education

Department of Education
REPUBLIC OF SOUTH AFRICA

National Curriculum Statement
Grades 10-12
(General)

BUSINESS STUDIES

HOW TO USE THIS BOOK

This document is a policy document divided into four chapters. It is important for the reader to read and integrate information from the different sections in the document. The content of each chapter is described below.

■ **Chapter 1 - Introducing the National Curriculum Statement**

This chapter describes the principles and the design features of the National Curriculum Statement Grades 10 – 12 (General). It provides an introduction to the curriculum for the reader.

■ **Chapter 2 - Introducing the Subject**

This chapter describes the definition, purpose, scope, career links and Learning Outcomes of the subject. It provides an orientation to the Subject Statement.

■ **Chapter 3 - Learning Outcomes, Assessment Standards, Content and Contexts**

This chapter contains the Assessment Standards for each Learning Outcome, as well as content and contexts for the subject. The Assessment Standards are arranged to assist the reader to see the intended progression from Grade 10 to Grade12. The Assessment Standards are consequently laid out in double-page spreads. At the end of the chapter is the proposed content and contexts to teach, learn and attain Assessment Standards.

■ **Chapter 4 – Assessment**

This chapter deals with the generic approach to assessment being suggested by the National Curriculum Statement. At the end of the chapter is a table of subject-specific competence descriptions. Codes, scales and competence descriptions are provided for each grade. The competence descriptions are arranged to demonstrate progression from Grade 10 to Grade 12.

■ **Symbols**

The following symbols are used to identify Learning Outcomes, Assessment Standards, grades, codes, scales, competence description, and content and contexts.

LO	= Learning Outcome	**S**	= Scale
AS	= Assessment Standard	**Cd**	= Competence Description
G	= Grade	**C**	= Content and Contexts
C	= Code		

CONTENTS

ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CASS	Continuous Assessment
CBO	Community-Based Organisation
CEDAW	Committee on the Elimination of Discrimination Against Women
DO	Developmental Outcome
FBO	Faith-Based Organisation
FET	Further Education and Training
GET	General Education and Training
HIV	Human Immunodeficiency Virus
IKS	Indigenous Knowledge Systems
JSE	Johannesburg Securities Exchange
NCS	National Curriculum Statement
NQF	National Qualifications Framework
OBE	Outcomes-Based Education
PR	Public Relations
RAF	Road Accident Fund
SABS	South African Bureau of Standards
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SWOT	Strengths, Weaknesses, Opportunities and Threats
UIF	Unemployment Insurance Fund

CHAPTER 1

INTRODUCING THE NATIONAL CURRICULUM STATEMENT

The adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development in South Africa. The Preamble states that the aims of the Constitution are to:

■ heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
■ improve the quality of life of all citizens and free the potential of each person;
■ lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
■ build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

The Constitution further states that 'everyone has the right … to further education which the State, through reasonable measures, must make progressively available and accessible'.

The National Curriculum Statement Grades 10 – 12 (General) lays a foundation for the achievement of these goals by stipulating Learning Outcomes and Assessment Standards, and by spelling out the key principles and values that underpin the curriculum.

PRINCIPLES

The National Curriculum Statement Grades 10 – 12 (General) is based on the following principles:

■ social transformation;
■ outcomes-based education;
■ high knowledge and high skills;
■ integration and applied competence;
■ progression;
■ articulation and portability;
■ human rights, inclusivity, environmental and social justice;
■ valuing indigenous knowledge systems; and
■ credibility, quality and efficiency.

Social transformation

The Constitution of the Republic of South Africa forms the basis for social transformation in our post-apartheid society. The imperative to transform South African society by making use of various transformative tools stems from a need to address the legacy of apartheid in all areas of human activity and in education in particular. Social transformation in education is aimed at ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population. If social transformation is to be achieved, all South Africans have to be educationally affirmed through the recognition of their potential and the removal of artificial barriers to the attainment of qualifications.

Outcomes-based education

Outcomes-based education (OBE) forms the foundation for the curriculum in South Africa. It strives to enable all learners to reach their maximum learning potential by setting the Learning Outcomes to be achieved by the end of the education process. OBE encourages a learner-centred and activity-based approach to education. The National Curriculum Statement builds its Learning Outcomes for Grades 10 – 12 on the Critical and Developmental Outcomes that were inspired by the Constitution and developed through a democratic process.

The Critical Outcomes require learners to be able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, group, organisation and community;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

The Developmental Outcomes require learners to be able to:

- reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizens in the life of local, national and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities.

High knowledge and high skills

The National Curriculum Statement Grades 10 – 12 (General) aims to develop a high level of knowledge and skills in learners. It sets up high expectations of what all South African learners can achieve. Social justice requires the empowerment of those sections of the population previously disempowered by the lack of knowledge and skills. The National Curriculum Statement specifies the minimum standards of knowledge and skills to be achieved at each grade and sets high, achievable standards in all subjects.

Integration and applied competence

Integration is achieved within and across subjects and fields of learning. The integration of knowledge and skills across subjects and terrains of practice is crucial for achieving applied competence as defined in the National Qualifications Framework. Applied competence aims at integrating three discrete competences – namely, practical, foundational and reflective competences. In adopting integration and applied competence, the National Curriculum Statement Grades 10 – 12 (General) seeks to promote an integrated learning of theory, practice and reflection.

Progression

Progression refers to the process of developing more advanced and complex knowledge and skills. The Subject Statements show progression from one grade to another. Each Learning Outcome is followed by an explicit statement of what level of performance is expected for the outcome. Assessment Standards are arranged in a format that shows an increased level of expected performance per grade. The content and context of each grade will also show progression from simple to complex.

Articulation and portability

Articulation refers to the relationship between qualifications in different National Qualifications Framework levels or bands in ways that promote access from one qualification to another. This is especially important for qualifications falling within the same learning pathway. Given that the Further Education and Training band is nested between the General Education and Training and the Higher Education bands, it is vital that the Further Education and Training Certificate (General) articulates with the General Education and Training Certificate and with qualifications in similar learning pathways of Higher Education. In order to achieve this articulation, the development of each Subject Statement included a close scrutiny of the exit level expectations in the General Education and Training Learning Areas, and of the learning assumed to be in place at the entrance levels of cognate disciplines in Higher Education.

Portability refers to the extent to which parts of a qualification (subjects or unit standards) are transferable to another qualification in a different learning pathway of the same National Qualifications Framework band. For purposes of enhancing the portability of subjects obtained in Grades 10 – 12, various mechanisms have been explored, for example, regarding a subject as a 20-credit unit standard. Subjects contained in the National Curriculum Statement Grades 10 – 12 (General) compare with appropriate unit standards registered on the National Qualifications Framework.

Human rights, inclusivity, environmental and social justice

The National Curriculum Statement Grades 10 – 12 (General) seeks to promote human rights, inclusitivity, environmental and social justice. All newly-developed Subject Statements are infused with the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. In particular, the National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors.

The National Curriculum Statement Grades 10 – 12 (General) adopts an inclusive approach by specifying minimum requirements for all learners. It acknowledges that all learners should be able to develop to their full potential provided they receive the necessary support. The intellectual, social, emotional, spiritual and physical needs of learners will be addressed through the design and development of appropriate Learning Programmes and through the use of appropriate assessment instruments.

Valuing indigenous knowledge systems

In the 1960s, the theory of multiple-intelligences forced educationists to recognise that there were many ways of processing information to make sense of the world, and that, if one were to define intelligence anew, one would have to take these different approaches into account. Up until then the Western world had only valued logical, mathematical and specific linguistic abilities, and rated people as 'intelligent' only if they were adept in these ways. Now 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. The National Curriculum Statement Grades 10 – 12 (General) has infused indigenous knowledge systems into the Subject Statements. It acknowledges the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution. As many different perspectives as possible have been included to assist problem solving in all fields.

Credibility, quality and efficiency

The National Curriculum Statement Grades 10 – 12 (General) 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. Quality assurance is to be regulated by the requirements of the South African Qualifications Authority Act (Act 58 of 1995), the Education and Training Quality Assurance Regulations, and the General and Further Education and Training Quality Assurance Act (Act 58 of 2001).

THE KIND OF LEARNER THAT IS ENVISAGED

Of vital importance to our development as people are the values that give meaning to our personal spiritual and intellectual journeys. *The Manifesto on Values, Education and Democracy* (Department of Education, 2001:9-10) states the following about education and values:

Values and morality give meaning to our individual and social relationships. They are the common currencies that help make life more meaningful than might otherwise have been. An education system does not exist to simply serve a market, important as that may be for economic growth and material prosperity. Its primary purpose must be to enrich the individual and, by extension, the broader society.

The kind of learner that is envisaged is one who will be imbued with the values and act in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution.

The learner emerging from the Further Education and Training band must also demonstrate achievement of the Critical and Developmental Outcomes listed earlier in this document. Subjects in the Fundamental Learning Component collectively promote the achievement of the Critical and Developmental Outcomes, while specific subjects in the Core and Elective Components individually promote the achievement of particular Critical and Developmental Outcomes.

In addition to the above, learners emerging from the Further Education and Training band must:

■ have access to, and succeed in, lifelong education and training of good quality;
■ demonstrate an ability to think logically and analytically, as well as holistically and laterally; and
■ be able to transfer skills from familiar to unfamiliar situations.

THE KIND OF TEACHER THAT IS ENVISAGED

All teachers and other educators are key contributors to the transformation of education in South Africa. The National Curriculum Statement Grades 10 – 12 (General) visualises teachers who are qualified, competent, dedicated and caring. They will be able to fulfil the various roles outlined in the Norms and Standards for Educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors, and subject specialists.

STRUCTURE AND DESIGN FEATURES

Structure of the National Curriculum Statement

The National Curriculum Statement Grades 10 – 12 (General) consists of an Overview Document, the Qualifications and Assessment Policy Framework, and the Subject Statements.

The subjects in the National Curriculum Statement Grades 10 – 12 (General) are categorised into Learning Fields.

What is a Learning Field?

A Learning Field is a category that serves as a home for cognate subjects, and that facilitates the formulation of rules of combination for the Further Education and Training Certificate (General). The demarcations of the Learning Fields for Grades 10 – 12 took cognisance of articulation with the General Education and Training and Higher Education bands, as well as with classification schemes in other countries.

Although the development of the National Curriculum Statement Grades 10 – 12 (General) has taken the twelve National Qualifications Framework organising fields as its point of departure, it should be emphasised that those organising fields are not necessarily Learning Fields or 'knowledge' fields, but rather are linked to occupational categories.

The following subject groupings were demarcated into Learning Fields to help with learner subject combinations:

- Languages (Fundamentals);
- Arts and Culture;
- Business, Commerce, Management and Service Studies;
- Manufacturing, Engineering and Technology;
- Human and Social Sciences and Languages; and
- Physical, Mathematical, Computer, Life and Agricultural Sciences.

What is a subject?

Historically, a subject has been defined as a specific body of academic knowledge. This understanding of a subject laid emphasis on knowledge at the expense of skills, values and attitudes. Subjects were viewed by some as static and unchanging, with rigid boundaries. Very often, subjects mainly emphasised Western contributions to knowledge.

In an outcomes-based curriculum like the National Curriculum Statement Grades 10 – 12 (General), subject boundaries are blurred. Knowledge integrates theory, skills and values. Subjects are viewed as dynamic, always responding to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum.

A subject in an outcomes-based curriculum is broadly defined by Learning Outcomes, and not only by its body of content. In the South African context, the Learning Outcomes should, by design, lead to the achievement of the Critical and Developmental Outcomes. Learning Outcomes are defined in broad terms and are flexible, making allowances for the inclusion of local inputs.

What is a Learning Outcome?

A Learning Outcome is a statement of an intended result of learning and teaching. It describes knowledge, skills and values that learners should acquire by the end of the Further Education and Training band.

What is an Assessment Standard?

Assessment Standards are criteria that collectively describe what a learner should know and be able to demonstrate at a specific grade. They embody the knowledge, skills and values required to achieve the Learning Outcomes. Assessment Standards within each Learning Outcome collectively show how conceptual progression occurs from grade to grade.

Contents of Subject Statements

Each Subject Statement consists of four chapters and a glossary:

- *Chapter 1, Introducing the National Curriculum Statement:* This generic chapter introduces the National Curriculum Statement Grades 10 – 12 (General).
- *Chapter 2, Introducing the Subject:* This chapter introduces the key features of the subject. It consists of a definition of the subject, its purpose, scope, educational and career links, and Learning Outcomes.
- *Chapter 3, Learning Outcomes, Assessment Standards, Content and Contexts:* This chapter contains Learning Outcomes with their associated Assessment Standards, as well as content and contexts for attaining the Assessment Standards.
- *Chapter 4, Assessment:* This chapter outlines principles for assessment and makes suggestions for recording and reporting on assessment. It also lists subject-specific competence descriptions.
- *Glossary:* Where appropriate, a list of selected general and subject-specific terms are briefly defined.

LEARNING PROGRAMME GUIDELINES

A Learning Programme specifies the scope of learning and assessment for the three grades in the Further Education and Training band. It is the plan that ensures that learners achieve the Learning Outcomes as prescribed by the Assessment Standards for a particular grade. The Learning Programme Guidelines assist teachers and other Learning Programme developers to plan and design quality learning, teaching and assessment programmes.

CHAPTER 2

BUSINESS STUDIES

DEFINITION

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

PURPOSE

Economic growth and personal financial empowerment are largely dependent on the positive contribution 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 where they are able 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 successfully carry out business operations. These roles and operations can also be applied within other organisational structures such as 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, respecting the rights of others and environmental sustainability;
- apply basic leadership and management skills and principles while working with others to accomplish business goals;
- be motivated, self-directed, reflective lifelong learners who responsibly manage themselves and their activities while working towards business goals; and
- be committed to developing themselves and others through business opportunities and ventures.

In addition to being able to secure formal employment, learners need to be in a position to pursue sustainable entrepreneurial and self-employment career pathways. Business Studies also forms the foundation for further business learning opportunities.

SCOPE

Business Studies encompasses relevant and contemporary theory and competence essential for promoting excellence and contributing towards sustainable business enterprises. It embraces constitutional goals and objectives through promoting accessible, legitimate and entrepreneurial business opportunities. The subject also provides opportunities for learners to consider present-day challenges within the enabling South African policy framework. Skills such as decision making, problem solving, creative thinking, systems thinking and effective communication in a competitive and constantly changing environment are critical to this subject.

This subject has the following core features:

- *Business Environment:* This feature focuses on the different elements of the macro, micro and market business environments, as well as the complex and diverse nature of business sectors.
- *Business Ventures:* This feature focuses on the development of important factors that contribute towards the creation of sustainable business enterprises. A key feature is the development of creative entrepreneurs who can identify and responsibly pursue productive business opportunities.
- *Business Roles:* This feature covers the essential roles that learners need to perform in a variety of business contexts.
- *Business Operations:* This feature should equip learners with the knowledge and skills to effectively manage essential business operations such as human resources, public relations, marketing and production. These need to be developed within the context of relevant legislation and contemporary issues.

EDUCATIONAL AND CAREER LINKS

The general principles, concepts and skills in the General Education and Training band, particularly those developed in the Economic and Management Sciences, are further developed in more complex contexts through the subject of Business Studies in the Further Education and Training band. The Learning Outcomes of this subject articulate with those of the Business, Commerce and Management field and with other related fields at both Further Education and Training and Higher Education and Training levels. Achievement of the Business Studies Learning Outcomes equips learners with a sound foundation to participate in future business, commerce and management studies, to enter business or to create self-employment

LEARNING OUTCOMES

Learning Outcome 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.

This Learning Outcome deals with elements of the business environments (macro, micro and market) that

impact on business activities. Business can control these environments to varying degrees. All business practitioners need to be aware of these environments and the degree to which they can be influenced. Primary, secondary and tertiary sectors are also covered within this Learning Outcome.

Contemporary factors such as globalisation, relevant legislation, socio-economic issues, infectious diseases (e.g. HIV/AIDS) and the challenges that these provide for business enterprises will be analysed.

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.

This Learning Outcome focuses on the generation of ideas, research, drawing up and presentation of business plans and business information, and the development and implementation of achievable action plans.

Learners analyse issues related to initiating a business, such as entrepreneurship, forms of ownership, location factors, legal considerations (e.g. contracts), and social and environmental issues.

Learning Outcome 3: Business Roles

The learner is able to demonstrate and apply contemporary knowledge and skills to fulfil a variety of business roles.

The primary focus of this Learning Outcome is on preparing learners to apply self-management skills and to be professional business practitioners, collaborators, team members, innovators, entrepreneurs and citizens.

Critical issues such as community development, diversity, team dynamics, leadership, professionalism, ethical practice, personal growth, as well as managing and adapting to change and transformation are included.

Learning Outcome 4: Business Operations

The learner is able to demonstrate and apply a range of management skills and specialised knowledge to perform business operations successfully.

This Learning Outcome focuses on the following business functions: administration, financing, general management, human resources, marketing, production, purchasing and public relations.

The interrelationship between these functions, as well as the need to ensure that they are co-ordinated, is emphasised. These functions and their interrelatedness are considered within the scope of both small and big business.

CHAPTER 3

LEARNING OUTCOMES, ASSESSMENT STANDARDS, CONTENT AND CONTEXTS

Grade 10

Learning Outcome 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.

Assessment Standards

We know this when the learner is able to:

- Identify the various components of micro (internal), market and macro business environments, and discuss the relationship between these environments.

- Analyse and explain the features of the micro (internal), market and macro business environments in detail.

- Identify and discuss contemporary socio-economic issues that impact on business.

- Investigate the nature of business being conducted in the vicinity and classify it into primary, secondary and tertiary enterprises.

Grade 11

Assessment Standards

We know this when the learner is able to:

- Compare and describe the extent to which a business can control and influence the micro (internal), market and macro business environments.

- Identify and discuss how a business constantly needs to adapt to the challenges of the micro (internal), market and macro business environments.

- Analyse and interpret the impact and challenges of contemporary socio-economic issues on business operations, and make decisions for specific business situations.

- Identify and investigate the links between various primary, secondary and tertiary enterprises.

Grade 12

Assessment Standards

We know this when the learner is able to:

- 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.

- Critically examine the concept of social responsibility and its implications for both business and communities.

- Analyse the impact on small and big business operations of recent legislation developed in response to demands for redress and equity.

- 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.

Grade 10

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.

Assessment Standards

We know this when the learner is able to:

■ Design and use a research instrument to assess the needs and wants in an identified environment.

■ 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.

■ Develop a business plan (including a financial analysis) that can be implemented.

■ Investigate and debate factors that impact on business location decisions.

■ Present a variety of business-related information clearly and accurately in verbal and non-verbal format (including graphs).

Grade 11

Assessment Standards

We know this when the learner is able to:

■ Analyse the degree to which a business embraces entrepreneurial qualities.

■ Collaboratively or independently transform a business plan into an action plan (including Gantt charts and timelines).

■ Collaboratively or independently start a business venture based on an action plan.

■ 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.

Grade 12

Assessment Standards

We know this when the learner is able to:

■ Critically reflect on a business venture, assess its entrepreneurial qualities, and identify its success factors and areas for improvement.

■ Analyse and evaluate the extent to which a business venture addresses issues such as human rights, inclusivity and environmental issues.

■ 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.

Learning Outcome 2 Continued

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.

Assessment Standards

We know this when the learner is able to:

■ Describe the relevance of contracts and their legal implications in different business contexts.

Assessment Standards

We know this when the learner is able to:

- Investigate avenues of acquiring businesses (e.g. franchising, outsourcing, leasing), and discuss their advantages and disadvantages as well as their contractual implications.

- Discuss the benefits and challenges of establishing a company versus other forms of ownership (including taxation issues).

Assessment Standards

We know this when the learner is able to:

- 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.

- Determine the extent to which a particular form of ownership can contribute to the success or failure of a business.

Grade 10

Learning Outcome 3

Business Roles

The learner is able to demonstrate and apply contemporary knowledge and skills to fulfil a variety of business roles.

Assessment Standards

We know this when the learner is able to:

- Explain how creative thinking can contribute towards successful and sustainable business practice.

- Use creative thinking to generate entrepreneurial opportunities and to solve business problems.

- Analyse the concept of self-management and discuss how it is relevant in a business context.

- Assess self and identify possible business careers that are interesting.

- 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).

Grade 11

Assessment Standards

We know this when the learner is able to:

- Apply creative thinking to address business problems and to improve business practice.

- Discuss the theories and principles of professionalism and ethics, and explore how they relate to the business environment.

- Apply the principles and skills of professional, responsible, ethical and effective business practice to carry out business ventures.

- Explain and apply concepts relating to stress, crisis and change management.

- Research a variety of business careers and identify paths for personal and career growth and advancement.

- Describe team dynamics theories and use them to analyse specific business-based case studies.

Grade 12

Assessment Standards

We know this when the learner is able to:

- Apply creative thinking to respond to challenges in dynamic and complex business contexts.

- Discuss and debate how professional, responsible, ethical and effective business practice should be conducted in changing and challenging business environments.

- Reflect on situations and activities and make recommendations for improvement.

- Differentiate between management and leadership styles and approaches.

- Apply conflict management skills to resolve differences in business situations (including workplace forums).

- Select and motivate choice of possible business careers and associated career paths.

- Collaborate with others to contribute towards the achievement of specific objectives.

Grade 10

Learning Outcome 3 Continued

Business Roles

The learner is able to demonstrate and apply contemporary knowledge and skills to fulfil a variety of business roles.

Assessment Standards

We know this when the learner is able to:

- Identify the criteria for successful and collaborative team performance in a business context and assess a team against these criteria.

- Identify ways in which a business can contribute responsibly towards its immediate community.

Grade 11

Assessment Standards

We know this when the learner is able to:

■ Analyse the citizenship roles and responsibilities that business practitioners need to perform within a business environment.

Grade 12

Assessment Standards

We know this when the learner is able to:

■ Meaningfully contribute time and effort to advancing the well-being of others in a business context.

Grade 10

Learning Outcome 4

Business Operations

The learner is able to demonstrate and apply a range of management skills and specialised knowledge to perform business operations successfully.

Assessment Standards

We know this when the learner is able to:

■ Identify and briefly discuss the eight business functions.

■ Analyse how the business functions are interrelated and how they operate in small, medium and big business contexts.

■ Identify the levels and tasks of general management and use this information to analyse these within a public or private organisation.

■ Analyse and explain the following functions and their importance in achieving business objectives:
  • administration;
  • financing;
  • purchasing;
  • public relations.

Grade 11

Assessment Standards

We know this when the learner is able to:

■ Analyse and discuss the following aspects of the marketing function:
  • marketing activities;
  • product policy;
  • pricing policy;
  • distribution;
  • marketing communication;
  • foreign marketing.

■ Select a marketing activity and carry it out to achieve an identified business objective.

■ Analyse and discuss the following aspects of the production function:
  • systems;
  • production planning;
  • safety management;
  • quality control;
  • production costs.

Grade 12

Assessment Standards

We know this when the learner is able to:

■ 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.

■ Select a human resource activity and carry it out to achieve an identified business objective.

■ Investigate developments in industrial relations that relate to contemporary business practice.

■ Analyse how the quality of performance within the business functions can influence the success or failure of a business.

CONTENT AND CONTEXTS FOR THE ATTAINMENT OF ASSESSMENT STANDARDS

In this section proposed content and contexts are provided to support the attainment of the Assessment Standards. The content indicated needs to be dealt with in such a way as to assist learners to progress towards the achievement of the Learning Outcomes. Content must serve the Learning Outcomes and not be an end in itself. The contexts suggested will enable the content to be embedded in situations which are meaningful to learners and so assist learning and teaching. The teacher should be aware of and use local contexts, not necessarily indicated here, which could be more suited to the experiences of the learners. Content and context, when aligned to the attainment of the Assessment Standards, provide a framework for the development of Learning Programmes. The Learning Programme Guidelines give more detail in this respect.

In order to understand how this core knowledge is used in this statement, the following need to be taken into consideration:

■ The four features of the subject outlined in the scope for each Learning Outcome will inform the core knowledge required to achieve the Assessment Standards.
■ The broad content areas are arranged progressively according to grades.

Grade 10

Learning Outcome 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.

The learner will understand and analyse the impact of the challenging and changing environments in which the business operates. This will be achieved by:

Proposed content

■ Identifying the components of business environments (micro, market and macro).
■ Analysing and describing the features of the business environment and their interrelationship.
■ Exploring contemporary socio-economic issues (e.g. poverty, HIV/AIDS, unemployment, gambling, skills levy, violence, crime, riots, inclusivity) and analysing their impact on business.
■ Investigating and classifying the nature of business (primary, secondary and tertiary sectors).

Grade 11

Proposed content

- Comparing the control factors over the different business environments (e.g. more control over micro, less over market and even less over macro).
- Identifying and analysing the nature of power relationships, networking and lobbying.
- Investigating ways in which business can adapt to challenges in the macro environment, and analysing whether this is to the benefit of the business.
- Analysing and explaining the challenges of the micro environment (e.g. difficult employees, lack of vision and mission, strikes, unions).
- Analysing and explaining the challenges of the market environment (e.g. competition, shortages of supply, changes in consumer tastes and habits).
- Analysing and explaining the challenges of the macro environment (e.g. changes in income levels, political changes, contemporary legal legislation, labour restrictions, HIV/AIDS, micro-lending).
- Explaining socio-economic issues (e.g. poverty, HIV/AIDS, unemployment).
- Exploring and explaining 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).
- Examining the links between tertiary, secondary and primary business enterprises.

Grade 12

Proposed content

- Developing strategies in response to challenges in business environments.
- Evaluating these strategies and making recommendations for their improvement.
- Examining and analysing the nature and process of corporate social investment, how it works, and the benefit and/or problems for both business and communities.
- Discussing and understanding responsible business practice.
- Assessing corporate social investment projects, including human rights issues.
- Discussing 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 (i.e. Sector Education and Training Authorities).

Grade 10

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.

The learner will understand the steps to be followed when identifying viable business opportunities and the creation of achievable business ventures. This will be achieved by:

Proposed content

- Designing research instruments and collecting information (e.g. questionnaires, interview structures).
- Identifying business opportunities.
- Developing and assessing a business plan against environmental factors.
- Debating the factors impacting on location (e.g. labour regulations, environmental factors, transport, infrastructure).
- Presenting business reports with the help of tables, graphs, diagrams and illustrations (e.g. activities, progress, challenges and recommendations).
- Describing the relevance of contracts (e.g. legal aspects, hire-purchase, rental, insurance).

Grade 11

Proposed content

- Identifying entrepreneurial qualities for business practice and assessing an identified business against these qualities (e.g. risk taking, perseverance, good management).
- Transforming a business plan into an action plan (e.g. timelines, Gantt charts, responsibilities, project planning).
- Initiating and setting up a business venture to generate income, basing this on an action plan and acquiring funding if needed.
- Presenting and supporting business information with tables, graphs, diagrams and illustrations.
- Responding in a non-aggressive and professional manner to questions about work and presentations.
- Acquiring business through franchising, outsourcing or leasing, the advantages and disadvantages of these, and the contractual implications involved (e.g. royalties, legalities).
- Discussing the forms of ownership (sole proprietor, partnership, close corporation, company).

Grade 12

Proposed content

- Evaluating the concept of entrepreneurial qualities and assessing a business venture according to these qualities.
- Exploring what makes a business successful (e.g. sustainability, profitability, customer base).
- Identifying areas for improvement.
- Assessing a business venture against criteria to measure human rights, inclusivity and environmental issues (e.g. through informal surveys and interviews; see Learning Outcome 1).
- Presenting and supporting business information with tables, graphs, diagrams and illustrations.
- Responding in a non-aggressive and professional manner to questions about work and presentations.
- Handling feedback, amending plans and documents accordingly and integrating these into future plans and activities.
- Understanding 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 Exchange, shares, unit trusts and calculation of interest.
- Discussing 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.

Grade 10

Learning Outcome 3

Business Roles

The learner is able to demonstrate and apply contemporary knowledge and skills to fulfil a variety of business roles.

The learner will acquire contemporary knowledge and skills to fulfil a variety of business roles. This will be achieved by:

Proposed content

- Acquiring skills in problem solving, creative thinking, idea generation, how to use indigenous knowledge to solve problems and identify business opportunities.
- Applying mind mapping, brainstorming and using creative thinking to identify innovative and entrepreneurial business opportunities.
- Exploring 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 accessing resources to assist with professional image.
- Analysing personal analysis of strengths, weaknesses, talents and interests.
- Demonstrating knowledge of contemporary business careers (includes being an entrepreneur, outsourcing and consulting avenues), linking personal assessment to business careers.
- Understanding business objectives (e.g. profit, productivity, service).
- Explaining interpersonal relationships in the workplace (e.g. different hierarchies, management levels, the importance of each individual towards achieving business objectives).
- Identifying personal beliefs and values and how they influence business relationships (e.g. prejudice, discrimination, equity).
- Working in a team to accomplish business objectives.
- Identifying areas of social or economic need and ways in which a business can contribute.

Grade 11

Proposed content

- Acquiring problem-solving skills in a business context.
- Making use of more complex problem-solving techniques (e.g. Delphi technique and force-field analysis).
- Exploring the difference between good and bad decisions.
- Working with others to solve problems and generate ideas.
- Acquiring creative thinking skills and exploring conventional versus non-conventional solutions (include indigenous approaches and solutions).
- Exploring the concept of ethics and different perspectives on ethics, as well as ethical business ventures.
- Managing stress.
- Understanding theories of change management, dealing with and adapting to change (e.g. unemployment, retrenchment, globalisation, affirmative action).
- Acquiring skills on conflict management, team dynamics and dealing with grievances.
- Examining the role of citizens, business and individual business practitioners.

Grade 12

Proposed content

- Acquiring advanced problem-solving skills.
- Applying creative thinking to solve complex business problems.
- Re-examining the meaning of ethical behaviour and business practice, and exploring the relationship between ethical and professional behaviour.
- Reflecting on the business environment and identifying 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).
- Exploring career pathing.
- Understanding the difference between leadership and management, different theories of management and leadership, the role of personal attitude in success and leadership.
- Assessing self and team according to team criteria.

Grade 10

Learning Outcome 4

Business Operations

The learner is able to demonstrate and apply a range of management skills and specialised knowledge to perform business operations successfully.

The learner will acquire the management knowledge and skills to perform business operations successfully. This will be achieved by:

Proposed content

- Outlining the business functions.
- Explaining the role and importance of these functions within business.
- Examining and explaining 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).
- Identifying the general management and exploring the levels of management and management tasks.
- Understanding the responsibilities and alignment between levels and tasks.
- Discussing the correlation between management and the success of business in achieving its objectives.
- Analysing the functions of administration, financing, purchasing and public relations.

Grade 11

Proposed content

- Analysing marketing activities (e.g. product policy, pricing policies, marketing distribution, marketing communication).
- Examining marketing in the formal and informal sectors.
- Examining foreign marketing and the production function (e.g. systems, planning, safety, quality and costing).

Grade 12

Proposed content

- Analysing human resources legislation (e.g. recruitment and selection, contracts, induction, salaries, and other benefits).
- Discussing the Skills Development Act, linking it to training, SETAs, learnerships, skills programmes, qualifications, National Qualifications Framework, SAQA.
- Discussing industrial relations, including the history of trade unions, functions and role of trade unions and grievance procedures (e.g. arbitration).
- Understanding 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).

CHAPTER 4

ASSESSMENT

INTRODUCTION

Assessment is a critical element of the National Curriculum Statement Grades 10 – 12 (General). It is a process of collecting and interpreting evidence in order to determine the learner's progress in learning and to make a judgement about a learner's performance. Evidence can be collected at different times and places, and with the use of various methods, instruments, modes and media.

To ensure that assessment results can be accessed and used for various purposes at a future date, the results have to be recorded. There are various approaches to recording learners' performances. Some of these are explored in this chapter. Others are dealt with in a more subject-specific manner in the Learning Programme Guidelines.

Many stakeholders have an interest in how learners perform in Grades 10 – 12. These include the learners themselves, parents, guardians, sponsors, provincial departments of education, the Department of Education, the Ministry of Education, employers, and higher education and training institutions. In order to facilitate access to learners' overall performances and to inferences on learners' competences, assessment results have to be reported. There are many ways of reporting. The Learning Programme Guidelines and the Assessment Guidelines discuss ways of recording and reporting on school-based and external assessment as well as giving guidance on assessment issues specific to the subject.

WHY ASSESS

Before a teacher assesses learners, it is crucial that the purposes of the assessment be clear and unambiguous. Understanding the purposes of assessment ensures that an appropriate match exists between the purposes and the methods of assessment. This, in turn, will help to ensure that decisions and conclusions based on the assessment are fair and appropriate for the particular purpose or purposes.

There are many reasons why learners' performance is assessed. These include monitoring progress and providing feedback, diagnosing or remediating barriers to learning, selection, guidance, supporting learning, certification and promotion.

In this curriculum, learning and assessment are very closely linked. Assessment helps learners to gauge the value of their learning. It gives them information about their own progress and enables them to take control of and to make decisions about their learning. In this sense, assessment provides information about whether teaching and learning is succeeding in getting closer to the specified Learning Outcomes. When assessment indicates lack of progress, teaching and learning plans should be changed accordingly.

TYPES OF ASSESSMENT

This section discusses the following types of assessment:

- baseline assessment;
- diagnostic assessment;
- formative assessment; and
- summative assessment.

Baseline assessment

Baseline assessment is important at the start of a grade, but can occur at the beginning of any learning cycle. It is used to establish what learners already know and can do. It helps in the planning of activities and in Learning Programme development. The recording of baseline assessment is usually informal.

Diagnostic assessment

Any assessment can be used for diagnostic purposes – that is, to discover the cause or causes of a learning barrier. Diagnostic assessment assists in deciding on support strategies or identifying the need for professional help or remediation. It acts as a checkpoint to help redefine the Learning Programme goals, or to discover what learning has not taken place so as to put intervention strategies in place.

Formative assessment

Any form of assessment that is used to give feedback to the learner is fulfilling a formative purpose. Formative assessment is a crucial element of teaching and learning. It monitors and supports the learning process. All stakeholders use this type of assessment to acquire information on the progress of learners. Constructive feedback is a vital component of assessment for formative purposes.

Summative assessment

When assessment is used to record a judgement of the competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. It can occur at the end of a single learning activity, a unit, cycle, term, semester or year of learning. Summative assessment should be planned and a variety of assessment instruments and strategies should be used to enable learners to demonstrate competence.

WHAT SHOULD ASSESSMENT BE AND DO?

Assessment should:

- be understood by the learner and by the broader public;
- be clearly focused;
- be integrated with teaching and learning;
- be based on the pre-set criteria of the Assessment Standards;
- allow for expanded opportunities for learners;
- be learner-paced and fair; and
- be flexible;
- use a variety of instruments;
- use a variety of methods.

HOW TO ASSESS

Teachers' assessment of learners' performances must have a great degree of reliability. This means that teachers' judgements of learners' competences should be generalisable across different times, assessment items and markers. The judgements made through assessment should also show a great degree of validity; that is, they should be made on the aspects of learning that were assessed.

Because each assessment cannot be totally valid or reliable by itself, decisions on learner progress must be based on more than one assessment. This is the principle behind continuous assessment (CASS). Continuous assessment is a strategy that bases decisions about learning on a range of different assessment activities and events that happen at different times throughout the learning process. It involves assessment activities that are spread throughout the year, using various kinds of assessment instruments and methods such as tests, examinations, projects and assignments. Oral, written and performance assessments are included. The different pieces of evidence that learners produce as part of the continuous assessment process can be included in a portfolio. Different subjects have different requirements for what should be included in the portfolio. The Learning Programme Guidelines discuss these requirements further.

Continuous assessment is both classroom-based and school-based, and focuses on the ongoing manner in which assessment is integrated into the process of teaching and learning. Teachers get to know their learners through their day-to-day teaching, questioning, observation, and through interacting with the learners and watching them interact with one another.

Continuous assessment should be applied both to sections of the curriculum that are best assessed through written tests and assignments and those that are best assessed through other methods, such as by performance, using practical or spoken evidence of learning.

METHODS OF ASSESSMENT

Self-assessment

All Learning Outcomes and Assessment Standards are transparent. Learners know what is expected of them. Learners can, therefore, play an important part, through self-assessment, in 'pre-assessing' work before the teacher does the final assessment. Reflection on one's own learning is a vital component of learning.

Peer assessment

Peer assessment, using a checklist or rubric, helps both the learners whose work is being assessed and the learners who are doing the assessment. The sharing of the criteria for assessment empowers learners to evaluate their own and others' performances.

Group assessment

The ability to work effectively in groups is one of the Critical Outcomes. Assessing group work involves looking for evidence that the group of learners co-operate, assist one another, divide work, and combine individual contributions into a single composite assessable product. Group assessment looks at process as well as product. It involves assessing social skills, time management, resource management and group dynamics, as well as the output of the group.

METHODS OF COLLECTING ASSESSMENT EVIDENCE

There are various methods of collecting evidence. Some of these are discussed below.

Observation-based assessment

Observation-based assessment methods tend to be less structured and allow the development of a record of different kinds of evidence for different learners at different times. This kind of assessment is often based on tasks that require learners to interact with one another in pursuit of a common solution or product. Observation has to be intentional and should be conducted with the help of an appropriate observation instrument.

Test-based assessment

Test-based assessment is more structured, and enables teachers to gather the same evidence for all learners in

the same way and at the same time. This kind of assessment creates evidence of learning that is verified by a specific score. If used correctly, tests and examinations are an important part of the curriculum because they give good evidence of what has been learned.

Task-based assessment

Task-based or performance assessment methods aim to show whether learners can apply the skills and knowledge they have learned in unfamiliar contexts or in contexts outside of the classroom. Performance assessment also covers the practical components of subjects by determining how learners put theory into practice. The criteria, standards or rules by which the task will be assessed are described in rubrics or task checklists, and help the teacher to use professional judgement to assess each learner's performance.

RECORDING AND REPORTING

Recording and reporting involves the capturing of data collected during assessment so that it can be logically analysed and published in an accurate and understandable way.

Methods of recording

There are different methods of recording. It is often difficult to separate methods of recording from methods of evaluating learners' performances.

The following are examples of different types of recording instruments:

- rating scales;
- task lists or checklists; and
- rubrics.

Each is discussed below.

Rating scales

Rating scales are any marking system where a symbol (such as A or B) or a mark (such as 5/10 or 50%) is defined in detail to link the coded score to a description of the competences that are required to achieve that score. The detail is more important than the coded score in the process of teaching and learning, as it gives learners a much clearer idea of what has been achieved and where and why their learning has fallen short of the target. Traditional marking tended to use rating scales without the descriptive details, making it difficult to have a sense of the learners' strengths and weaknesses in terms of intended outcomes. A six-point scale of achievement is used in the National Curriculum Statement Grades 10 – 12 (General).

Task lists or checklists

Task lists or checklists consist of discrete statements describing the expected performance in a particular task. When a particular statement (criterion) on the checklist can be observed as having been satisfied by a learner during a performance, the statement is ticked off. All the statements that have been ticked off on the list (as criteria that have been met) describe the learner's performance. These checklists are very useful in peer or group assessment activities.

Rubrics

Rubrics are a combination of rating codes and descriptions of standards. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require teachers to know exactly what is required by the outcome. Rubrics can be holistic, giving a global picture of the standard required, or analytic, giving a clear picture of the distinct features that make up the criteria, or can combine both. The Learning Programme Guidelines give examples of subject-specific rubrics.

To design a rubric, a teacher has to decide the following:

- Which outcomes are being targeted?
- Which Assessment Standards are targeted by the task?
- What kind of evidence should be collected?
- What are the different parts of the performance that will be assessed?
- What different assessment instruments best suit each part of the task (such as the process and the product)?
- What knowledge should be evident?
- What skills should be applied or actions taken?
- What opportunities for expressing personal opinions, values or attitudes arise in the task and which of these should be assessed and how?
- Should one rubric target all the Learning Outcomes and Assessment Standards of the task or does the task need several rubrics?
- How many rubrics are, in fact, needed for the task?

It is crucial that a teacher shares the rubric or rubrics for the task with the learners before they do the required task. The rubric clarifies what both the learning and the performance should focus on. It becomes a powerful tool for self-assessment.

Reporting performance and achievement

Reporting performance and achievement informs all those involved with or interested in the learner's progress. Once the evidence has been collected and interpreted, teachers need to record a learner's achievements. Sufficient summative assessments need to be made so that a report can make a statement about the standard achieved by the learner.

The National Curriculum Statement Grades 10 – 12 (General) adopts a six-point scale of achievement. The scale is shown in Table 4.1.

Table 4.1   Scale of achievement for the National Curriculum Statement Grades 10 – 12 (General)

Rating Code	Description of Competence	Marks (%)
6	Outstanding	80-100
5	Meritorious	60-79
4	Satisfactory	50-59
3	Adequate	40-49
2	Partial	30-39
1	Inadequate	0-29

SUBJECT COMPETENCE DESCRIPTIONS

To assist with benchmarking the achievement of Learning Outcomes in Grades 10 – 12, subject competences have been described to distinguish the grade expectations of what learners must know and be able to achieve. Six levels of competence have been described for each subject for each grade. These descriptions will assist teachers to assess learners and place them in the correct rating. The descriptions summarise the Learning Outcomes and the Assessment Standards, and give the distinguishing features that fix the achievement for a particular rating. The various achievement levels and their corresponding percentage bands are as shown in Table 4.1.

In line with the principles and practice of outcomes-based assessment, all assessment – both school-based and external – should primarily be criterion-referenced. Marks could be used in evaluating specific assessment tasks, but the tasks should be assessed against rubrics instead of simply ticking correct answers and awarding marks in terms of the number of ticks. The statements of competence for a subject describe the minimum skills, knowledge, attitudes and values that a learner should demonstrate for achievement on each level of the rating scale.

When teachers/assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a particular outcome. The relevant Assessment Standard or Standards must be used when creating the rubric for assessing the task or question. The descriptions clearly indicate the minimum level of attainment for each category on the rating scale.

The competence descriptions for this subject appear at the end of this chapter.

PROMOTION

Promotion at Grade 10 and Grade 11 level will be based on internal assessment only, but must be based on the same conditions as those for the Further Education and Training Certificate. The requirements, conditions, and rules of combination and condonation are spelled out in the *Qualifications and Assessment Policy Framework for the Grades 10 – 12 (General)*.

WHAT REPORT CARDS SHOULD LOOK LIKE

There are many ways to structure a report card, but the simpler the report card the better, provided that all important information is included. Report cards should include information about a learner's overall progress, including the following:

- the learning achievement against outcomes;
- the learner's strengths;
- the support needed or provided where relevant;
- constructive feedback commenting on the performance in relation to the learner's previous performance and the requirements of the subject; and
- the learner's developmental progress in learning how to learn.

In addition, report cards should include the following:

- name of school;
- name of learner;
- learner's grade;
- year and term;
- space for signature of parent or guardian;
- signature of teacher and of principal;
- date;
- dates of closing and re-opening of school;
- school stamp; and
- school attendance profile of learner.

ASSESSMENT OF LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

The assessment of learners who experience any barriers to learning will be conducted in accordance with the recommended alternative and/or adaptive methods as stipulated in the *Qualifications and Assessment Policy Framework for Grades 10 – 12 (General)* as it relates to learners who experience barriers to learning. *Refer to White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System.*

Grade 10

C Code **S** Scale

Cd Competence Descriptions

6 80%-100%
Outstanding

By the end of Grade 10 the learner with outstanding achievement can:

- use primary and secondary sources to investigate the nature of businesses and factors that impact on business location decisions, debating with illustrations;
- design and use a well-structured research instrument with relevant questions to accurately assess needs and wants;
- develop a well-structured business plan which includes a financial analysis of capital budget and projected cash flow;
- clearly and accurately present and illustrate a variety of business-related information by means of graphs, financial statements and other documents;
- successfully illustrate by means of data, survey reports and examples how to apply creative thinking to generate entrepreneurial opportunities and other business-related issues and to accurately solve business problems;
- accurately identify possible business opportunities and apply a SWOT analysis to determine a viable business venture;
- critically analyse and accurately explain by means of drawings, models and examples:
  - the features of the business environment, its components and the relationship between environments,
  - the eight business functions (e.g. administration) and their importance,
  - the levels and tasks of general management;
- evaluate the interrelatedness of business functions using a flow diagram and evaluation instrument;

Grade 11

Cd Competence Descriptions

By the end of Grade 11 the learner with outstanding achievement can:

- use primary and secondary sources to investigate and critically analyse the links between various enterprises;
- investigate a variety of business careers, accurately identify appropriate paths for future advancement and avenues of acquiring businesses, and discuss their advantages, disadvantages and contractual implications;
- accurately present and illustrate by means of graphs, financial statements and other business documents a variety of business-related information and respond professionally to questions and feedback;
- successfully illustrate by means of survey reports, case studies, data and examples how to apply creative thinking to address business problems and to improve business practices (e.g. business ethics);
- explain and apply concepts relating to stress, crisis and change management with practical examples;
- explain and apply team dynamics theories to analyse specific business case studies and other business-related matters;
- independently transform a business plan into a detailed action plan and draw a well-structured Gantt chart;
- start a viable business venture based on a well-structured and detailed action plan;
- accurately compare by tabulating and critically discuss the extent to which a business can control and influence the business environment;

Grade 12

Cd Competence Descriptions

By the end of Grade 12 the learner with outstanding achievement can:

- use primary and secondary sources to critically and thoroughly investigate the development of industrial relations that relate to business practice and a range of business investment opportunities;
- devise and critically evaluate viable and appropriate strategies for how a business can respond to the challenges of the macro environment, and make achievable recommendations;
- accurately select businesses from each sector and use diagrams to describe the three environments related to these sectors and the extent to which the business can control these environments;
- accurately determine the extent to which each form of ownership contributes to the success or failure of a business;
- critically and intensively reflect on a business, and examine and articulately discuss the concept of social responsibility and the implications for business and the community;
- accurately present and clearly illustrate by means of graphs, financial statements and other business documents a variety of business-related information, respond professionally to questions and feedback, and amend information;
- critically analyse the impact of recent legislation, the extent to which a business venture addresses issues such as human rights, the relevance of legislation and the aspects of the human resource function (e.g. recruitment and selection);

Grade 10

C Code   **S** Scale

Cd Competence Descriptions

6

**80%-100%
Outstanding
(continued)**

- critically analyse the concept of self-management, and articulately discuss and show its relevance to business;
- realistically assess self using a self-evaluation instrument and use an instrument with relevant criteria and output to assess team performance;
- identify, describe and successfully apply appropriate ways in which people work together using an organisation tree to accomplish business objectives.

Grade 11

Cd Competence Descriptions

- critically analyse, by using survey information, the citizenship role and responsibilities that a business can control and use to influence the business environment in specific situations;
- critically analyse the citizenship roles and responsibilities that business practitioners need to perform within a business environment and the degree to which a business embraces entrepreneurial qualities (use examples);
- by means of appropriate examples, explain how a business can adapt to the challenges of the business environment;
- illustrate by means of examples the impact and challenges of contemporary socio-economic issues on business operations;
- critically analyse and articulately discuss the benefits and challenges of establishing a company compared to other forms of ownership;
- critically analyse and discuss the task and activities of the marketing function and the production function (e.g. quality control);
- select a marketing activity and carry it out successfully to achieve a business objective (use appropriate examples).

Grade 12

Cd Competence Descriptions

- successfully illustrate by means of survey reports, data and examples how creative thinking can be applied to respond accurately to challenges in dynamic and complex business contexts;
- accurately illustrate how the quality of performance within the business function can influence a business;
- make use of diagrams, models and examples to illustrate the difference between management and leadership style and approaches;
- critically analyse and reflect on a business venture to assess its entrepreneurial qualities, accurately identify its success factors and identify areas for improvement;
- successfully and meaningfully explain by means of examples how to contribute time and effort to advancing the well-being of others in a business context, and accurately select and motivate the choice of possible business and associated career paths.

Grade 10

C Code **S** Scale

5 **60%-79%**
Meritorious

Cd Competence Descriptions

By the end of Grade 10 the learner with meritorious achievement can:

- use primary and secondary sources to investigate the nature of businesses and factors that impact on business location decisions, and debate the issue;
- design and use a well-structured research instrument with relevant questions to assess needs and wants;
- develop a business plan which includes a financial analysis of capital budget and projected cash flow;
- clearly and accurately present and illustrate a variety of business-related information by means of financial statements;
- illustrate by means of data and examples how to apply creative thinking to generate entrepreneurial opportunities and solve business problems;
- identify possible business opportunities and apply a SWOT analysis to determine a viable business venture;
- analyse and explain by means of drawings, models and examples:
  - the features of the business environment, its components and the relationship between environments,
  - the eight business functions (e.g. administration) and their importance,
  - the levels and tasks of general management;
- evaluate the interrelatedness of business functions using an evaluation instrument;
- critically analyse the concept of self-management and articulately discuss its relevance to business;
- realistically assess self using a self-evaluation instrument and assess team performance by means of an instrument with relevant criteria;

Grade 11

Cd Competence Descriptions

By the end of Grade 11 the learner with meritorious achievement can:

- use primary and secondary sources to investigate and analyse the links between various enterprises;
- investigate a variety of business careers and identify appropriate paths for future advancement and avenues of acquiring businesses, and discuss their advantages and disadvantages;
- present and illustrate by means of financial statements a variety of business-related information, and respond to questions;
- illustrate with case studies and examples how to apply creative thinking to address business problems and to improve business practices to carry out business ventures;
- use practical examples to explain the concepts relating to stress, crisis and change management;
- explain team dynamics theories to analyse specific business case studies.
- independently transform a business plan into a detailed action plan and draw a Gantt chart;
- start a viable business venture based on a detailed action plan;
- compare by tabulating and discuss the extent to which a business can control and influence the business environment;
- analyse by using survey information the impact and challenges of contemporary socio-economic issues on business operations, and make a decision;

Grade 12

Cd Competence Descriptions

By the end of Grade 12 the learner with meritorious achievement can:

- use primary and secondary sources to investigate the development of industrial relations that relate to business practice and a range of business investment opportunities;
- devise and evaluate viable strategies for how a business can respond to the challenges of the macro environment, and make achievable recommendations;
- select businesses from each sector and accurately describe by means of diagrams the three environments related to these sectors and the extent to which the business can control these environments;
- determine the extent to which each form of ownership contributes to the success or failure of a business;
- critically examine, analyse and articulately discuss the concept of social responsibility and its implications for both business and communities;
- present and illustrate by means of graphs and financial statements a variety of business-related information, and respond professionally;
- analyse the impact of recent legislation, the extent to which a business venture addresses issues such as human rights, the relevance of legislation, and aspects of the human resource function (e.g. recruitment and selection);
- successfully illustrate by means of survey reports and examples how creative thinking can be applied to respond accurately to challenges in dynamic and complex business contexts;

Grade 10

C Code   **S** Scale

Cd Competence Descriptions

5   **60%-79%**
Meritorious
(continued)

- identify, describe and successfully apply appropriate ways in which people work together using an organisation tree to accomplish business objectives.

Grade 11

Cd Competence Descriptions

- analyse the citizenship role and responsibilities that business can control and use to influence the business environment in specific business situations;
- analyse the responsibilities that business practitioners need to perform and the degree to which a business embraces entrepreneurial qualities (use examples);
- explain how a business can adapt to the challenges of the business environment (use examples);
- identify and articulately discuss the benefits and challenges of establishing a company as compared to a private company;
- analyse and discuss the task and activities of the marketing function and aspects of the production function (e.g. quality control);
- accurately select a marketing activity and carry it out to achieve a business objective (use appropriate examples).

Grade 12

Cd Competence Descriptions

- illustrate how the quality of performance within the business function can influence a business;
- make use of models and examples to illustrate the difference between management and leadership style and approaches;
- analyse and reflect on a business venture, assess its entrepreneurial qualities, accurately identify its success factors, and identify areas for improvement;
- meaningfully explain by means of examples how to contribute time and effort to advancing the well-being of others in a business context;
- accurately select and motivate choice of a possible business career and associated career paths.

Grade 10

C Code   S Scale

4   **50%-59%**
Satisfactory

Cd Competence Descriptions

By the end of Grade 10 the learner with satisfactory achievement can:

- use primary sources to investigate the nature of businesses and factors that impact on business location decisions, and discuss the factors;
- design and use an appropriate research instrument to assess needs and wants;
- develop a business plan which includes financial analysis (e.g. capital budget or projected cash flow);
- clearly present a variety of business-related information using financial statements;
- illustrate by means of examples how to apply creative thinking to generate entrepreneurial opportunities and solve business problems;
- identify possible business opportunities and apply a SWOT analysis to determine a viable business venture;
- analyse and explain by means of models and examples:
  - the features of the business environment, its components and the relationship between environments,
  - the eight business functions (e.g. administration) and their importance,
  - the levels and tasks of general management;
- evaluate the interrelatedness of business functions using an evaluation instrument;
- critically analyse the concept of self-management and discuss its relevance to business;
- assess self using a self-evaluation instrument and assess team performance by means of a suitable instrument;
- identify and discuss appropriate ways in which people work together to accomplish business objectives.

Grade 11

Cd Competence Descriptions

By the end of Grade 11 the learner with satisfactory achievement can:

- use primary or secondary sources to investigate the links between various enterprises, avenues of acquiring businesses and a variety of business careers, and accurately identify appropriate paths for future advancement;
- clearly present a variety of business-related information and concepts relating to stress, crisis and change management, giving practical examples;
- explain how to apply creative thinking to address business problems and improve business practice;
- discuss team dynamics theories to analyse specific business matters;
- collaboratively and independently transform a business plan into an action plan (including a Gantt chart) and start a viable business venture based on the action plan;
- compare and discuss the extent to which a business can control and influence the business environment;
- analyse the impact and challenges of contemporary socio-economic issues on business operations and make a decision;
- analyse and interpret the citizenship role and responsibilities that business can control and use to influence the business environment in specific business situations, and the citizenship roles and responsibilities that business practitioners need to perform;
- discuss the benefits and challenges of establishing a company;

Grade 12

Cd Competence Descriptions

By the end of Grade 12 the learner with satisfactory achievement can:

- investigate the development of industrial relations as they relate to business practice and a range of business investment opportunities, but uses limited sources;
- devise and evaluate viable strategies for how a business can respond to the challenges of the macro environment;
- determine the extent to which each form of ownership contributes to the failure of a business;
- use examples to illustrate how creative thinking can be applied to respond accurately to challenges in dynamic and complex business contexts;
- examine through limited tools and sources the concept of social responsibility and its implications for both business and communities;
- present and illustrate a variety of business-related information and respond professionally;
- discuss the impact of recent legislation on human resources;
- discuss the extent to which a business venture address issues such as human rights;
- discuss the relevant legislation and the aspects of the human resource function (e.g. recruitment and selection);
- make use of illustrations to analyse the quality of performance within the business function and how this can influence a business;
- reflect on a business venture, assess its entrepreneurial qualities, and accurately identify its success factors and areas for improvement;

Grade 10

C Code   **S** Scale   **Cd** Competence Descriptions

4   **50%-59%**
Satisfactory
(continued)

Grade 11

Cd Competence Descriptions

- analyse and describe the task and activities of the marketing function and aspects of the production function (e.g. quality control);
- accurately identify and discuss how business constantly needs to adapt to the challenges of the business environment;
- select a marketing activity and carry it out to achieve a business objective (use appropriate examples).

Grade 12

Cd Competence Descriptions

- use examples to explain how to contribute time and effort to advancing the well-being of others in a business context;
- accurately select and motivate choice of a possible business career and associated career paths.

Grade 10

C Code   S Scale

3   **40%-49%**
           Adequate

Cd Competence Descriptions

By the end of Grade 10 the learner with adequate achievement can:

- use primary sources to investigate the nature of businesses and the factors that impact on business location decisions, and briefly discuss the factors;
- design and use a research instrument to assess needs and wants;
- develop a business plan which includes financial analysis;
- present a variety of business-related information using financial statements;
- illustrate by means of examples how to apply creative thinking to generate entrepreneurial opportunities and solve business problems;
- identify possible business opportunities and apply a SWOT analysis to determine a viable business venture;
- analyse and explain using an example:
  - the features of the business environment, its components and the relationship between environments,
  - the eight business functions (e.g. administration) and their importance,
  - the levels and tasks of general management;
- evaluate the interrelatedness of business functions using an evaluation instrument;
- analyse the concept of self-management and discuss its relevance to business;
- assess self using a self-evaluation instrument and assess team performance by means of a suitable instrument;
- identify and discuss ways in which people work together to accomplish business objectives.

Grade 11

Cd Competence Descriptions

By the end of Grade 11 the learner with adequate achievement can:

- use primary sources to investigate the links between various enterprises, avenues of acquiring businesses and a variety of business careers, and accurately identify paths for future advancement;
- clearly present a variety of business-related information and concepts relating to stress, crisis and change management;
- describe how to apply creative thinking to address business problems and improve business practice;
- describe team dynamics theories to analyse specific business issues;
- collaboratively and independently transform a business plan into an action plan (including a Gantt chart) and start a business venture based on an action plan;
- compare and describe the extent to which a business can control and influence the business environment;
- interpret the impact and challenges of contemporary socio-economic issues on business operations and make a decision;
- analyse the citizenship role and responsibilities that business can control and use to influence the business environment for specific business situations;
- analyse the citizenship roles and responsibilities that business practitioners need to perform;
- discuss the benefits and challenges of establishing a company;

Grade 12

Cd Competence Descriptions

By the end of Grade 12 the learner with adequate achievement can:

- investigate the development of industrial relations that relate to business practice;
- investigate a range of business investment opportunities;
- devise viable strategies for how a business can respond to the challenges of the macro environment;
- determine the extent to which each form of ownership contributes to the failure of a business;
- analyse how to apply creative thinking to respond to challenges in dynamic and complex business contexts;
- examine thoroughly the concept of social responsibility and its implications for both business and communities;
- present a variety of business-related information and respond professionally;
- analyse the impact of recent legislation on human resources, and the extent to which a business venture addresses issues such as human rights;
- discuss relevant legislation and aspects of the human resource function (e.g. recruitment and selection);
- analyse the quality of performance within the business function and how this can influence a business;
- reflect on a business venture, assess its entrepreneurial qualities, and identify its success factors and areas for improvement;

Grade 10

C Code   **S** Scale   **Cd** Competence Descriptions

3   **40%-49%**
Adequate
(continued)

Grade 11

Cd Competence Descriptions

- discuss the theories and principles of professionalism and ethics;
- analyse the task and activities of the marketing function and aspects of the production function (e.g. quality control);
- identify and discuss how business constantly needs to adapt to the challenges of the business environment;
- select a marketing activity and carry it out to achieve a business objective.

Grade 12

Cd Competence Descriptions

- explain how to contribute time and efforts to advance the well-being of others in a business context;
- accurately select and motivate choice of a possible business career and associated career paths.

Grade 10

C Code   **S** Scale

2   30%-39%
Partial

Cd Competence Descriptions

By the end of Grade 10 the learner with partial achievement can:

- identify the nature of a business, describing the factors that impact on business location decisions;
- draft a research instrument to assess needs and wants;
- develop a business plan;
- present business-related information;
- discuss how creative thinking can be used to generate entrepreneurial opportunities and solve business problems;
- identify business opportunities and analyse the information to determine a business venture;
- explain by means of examples the features of business environments;
- identify and describe components of the business environment and the relationship between environments;
- identify and describe the eight business functions (e.g. administration) and their importance;
- discuss the interrelatedness of the business functions, how they operate in business, and the levels and tasks of general management, and use this information to analyse public or private organisations;
- describe the concept of self-management and its relevance to business;
- describe ways in which people work together to accomplish business objectives and the factors that influence the relationships;
- identify ways in which a business can contribute responsibly to its immediate community;
- identify and describe the criteria for successful and collaborative team performance;
- assess self in terms of career opportunities.

Grade 11

Cd Competence Descriptions

By the end of Grade 11 the learner with partial achievement can:

- identify and describe the links between various enterprises and avenues of acquiring businesses;
- explain business-related information and concepts relating to stress, crisis and change management;
- describe the principles and skills of professional, responsible, ethical and effective business practice;
- briefly describe team dynamics theories and link them to specific business issues;
- collaboratively and independently transform a business plan into an action plan and start a business venture;
- compare and describe the extent to which a business can control and influence the business environment;
- briefly describe the benefits and challenges of establishing a company;
- describe the task and activities of the marketing function and aspects of the production function (e.g. quality control);
- identify and describe how business constantly needs to adapt to the challenges of the business environment;
- identify and describe one of the marketing activities.

Grade 12

Cd Competence Descriptions

By the end of Grade 12 the learner with partial achievement can:

- describe the developments in industrial relations that relate to business practice;
- identify strategies for how a business can respond to the challenges of the macro environment;
- determine the extent to which forms of ownership may contribute to the failure of a business;
- describe business-related information, the recent legislation in human resources, the extent to which a business venture address issues such as human rights, relevant legislation and aspects of the human resource function (e.g. recruitment and selection);
- describe the quality of performance within which business functions can influence a business;
- reflect on a business venture, assess its entrepreneurial qualities and identify its success factors;
- discuss how to contribute time and effort to advance the well-being of others in a business context;
- accurately select and motivate choice of a possible business career and associated career paths.

Grade 10

C Code   **S** Scale

Cd Competence Descriptions

1	**0%-29%** **Inadequate**

By the end of Grade 10 the learner with inadequate achievement can:

- identify the nature of business and list the factors that impact on business location decisions;
- describe business-related information;
- identify possible business opportunities and develop a business plan;
- describe the features of business environments;
- identify components of the business environment and the relationship between environments;
- identify the eight business functions (e.g. administration) and their importance;
- describe the interrelatedness of the business functions and how they operate in business, and the levels and tasks of general management;
- describe the concept of self-management;
- identify ways in which people work together to accomplish business objectives and the factors that influence the relationships;
- identify the criteria for successful and collaborative team performance.

Grade 11

Cd Competence Descriptions

By the end of Grade 11 the learner with inadequate achievement can:

■ identify the links between various enterprises and avenues of acquiring businesses;
■ describe concepts relating to stress, crisis and change management;
■ identify team dynamics theories and link them to specific business issues;
■ collaboratively transform a business plan into an action plan and start a business venture based on the action plan;
■ briefly describe the extent to which a business can control and influence the business environment;
■ identify the benefits and challenges of establishing a company;
■ briefly describe the task and activities of the marketing function and aspects of the production function (e.g. quality control);
■ identify how business constantly needs to adapt to the challenges of the business environment (mention the marketing activities).

Grade 12

Cd Competence Descriptions

By the end of Grade 12 the learner with inadequate achievement can:

■ identify the development of industrial relations that relate to business practice;
■ identify and briefly describe forms of ownership;
■ examine the concept of social responsibility and its implications;
■ identify business-related information in verbal or non-verbal format;
■ briefly describe recent legislation, its relevance, and aspects of the human resource function (e.g. recruitment and selection);
■ briefly describe the quality of performance within which the business function can influence a business;
■ assess a business's entrepreneurial qualities, identify its success factors and identify areas for improvement;
■ describe how to contribute time and effort to advance the well-being of others in a business context;
■ accurately select and motivate choice of a possible business career and associated career paths.

GLOSSARY

assurance – insurance providing financial assistance for losses suffered as a result of death

business plan – an action plan that entrepreneurs draw up for the purpose of starting a business

consumer – someone who uses goods and services to satisfy wants

contemporary – existing at the present time

chair technique – a problem-solving technique involving the identification of pros and cons and an objective opinion. The technique makes use of chairs as props (the learner sits on one to identify pros and the other to identify cons) and an observer who acts as a silent conscience.

Delphi technique – a technique used to solve common problems where there may be hidden agendas or personal conflicts. Learners individually and anonymously identify solutions to the problem. These solutions are collated and recirculated until a solution is agreed.

economic empowerment – enhancing the ability of people to take control of their lives and make responsible economic decisions

economic growth – an increase in the economic activity of the country which results in a rise in the standard of living

economy – an area in which production, consumption and exchange takes place

entrepreneur – a person with a good idea who combines the factors of production to produce goods and services

ethical – based on the moral beliefs of right and wrong

exchange – trading goods and services for money

factors of production – the physical, financial and human resources used in production

fixed costs – costs that remain same regardless of the level of production

force-field analysis – driving and restraining forces related to a problem are identified and an action plan is developed

franchise – the right to run a business using the name and idea of an established person

global economy – the world-wide economy

insurance – providing financial protection in the event of loss

market – the activity of buying and selling goods and services

marketing mix – the combination of price, product, place and promotion to make a product or service desirable to the consumer

needs analysis – identifying the needs of customers

price – the amount of money paid for a product or service

productivity – a measurement of the output of labour in production

trade union – an association established by workers to look after their interests (e.g. salaries, working conditions)

variable costs – the costs that change with the level of production

ventures – commercial undertakings where there is a possibility of loss as well as profit

workplace forum – committee of workers operating at the workplace to address issues that concern them directly