute. 	<ul style="list-style-type: none"> ▪ Report ▪ Presentation ▪ Research and report ▪ End-of-year examination 	<ul style="list-style-type: none"> ▪ Textbook ▪ Business reports on social responsibility
3 WEEKS	Midyear: Revision and Examination				
3 WEEKS	End of the year: Revision and Examination				

EXAMPLE OF A WORK SCHEDULE FOR GRADE 11

TIME FRAME	LO.AS	CONTEXT	CONTENT	ASSESSMENT	RESOURCES
4 HRS/ 1 WEEK	11.1.5 Links between various primary, secondary and tertiary enterprises. Integrated with: 11.1.1 11.1.2 11.1.3 11.4.3 11.4.5	BUSINESS SECTORS	The links between: <ul style="list-style-type: none"> ▪ Primary enterprises ▪ Secondary enterprises ▪ Tertiary enterprises 	<ul style="list-style-type: none"> ▪ Baseline assessment – revise the sectors from Grade 10. ▪ Case study ▪ Tabulations to establish the links. 	<ul style="list-style-type: none"> ▪ Textbook ▪ Local businesses ▪ Global businesses ▪ Case studies
12 HRS/ 3 WEEKS	11.1.1 The extent in which business can control and influence the different business environments 11.1.2 How a business needs to adapt to the challenges of business environments. Integrated with: 11.1.3 11.4.3 11.4.4 11.4.5	BUSINESS ENVIRONMENTS	<ul style="list-style-type: none"> ▪ Control factors over business environments. ▪ The nature of power relationships, networking and lobbying. (Refer to the subject content.) ▪ Ways in which business can adapt to challenges of the macro environment, and whether this is to the benefit of the business. ▪ Challenges of: <ul style="list-style-type: none"> ○ micro environment ○ market environment ○ macro environment ▪ Link the macro environment to 11.1.3. 	<ul style="list-style-type: none"> ▪ Baseline assessment – revise the components of the business environment. ▪ Case study ▪ Research on how business can adapt to challenges. ▪ Report ▪ Assignment on the challenges of different business environments. 	<ul style="list-style-type: none"> ▪ Textbooks ▪ Local, National and Global businesses. ▪ Case studies
8 HRS/ 2 WEEKS	11.1.3 Interpret the impact and challenges of contemporary socio-economic issues on business operations. Integrated with: 11.1.1 11.1.2 11.4.3 11.4.5	SOCIO-ECONOMIC ISSUES	<ul style="list-style-type: none"> ▪ Socio-economic issues (e.g. poverty, HIV/AIDS, unemployment). ▪ Contemporary socio-economic issues and their impact on business operations and productivity (e.g. reduction of the labour force due to HIV/AIDS, piracy, crime, loss of goods). 	<ul style="list-style-type: none"> ▪ Case study ▪ Debates and discussions of the socio-economic issues. ▪ Assignment: Research 	<ul style="list-style-type: none"> ▪ Textbook ▪ HIV/AIDS posters/brochures and flyers ▪ Newspaper cuttings ▪ Case studies

8 HRS/ 2 WEEKS	11.3.10 The citizenship roles and responsibilities that business practitioners need to perform within a business environment. Integrated with: 11.1.1 11.1.2 11.3.10	SOCIAL RESPONSIBILITIES	<ul style="list-style-type: none"> ▪ Citizenship roles and responsibilities that business practitioners need to perform within a business environment. ▪ The role of citizens, business and individual business practitioners. 	<ul style="list-style-type: none"> ▪ Case study to examine the role of citizens and business practitioners ▪ Debates ▪ Test 	<ul style="list-style-type: none"> ▪ Textbook ▪ Social Responsibility report ▪ Case studies
16 HRS/ 4 WEEKS	11.2.1 The degree to which a business embraces entrepreneurial qualities. 11.3.7 Business careers and identify paths for personal and career growth. Integrated with: 11.2.3 11.2.4	ENTREPRENEURIAL QUALITIES AND CAREERS	<ul style="list-style-type: none"> ▪ Entrepreneurial qualities for business practice and assessing an identified business against these qualities (e.g. risk taking, perseverance, good management). ▪ Business careers and paths for personal and career growth and advancement. 	<ul style="list-style-type: none"> ▪ Self-assessment - Entrepreneurial qualities ▪ Business assessment ▪ Research Presentation – business career ▪ Report 	<ul style="list-style-type: none"> ▪ Textbook ▪ Self assessment questionnaire ▪ Business assessment questionnaire ▪ Research instrument ▪ Career Adverts
20 HRS/ 5 WEEKS	11.2.3 Collaboratively or independently transform a business plan into an action plan (including Gantt charts and timelines). 11.2.4 Start a business venture. 11.2.7 Avenues of acquiring businesses. 11.2.8 The benefits and challenges of establishing a company versus other forms of ownership. Integrated with: 11.1.2 11.1.2 11.2.1 11.3.2. 11.3.3 11.3.4 11.4.3 11.4.5	ACTION PLAN AND BUSINESS VENTURE	<ul style="list-style-type: none"> ▪ Transforming a business plan into an action plan (e.g. timelines, Gantt charts, responsibilities, project planning). ▪ Initiating and setting up business ventures to generate income, basing this on an action plan and acquiring funding if needed. ▪ Avenues of acquiring businesses (e.g. franchising, outsourcing, leasing), and their advantages and disadvantages as well as contractual implications (e.g. royalties, legalities). ▪ The benefits and challenges of establishing a company versus other forms of ownership (including taxation issues). ▪ Forms of ownership (sole proprietor, partnership, close corporation, company). 	<ul style="list-style-type: none"> ▪ Project: Action plan - with activities, timelines, responsibilities ▪ Role play or simulate a business venture ▪ Research project – avenues of acquisition of other businesses. ▪ Debates and discussion - Forms of ownership and management skills ▪ Case study – avenues of acquiring businesses. ▪ Examination 	<ul style="list-style-type: none"> ▪ Textbook ▪ Newspapers ▪ Business plan ▪ PC – Outlook program (if available) ▪ Completed Action plan ▪ Legal documents, e.g. Companies Act ▪ Case studies
8 HRS/ 2 WEEKS	11.2.6 Present a variety of business-related information. Integrated with: 11.1.1 11.1.2 11.1.3 11.1.5 11.2.1 11.2.3 11.2.4 11.2.7 11.3.7. 11.4.4	BUSINESS INFORMATION	<ul style="list-style-type: none"> ▪ Business-related information in verbal and non-verbal format (including tables, graphs, diagrams and illustrations). 	<ul style="list-style-type: none"> ▪ Presentation of a report ▪ Relevancy of tables, graphs, diagrams and illustrations. ▪ Confidence. ▪ Communication skills ▪ Collage ▪ Questions and feedback 	<ul style="list-style-type: none"> ▪ Textbook ▪ Posters ▪ Collage

12 HRS/ 3 WEEKS	11.3.2 Creative thinking. Integrated with: 11.2.3 11.2.4. 11.2.7 11.2.8	C R E A T I V E T H I N K I N G	<ul style="list-style-type: none"> ▪ Creative thinking to address business problems and to improve business practice. <ul style="list-style-type: none"> ○ Problem-solving skills in a business context. ○ More complex problem-solving techniques (e.g. Delphi technique and force-field analysis). ○ Working with others to solve problems and generate ideas. ○ Creative thinking skills and conventional versus non-conventional solutions (include indigenous approaches and solutions). 	<ul style="list-style-type: none"> ▪ Role play - problem solving process ▪ Case study – problem to be solved (Relate the case study to LO2) ▪ Report ▪ Test 	<ul style="list-style-type: none"> ▪ Textbook ▪ Case studies ▪ Business environment. ▪ Sound business practice
16 HRS/ 4 WEEKS	11.3.3 Theories and principles of professionalism and ethics, and explore how they relate to the business environment. 11.3.4 Principles and skills of professional, responsible, ethical and effective business practice to carry out business ventures. 11.3.8 Describe team dynamics theories. Integrated with: 11.1.1 11.1.2 11.1.3 11.1.5 11.2. 1 11.2. 3 11.2. 4	P R O F E S S I O N A L I S M A N D T E A M D Y N A M I C S	<ul style="list-style-type: none"> ▪ The theories and principles of professionalism and ethics, and explore how they relate to the business environment. ▪ The difference between good and bad decisions. ▪ The principles and skills of professional, responsible, ethical and effective business practice to carry out business ventures. ▪ The concept of ethics and different perspectives on ethics, as well as ethical business ventures. ▪ Team dynamics theories and specific business-based case studies. ▪ Conflict management, team dynamics and dealing with grievances. 	<ul style="list-style-type: none"> ▪ Case study ▪ Role-play – group activity ▪ Presentation ▪ Project 	<ul style="list-style-type: none"> ▪ Textbook ▪ Team values ▪ Business ethics ▪ Code of conduct ▪ Case studies
8 HRS/ 2 WEEKS	11.3.6 Concepts relating to stress, crisis and change management. Integrated with: 11.3. 2 11.3. 3 11.3. 4	S T R E S S M A N A G E M E N T	<ul style="list-style-type: none"> ▪ Concepts relating to stress, crisis and change management. <ul style="list-style-type: none"> ○ How to manage stress. ○ Theories of change management, dealing with and adapting to change (e.g. unemployment, retrenchment, globalisation, affirmative action). 	<ul style="list-style-type: none"> ▪ Case study ▪ Debates and discussions ▪ Life skills 	<ul style="list-style-type: none"> ▪ Textbook ▪ Case studies ▪ Stress management literature ▪ Change management literature

24 HRS/ 6 WEEKS	<p>11.4.3 Aspects of the marketing function.</p> <p>11.4.4 Select a marketing activity and carry it out to achieve an identified business objective.</p> <p>11.4.5 Aspects of the production function.</p> <p>Integrated with: 11.1.1 11.1.2 11.1.3 11.1.5</p>	BUSINESS FUNCTIONS	<ul style="list-style-type: none"> ▪ Marketing activities (e.g. product policy, pricing policies, marketing distribution, marketing communication). (Refer to the subject content.) ▪ Marketing in the formal and informal sectors. ▪ Foreign marketing and the production function (e.g. systems, planning, safety, quality and costing). ▪ Select a marketing activity and carry it out to achieve an identified business objective. ▪ The production function: <ul style="list-style-type: none"> ○ Systems; production planning; safety management; quality control; production costs. (Refer to the subject content.) 	<ul style="list-style-type: none"> ▪ Baseline assessment from other Grades. ▪ Project – carry out marketing activity. ▪ Assignment. ▪ Debates and discussions. ▪ Case study. ▪ Examination 	<ul style="list-style-type: none"> ▪ Textbooks ▪ Local, National and Global businesses. ▪ Organizational chart/structure ▪ Case studies
3 WEEKS	Midyear: Revision and Examination				
3 WEEKS	End of the year: Revision and Examination				

EXAMPLE OF A WORK SCHEDULE FOR GRADE 12

TIME FRAME	LO.AS	CONTEXT	CONTENT	ASSESSMENT	RESOURCES
24 HRS/ 6 WEEKS	<p>12.3.2 Creative thinking and respond to challenges in dynamic and complex business contexts. 12.1.2 Strategies for how a business can respond to the challenges</p> <p>Integration with: 12.1.3 12.1.4 12.4.3 12.4.4 12.4.6 12.4.4 12.4.5</p>	CREATIVE THINKING AND BUSINESS STRATEGIES	<ul style="list-style-type: none"> ▪ Advanced problem-solving skills. (Refer to the previous Grades). ▪ Creative thinking to solve complex business problems in case studies and given scenarios. ▪ Strategies in response to challenges in business environments: <ul style="list-style-type: none"> ○ SWOT analysis of the business environments. ○ Formulation of strategies. ○ Implementing strategies. ○ Evaluation of strategies. ▪ Type of business strategies <ul style="list-style-type: none"> ○ Integration Strategies ○ Intensive Strategies ○ Diversification strategies ○ Defensive strategies ○ Other strategies, e.g. the company repositioning itself. ▪ Evaluating these strategies and making recommendations for their improvement. 	<ul style="list-style-type: none"> ▪ Baseline assessment from other Grades. ▪ SWOT analysis – business environments. ▪ Case study to show the challenges ▪ Evaluation of the strategies 	<ul style="list-style-type: none"> ▪ Textbook ▪ Case studies ▪ Evaluation instrument.
4 HRS/ 1 WEEK	<p>12.1.5 Select a business from each sector, and describe the three environments related to these sectors and the extent to which a business can control these environments.</p> <p>Integration with: 12.1.3 12.1.4 12.4.3 12.4.4 12.4.6</p>	BUSINESS ENVIRONMENT	<ul style="list-style-type: none"> ▪ Case studies of a business from each sector, and describe the three environments related to these sectors and the extent to which a business can control these environments. 	<ul style="list-style-type: none"> ▪ Case study – three sectors and environments related to the sectors. 	<ul style="list-style-type: none"> ▪ Textbook ▪ Case studies

<p>12 HRS/ 3 WEEKS</p>	<p>12.1.3 Critically examine the concept of social responsibility and its implications for both business and communities. 12.1.4 Analyse the impact on small and big business operations of recent legislation developed in response to demands for redress and equity.</p> <p>Integration with: 12.1.5 12.2.5 12.3.3 12.4.3 12.3.4</p>	<p>CORPORATE SOCIAL RESPONSIBILITY AND LEGISLATION</p>	<p>Corporate Citizenship/ Corporate Social Responsibility (CSR)</p> <ul style="list-style-type: none"> ▪ The nature and process of Corporate Social Investment, how it works, and the benefit and/or problems for both business and communities ▪ Corporate social investment projects, including human rights issues. ▪ Responsible business practice. <p>Challenges to the business</p> <ul style="list-style-type: none"> ▪ Legislative requirements, e.g. Employment Equity Act, Skills Development Act (e.g. skills levies and their implications for small and large business) and BEE and compliance. ▪ The National Skills Development Strategy and Human Resource Development Strategy (i.e. Sector Education and Training Authorities). 	<ul style="list-style-type: none"> ▪ Case study on CSR. ▪ Debates and discussions ▪ Assignment: research on Corporate Social Investment ▪ Test 	<ul style="list-style-type: none"> ▪ Textbook ▪ Corporate Social Responsibility (CSR) report, e.g. from businesses ▪ Assessment questionnaire. ▪ Employment Equity Act, Skills Development Act and BEE Act and National Skills Development strategy.
<p>20 HRS/ 5 WEEKS</p>	<p>12.2.4 Critically reflect on a business venture, assess its entrepreneurial qualities. 12.2.5 Business venture addresses issues such as human rights, inclusivity and environmental issues 12.2.8 Particular form of ownership can contribute to the success or failure of a business. 12.4.6 how quality of performance within the business functions can influence the success or failure of a business</p> <p>Integration with: 12.1.4 12.3.3 12.3.4 12.3.8 12.4.3 12.4.4 12.4.5</p>	<p>BUSINESS VENTURE</p>	<ul style="list-style-type: none"> ▪ The concept of entrepreneurial qualities and assessing a business venture according to these qualities. ▪ What makes a business successful – key success factors, case studies (e.g. sustainability, profitability, customer base). Identify areas for improvement ▪ Assessing a business venture against criteria to measure human rights, inclusivity, and environmental issues. ▪ Types of ownership (e.g. sole trader, company) and their impact on the success or failure of a business, issues of capacity, taxation, management, capital, division of profits and legislation. ▪ The concept of quality, how it relates to the various business functions, and how it impacts on different business structures (e.g. sole traders versus large business). 	<ul style="list-style-type: none"> ▪ Case study - quality and performance success factor for the business. ▪ Self-assessment – entrepreneurial qualities. ▪ Business evaluation ▪ Address prevalence of bias and unfair practices in the business. ▪ Project: reflect and evaluate a business venture 	<ul style="list-style-type: none"> ▪ Textbook ▪ Case studies ▪ Human rights literature ▪ Self-assessment questionnaire ▪ Business evaluation questionnaire ▪ Employment Equity Act. ▪ Skills Development Act

4 HRS/ 1 WEEK	12.2.6 Present a variety of business-related information clearly and accurately in verbal and non-verbal format (including graphs), respond professionally to questions and feedback, and amend information as necessary. Integration with: 12.2.4 12.2.5 12.2.7 12.2.8	BUSINESS INFORMATION	<ul style="list-style-type: none"> ▪ Business information with tables, graphs, diagrams and illustrations. 	<ul style="list-style-type: none"> ▪ Presentation of a report ▪ Relevancy of tables, graphs, diagrams and illustrations. ▪ Confidence. ▪ Communication skill ▪ Collage ▪ Questions and feedback 	<ul style="list-style-type: none"> ▪ Textbook ▪ Poster
8 HRS/ 2 WEEKS	12.3.3 Discuss and debate how professional, responsible, ethical and effective business practice should be conducted in changing and challenging business environments. 12.3.4 Reflect on situations and activities and make recommendations for improvement. Integration with: 12.1.2 12.3.2	PROFESSIONALISM AND ETHICS	<ul style="list-style-type: none"> ▪ The meaning of ethical behaviour and business practice, and the relationship between ethical and professional behaviour. ▪ How professional, responsible, 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.) ▪ 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, unauthorized use of funds, abusing work time, etc). 	<ul style="list-style-type: none"> ▪ Case study ▪ Simulation of professional situations ▪ Debates and discussions. 	<ul style="list-style-type: none"> ▪ Textbook ▪ Code of conduct ▪ Business ethics ▪ Case studies
8 HRS/ 2 WEEKS	12.3.5 Differentiate between management and leadership styles and approaches. 12.3.6 Apply conflict management skills to resolve differences in business situations (including workplace forums). Integration with: 12.1.2 12.3.2 12.3.3 12.3.4 12.3.7 12.3.8 12.3.10 12.4.3 12.4.4	MANAGEMENT AND LEADERSHIP	<ul style="list-style-type: none"> ▪ The difference between leadership and management, different 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 ▪ Conflict management skills to resolve differences in business situations (including workplace forums). ▪ Problem-solving and management of problems that arise from working with others or in teams. 	<ul style="list-style-type: none"> ▪ Role-play – leadership/management role. ▪ Case study ▪ Examination 	<ul style="list-style-type: none"> ▪ Textbook ▪ Leadership and management literature ▪ Case studies

8 HRS/ 2 WEEKS	<p>12.3.8 Collaborate with others to contribute towards the achievement of specific objectives.</p> <p>12.3.10 Meaningfully contribute time and effort to advancing the well-being of others in a business context.</p> <p>Integration with: 12.3.2 12.3.3 12.3.4 12.3.7 12.3.8 12.3.10</p>	TEAM PERFORMANCE	<ul style="list-style-type: none"> ▪ Self and team assessment according to team criteria. ▪ How to effectively perform specific role within a team ▪ Workplace scenarios where workers are expected to complete projects in teams, work together on the line. 	<ul style="list-style-type: none"> ▪ Simulation of team work ▪ Projects and assignments to show team dynamics ▪ Self assessment ▪ Team assessment ▪ Case study/scenarios ▪ Evidence of community involvement 	<ul style="list-style-type: none"> ▪ Textbook ▪ Case studies ▪ Self and business assessment questionnaires ▪ Team values
12 HRS/ 3 WEEKS	<p>12.4.3 Analyse and discuss relevant legislation and the following aspects of the human resource function: recruitment and selection; employee contracts; induction and placement; salary administration; employee benefits; skills development.</p> <p>12.4.5 Investigate developments in industrial relations that relate to contemporary business practice.</p> <p>12.4.4 Select a human resource activity and carry it out to achieve an identified business objective.</p>	HUMAN RESOURCE AND LEGISLATION	<p>Human resource activities (e.g. recruitment and selection, contracts, induction, salaries, and other benefits).</p> <ul style="list-style-type: none"> ▪ Human resource: Labour Relations Act, Basic Conditions of Employment & Employment Equity Act. ▪ Procedures related to recruitment, selection and interviewing. ▪ Legalities of employment contracts. ▪ Procedures of induction and placements. ▪ Interviewing, selection and induction. ▪ Salary determination (piecemeal and time-related) includes personal tax. Link to basic conditions of employment. ▪ Employee benefits: pension, medical, other. ▪ Skills Development Act and links to training, SETAs, learnerships, and skills programmes, qualifications, National Qualifications Framework, SAQA, etc. ▪ Industrial relations, including the history of trade unions, functions and role of trade unions and grievance procedures (e.g. arbitration). 	<ul style="list-style-type: none"> ▪ Simulation of situations ▪ Role play interviews ▪ Case study ▪ Debates and discussions ▪ Research ▪ Project linked to human resources. ▪ Test 	<ul style="list-style-type: none"> ▪ Textbook ▪ Skills Development Act ▪ Employment Equity Act ▪ Basic Conditions of Employment Act ▪ Employment contract. ▪ Labour Relations Act ▪ SAQA ▪ National Skills Development Strategy. ▪ Case studies
	<p>12.3.7 Select and motivate choice of possible business careers and associated career paths.</p> <p>Integration with: 12.1.4 12.3.4 12.3.6</p>		<ul style="list-style-type: none"> ▪ Career pathing ▪ Plot paths on how to follow some business careers (e.g. study, training, employment) ▪ Choose two to three business careers and motivate the reasons for your choice. 	<ul style="list-style-type: none"> ▪ Research presentation 	<ul style="list-style-type: none"> ▪ Newspapers ▪ Textbook

12 HRS/ 3 WEEKS	12.2.7 Investigate a range of available business investment opportunities, distinguish between assurance and insurance (both compulsory and non-compulsory), and discuss the viability and relevance of these to both individuals and businesses. Integration with: 12.4.2 12.4.4 12.4.5	INSURANCE AND INVESTMENTS	<ul style="list-style-type: none"> ▪ Life insurance and retirement annuities, insurance of goods (compulsory and non-compulsory), ▪ Unemployment Insurance Fund (UIF), ▪ Road Accident Fund (RAF), ▪ Business investments, the Johannesburg Stock/Security Exchange, shares, unit trusts and calculation of interest. 	Project on investment Calculations Debates and discussions Investment games <i>Trial Examination</i>	Textbook Examples of insurance policies Share certificate
2 WEEKS	Midyear: Revision and Examination				
2 WEEKS	Trial examination: Revision and Examination				
4 WEEKS	End of the year: Revision and Examination				

ANNEXURE 3: EXAMPLES OF LESSON PLANS FOR BUSINESS STUDIES

GRADE 10

Lesson plan: Business Studies Grade: 10 Topic: Business Functions Duration: 16 hours							
Learning Outcomes and Assessment Standards: 10.4.1 Identify and briefly discuss the eight business functions. 10.4.2 Analyse how the business functions are interrelated and how they operate in small, medium and big business context. 10.4.3 Identify the levels and task of general management and use this information to analyse these within a public or private organisation. 10.4.5 Analyse and explain the following functions and their importance in achieving business objectives: administration; financing; purchasing; public relations.							
Integration within the subject: 10.1.1 Identify the various components of micro (internal), marker and macro business environments, and discuss the relationship between these environments. 10.1.2 Analyse and explain the features of the micro (internal), marker and macro business environments in detail.							
Prior knowledge: <ul style="list-style-type: none"> ▪ The business environment, i.e. micro, marker and macro environment. 							
Extended activity: <ul style="list-style-type: none"> ▪ Learners are given extra activities to complete as homework. 							
Expanded opportunities: <ul style="list-style-type: none"> ▪ Learners can visit the local businesses to learn more about the business functions of a small /medium or big business and relate the organisational structure to the information in the textbook. 							
Teacher activity	Learner activity	LTSM	Assessment Strategies	S	K	V	Time
<ul style="list-style-type: none"> ▪ Conduct baseline assessment to determine prior learning regarding the business environment. ▪ Give learners a written activity. They must outline and briefly explain the eight business functions. 	<ul style="list-style-type: none"> ▪ Complete an activity that outlines and briefly explain the eight business functions, i.e. financial function, production function, etc. 	<ul style="list-style-type: none"> ▪ Textbook ▪ Workbook 	<ul style="list-style-type: none"> ▪ Baseline assessment on the business environment, e.g. micro environment 	√	√		60 min.
<ul style="list-style-type: none"> ▪ Put up the organisational chart that shows the relationships between the functions and identifies the factors influencing teamwork. ▪ Divides learners into pairs and gives them a case study that will assist them to examine and explains the relationship between the functions of a small and large business. 	<ul style="list-style-type: none"> ▪ Pay attention, ask questions and answer questions posed by the teacher. ▪ Answer questions from a case study to examine and explain the relationship between the functions of a small business. 	<ul style="list-style-type: none"> ▪ Textbook ▪ Organizational chart/structure of a company ▪ Local businesses if there is any. ▪ Case study 	<ul style="list-style-type: none"> ▪ Organizational chart to indicate the management levels. ▪ Case study – show the relationship. 	√	√	√	240 min
<ul style="list-style-type: none"> ▪ Instruct learners to remain in the same groups as the previous activity. ▪ Instruct learners to brainstorm and analyse the following functions: Administration, financing, purchasing and public relations and ▪ Observe the brainstorming/discussion 	<ul style="list-style-type: none"> ▪ Brainstorm each function given, i.e. Analyse the functions of administration, financing, purchasing and public relations and present to the entire class. 	<ul style="list-style-type: none"> ▪ Textbooks ▪ Posters ▪ Observation sheet 	<ul style="list-style-type: none"> ▪ Brainstorm the functions. ▪ Debate and discuss each function. 	√	√	√	240 min

and make notes of the discussions and the presentations.							
<ul style="list-style-type: none"> ▪ Put up the organisational chart to show the management levels. ▪ Pair the learners and provide them with a case study that will allow them to identify and explore the levels of management and management tasks. 	<ul style="list-style-type: none"> ▪ Identify the three levels of management on the chart. ▪ Discuss, read and answer questions from a case study to explain the levels of management and the tasks for each level. 	Textbooks Organizational chart/structure Case study Workbooks	<ul style="list-style-type: none"> ▪ Organizational chart to indicate the management levels. ▪ Case study – identifies and explores the management levels and tasks. 	√	√	√	180 min.
<ul style="list-style-type: none"> ▪ Learners study the management levels and make their own notes. ▪ Rearrange the class and choose a group to role-play the different levels of management. ▪ In the drama they should understand the responsibilities and alignment between levels and tasks and the correlation between management and the success of business in achieving its objectives. ▪ Consolidate the entire lesson. 	<ul style="list-style-type: none"> ▪ Prepare for the role-play by studying the notes. ▪ Role-play the different levels of management in a big company whilst others are observing and taking notes. ▪ In the play they should identify the responsibilities and alignment between levels and tasks and the correlation between management and the success of business in achieving its objectives. 	<ul style="list-style-type: none"> ▪ Textbook ▪ Observation sheet. 	<ul style="list-style-type: none"> ▪ Role-play the levels of management ▪ Teacher and peer assessment of a Role play 	√	√	√	240 min
Teacher 's reflection							

GRADE 10

LESSON PLAN: Business Studies Grade: 10 Context: Local community Duration: 14 hours							
Learning Outcomes and Assessment Standards: LO2 – Business Venture AS1 – Design and use a research instrument AS2 – Identify possible business opportunities AS4 – Investigate and debate factors that impact on a business location.							
Integration within the subject: LO1 AS5 – Investigate the nature of business LO3 AS1 – Creative thinking LO3 AS2 – Entrepreneurial opportunities							
Prior knowledge: Needs and wants Different types of businesses SWOT analysis Engaged in a business activity as a joint venture with the school / community							
Extended activity: Learners can operate and run the business Research existing businesses and analyse them							
Expanded opportunities: Research material must be made available if the learners cannot have access to it. If learners can't move into the community to conduct the research, set it up at school e.g. bring parents in, use fellow students etc.							
Teacher's Actions	Learners' Activities	LTSM	Assessment Strategies	S	K	V	Time
Conduct a baseline assessment to determine learner prior knowledge in respect of research instruments.	Learners to complete the baseline assessment to determine their prior knowledge.		Baseline assessment	✓	✓		20 min.
Brainstorm different methods of gathering information.	Learners to be involved in a brainstorm exercise.		Brainstorm	✓	✓		20 min.
Use examples of different types of research instruments for the learners to look at and critique.	Learners to critique different types of instruments used by businesses. Learners to be creative in critiquing the instruments.	Market research examples from businesses	Discussion	✓	✓	✓	60 min.
Based on the skills acquired in the critiquing learners have to design a research instrument to determine needs and wants in their community. In groups let them discuss the method to be used, what technique to use to gather the information.	Learners to discuss a research instrument that they can use to determine the needs and wants in their community. Special care must be taken in drawing up this instrument, as this will determine the reliability of the results.		Brainstorm Draft of a research form	✓	✓	✓	120 min.
Allow learners time to test run their instruments. Either use fellow mates, or other learners, teachers, parents in the school.	Learners to test run their instrument and if need be make adaptations.	Their draft instrument	Completed research form	✓			20 min.
Learners to conduct the research. Need to	Learners to conduct the research. All members	Research forms	Completed forms	✓			60 min.

determine who the target market is and how many people to research.	of the group should conduct the research bearing in mind the fact that they need to balance time with reliability.						
Learners now need to analyse the results and prepare a report. There are various methods to use for this – discuss different options with them.	Learners to analyse the results and report on the results.	Completed forms	Report Presentation Graphs Tables	✓	✓		120 min.
Learners to conduct a research of what businesses are already operating in their community based on the results of the survey.	Learners to conduct a survey of what businesses there are already in their community that meet the needs and wants as determined by the research. Learners to assess potential gaps in the market.	Local council Business journals Field trips Interviews	Research Report	✓	✓	✓	60 min.
Learners to conduct a SWOT analysis of the potential business venture that they have come up with.	Learners to conduct the SWOT analysis.		SWOT analysis Report	✓	✓		60 min.
It is also necessary to do a personal SWOT analysis of the group to determine whether they have the necessary attributes to establish the potential business.	Learners to conduct a personal SWOT analysis of the group.		SWOT analysis	✓	✓	✓	60 min.
Learners need to determine a potential location for the business. They must take into account the type of business, their local community, regulations etc.	Learners to determine potential locations for the business. Hold a debate in their group.	Local council Environmental magazines Internet	Debate	✓	✓	✓	60 min.
Set up a ‘board of directors’ at which the groups can present their potential business based on their research of the needs and wants, existing businesses, SWOT analysis. They are to give a motivation as to why they believe their business will be successful.	Learners in their groups to make a presentation to the ‘board of directors’.	Data	Presentation	✓	✓	✓	180 min.
Teacher Reflection:							