



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CURRICULUM STATEMENT GRADES 10-12 (GENERAL)**

## **SUBJECT ASSESSMENT GUIDELINES**

# **BUSINESS STUDIES**

## **JANUARY 2008**



## **PREFACE TO SUBJECT ASSESSMENT GUIDELINES**

The Department of Education has developed and published Subject Assessment Guidelines for all 29 subjects of the National Curriculum Statement (NCS). These Assessment Guidelines should be read in conjunction with the relevant Subject Statements and Learning Programme Guidelines.

Writing Teams established from nominees of the nine provincial education departments and the teacher unions formulated the Subject Assessment Guidelines. The draft copies of the Subject Assessment Guidelines developed by the Writing Teams were sent to a wide range of readers, whose advice and suggestions were considered in refining these Guidelines. In addition, the Department of Education field-tested the Subject Assessment Guidelines in 2006 and asked for the comments and advice of teachers and subject specialists.

The Subject Assessment Guidelines are intended to provide clear guidance on assessment in Grades 10 to 12 from 2008.

The Department of Education wishes you success in the teaching of the National Curriculum Statement.



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## **1. PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES**

This document provides guidelines for assessment in the National Curriculum Statement Grades 10 - 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the relevant Subject Statements. The Subject Assessment Guidelines will be applicable for Grades 10 to 12 from 2008.

The Department of Education encourages teachers to use these guidelines as they prepare to teach the National Curriculum Statement. Teachers should also use every available opportunity to hone their assessment skills. These skills relate both to the setting and marking of assessment tasks.

## **2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT**

### **2.1 Introduction**

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. In Life Orientation however, all assessment is internal and makes up 100% of the final mark for promotion and certification.

### **2.2 Continuous assessment**

Continuous assessment involves assessment activities that are undertaken throughout the year, using various assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

### **2.2.1 Daily assessment**

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

The results of these assessment tasks are not taken into account for promotion and certification purposes.

### **2.2.2 Programme of Assessment**

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark. This excludes Life Orientation.

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks. This excludes Life Orientation where the internal assessment component counts 100% of the final assessment mark.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark. Section 3 of this document provides details on the weighting of the tasks for promotion purposes.

### 2.2.2.1 Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarised in Table 2.1. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

**Table 2.1: Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10 and 11**

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	4	4*	4	4*	16
Language 2: Choice of HL or FAL	HL	4*	4	4*	16
	FAL	4*	4	4*	16
Life Orientation	1	1*	1	2*	5
Mathematics or Maths Literacy	2	2*	2	2*	8
Subject choice 1**	2	2*	2	1*	7
Subject choice 2**	2	2*	2	1*	7
Subject choice 3	2	2*	2	1*	7

Note:

\* One of these tasks must be an examination

\*\* If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4.

Two of the assessment tasks for each subject must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3. Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

The weighting of the tasks for each subject is set out in Section 3.

### 2.2.2.2 Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 all subjects include an internal assessment component, which is 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grade 12 are summarised in Table 2.2. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

**Table 2.2: Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12**

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	5	5*	4*		14
Language 2: Choice of HL or FAL	HL	5	5*	4*	14
	FAL	5	5*	4*	14
Life Orientation	1	2*	2*		5
Mathematics or Maths Literacy	3	2*	2*		7
Subject choice 1**	2	2*	(2*) 3*		(6 <sup>#</sup> ) 7
Subject choice 2**	2	2*	(2*) 3*		(6 <sup>#</sup> ) 7
Subject choice 3	2	2*	(2*) 3*		(6 <sup>#</sup> ) 7

Note:

- \* One of these tasks in Term 2 and/or Term 3 must be an examination
- \*\* If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in term 3.
- # The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of this document.

Schools can choose to write one or two internal examinations in Grade 12. Should a school choose to write only one internal examination in Grade 12, a scheduled test should be written at the end of the term to replace the other examination. Internal examinations should conform to the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

### 2.3 External assessment in Grade 12

External assessment is only applicable to Grade 12 and applies to the final end-of-year examination. This makes up 75% of the final mark for Grade 12. This excludes Life Orientation which is not externally examined.

The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark). Details of these tasks are provided in Section 3.

Guidelines for the external examinations are provided in Section 3.

### 2.4 Recording and reporting on the Programme of Assessment

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

<b>RATING CODE</b>	<b>RATING</b>	<b>MARKS %</b>
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

## 2.5 Moderation of the assessment tasks in the Programme of Assessment

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

### **3. ASSESSMENT OF BUSINESS STUDIES IN GRADES 10 - 12**

#### **3.1 Introduction**

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

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

In Business Studies the four Learning Outcomes require equal teaching focus and equal weighting in assessment.

<b>LEARNING OUTCOMES</b>	<b>WEIGHTING</b>
1	25%
2	25%
3	25%
4	25%

#### **3.2 Daily assessment in Grades 10, 11 and 12**

In Business Studies, daily assessment activities provide learners with opportunities to develop the skills, knowledge and values required to complete the tasks in the Programme of Assessment. Therefore, daily assessment tasks build the foundation of a learner's performance in the Programme of Assessment in Business Studies. These tasks should be reflected in the teacher's lesson planning and should not be seen as separate from the learning activities taking place in the classroom.

The criteria for ongoing assessment which guide and develop learner performance need to be aligned with the criteria of the formal Programme of Assessment. Learners' development needs to be continuously measured against these criteria to determine their progress or areas of weakness as they move towards completing the formal Programme of Assessment tasks.

Learner progress in daily Business Studies activities does not need to be formally recorded and neither is it taken into account for promotion or certification purposes. However, the Business Studies teacher should note the development of learners' knowledge, skills and values; learners' strengths and weaknesses and additional support required and provided during these activities.

Examples of daily assessment:

FORM OF ASSESSMENT	
1	<b>Case study with accompanying worksheet:</b> A scenario is sketched and questions covering the relevant Learning Outcomes and Assessment Standards are prepared on the scenario. Some answers should be found in the case study, whilst others should be found in the theory covered by the Learning Outcomes.
2	<b>Short Exercises:</b> e.g. Word games, newspaper articles on which learners draw up their own questions, identifying logo's, forms of ownership, etc.
3	<b>Assignment:</b> e.g. Identify and visit a successful businessperson in your vicinity. Use questionnaire to do research on how the business was started, and how factors such as location were decided on, etc. (Learners may present their findings by means of a presentation)
4	<b>Short class test:</b> A five or ten minutes, short answer diagnostic test on the previous day's lesson.
5	<b>Debates:</b> e.g. Is the following statement true or false? Advertising may increase prices of products.
6	<b>Simulation:</b> e.g. board games (Monopoly, Money Market, etc.), reconstructing a scenario, market days, etc.
7	<b>Demonstration:</b> e.g. Design your own advertisement and demonstrate it to the class, present a new business venture, etc.

See Appendix 1 for an example of a daily assessment task.

### 3.3 Assessment in Grades 10 and 11

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

**Suggested mark allocation for Grade 10 and 11 is as follows:**

PROGRAMME OF ASSESSMENT	FORM OF TASK	MARKS	TOTAL
2 x term tests (100 marks each)	Tests	200	
Midyear examination	Examination	200	
3 x formal assessment tasks (50 marks each)	Research projects and Assignments	150	
Total tasks	550 converted to 100	550/5,5	100
End-of-year examination			300
<b>Total</b>			<b>400</b>

#### 3.3.1 Programme of Assessment in Grades 10 and 11

Of the six tasks undertaken during the year, two tasks are tests, one is a mid-year examination and the remaining three tasks should make use of different forms of assessment such as assignments, projects and research tasks.

See Appendix 2 for an example of a research task in Business Studies.

The table below provides an example of a Programme of Assessment for Grades 10 and 11. It indicates how many tasks should be completed each term and the form and focus of the assessment.

**Example of a Programme of Assessment in Grades 10 and 11:**

TERM	TASK	FORM OF ASSESSMENT	FOCUS	CONTEXT
1	1	Assignment e.g. research, questionnaire	LO1 AS3 Socio-economic issues	<b>Grade 10</b> HIV and Aids <b>Grade 11</b> Poverty
	2	Test	LOs and ASs covered to date	
2	3	Project	LO2 AS3 Business Plan	<b>Grade 10</b> Develop a business plan with financial analysis <b>Grade 11</b> Transform a business plan into an action plan
	4	Examination	LOs and ASs covered to date	
3	5	Research presentation / Discussion (Oral and written)	LO3 AS7 Careers	<b>Grade 10</b> Identify and assess business careers <b>Grade 11</b> Research business careers and identify paths for personal and career growth
	6	Test	LOs and ASs covered to date	
4	7	End-of-year examination	LO 1-4	Learning Outcomes 1-4 ALL examinable Assessment Standards

**Examples of the Assessment Standards that can be used in research projects/ assignments:**

Learning Outcome	Grade	Assessment Standards	
1	10	5	Investigate the nature of business being conducted in the vicinity and classify it into primary, secondary and tertiary enterprises.
2	10	4	Investigate and debate factors that impact on business location decisions.
1	11	5	Identify and investigate the links between various primary, secondary and tertiary enterprises.
2	11	7	Investigate avenues of acquiring businesses (e.g. franchising, outsourcing, leasing), and discuss their advantages and disadvantages as well as their contractual implications.

### Examples of the Assessment Standards that can be used in projects:

Learning Outcome	Grade	Assessment Standards	
2	11	3	Collaboratively or independently transform a business plan into an action plan (including Gantt charts and timelines).
2	11	4	Collaboratively or independently start a business venture based on an action plan. ( <i>This is a practical project, which runs over a number of months</i> ).
4	11	4	Select a marketing activity and carry it out to achieve an identified business objective.

### Examples of the Assessment Standards that can be used for debating:

Learning Outcome	Grade	Assessment Standards	
2	10	4	Investigate and debate factors that impact on business location decisions.

Note:

- Presentations can be infused into **any Assessment Standards**, e.g. some of the Assessment Standards indicated above are suitable for the task. Teachers, in collaboration with learners can select any suitable other Assessment Standards to use as a topic to monitor over a period in the media and then do a presentation on the topic.
- If a debate is not covered in the programme of assessment, it should be covered informally in the daily assessment.

### 3.3.2 Examinations in Grades 10 and 11

The suggested outline for the midyear and the end-of-year examination paper in Grades 10 and 11 is as follows:

EXAM	NUMBER OF PAPERS	TIME	MARKS	FOCUS
Midyear	1	2 hours	200	LOs and ASs covered to date
End-of –year	1	3 hours	300	LO 1 – 4

The paper should comprise three sections as described in the following table:

SECTION	DESCRIPTION	MARKS AND TIME GUIDE			
		Midyear exam		End-of-year exam	
		Marks	Time Guide	Marks	Time Guide
<b>A</b>	<b>(Compulsory)</b> Different types of short and objective questions using various assessment styles and covering all the LOs, e.g. multiple-choice, match columns, choose the correct word in brackets, etc.	<b>30</b>	<b>15 min.</b>	<b>40</b>	<b>30 min.</b>
<b>B</b>	<b>(All the questions in this section must be answered)</b> <b>(3 questions of equal marks)</b> These questions should cover all LOs. The answers to these questions are longer. Examples of applicable verbs are: discuss, motivate, compare, differentiate, explain, etc. – Bloom's levels 1 – 4. Case studies or source-based questions should be included.	<b>90</b>	<b>45 min.</b>	<b>180</b>	<b>90 min.</b>
<b>C</b>	<b>Set four long questions covering all four LOs (Use scenarios)</b>  <b>Choose any <u>two</u> of the <u>four</u> questions.</b> <b>(2 questions of equal marks each)</b> These are higher cognitive questions, which should assess <b>insight</b> and <b>interpretation</b> of theoretical knowledge (e.g. design, plan, appraise, evaluate, etc. Bloom's levels 5 and 6. Answers should be in paragraph or essay style. A rubric can be used in the marking of this question, together with a marking memorandum.	<b>80</b>	<b>60 min</b>	<b>80</b>	<b>60 min</b>
	<b>TOTAL</b>	<b>200</b>	<b>2 hours</b>	<b>300</b>	<b>3 hours</b>

Note:

- The midyear examination should follow the same structure as the end-of-year examination, but the midyear examination will be set on the Learning Outcomes covered to date.
- Grade 10 learners should start by answering the long questions in a **point form with reasonable sentences** and gradually move towards answering in a **paragraph style in preparation for Grade 11 and 12.**

Teachers should use the levels in Bloom's taxonomy as guidance when setting the different questions for the papers. See Appendix 3 for the verbs associated with Bloom's taxonomy and an indication of how these relate to the Assessment Standards in Business Studies.

### *Cognitive levels*

<b>Knowledge and Comprehension</b> <b>Levels 1 and 2.</b>	Basic thinking skills (e.g. factual recall, low-level application and low-level comprehension)	30%
<b>Application and Analysis</b> <b>Levels 3 and 4</b>	Moderately high thinking skills (e.g. more advanced application, interpretation and low-level analysis)	50%
<b>Synthesis and Evaluation</b> <b>Levels 5 and 6</b>	Higher-order thinking skills (e.g. advanced analytical skills, synthesis and evaluation)	20%

### **3.4 Assessment in Grade 12**

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

#### **Suggested mark allocation for Grade 12 is as follows:**

<b>ANNUAL ASSESSMENT PLAN</b>	<b>FORM OF TASK</b>	<b>MARKS</b>	<b>TOTAL</b>
2 x term tests (100 marks each)	Tests	200	
Midyear examination	Examination	300	
3 x formal assessment tasks (50 marks each)	Research projects and Assignments	150	
Preparatory examination	Examination	300	
Total tasks	650 converted to 100	950/9,5	100
External examination			300
<b>Total</b>			<b>400</b>

In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term.

#### **3.4.1 Programme of Assessment for Grade 12**

The Programme of Assessment for Business Studies in Grade 12 comprises seven tasks which are internally assessed. Of the seven tasks, two tasks are examinations and two are tests. The remaining three tasks should make use of different forms of assessment such as assignments, projects or research tasks.

### Example of a Programme of Assessment in Grade 12

TERM	TASK	FORM OF ASSESSMENT	FOCUS	CONTEXT
1	1	Assignment e.g. research, questionnaire	LO1 AS3 Corporate Social Responsibility (CSR)	Critically examine the Corporate Social Investment project of a business of your own choice
	2	Test	LOs and ASs covered to date	
2	3	Project	LO2 AS3 Business plan	Critically reflect on a business venture, assess its entrepreneurial qualities and identify success factors and areas for improvement.
	4	Examination	LOs and ASs covered till exam date	
3	5	Research presentation/ discussion (Written presentation)	LO3 AS7 Careers	Select and motivate possible business careers and associated career paths.
	6	Test	LOs and ASs covered to date	
	7	Preparatory examination	Learning Outcomes 1-4 and examinable Assessment Standards	

Note: The midyear and preparatory examinations should follow the same format as the final external paper as indicated in Section 3.4.2.

### Examples of the Assessment Standards that can be used in research projects/ assignments.

Learning Outcome	Grade	Assessment Standards	
2	12	7	Investigate a range of available business investment opportunities, distinguish between assurance and insurance (both compulsory and non-compulsory), and discuss the viability and relevance of these to both individuals and businesses.
4	12	5	Investigate developments in industrial relations that relate to contemporary business practice.

### Examples of the Assessment Standards that can be used in projects

Learning Outcome	Grade	Assessment Standards	
2	12	4	Critically reflect on a business venture, assess its entrepreneurial qualities, and identify its success factors and areas for improvement.
4	12	4	Select a human resource activity and carry it out to achieve an identified business objective.

### Examples of the Assessment Standards that can be used for debating

Learning Outcome	Grade	Assessment Standards	
3	12	3	Discuss and debate how professional, responsible, ethical and effective business practice should be conducted in changing and challenging business environments.

Note:

- Presentations can be infused into **any Assessment Standards**, e.g. some of the Assessment Standards indicated above are suitable for the task. Teachers, in collaboration with learners can select any suitable other Assessment Standards to use as a topic to monitor over a period in the media and then do a presentation on the topic.
- If a debate is not covered in the Programme of Assessment, it should be covered informally in the daily assessment.

### 3.4.2 External Assessment in Grade 12

The suggested outline for the examination paper in Grade 12 is as follows:

EXAM	NUMBER OF PAPERS	TIME	MARKS	FOCUS
External	1	3 hours	300	LOs 1 - 4

The paper should comprise three sections as described in the following table:

SECTION	DESCRIPTION	MARKS AND TIME GUIDE	
<b>A</b>	<b>(Compulsory)</b> Different types of short and objective questions using various assessment styles and covering all the LOs, e.g. multiple-choice, match columns, choose the correct word in brackets, etc. (20 short questions x 2)	<b>40</b>	<b>30 min</b>
<b>B</b>	<b>(All the questions in this section must be answered)</b> <b>(3 questions of 60 marks each)</b> These questions should cover all LOs. Answers should be in paragraph style. Rubrics can be used in the marking of this question, together with a marking memorandum. Applicable verbs, e.g. discuss, motivate, compare, differentiate, explain, etc. Bloom's levels 1 – 4. Case studies or source-based questions should be included.	<b>180</b>	<b>90 min</b>
<b>C</b>	<b>Set four questions covering all four LOs (Use scenarios)</b>  <b>Choose any two of the four questions.</b> <b>(2 questions of 40 marks each)</b> These are higher cognitive questions which should assess insight and interpretation of theoretical knowledge. (e.g. design, plan, appraise, evaluate, etc. Bloom's levels 5 and 6). Answers should be in paragraph style. A rubric can be used in the marking of this question, together with a marking memorandum.	<b>80</b>	<b>60min</b>
	<b>TOTAL</b>	<b>300</b>	<b>3 hours</b>

Note:

- The midyear and the preparatory examination should follow the same structure as the end-of-year examination.

Teachers should use the levels in Bloom's taxonomy as guidance when setting the different questions for the papers. See Appendix 3 for the verbs associated with Bloom's taxonomy and an indication of how these relate to the Assessment Standards in Business Studies.

### *Cognitive levels*

<b>Knowledge and Comprehension</b> <b>Levels 1 and 2.</b>	Basic thinking skills (e.g. factual recall, low-level application and low-level comprehension)	30%
<b>Application and Analysis</b> <b>Levels 3 and 4</b>	Moderately high thinking skills (e.g. more advanced application, interpretation and low-level analysis)	50%
<b>Synthesis and Evaluation</b> <b>Levels 5 and 6</b>	Higher-order thinking skills (e.g. advanced analytical skills, synthesis and evaluation)	20%

## **3.5 Promotion**

For promotion and certification purposes learners should achieve at least a level 2 rating (Elementary achievement: 30-39%) in Business Studies.

### **3.5.1 Subject requirements in Grade 10**

The learners should be able to:

- **Use** primary and secondary sources to **investigate/ research** the nature of business in the different sectors.
- **Debate** socio-economic issues and how they impact on business.
- **Design** and **develop** research instruments to collect information on viable business opportunities.
- **Analyse** and **present** financial and business-related information on viable business opportunities and ventures.
- **Evaluate** and discuss business functions and how they impact on the achievement of business objectives.
- **Assess** self using a self-evaluation instrument and assess team performance using an instrument with relevant criteria and output.
- **Identify, describe** and successfully **apply** appropriate ways in which people can work together to accomplish business objectives.

### 3.5.2 Subject requirements in Grade 11

The learners should be able to:

- Use primary and secondary sources to **investigate/ research** the links between enterprises and analyse these links.
- **Investigate** business careers and identify paths for future advancement.
- **Present** and **illustrate** business-related information by means of financial statements, graphs, etc.
- **Explain** concepts relating to business-related stress.
- **Illustrate** by means of a case study how creative thinking **can be applied** to address business problems.
- **Transform** a business plan into an action plan and start a viable business venture.
- **Compare** and **analyse** business-related information and **make** decisions.

### 3.5.3 Subject requirements in Grade 12

The learners should be able to:

- Use primary and secondary sources to **investigate/ research** the development of industrial relations that relate to business practice and analyse these relations.
- **Devise** and **evaluate** viable strategies for a business to respond to challenges in the macro environment and **make** achievable recommendations.
- **Identify** characteristics of each business sector and **determine** how each can control the environment.
- **Determine** success factors of business.
- Critically **examine, analyse** and **discuss** the concept of social responsibility.
- **Present** and **illustrate** financial statements.
- **Analyse** the impact of recent legislation on businesses and human resources.
- **Illustrate** by means of a survey report and examples how creative thinking can be applied to respond to business-related challenges.
- **Select** and **motivate** a choice of business career and associated career paths.

### 3.6 Moderation of assessment

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

## APPENDIX 1: EXAMPLE OF A DAILY ASSESSMENT TASK

### CASE STUDY: Entrepreneurship and management in South Africa

#### Resource

- SUCCEED MAY/JUNE 2005 (p.150)

#### Cassie Bouwer – be a winner every day

“Most companies are based on the principle of working for someone for the rest of your life,” says Cassie Bouwer, another Premier success story. “Your life begins as an employee in that company and ends the same way when you retire.”

Bouwer decided he wanted something different for himself. “I found it quite difficult to really get what I was looking for,” he remembers. “I’d worked for a number of companies such as construction, maintenance and even steel maxing, but noticed that the growth for an individual was slow.”

This big-thinking entrepreneur started in the Premier Group in 2000 as a door-to-door salesman. “What excited me about this company was the structure,” Bouwer says. “If you’re prepared to make other people successful along with yourself, if you are willing to go through the process you can have your own franchise of a national marketing company.” Building his team of 10 sales agents, Bouwer had his own franchise within six months. “I had my ups and downs but what kept me motivated was my utter belief in myself.”

In time Bouwer duplicated himself as an owner and had promoted 16 franchises by September 2002. “When I became a vice president,” he says, “that’s when my life really started changing. The leadership in the company is phenomenal. The support and motivation are unbelievable. It’s great to be among positive people who are always supportive, motivational and encouraging. Our business is about having a great attitude, listening to your up-line and always dream big. With Premier I am a winner and I win every day.”

#### Learning Outcomes and Assessment Standards

- LO3 AS1: Explain how creative thinking can contribute to successful and sustainable business practice.
- LO3 AS2: Use creative thinking to generate entrepreneurial opportunities and to solve business problems.
- LO3 AS3: Analyse the concept of self-management and discuss how it is relevant in a business context.

#### Form of assessment

- Individual assignment

#### Answer the questions about the case study

1. Why did Cassie Bouwer decide he wanted something different for himself?
2. Why did he decide to start a career in the Premier Group?
3. He had his ups and downs. What kept him motivated?
4. When did his life start to change?
5. Give the characteristics of the leadership style of the company mentioned in the article that impressed Cassie Bouwer.
6. Bouwer is called a \_\_\_\_\_ entrepreneur. Explain why?
7. Do you agree with him when he says he is a winner? Give two reasons.

## APPENDIX 2: EXAMPLE OF A RESEARCH OR INVESTIGATION TASK

### Resources

- Textbook
- Businesses in the community

### Form of assessment

- Research assignment

### Topic

- Determine the number and kinds of existing businesses in a 5 km radius of the school, village or town.

### Type of assessment

- Teacher assessment

### Assessment tool

- Rubric – This rubric is set on a four-point scale and each criterion has a specific weighting. The learner obtains a mark out of 80 which is recorded as a percentage and reported by means of the seven-point level descriptors.

There are many opportunities to do research in Business Studies.

Assessment Standards that give opportunities for research are:

GRADE	LO	AS	RESEARCH TOPIC
10	2	1	<b>Design</b> and <b>use</b> a research instrument to assess the needs and wants in an identified environment.
10	2	2	<b>Identify</b> business opportunities and <b>apply</b> a SWOT analysis to <b>determine</b> a viable business venture.
10	2	3	<b>Develop</b> a business plan that can be implemented. (Research must be used to develop a business plan.)
10	2	4	<b>Investigate</b> and <b>debate</b> factors that impact on business location decisions.
10	3	7	<b>Assess</b> self and <b>identify</b> possible business careers that are interesting.
10	3	8	<b>Identify</b> ways in which people need to work together to accomplish business objectives and <b>discuss</b> factors that can influence these relationships.

### Example of a research activity

- Determine the number and kinds of existing businesses in a 5 km radius of the school, village or town. Learners need to visit three to five of the given businesses in the area.
- Learners should develop their own research instrument to use during the interviews. The analysis will be compiled from this instrument.
- The learner should determine needs and wants by use of the questionnaire and they should be able to determine strengths, weaknesses, opportunities and threats facing each business. The instrument should be completed during each interview.

- The learner should analyse and motivate the most viable business venture in the community by analysing the data captured in the questionnaire.
- The learner should motivate the benefits of doing a SWOT analysis.

**Learning Outcomes and Assessment Standards**

- LO2 AS2: Identify possible business opportunities in an area and apply a SWOT analysis to determine a viable business venture.

Copy and complete the table below:

TYPE OF BUSINESS	NAME OF BUSINESS	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
Butchery					
Furniture store					
Café					
Clothing store					
Hardware store					
Supermarket					
Petrol station					
Liquor store					
Panel beater					

**Example of an assessment tool for the research or investigation task**

CRITERIA	4	3	2	1	WEIGHTING	MAX MARKS	MARKS OBTAINED	%
<b>The learner is able to design an effective questionnaire to identify business opportunities.</b>	The questionnaire was set in such a way that all the relevant information could be obtained from the owners or managers interviewed and the analysis could be made easily from the complete questionnaire.	The questionnaire was set in such a way that all the relevant information could be obtained from the owners or managers interviewed.	The questionnaire was set in such a way that most of the relevant information could be obtained from the owners or managers interviewed.	The questionnaire was set in such a way that no or only some relevant information could be obtained from the owners or managers interviewed.	3	(3X4) 12		
<b>The learner is able to determine needs and wants using the questionnaire and apply SWOT.</b>	The learner is able to determine needs and wants using of the questionnaire and applies SWOT. The learner gives possible solutions for the weaknesses and threats.	The learner is able to determine needs and wants using the questionnaire and applies SWOT.	The learner is able to determine needs and wants using the questionnaire and applies SWOT but not very effectively.	The learner is not able to determine needs and wants effectively using the questionnaire or able to apply SWOT.	4	(4X4) 16		
<b>The learner is able to analyse and motivate the most viable business venture in the community through the analysis of the questionnaire.</b>	The learner is able to analyse and motivate the most viable business venture in the community through the analysis of the questionnaire and mentions future strengths and opportunities.	The learner is able to analyse and motivate the most viable business venture in the community through the analysis of the questionnaire.	The learner is able to analyse and motivate the most viable business venture in the community through the analysis of the questionnaire, but lacks some skills to do it totally correct.	The learner experiences difficulty in analysing and motivating the most viable business ventures correctly.	3	(3X4) 12		
<b>The learner can motivate the benefits of doing a SWOT analysis.</b>	The learner can motivate the benefits of doing a SWOT analysis very effectively referring to businesses targeted by the questionnaire.	The learner can motivate the benefits of doing a SWOT analysis and refers to some businesses targeted by the questionnaire.	The learner can motivate the benefits of doing a SWOT analysis but gives no examples.	The learner experiences difficulty in motivating the benefits of doing a SWOT analysis.	2	(2X4) 8		
<b>TOTAL</b>						<b>80</b>		

## APPENDIX 3: VERBS ASSOCIATED WITH BLOOM'S TAXONOMY AND HOW THESE RELATE TO ASSESSMENT STANDARDS IN BUSINESS STUDIES

### 1. Verbs associated with the 6 levels of questioning to Bloom's taxonomy

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Arrange	Classify	Apply	Analyze	Arrange	Appraise
Define	Describe	Adapt	Appraise	Assemble	Argue
Describe	Discuss	Choose	Calculate	Combine	Assess
Duplicate	Distinguish	Compute	Categorize	Compose	Attach
Identify	Explain	Complete	Classify	Collect	Choose
Label	Express	Demonstrate	Compare	Create	Compare
List	Identify	Discover	Contrast	Construct	Critique
Locate	Indicate	Dramatize	Criticize	Create	Defend
Memorize	Infer	Draw	Decipher	Design	Decide
Name	Locate	Employ	Deduce	Depict	Estimate
Order	Match	Gather	Differentiate	Develop	Judge
Recognize	Paraphrase	Graph	Discriminate	Formulate	Justify
Relate	Recognize	Illustrate	Distinguish	Incorporate	Predict
Select	Report	Interpret	Examine	Integrate	Rate
Recall	Restate	Modify	Explain	Invent	Recommend
Repeat	Review	Operate	Experiment	Manage	Core
Reproduce	Select	practice	Generalise	Organize	Select
State	Translate	Prepare	Infer	Plan	Support
		Revise	Predict	Prepare	Value
		Reflect	Relate	Predict	Evaluate
		Schedule	Solve	Propose	
		Sketch	Question	Produce	
		Show	Test	Set up	
		Solve		Structure	
		Survey		Write	
		Use			
		Write.			

Verbs which appear in the Assessment Standards of Business Studies and how they relate to Bloom's taxonomy:

<b>VERBS USED IN BUSINESS STUDIES ASSESSMENT STANDARDS</b>	<b>SKILLS</b>	<b>KNOWLEDGE</b>	<b>VALUES</b>	<b>ATTITUDES</b>	<b>LEVEL OF BLOOM'S TAXONOMY</b>
Analyse	X	X	X		4
Apply	X	X			3
Assess	X	X	X		6
Collaborate	X	X	X		2
Compare	X	X	X		2
Contribute	X	X	X	X	3
Debate	X	X	X	X	4
Describe	X	X			1
Design	X	X			5
Determine	X	X			2
Develop	X	X	X		5
Devise (strategies)	X	X			5
Differentiate	X	X	X		4
Discuss	X	X			2
Evaluate	X	X	X		6
Examine	X	X	X		6
Explain	X	X			2
Generate	X	X			2
Identify	X	X			1
Interpret	X	X		X	2
Investigate	X	X			3
Motivate	X	X	X	X	6
Present	X	X			3
Reflect	X	X	X	X	3
Research	X	X			3
Respond	X	X	X	X	6
Select	X	X	X		1