



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT

(CAPS)

BUSINESS STUDIES

FINAL DRAFT

SECTION 1

NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR BUSINESS STUDIES

1.1 Background

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

To improve its implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2011. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

The amended *National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (January 2011)* replaces the *National Curriculum Statement Grades R - 9 (2002)* and the *National Curriculum Statement Grades 10 - 12 (2004)*.

1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2011)* represents a policy statement for learning and teaching in South African schools and comprises the following:
 - (i) Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*; and
 - (ii) The policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (b) The *National Curriculum Statement Grades R – 12 (January 2011)* should be read in conjunction with the following documents:
 - (i) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R – 12, published in the Government Gazette, No. 29467 of 11 December 2006; and*
 - (ii) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in the Government Gazette, No.29466 of 11 December 2006.*
- (c) The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the *Curriculum and Assessment Policy documents for Grades R – 12 (January 2011)*.
- (d) The sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12* and therefore, in terms of *section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R - 12* gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R - 12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - providing access to higher education;
 - facilitating the transition of learners from education institutions to the workplace; and
 - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R - 12 is based on the following principles:
- Social transformation; ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population;
 - Active and critical learning; encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - High knowledge and high skills; the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
 - Progression; content and context of each grade shows progression from simple to complex;
 - Human rights, inclusivity, environmental and social justice; infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
 - Valuing indigenous knowledge systems; acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency; providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
 - work effectively as individuals and with others as members of a team;
 - organise and manage themselves and their activities responsibly and effectively;
 - collect, analyse, organise and critically evaluate information;
 - communicate effectively using visual, symbolic and/or language skills in various modes;
 - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
 - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

1.4 Time Allocation

1.4.1 Foundation Phase

- (a) The instructional time for subjects in the Foundation Phase is as indicated in the table below:

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	4 (5)
III. Mathematics	7
IV. Life Skills	6
• Beginning Knowledge	1 (2)
• Arts and Craft	2
• Physical Education	2
• Health Education	1

- (b) Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3, First Additional Language is allocated 5 hours and Beginning Knowledge is allocated 2 hours as indicated by the hours in brackets in the table above.

1.4.2 Intermediate Phase

- (a) The table below shows the subjects and instructional times in the Intermediate Phase.

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	5
III. Mathematics	6
IV. Science and Technology	3.5
V. Social Sciences	3
VI. Life Skills	4
• Creative Arts	1.5
• Physical Education	1.5
• Religion Studies	1

1.4.3 Senior Phase

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

Subject	Time allocation per week (hours)
I. Home Language	5
II. First Additional Language	4
III. Mathematics	4.5
IV. Natural Sciences	3
V. Social Sciences	3
VI. Technology	2
VII. Economic Management Sciences	2
VIII. Life Orientation	2
IX. Arts and Culture	2

1.4.4 Grades 10-12

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

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. Three Electives	12 (3x4h)

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

SECTION 2

2.1 What is Business Studies?

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

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

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

2.2 Business Studies will ensure that learners:

- acquire and apply essential business knowledge, skills and principles to productively and profitably conduct business in changing business environments;
- create business opportunities, creatively solve problems and take risks, respecting the rights of others and environmental sustainability;
- apply basic leadership and management skills and principles while working with others to accomplish business goals;

- are motivated, self-directed, reflective lifelong learners who responsibly manage themselves and their activities while working towards business goals;
- are committed to developing themselves and others through business opportunities and ventures;
- are able to secure formal employment, and are in a position to pursue sustainable entrepreneurial and self-employment career pathways.

2.3 Time allocation for Business Studies in the Curriculum

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

2.4 Requirements to offer Business Studies as a subject

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

1. Each learner should have:
 - a. A textbook
 - b. Stationery
2. The teacher should have:
 - a. A variety of textbooks for reference.
 - b. Partnership Article
 - c. Legislation, e.g. Companies Act, 71 of 2008, Employment Equity Act, National Credit Act, Consumer Protection Act, Basic Conditions of Employment Act, Labour Relations Act, etc.
 - d. Memorandum of Incorporation (MOI) - new founding document of a company
 - e. Specimen of contract forms
 - f. Bank brochures
 - g. Business and financial magazines
 - h. Corporate Social Responsibility (CSR) Policy – any company
 - i. The King Code of Governance for South Africa 2009

SECTION 3

OVERVIEW OF TOPICS

Topic	Grade	Content
Micro, market and macro environments	Grade 10	<ul style="list-style-type: none"> ▪ Identification of components and features of business environments ▪ Interrelationship between the three business environments
	Grade 11	<ul style="list-style-type: none"> ▪ Influences and Control Factors over the business environments ▪ Challenges of the micro (internal), market and macro business environments. ▪ How a business constantly needs to adapt to the challenges of the micro (internal), market and macro business environments.
	Grade 12	<ul style="list-style-type: none"> ▪ Devise strategies for a business to use in response to the challenges of the macro business environment, critically evaluate such strategies and make recommendations where necessary ▪ Impact of recent legislation, developed in response to demands for redress and equity, on small and big business operations
Business sectors	Grade 10	Classification of business sectors
	Grade 11	Links between various primary, secondary and tertiary enterprises.
	Grade 12	Business sector and its environment
Social responsibility	Grade 10	<ul style="list-style-type: none"> ▪ Contribute responsibly towards the business' s immediate community ▪ Define social responsibility and corporate social responsibility
	Grade 11	The citizenship roles and responsibilities that business practitioners need to perform within a business environment
	Grade 12	Contribute time and effort to advancing the well-being of others in a business context
Contemporary socioeconomic issues	Grade 10	Contemporary socioeconomic issues that impact on business
	Grade 11	Impact and challenges of contemporary socio-economic issues on business operations; make decisions for specific business situations.
	Grade 12	Examination of the concept of social responsibility and Social Corporate Responsibility (CSR) and its implications for both business and communities
Entrepreneurship	Grade 10	Entrepreneurial qualities.
	Grade 11	Degree to which a business embraces entrepreneurial qualities Evaluation of the concept of entrepreneurial qualities, success factors and areas for improvement
	Grade 12	None
Management and leadership	Grade 10	None
	Grade 11	None
	Grade 12	Management and leadership styles and approaches
Investment: securities	Grade 10	None
	Grade 11	None
	Grade 12	Business investment opportunities, e.g. shares
Investment: insurance	Grade 10	None
	Grade 11	None
	Grade 12	Business investment opportunities: assurance and insurance (both compulsory and non-compulsory)

Forms of ownership	Grade 10	Definition, characteristics, advantages, disadvantages and differences between forms of ownership
	Grade 11	The benefits and challenges of establishing a company versus other forms of ownership
	Grade 12	Extent to which a particular form of ownership can contribute to the success or failure of a business
Creative thinking and problem-solving	Grade 10	<ul style="list-style-type: none"> ▪ How creative thinking can contribute towards successful and sustainable business practice ▪ Creative thinking, entrepreneurial opportunities and problem-solving
	Grade 11	Creative thinking to address business problems and to improve business practice
	Grade 12	Creative thinking to respond to challenges in dynamic and complex business contexts
Business opportunity and related factors	Grade 10	<ul style="list-style-type: none"> ▪ Research instrument ▪ Possible business opportunities based on research results ▪ New ideas and needs analysis
	Grade 11	None
	Grade 12	None
Business location	Grade 10	Factors that impact on business location decisions
	Grade 11	None
	Grade 12	None
Contracts	Grade 10	Relevance of contracts and their legal implications in different business contexts
	Grade 11	Avenues of acquiring businesses (e.g. franchising, outsourcing, leasing)
	Grade 12	Refer to investment insurance: insurance contract; contract of employment
Presentation of information	Grade 10	Accurate and succinct verbal and non-verbal presentation of a variety of business-related information
	Grade 11	Accurate and succinct verbal and non-verbal presentation of a variety of business-related information; respond professionally to questions and feedback
	Grade 12	Accurate and succinct verbal and non-verbal presentation of a variety of business-related information; respond professionally to questions and feedback, and amend information as necessary
Business plan	Grade 10	Development of a business plan (including a financial analysis) that can be implemented (financial viability business plan)
	Grade 11	Transformation of a business plan into an action plan (including Gantt charts and timelines)
	Grade 12	None
Setting up a business	Grade 10	None
	Grade 11	Starting a business venture based on an action plan
	Grade 12	None
Self-management, professionalism and ethics	Grade 10	Concept of self-management; discuss how it is relevant in a business context
	Grade 11	<ul style="list-style-type: none"> ▪ The theories and principles of professionalism and ethics; explore how they relate to the business environment ▪ The principles and skills of professional, responsible, ethical and effective business practice
	Grade 12	<ul style="list-style-type: none"> ▪ 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

Relationship and team performance	Grade 10	<ul style="list-style-type: none"> ▪ Working together to accomplish business objectives and factors that can influence these relationships. ▪ The criteria for successful and collaborative team performance in a business context.
	Grade 11	Team Stages and Team dynamics, theories and use them to analyse specific business-based case studies.
	Grade 12	Collaborate with others to contribute towards the achievement of specific objectives.
Human rights, inclusivity and environmental issues	Grade 10	None
	Grade 11	None
	Grade 12	Extent to which a business venture addresses issues of human rights, inclusivity and environmental issues.
Stress, crisis, change and conflict management	Grade 10	None
	Grade 11	Concepts relating to stress, crisis and change management.
	Grade 12	Conflict management skills to resolve differences in business situations (including workplace forums)
Business functions	Grade 10	<p>Refer to topic 1:</p> <ul style="list-style-type: none"> ▪ The eight business functions ▪ Relatedness of business functions and operations in small, medium and big business contexts <p>The levels and tasks of general management</p> <ul style="list-style-type: none"> ▪ Functions: Administration, Finances, Purchasing, Public Relations
	Grade 11	<p>Refer to topic 1:</p> <ul style="list-style-type: none"> ▪ Aspects of the marketing function: marketing activities; product policy; pricing policy; distribution; marketing communication; foreign marketing ▪ Marketing activity and achievement of business objectives ▪ Production function: systems, production planning, safety management, quality control, production costs ▪ An introduction to the Human Resources function
	Grade 12	<p>Refer to topic 1:</p> <ul style="list-style-type: none"> ▪ Relevant legislation regarding Human Resources: recruitment and selection; employee contracts; induction and placement; salary administration; ▪ Employee benefits; skills development
Quality of performance	Grade 10	<p>Refer to topic 1:</p> <p>Quality in relation to the various business functions</p>
	Grade 11	None
	Grade 12	How the quality of performance within the business functions can influence the success or failure of a business

**ANNUAL TEACHING PLAN
GRADE 10**

TERM 1

Week / Hour	Topic	Content	Recommended resources
3 Weeks (Week 1- 3)	1. Micro environment	<ul style="list-style-type: none"> • Identification, analysis and explanation of the various components and features of the micro (internal) business environment. <ul style="list-style-type: none"> ▪ Vision, mission statement, goals and objectives ▪ Organisational culture ▪ Organisational resources ▪ Management and leadership ▪ Business organisational structure ▪ Eight functions and activities of the business • Identification and brief description of the eight business functions (general management, purchasing, production, marketing, public relations, human resources, administration and financing) <ul style="list-style-type: none"> ▪ General Management - (top, middle and lower management); levels of management and management tasks (planning, organising, activating, leading, directing and controlling) <ul style="list-style-type: none"> ○ Business organisational structure ○ The responsibilities of the various levels of management and the alignment between these levels ▪ Administration – handling of information/data, management of information, office practice and information technology e.g. computers, faxes, phones, etc. ▪ Financing – classification of types of financing, sources of financing, budgeting, introduction to investments, types of capital ▪ Purchasing: procedures, activities of purchasing functions, cash and credit stock control. The stipulations (nature/purpose/rights and responsibilities/remedies, if any) of the National Credit Act 34 of 2005 and the National Consumer Protection Act 68 of 2008, and their impact on the purchasing function ▪ Public Relations: importance of public relations, methods of PR – media, brochures, direct contact, etc. • The role and importance of the functions within the business • The relationship between the business functions and how these functions differ in the different types of enterprises (e.g. sole trader versus departments in large industries) <ul style="list-style-type: none"> ▪ Organisational resources e.g. human, physical/material, financial and information 	Textbooks/Study Guides Newspaper Articles Internet Magazines Other Audio Visual Media

Week / Hour	Topic	Content	Recommended resources
		<p>resources</p> <ul style="list-style-type: none"> • Analysis of how the business functions are interrelated and how they operate in small, medium and big business contexts • Identification of the levels of general management and the tasks associated with each level; use this information to analyse management levels within a public or private organisation • The concept of <i>quality</i> – (definition) <ul style="list-style-type: none"> ▪ Quality in relation to the various business functions <ul style="list-style-type: none"> - Quality in the human resources function - quality products - quality administration processes - quality and a healthy financial function - quality management, i.e. planning, organising, leading and controlling - quality promotion of business image and its impact on different business structures (sole traders versus large business) • The correlation between management and the success of business in achieving its objectives; strengths and weaknesses 	
1 week (Week 4)	2. Market environment	<p>Identification, analysis and explanation of the components of the market environment</p> <ul style="list-style-type: none"> ▪ The Market (consumers/customers) ▪ Suppliers ▪ Intermediaries ▪ Competitors ▪ Other organisations/civil society (e.g. community based organisations – CBOs, non-governmental organisations – NGOs, regulators, strategic allies and unions) ▪ Opportunities and threats faced by the business – business has no control over these factors 	Textbooks Newspaper Articles Internet Magazines
3 weeks (Week 5-7)	3. Macro environment	<p>Identification, analysis and explanation of the various components and features of macro business environment</p> <ul style="list-style-type: none"> ▪ Physical/natural environment ▪ Economic environment ▪ Social, cultural and demographic environment ▪ Technological environment ▪ Legal and political environment ▪ International/global environment ▪ Institutional environment ▪ The relationship between the environments 	Textbooks Newspaper articles Internet Magazines
1 week (Week 8)	4. Inter-relationship of micro, market and macro environments	<p>Discussion of the relationship between micro, market and macro environments.</p> <ul style="list-style-type: none"> ▪ The interrelationship between their features ▪ Interrelatedness within the components of the micro (internal) environment, e.g. between the functions, departments, employer and employee, etc. and the market 	Textbooks Newspaper articles Internet Magazines

Week / Hour	Topic	Content	Recommended resources
		<p>environment, e.g. the relationship between competitors, agents, the physical environment and staff, etc.</p> <ul style="list-style-type: none"> ▪ The interrelation between micro (internal business) and market environments. <ul style="list-style-type: none"> ○ Business and consumers ○ Business and suppliers ○ Business and intermediaries ○ Business and competitors 	
1 week (Week 9)	5. Business sectors	<ul style="list-style-type: none"> • Primary, secondary and tertiary sectors <ul style="list-style-type: none"> ▪ What is meant by primary, secondary and tertiary sectors? ▪ Classification of the various industries (nature of industries and production) into primary, secondary and tertiary sectors. • The difference between formal and informal sectors • The difference between public and private Sectors 	Textbooks Newspaper articles Internet Magazines
2 weeks (Week 10-11)	Revision	<ul style="list-style-type: none"> • <i>Revision of all topics covered during the first term./ Term test</i> 	Summary notes Revision exercises All material relevant to revision

Term 1: Formal assessment		
Form of assessment	Assignment	Test
Total marks	50	100

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

Daily assessment is important to monitor teaching and learning

Formal assessment for term 2:

Teachers should give learners a project in the 1st term and instruct them to submit it in term 2. This will give learners ample time to complete the project.

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

GRADE 10

TERM 2

Week / Hour	Topic	Content	Recommended resources
2 weeks (Week 1-2)	1. Contemporary socio-economic issues	<p>Identification and discussion of contemporary socioeconomic issues that impact on business</p> <ul style="list-style-type: none"> ▪ Inclusivity (definition, aim of inclusivity, and efforts to create an inclusive workforce) ▪ Unemployment (solutions) ▪ Skills Levy (skills levels in South Africa, Government's response to that challenge, the skills levy/National Skills Fund and the levy grant scheme by SETAs) ▪ Poverty - definition (include lack of proper housing, lack of clean water, lack of proper sanitation, lack of electricity, lack of transport; combating poverty caused by a shortage of cash), the effects of poverty on business and on the South African community ▪ HIV/Aids (a chronic blood disease) - reduction of labour force due to HIV/Aids ▪ Gambling (include pyramid schemes, illegal gambling and money laundering) ▪ Violence (e.g. caused by various forms of misunderstanding) - physical and emotional impact on the workforce, lowering levels of productivity ▪ Riots/strikes (e.g. caused by political unrest or labour disputes) – include go-slows and lockouts; workers staying away from work ▪ Piracy - illegal copying or reproduction of somebody's product that affects businesses operations (include copyright, patent and trade marks – definition and meaning/relation to piracy) ▪ Counterfeiting/imitations and bootlegging(fake goods) – effect on business operations ▪ Crime (e.g. loss of goods due to theft, rape, child abuse, hijackings, burglaries, etc.) 	<p>Textbooks Newspaper articles Internet Magazines Other audio-visual media</p>
1 week (Week 3)	2. Social responsibility	<p>Identification of ways in which a business can contribute responsibly towards its immediate community</p> <ul style="list-style-type: none"> ▪ What is social responsibility? ▪ Definition of Corporate Social Responsibility ▪ Initiatives taken by businesses in addressing the socioeconomic issues discussed; refer to current issues 	<p>Textbooks Newspaper articles Internet Magazines Other audio-visual media</p>
1 week (Week 4)	3. Entrepreneurial qualities	<p>Identification of entrepreneurial qualities</p> <ul style="list-style-type: none"> ▪ Entrepreneurial qualities: desire for responsibility, risk taker, perseverance, good management and leadership, confidence in one's ability to succeed, high levels of energy, passion, big dreams with a clear vision, exceptional organisational skills, high degree of commitment, flexibility (ability to adapt quickly), willpower to overcome obstacles 	<p>Textbooks Newspaper Articles Internet Magazines Other audio-visual media</p>

2 weeks (Week 5-6)	4. Forms of ownership	<ul style="list-style-type: none"> • Definition, characteristics, advantages, disadvantages and differences (comparison) between the following forms of ownership: <ul style="list-style-type: none"> ▪ Sole Proprietor ▪ Partnership ▪ Close Corporation ▪ Non-Profit Company ▪ Profit Companies <ul style="list-style-type: none"> ○ Private Company ○ Personal Liability Company ○ Public Company ○ State-owned Company ▪ Co-operatives 	Textbooks Newspaper articles Internet Magazines Study guides Other audio-visual media
2. weeks (Week 7-8)	Revision exercises	<i>Revision of all topics covered during the first two terms</i>	Summary notes Exercises All materials relevant for revision
2 weeks (Week 9-10)	Mid-year examinations		

Term 2: Formal assessment		
Form of assessment	Project	Mid-year examination
Marks	50	200

Note: Project - term 2:

This project was given in term 1. Learners should complete the project for submission in term 2.

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

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

GRADE 10

TERM 3

Week / Hour	Topic	Content	Recommended resources
2 weeks (Week 1-2)	1. Creative thinking and problem-solving	<ul style="list-style-type: none"> • Explanation of how creative thinking can contribute towards successful and sustainable business practice • Creative thinking to generate entrepreneurial opportunities and to solve business problems <ul style="list-style-type: none"> ▪ Problem-solving: <ul style="list-style-type: none"> ○ Research skills –finding information to assist with problem-solving ○ Problem-solving versus decision-making ○ Problem-solving cycle: identification of the problem, definition of the problem, formulation of the strategy, implementation of the strategy, allocation of resources, monitoring problem-solving and evaluation of the problem-solving process ▪ Problem-solving techniques (e.g. Force-Field Analysis, the Chair Technique, Delphi Technique, Nominal Group Technique, brainstorming, Forced Combinations) <ul style="list-style-type: none"> ○ Use of indigenous knowledge to solve problems and identify business opportunities ○ Use of mind-mapping, brainstorming and creative thinking/idea generation to identify innovative and entrepreneurial business opportunities ○ Use of non-conventional thinking to identify innovative business opportunities ○ Ways in which creative business opportunities can realistically be implemented 	Textbooks Newspaper articles Internet Magazines Recyclable material
1 week (Week 3)	2. Business opportunity and related factors	<ul style="list-style-type: none"> • Development of a research instrument and the assessment of needs and desires • Identification of possible business opportunities (based on researched needs and desires) and the application of a SWOT analysis (strengths, weaknesses, opportunities and threats) to determine a viable business venture • Generating new ideas, needs analysis/ research, identifying good ideas, market research, SWOT analysis <ul style="list-style-type: none"> ▪ Research instruments and data collection (e.g. questionnaires, interview structures), ▪ Protocol of conducting research (consent, prior organisational appointments, introduction of basic ethics in research and in business opportunities) ▪ Definition of “business opportunities” (based on researched needs and desires) and strengths, weaknesses, opportunities and threats (SWOT) ▪ Application of SWOT analysis to assess business opportunities ▪ Analysis to determine a viable business venture ▪ Identification of business opportunities 	Textbooks Newspaper articles Internet Magazines Other audio-visual media

Week / Hour	Topic	Content	Recommended resources
1 week (Week 4)	3. Business location decision	Investigation of and debate on the factors that impact on business location decisions <ul style="list-style-type: none"> • Factors impacting location of a business (e.g. labour regulations, environmental factors, transport, infrastructure, availability of cheaper electricity and water supplies, potential market, raw materials, labour market, climate, government and local regulations and taxes, crime, etc.) 	Textbooks Newspaper articles Internet Magazines Study guides
1 week (Week 5)	4. Contracts	Description of the relevance of contracts and their legal implications in different business contexts <ul style="list-style-type: none"> • Definition of a contract • Types of contracts: <ul style="list-style-type: none"> ▪ Employment contract – employer/employee agreement ▪ Insurance – insurer/insured ▪ Lease agreement – lessor/lessee agreement ▪ Hire Purchase agreement – seller/buyer agreement ▪ Rental agreement – landlord/tenant agreement • The legal implications of these contracts in different business contexts (parties, rights and responsibilities of the parties to a contract as prescribed by specific Acts in some contracts) 	Textbooks Newspaper articles Internet Magazines Specimen of Contract Forms Basic Conditions of Employment Act, Labour Relations Act, Rental Housing Act 50 of 1999, National Credit Act of 2005, Consumer Protection Act, Hire Purchase Act, Long-term Insurance Act 52 of 1998, Short-term Insurance Act 53 of 1998
1 week (Week 6)	5. Presentation of Information	Accurate and succinct verbal and non-verbal presentation (including graphs) of a variety of business-related information <ul style="list-style-type: none"> ▪ Presentation of business reports with tables, graphs, diagrams and illustrations that include symbols and pictures (e.g. activities, progress, challenges and recommendations) ▪ Verbal presentations with support materials (handouts, transparencies, slides, charts, models, etc.) <ul style="list-style-type: none"> ○ Definition of the different audio-visual aids. ○ Design and layout of a presentation using different visual aids.(e.g., show how to prepare / set out a poster and handouts 	Textbooks/Study guides Newspaper Articles/Charts/Slides Tables and pictures Scrap book Transparencies/OHP Internet/ PowerPoint Presentations Magazines Other audio-visual media

Week / Hour	Topic	Content	Recommended resources
3 weeks (Week 7- 9)	6. Business Plan	Development of a business plan (including a financial analysis) that can be implemented (financial viability business plan) <ul style="list-style-type: none"> ▪ Business plans (including financial analysis) based on identified business opportunities <ul style="list-style-type: none"> ○ Analysis of environmental factors ○ Components of the Business Plan ▪ Cover page and index (includes name of business) ▪ Executive summary ▪ Description of the business <ul style="list-style-type: none"> ○ The long-term objective, mission and vision of the business ○ The structure of the business (ownership) ○ The product / service ○ Legal requirements of business, e.g. license ▪ SWOT analysis ▪ Marketing plan <ul style="list-style-type: none"> ○ Market research; ○ Marketing mix, the 4 or the 7 Ps: price, product, promotion, place, people, physical environment and process ▪ Competition 	Textbooks Newspaper articles Internet Magazines Example of a business plan
1 week (Week 10)	Revision exercises	<i>Revise topics covered during the term./Term Test</i>	Summary Notes Exercises All materials relevant for revision

Term 3: Formal assessment		
Form of assessment	Presentation	Test
Total marks	50	100

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

Daily assessment is important to monitor teaching and learning

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

GRADE 10

TERM 4

Week / Hour	Topic	Content	Recommended resources
2 weeks (Week 1-2)	1. Self-management	<p>Analysis of the concept of self-management a discussion on how it is relevant in a business context</p> <ul style="list-style-type: none"> ▪ Time management, personal goals, definition of success and a balanced lifestyle (e.g. balancing work with relaxation) ▪ Development of a professional image (e.g. neatness of work, presentations) and access to resources to assist with professional image ▪ Personal analysis of strengths, weaknesses, talents and interests ▪ Discussion of the following concepts: self-knowledge, self-confidence, stress management (concepts of stress management), adaptability, etc. 	Textbooks Newspaper Articles Internet Magazines Other audio-visual media
2 weeks (Week 3-4)	2. Relationship and team performance	<ul style="list-style-type: none"> • Identification of ways in which people need to work together to accomplish business objectives; discuss factors that can influence these relationships (e.g. prejudice, beliefs, values and diversity) <ul style="list-style-type: none"> ▪ Understanding business objectives (e.g. profit, productivity, service) ▪ Interpersonal relationships in the workplace (e.g. different hierarchies, management levels, the importance of each individual in achieving business objectives) ▪ Personal beliefs and values and how they influence business relationships (e.g. prejudice, discrimination, equity, diversity) • Identification of the criteria for successful and collaborative team performance in a business context and assessment of a team against these criteria <ul style="list-style-type: none"> ▪ Working in a team to accomplish business objectives, e.g. clear objectives and agreed goals, openness, mutual respect, support and mutual trust, members committed to achieve, sound inter-team relations, individual development opportunities, review of the team processes, etc. 	Textbooks Newspaper articles Internet Magazines Other audio-visual media
2 weeks (Week 5-6)	Revision exercises	<i>Revise all topics in preparation for final examinations.</i>	Exercises Summary notes
4 weeks (Week 7-10)		End-of-year examination	

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

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

GRADE 11

TERM 1

Week / Hour	Topic	Content	Recommended resources
1 week (Week 1)	1. Influences on business environments	<ul style="list-style-type: none"> • Examination of control factors e.g. more control over micro-environment, less control over market environment and even less control over macro-environment • Identification of ways to be involved in macro environment – if beneficial to business <ul style="list-style-type: none"> ▪ Micro-environment The business mission and objectives, its management structure, its resources and its culture are primarily controlled by the enterprise's management ▪ Market environment The customers, suppliers, competitors, regulators and strategic allies and unions give rise to particular opportunities and threats. Business has no control over the factors. ▪ Macro-environment Enterprise in relation to the macro-environment, i.e. economic, technological, and political environments 	Textbooks Newspaper articles Internet Magazines Other audio-visual media
1 week (Week 2)	2. Challenges of the business environment	<p>Identification of the challenges of the micro (internal), market and macro business environments</p> <ul style="list-style-type: none"> • Challenges of the micro-environment (e.g. difficult employees, lack of vision and mission, lack of adequate management skills, unions, strikes and go-slows, etc.) • Challenges of the market environment (e.g. competition, shortages of supply, changes in consumer behaviour, demographics and psychographics, socio-cultural factors, etc.) • Challenges of the macro- environment (e.g. changes in income levels, political changes, contemporary legal legislation, labour restrictions, micro-lending, globalisation/ international challenges, social values and demographics, socio-economic issues, etc.) 	Textbooks Newspaper articles Internet Magazines Other audio-visual media
1 week (Week 3)	3. Adapting to challenges of the business	<p>Identification and discussion on how a business constantly needs to adapt to the challenges of the micro (internal), market and macro business environments</p> <ul style="list-style-type: none"> • Ways in which a business can adapt to challenges of the macro-environment, and whether this is to the benefit of the business <ul style="list-style-type: none"> ▪ Information management, strategic responses, mergers, takeovers, acquisitions and alliances, organisation design and flexibility, direct influence of the environment and social responsibility ▪ Lobbying, Networking and Power Relations <ul style="list-style-type: none"> ○ Lobbying e.g. Hedging against inflation, bargaining sessions between management and unions, influencing supervisory body/regulators, etc. ○ Networking e.g. finding new customers etc. ○ Power Relationships e.g. Strategic alliance 	Textbooks Newspaper Articles Internet Magazines Other audio-visual media

Week / Hour	Topic	Content	Recommended resources
		agreements, persuasion of large investors, Company representatives' influence, etc.	
2 weeks (Week 4-5)	4. Contemporary socio-economic issues	<ul style="list-style-type: none"> • Analysis and interpretation of the impact of contemporary socio-economic issues on business operations, and their challenges; decisions for specific business situations <ul style="list-style-type: none"> ▪ The impact of contemporary socio-economic issues on business operations and productivity, e.g. income, inflation, social, cultural and demographic issues, economic crime, ethical misconduct (sexual harassment, corruption, mismanagement of funds, etc), population growth, illiteracy, lack of skills, unavailability of natural resources, inefficiency in the use of resources, dumping, exhaustion of natural resources, piracy, strikes • Identification, analysis and discussion of possible business solutions / contributions to deal with the socio-economic issues <ul style="list-style-type: none"> ▪ Piracy: the nature and definition of each intellectual property right <ul style="list-style-type: none"> ○ Copyright; ○ Patent; ○ Trade mark ▪ Investigation of developments in industrial relations that relate to contemporary business practice <ul style="list-style-type: none"> ○ Labour strikes, go-slows and lockouts ○ Labour Relations Act (nature and purpose) ○ What is a trade union? ○ History of trade unions ○ Roles of trade unions ○ Functions of trade unions 	Textbooks Newspaper articles Internet Magazines Other audio-visual media
1 hour (Week 6)	6. Business sectors	<p>Identification and investigation of the links between various primary, secondary and tertiary enterprises</p> <p>Examination of the links between:</p> <ul style="list-style-type: none"> • Primary enterprises • Secondary enterprises • Tertiary enterprises 	Textbooks Newspaper articles Internet Magazines Other audio-visual media
1 week (Week 6-7)	7. Benefit of a company over other forms of ownership	<p>Discussion of the benefits and challenges of establishing a company versus other forms of ownership (including taxation issues)</p> <ul style="list-style-type: none"> • Recap the characteristics, advantages and disadvantages of the forms of ownership • The benefits and challenges of establishing a company versus other forms of ownership i.e. sole trader, partnership, Close Corporation, co-operatives, (including taxation issues) • Formation of companies <ul style="list-style-type: none"> ○ The company's charter – Memorandum and Articles of Association ○ Name of the company – incorporation and 	Textbooks Newspaper Articles Internet Magazines Other audio-visual media Copies of the Companies Act

Week / Hour	Topic	Content	Recommended resources
		<p>commencement of the company</p> <ul style="list-style-type: none"> ○ Prospectus 	
1 week (Week 8)	8. Avenues of acquiring a business	<p>Investigation of avenues of acquiring businesses (e.g. franchising, outsourcing, leasing); discuss their advantages and disadvantages as well as their contractual implications</p> <ul style="list-style-type: none"> • Avenues of acquiring businesses (e.g. franchising, outsourcing, leasing) • Their advantages and disadvantages as well as contractual implications (e.g. royalties, legalities) 	<p>Textbooks Newspaper articles Internet Magazines Other audio-visual media</p>
2 weeks (Week 9-10)	Revision	<i>Revise topics covered during the term/Term Test</i>	<p>Summary Notes Exercises All materials relevant for revision</p>

Term 1: Formal assessment		
Form of assessment	Assignment	Test
<p><i>Note:</i> It is compulsory to cover the entire content in term 1 because a term test should cover the entire term's content.</p> <p>Daily assessment is important to monitor teaching and learning</p> <p>Formal assessment for term 2: Teachers should give a project to learners in the 1st term and instruct learners to submit it in term 2. This will give learners ample time to complete the project. Part of the project content is covered in term 1 and part of it in term 2. The word "Recap" as used in the document means the content is examinable in that grade.</p>		

GRADE 11

TERM 2

Week / Hour	Topic	Content	Recommended resources
2 hours (Week 1)	1. Creative thinking and problem-solving	<ul style="list-style-type: none"> • Application of creative thinking to address business problems and to improve business practice (recap) • Creative thinking to address business problems and to improve business practice <ul style="list-style-type: none"> ▪ Problem-solving skills in a business context ▪ Routine vs. creative thinking, mental blocks to creativity and idea generation ▪ More complex problem-solving techniques (e.g. Delphi technique and force-field analysis) ▪ Working with others to solve problems and generate ideas ▪ Creative thinking skills and conventional vs. non-conventional solutions (include indigenous approach and solutions) • Identification of creative solutions to business problems; assess these against the reality of the business environment 	Textbooks Newspaper articles Internet Magazines Other audio-visual media
2 hours (Week 1)	2. Stress and crisis management	<ul style="list-style-type: none"> • Explanation and application of concepts relating to stress, crisis and change management <ul style="list-style-type: none"> ▪ Concepts relating to stress <ul style="list-style-type: none"> ○ How to manage stress ○ Explain the importance of stress management in pressurised work environments ○ Crisis and change management <ul style="list-style-type: none"> - Dealing with business-related crisis (e.g. tight deadlines, loss of property, illness, etc.) ○ Theories of change management • Dealing with and adapting to change (e.g. unemployment, retrenchment, globalisation, affirmative action) 	Textbooks Newspaper articles Internet Magazines/Health brochures Other audio-visual media
2 weeks (Week 2-3)	3. Transformation of a business plan into action plan	<p>Transformation of a business plan into an action plan (including Gantt charts and timelines) - collaboratively or independently</p> <ul style="list-style-type: none"> ▪ Transformation of a business plan into an action plan (e.g. planning tools: Gantt charts or Work Breakdown Structure (WBS) with timelines and responsibilities, project planning) 	Textbooks Newspaper articles Internet Magazines Other audio-visual media Business plans – sample/specimen
2 weeks (Weeks 4-5)	4. Setting up / starting a business	<p>Collaboratively or independently starting a business venture based on an action plan</p> <ul style="list-style-type: none"> ▪ Initiating and setting up business ventures to generate income, basing this on an action plan. ▪ Acquiring funding (Equity capital/Loans/Debt consider other sources of funding/capital), if needed. 	Textbooks Newspaper articles Internet Magazines Other audio-visual media
2 hours (Week 6)	5. Professionalism and ethics	<ul style="list-style-type: none"> • Discussion of the theories and principles of professionalism and ethics; explore how they relate to the business environment • Application of the principles and skills of professional, 	Textbooks Newspaper articles Internet Magazines Other audio-visual

Week / Hour	Topic	Content	Recommended resources
		responsible, ethical and effective business practice <ul style="list-style-type: none"> ▪ The definitions of and differences between <i>professionalism</i> and <i>ethics</i> ▪ The theories and principles of professionalism and ethics; explore how they relate to the business environment ▪ The difference between good and bad decisions ▪ The principles and skills of professional, responsible, ethical and effective business practice The concept of ethics and different perspectives on ethics, as well as ethical business ventures	media
2 hours (Week 6)	6. Presentation of business information	Accurate and succinct verbal and non-verbal presentation of a variety of business-related information (including graphs); respond professionally to questions and feedback <ul style="list-style-type: none"> • Presentation and validation (support) of business-related information in verbal and non-verbal format (including tables, graphs, diagrams and illustrations); posters and handouts (recap) • Design and layout of the presentation using different visual aids (e.g. show how to prepare / set out transparencies / slides, posters and handouts) (recap) • Written information – reports, business plans, business information and analysis, e.g. steps in report-writing, composing a flyer, etc. • Responding in a non-aggressive and professional manner to questions about work and presentations, e.g. answer all questions, make notes, do not argue, apologise for errors, etc. 	Textbooks Newspaper articles Internet Magazines Other audio-visual media
2 weeks (Week 7-8)	Revision exercises	<i>Revise topics covered during first two terms.</i>	Textbook exercises Summary notes All material relevant for revision
2 weeks (Week 9-10)		Mid-year examination	

Term 2: Formal assessment		
Form of assessment	Project	Mid-year examination
Marks	50	300

Note: Project - term 2:

This project was given in term 1. Learners should complete the project for term 2 and submit.

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

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

GRADE 11

TERM 3

Week / Hour	Topic	Content	Recommended resources
1 week (Week 1)	1. Entrepreneurial qualities and success factors	<p>Analysis and evaluation of the degree to which a business embraces entrepreneurial qualities</p> <ul style="list-style-type: none"> ▪ Identification and assessment of a business against the entrepreneurial qualities (e.g. risk taking, perseverance, good management, etc) (recap entrepreneurship qualities from Grade 10 and assess a business against the quality) <p>Critical reflections on a business venture, and identification of its success factors and areas for improvement</p> <ul style="list-style-type: none"> • Exploration and identification of what makes a business successful. Key success factors, e.g. sustainability, profitability, customer base, etc. Identify areas for improvement <p>Note: <i>In the absence of an identified business, use a case study.</i></p>	Textbooks Newspaper articles Internet Magazines Other audio-visual media
1 week (Week 2)	2. Citizenship role and responsibilities	<p>Analysis of the citizenship roles and responsibilities that business practitioners need to perform within a business environment</p> <ul style="list-style-type: none"> • The role of citizens and how they can, through business, contribute to the social and economic development of their communities <ul style="list-style-type: none"> ○ Case scenarios of how individuals have given back to their communities • The concept of business community and how the individual can play a role within this community (e.g. HIV/Aids counsellor, contribute time and effort towards identified cause, etc.) • The role that business, civil society, non-governmental organisations and community-based organisations (NGOs and CBOs) and individual business practitioners can play in the social and economic development of communities 	Textbooks Newspaper articles Internet Magazines Other audio-visual media
4 weeks (Week 3-6)	3. Marketing function	<p>Analysis and discussion of the following aspects of the marketing function: marketing activities; product policy; pricing policy; distribution; marketing communication; foreign marketing.</p> <ul style="list-style-type: none"> • Marketing activities (e.g. product policy, pricing policies, marketing distribution, marketing communication) <ul style="list-style-type: none"> ▪ Marketing: locating the consumer, standardisation and grading, storage, transport, financing, risk-bearing, and buying & selling ▪ Product policy: product development, design, packaging and trademarks ▪ Distribution policy: channels of distribution, intermediaries, direct and indirect distribution ▪ Communication policy: sales promotion, advertising, publicity and personal selling 	Textbooks Newspaper articles Internet Magazines Other audio-visual media

Week / Hour	Topic	Content	Recommended resources
		<ul style="list-style-type: none"> ▪ Pricing policy: importance of pricing, pricing techniques, price determination, factors influencing pricing, price adjustments. • Marketing in the formal and informal sectors. • Use of technology for marketing (electronic marketing, etc.) • Foreign marketing: imports and exports. • Alignment of foreign marketing and the production function (e.g. systems, planning, safety, quality and costing). 	
3 weeks (Week 7-9)	4. Production function	<p>Analysis and discussion of the following aspects of the production function: systems; production planning; safety management; quality control; production costs</p> <ul style="list-style-type: none"> • Systems (mass, batch and job) • Production planning (information about production planning and control) <ul style="list-style-type: none"> ○ Production planning: planning, routing, scheduling and loading ○ Production control: dispatching, following up, inspection and corrective action • Safety management: knowledge about factory safety, machinery and Occupational Health and Safety Act, Workplace Safety Policy • Quality control: quality management systems (SABS), quality control bodies and policies <p>Production costs: business calculations - total cost of production, unit cost of production, selling price and calculation of profit, break-even analysis</p>	Textbooks Calculators Newspaper articles Internet Magazines Other audio-visual media
1 week (Week 10)	Revision	<i>Revise topics covered during the term/Term Test</i>	Summary notes Exercises All materials relevant for revision

Term 3: Formal Assessment		
Form of Assessment	Presentation	Test
Total marks	50	100

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

Daily assessment is important to monitor teaching and learning

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

GRADE 11

TERM 4

Week / Hour	Topic	Content	Recommended resources
2 weeks (Week 1-2)	1. Team dynamics	<ul style="list-style-type: none"> • Description of team dynamics theories; use them to analyse specific business-based case studies <ul style="list-style-type: none"> ▪ Stages of team development/ building a team: <ul style="list-style-type: none"> ○ Forming stage/getting to know each other ○ Storming stage/true character starts to show/first round conflict ○ Norming stage/settling and reconcile ○ Performing stage/working as a team towards the goal ▪ Team dynamics theories <ul style="list-style-type: none"> ○ Belbin role theory (action-oriented role, people-oriented role, cerebral role) ○ Insights based on Jungian theory ○ MTR-I approach ○ Margerison-McCann profiles ○ Group consensus • Conflict management: <ul style="list-style-type: none"> ▪ Definition of conflict ▪ Causes of conflict in the business ▪ Definition of conflict management ▪ Conflict management theories – apply these to both individual and group scenarios (include workplace forums, strikes, trade unions, etc.) ▪ Conflict management skills to resolve differences in business situations (including workplace forums) ▪ The function of workplace forums (refer to trade unions) 	
2 weeks (Week 3-4)	2. Introduction to Human Resources	<ul style="list-style-type: none"> • Analysis of human resources activities (e.g. recruitment and selection, contracts, induction, salaries, and other benefits) • Procedures related to recruitment, selection and interviewing <p>Discussion of the following:</p> <ul style="list-style-type: none"> • Human Resources: Labour Relations Act (LRA), Basic Conditions of Employment Act (BCEA), Employment Equity Act (EEA), Compensation for Occupational Injuries and Diseases Act (COIDA) <ul style="list-style-type: none"> ○ Legalities of employment contracts ○ Procedures of induction and placements ○ Interviewing, selection and induction ○ Salary determination (piecemeal and time-related), including personal tax; link to basic conditions of employment ○ Employee benefits: pension, medical, other 	

Week / Hour	Topic	Content	Recommended resources
2 weeks (Week 5-6)	Revision exercises	Revision of all topics in preparation for final examination	Textbook exercises Summary notes Question papers
4 weeks (Week 7-10)		End-of-year examination	

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

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

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

GRADE 12

TERM 1

Week / Hour	Topic	Content	Recommended resources
3 weeks (Week 1-3)	1. :Macro environment: impact of recent legislation on business	<p>Analysis of the impact of recent legislation, developed in response to demands for redress and equity, on small and large business operations</p> <ul style="list-style-type: none"> ▪ Skills Development Act (e.g. skills levies and their implications for small and large businesses) <ul style="list-style-type: none"> ○ National Skills Development Strategy and Human Resources Development Strategy (i.e. Sector Education and Training Authorities) ▪ Labour Relations Act ▪ Employment Equity Act ▪ Basic Conditions of Employment Act ▪ Compensation for Occupational Injuries and Diseases Act ▪ Black Economic Empowerment ▪ Broad Based Black Economic Empowerment <ul style="list-style-type: none"> ○ Human Rights as defined in the Constitution (issues of equality, respect and dignity including other economic, social and cultural rights) ○ Inclusivity (diversity in the business such as poverty, inequality, race, gender language, age, disability and other factors) ○ Environmental issues (protection of environment and human health by the business) ▪ National Credit Act 34 of 2005 ▪ Consumer Protection Act 68 of 28 April 2009 <p>Note: Focus on the nature of the Act, the purpose, the advantages and disadvantages (if any), the rights of the business and consumers (if any), compliance and penalties if the business does not comply (if any), and the actions regarded as discriminatory acts as listed in the EE Act</p>	Copies of the Acts Textbooks
2 weeks (Week 4-5)	2. Human Resources function	<p>RECAP: Analysis and discussion of relevant legislation and the following aspects of the human resources function: recruitment and selection; employee contracts; induction and placement; salary administration; employee benefits; skills development</p> <ul style="list-style-type: none"> • Analysis of human resources activities, (e.g. recruitment and selection, contracts, induction, salaries, and other benefits). • Procedures related to recruitment, selection and interviewing. <p>Discussion of the following:</p> <ul style="list-style-type: none"> ○ Human Resources: Labour Relation's Act (LRA), Basic Conditions of Employment Act (BCEA), Employment Equity Act (EEA), Compensation for Occupational Injuries and 	Textbooks Newspaper articles Internet Magazines Other audio-visual media Copies of the different relevant Acts.

Week / Hour	Topic	Content	Recommended resources
		<p>Diseases Act (COIDA) (recap)</p> <ul style="list-style-type: none"> ○ Legalities of employment contracts ○ Procedures of induction and placements ○ Interviewing, selection and induction ○ Salary determination (piecemeal and time-related), including personal tax; link to basic conditions of employment ○ Employee benefits: pension, medical, other (recap) ○ Skills Development Act (SDA) and link to SETAs, learnerships, skills programmes, qualifications, National Qualifications Framework, SAQA, etc. 	
1 week (Week 6)	3. Ethics and professionalism	<ul style="list-style-type: none"> • Discussion and debate on how professional, responsible, ethical and effective business practice should be conducted in changing and challenging business environments <ul style="list-style-type: none"> ▪ The meaning of ethical behaviour and business practice ▪ Ethical and unethical business practice with practical examples, e.g. fair and unfair advertisements ▪ Professional and unprofessional business practices with practical examples, e.g. good use of work time and abusing work time ▪ The relationship between ethical and professional behaviour ▪ Ways in which professional, responsible, ethical and effective business practice should be conducted (e.g. not starting a venture at the expense of someone else, payment of fair wages, regular payment of tax, etc.) • Reflection of the business environment and issues that could challenge ethical and professional behaviour (e.g. taxation, sexual harassment, pricing of goods in rural areas, unfair advertising, unauthorised use of funds, abusing work time, etc.) and ways/strategies which could be used to address these issues 	Textbooks Newspaper articles Internet Magazines Business / school's Code of Conduct Example of Business policy Other audio-visual media
1 week (Week 7)	4. Creative thinking	<p>Application of creative thinking to respond to challenges in dynamic and complex business contexts</p> <ul style="list-style-type: none"> ▪ Acquiring advanced problem-solving skills ▪ Application of creative thinking to solve complex business problems in case studies and given scenarios(recap content covered in grade 11) 	Textbooks Newspaper articles Internet Magazines
3 weeks (Week 8-10)	5. Macro environment: Business strategies	<p>Devising/formulation of strategies for how a business can respond to the challenges of the macro business environment, critically evaluate such strategies and make recommendations as required</p> <ul style="list-style-type: none"> • Advanced problem-solving skills. (Revision). Skills to be used in strategy formulation, e.g. use any creative thinking technique to: device business 	Textbooks Newspaper articles Internet Magazines Example of a business vision

Week / Hour	Topic	Content	Recommended resources
		<p>strategies, generate business ideas, resolve conflict and solve any business-related problems</p> <ul style="list-style-type: none"> • <u>Development of strategies in response to challenges in business environments:</u> <ul style="list-style-type: none"> ▪ SWOT analysis of the business environments ▪ Formulation of strategies ▪ Implementing strategies ▪ Evaluation of strategies • <u>Types of business strategies</u> <ul style="list-style-type: none"> ▪ Integration strategies ▪ Forward integration, backward integration and horizontal integration ▪ Intensive strategies ▪ Market penetration, market development and product development ▪ Diversification strategies ▪ Concentric diversification, horizontal diversification and conglomerate diversification ▪ Defensive strategies ▪ Retrenchment, divestiture and liquidation ▪ Other strategies <ul style="list-style-type: none"> ○ the company repositions itself by replacing one or more individuals ○ revising a business mission ○ establishing or revising objectives ○ devising new policies ○ issuing stock to raise capital ○ adding additional salesperson ○ allocating resources differently ○ developing new performance incentives • <u>Strategic evaluation</u> <ul style="list-style-type: none"> ▪ Evaluate these strategies and make recommendations for their improvement ○ Three activities of strategy evaluation: <ul style="list-style-type: none"> - examination of the underlying bases of a business strategy - comparison of expected performance (measure business performance) - taking corrective action where necessary 	and mission statement, objectives and strategic plan, Scrap book
1 week (Week 11)	Revision	Revision of the term's work/Term Test	Exercises Summary notes All material relevant to revision

Term 1: Formal assessment		
Form of assessment	Assignment	Test
Total marks	50	100

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

Daily assessment is important to monitor teaching and learning

*A project must be given to learners at the end of term 1 and submitted in term 2.
The word 'recap' used in this document means the content is examinable in that grade.*

GRADE 12

TERM 2

Week / Hour	Topic	Content	Recommended resources
1½ week (Week 1-2)	1. Social responsibility and corporate citizenship/ Corporate Social Responsibility (CSR)	<ul style="list-style-type: none"> • Critical examination of the concept of social responsibility and its implications for both business and communities • Meaningful contribution of time and effort to advancing the well-being of others in a business context <ul style="list-style-type: none"> ▪ Definition of Social Responsibility (recap) ▪ Meaningful (as an individual) contribution of time and effort to advancing the well-being of others in a business context ▪ Ways in which a business project can contribute towards the community ▪ Corporate Social Responsibility <ul style="list-style-type: none"> ○ Definition (recap) ○ Nature and process of Corporate Social Responsibility ○ Benefits to: business and community ○ Problems/challenges: business and community ○ Components of Corporate Social Responsibility, e.g. environment, ethical corporate social investment, health and safety, etc. ▪ Corporate Social Investment <ul style="list-style-type: none"> ○ Definition ○ Nature of Corporate Social Investment ○ Corporate Social Investment projects, (including human rights issues) ○ Responsible business practice ○ Challenges to the business: <ul style="list-style-type: none"> ▪ A challenge to meet the longer term needs of the society within which they operate ▪ Legislative requirements, e.g. <ul style="list-style-type: none"> - Employment Equity Act, - Skills Development Act (e.g. skills levies and their implications for small and large business), BEE and compliance - The National Skills Development Strategy and Human Resources Development Strategy (i.e. Sector Education and Training Authorities) <p><i>Recap the relevant Acts</i></p>	Textbooks Newspaper articles/Magazines Corporate Social Responsibility of a particular business, e.g. Shoprite Internet/other Audiovisual media Copies of the Acts
½ week / 2 hours (Week 2)	2. Human rights, inclusivity and environmental issues	<p>Analysis and evaluation of the extent to which a business venture addresses issues such as human rights, inclusivity and environmental issues</p> <ul style="list-style-type: none"> ▪ Assess a business venture against criteria to measure human rights, inclusivity, and environmental issues <ul style="list-style-type: none"> ○ Human rights issues as defined in the Constitution of the Republic of South Africa ○ Diversity in the business - issues of diversity such as poverty, inequality, race, gender, 	Textbooks Newspaper articles/Magazines The Constitution of RSA Internet/other audio-visual media

Week / Hour	Topic	Content	Recommended resources
		<ul style="list-style-type: none"> language, age, disability and other factors ○ Environmental protection and human health ○ Issues of equality, respect, and dignity ○ Other economic, social, and cultural rights 	
1 week (Week 3)	3. Team performance assessment Conflict management and problem-solving	<ul style="list-style-type: none"> ● Collaboration with others to contribute towards the achievement of specific objectives <ul style="list-style-type: none"> ▪ Criteria for successful team performance (recap) ▪ Self-assessment and team performance assessment according to team criteria, e.g. interpersonal attitudes and behaviour, shared values, communication, etc. ▪ How to effectively perform a specific role within a team ● Problem-solving and the management of problems that arise from working with others or in teams (include steps in resolving conflict) ● Correct procedures to deal with grievances ● Different ways of dealing with difficult people <p><i>Examination of workplace scenarios where workers are expected to complete projects in teams, work together on the line, etc.</i></p>	Textbooks Newspaper articles Internet Magazines Other audio-visual media
1 week (Week 4)	4. Business sector and its environment	<p>Selection of a business from each sector, and description of the three environments related to these sectors and the extent to which a business can control these environments</p> <ul style="list-style-type: none"> ▪ The description of the three business environments related to the three economic sectors, and the extent to which a business can control these environments 	Textbooks Newspaper articles/Magazines Internet
1 week (Week 5)	5. Management and leadership	<p>Differentiation between management and leadership styles and approaches</p> <ul style="list-style-type: none"> ● The difference between leadership and management ● Leadership styles, e.g. democratic, autocratic, etc. ● Theories of management and leadership, e.g. leaders and followers, situational leadership, transitional and transformational leadership, etc. ● The role of personal attitude in success and leadership 	Textbooks Newspaper articles Internet Magazines
1 week (Week 6)	6. Quality of performance	<p>Analysis of how the quality of performance within the business functions can influence the success or failure of a business</p> <ul style="list-style-type: none"> ● The concept of quality (definition) – (recap content from grade 10) ● The relation between quality and the various business functions (recap content from grade 10) ● The impact of quality on different business structures (e.g. sole traders versus large businesses), e.g. taking into account the elements of Total Quality Management (TQM): continuous skills development, total client satisfaction, continuous improvements to processes and systems, etc. 	Textbooks Newspaper articles Internet Magazines
2 weeks (Week 7-8)	Revision exercises	<i>Revision of topics covered during first two terms</i>	Textbook exercises
2 weeks (Week 9-10)		Mid-year examination	

Term 2: Formal assessment		
Form of assessment	Project /case study / data response task	Mid-year examination
Marks	50	300

Note: Term 2 formal task was given in term 1. Learners should complete the task for term 2 and submit.

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

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

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

Close corporations of the Company Act 71 of 2008 will continue to exist. These Close corporations may be converted into companies. No new close corporations can be registered. Bookkeeping for close corporations will be discontinued after the Act ceases to operate.

GRADE 12

TERM 3

Week / Hour	Topic	Content	Recommended resources
1 week (Week 1)	1. Invest-ment: securities	<ul style="list-style-type: none"> • Investigation of 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 • Types <ul style="list-style-type: none"> ▪ Business investments, the Johannesburg Stock/Security Exchange, types of shares, unit trusts ▪ Government retail bond • Returns, e.g. dividends and interest • Calculations (interest, etc) • The difference between compound interest and simple interest 	Textbooks Newspaper articles Internet Magazines
1 week (Week 2)	2. Invest-ment: insurance	<ul style="list-style-type: none"> • Compulsory and non-compulsory insurance <ul style="list-style-type: none"> ▪ Understanding life insurance and retirement annuities ▪ Insurance of goods (compulsory and non-compulsory) ▪ Calculation of over-insurance and under-insurance ▪ Unemployment Insurance Fund (UIF) ▪ Road Accident Fund (RAF) 	Textbooks Newspaper articles Internet Magazines
1 week (Week 3)	3. Forms of ownership	<p>Determination of the extent to which a particular form of ownership can contribute to the success or failure of a business</p> <ul style="list-style-type: none"> • (Recap the characteristics, advantages, disadvantages and comparison of forms of ownership i.e. sole trader, partnership, close corporation, private company and public company - focus on issues of capacity, taxation, management, capital, division of profits and legislation.) • Types of ownership (e.g. sole trader, company), and their impact on the success of a business 	Newspaper articles Internet Magazines Textbooks Copies of the Acts Partnership article
2 weeks (Week 4-5)	4. Presen-tation and data response	<p>Accurate and succinct verbal and non-verbal presentation of a variety of business-related information (including graphs), respond professionally to questions and feedback, and amend information as necessary</p> <ul style="list-style-type: none"> • Recap presentation of business information in verbal format (the use of support materials i.e. audio visuals, handouts, transparencies/slides, posters, including layout), and non-verbal format (including tables, graphs, diagrams and illustrations) • Description of the criteria for a logical and effective presentation of information, e.g. know your audience, put most important information first, use tables, graphs, charts or diagrams that include symbols and pictures, suitable section title, headings, subheadings and bullets • Process and style of presentation using visual aids, e.g. position to allow clear vision, immediate display and change of transparencies /slides; use of a pointer to focus attention • Responding in a non-aggressive and professional manner 	Textbooks Newspaper articles Internet Magazines

Week / Hour	Topic	Content	Recommended resources
		to questions about work and presentations, e.g. answer all questions, make notes, do not argue, apologise for errors <ul style="list-style-type: none"> • Handling of feedback, amend plans and documents accordingly and integrate these into future plans and activities • Identify areas for improvement 	
2 weeks (Week 6-7)	Revision	Revision activities	Previous question papers Textbook exercises Exemplar papers Examination guidelines
3 weeks (Week 8-10)		Preliminary examination	

Term 3: Formal assessment		
Form of assessment	Test	Preliminary examination
Total marks	100	300
Conversion to:	$100 / 6.6 = 15$	$300 / 15 = 20$

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

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

GRADE 12

TERM 4

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

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

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

SECTION 4

What is assessment?

Assessment is a process that measures individual learners' attainment of knowledge (content, concepts and skills) in a subject and collects, analyses and interprets the data and information obtained from this process to:

- inform learners about their strengths, weaknesses and progress;
- assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content and intended objectives in a subject.

Assessment should be both informal and formal. In both cases regular feedback should be provided to learners to enhance the learning experience.

Informal or daily assessment

Daily assessment tasks are the planned teaching and learning activities that take place in the classroom and should be monitored as part of the lesson.

As daily assessment occurs in every lesson, it can take the form of informal assessment tasks at the beginning of the lesson, during the lesson or at the end of the lesson. This can be done through questions and answers, class work such as short pieces of written work completed during the lesson, open book tests or homework exercises. It should not be seen as separate from the learning activities taking place in the classroom and should be used to provide feedback to learners to improve learning and teaching.

Learners or teachers can mark these assessment tasks. Self-assessment and peer assessment actively involve learners in assessment and allow learners to learn from and reflect on their own performance.

Daily assessment tasks should be used to scaffold the acquirement of knowledge and skills and should be the stepping stones to the formal tasks in the Programme of Assessment.

These informal daily 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 and to provide feedback.

The results of daily assessment tasks are not taken into account for promotion or certification purposes.

Formal assessment

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject.

Examples of formal assessments include projects, oral presentations, demonstrations, performances, tests, examinations and practical tasks.

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

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

The forms of assessment used should be appropriate to the age and the developmental level of the learners in the grade. The assessment tasks should be carefully designed to cover the content of the subject. The design of these tasks should therefore ensure that a variety of content is assessed. Objectives, topics and content in the subject should be used to inform the planning and development of assessment tasks.

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

Cognitive levels

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

The tasks that are used for formal assessment are recorded and are used to determine whether a learner should progress to or be promoted to the next grade.

The teacher must plan and submit the annual formal Programme of Assessment to the School Management Team (SMT) before the start of the school year. This will be used to draw up a school assessment plan in each grade. The school assessment plan should be provided to learners and parents in the first week of the first term.

The requirements (number and nature of tasks) for **Business Studies** are indicated below:

The Programme of **Assessment in Grade 10** comprises:

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

The Programme of **Assessment in Grade 11** comprises:

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

The Programme of **Assessment in Grade 12** comprises:

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

Recording

Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet.

Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Reporting

Reporting is a process of communicating learner performance to learners, parents, schools, districts and the other stakeholders such as employers and tertiary institutions.

In Grades R – 12, teachers report in percentages against the subject, using the following scale:

Codes and percentages for reporting in Grades R – 12

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
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

Schools are required to provide quarterly feedback to parents on the Programme of Assessment using a formal reporting tool such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.