



basic education

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**TO: HEADS OF PROVINCIAL EDUCATION DEPARTMENTS
HEADS OF PROVINCIAL CURRICULUM SECTIONS
HEADS OF PROVINCIAL EXAMINATION SECTIONS
UNIVERSITIES SOUTH AFRICA
SOUTH AFRICAN QUALIFICATIONS AUTHORITY
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THE SOUTH AFRICAN INSTITUTE FOR DISTANCE EDUCATION
INDEPENDENT EXAMINATION BOARDS
INDEPENDENT SCHOOLS ASSOCIATION OF SOUTHERN AFRICA
NATIONAL TEACHER ORGANISATIONS
SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE (SACAI)
SCHOOL GOVERNING BODIES (SGB) ASSOCIATIONS**

CIRCULAR S3 of 2019: GRADE 11 ACCOUNTING AND BUSINESS STUDIES EXAMINATION GUIDELINES

1. In November 2017 the Department of Basic Education issued Circular S11 of 2017 on the splitting of Business Studies into two papers and Circular S12 of 2017 on the splitting of Accounting into two papers.
2. The above-mentioned circulars indicated that the splits will be implemented incrementally starting with Grade 10 in 2018, Grade 11 in 2019 and Grade 12 in 2020.

Furthermore the new structures for the examination papers were attached as Annexures to the two circulars.

3. In order to give further guidance for smooth implementation, the Department of Basic Education has developed Examination Guidelines for Grade 10 Accounting and Business Studies which were distributed to schools in 2018.
4. In line with the guidance provided in 2018 and noting that 2019 is the year for implementation in Grade 11, find attached the Grade 11 Examination Guideline for Accounting (**Annexure A**) and the Grade 11 Examination Guideline for Business Studies (**Annexure B**)
5. You are kindly requested to bring the contents of this Circular to the attention of all provincial and district officials, principals and teachers of both public and independent schools and relevant stakeholders

Yours sincerely



MR HM MWELI
DIRECTOR-GENERAL
DATE: 02/09/19



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

EXAMINATION GUIDELINES

ACCOUNTING GRADE 11

PAPER 1 & 2

2019

This document consists of 11 pages

**ACCOUNTING GRADE 11
EXAMINATION GUIDELINES
with effect from January 2019**

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1. OVERVIEW

The Curriculum and Assessment Policy Statement (CAPS) for Accounting outlines the nature and purpose of the subject Accounting. This guides the philosophy underlying the teaching and assessment of the subject in Grades 10-12.

The points outlined in CAPS consequently have a significant effect on the setting of Accounting examinations.

The purpose of these Examination Guidelines is to highlight and further clarify these points to:

- Inform teachers on examination principles and curriculum content affecting the NSC examinations so that these can be reflected in school-based assessments.
- Assist teachers in adequately preparing learners for the demands of the NSC examinations.

2. FORMAT OF ACCOUNTING GRADE 11 MID-YEAR & YEAR-END EXAMINATION PAPERS

Examinations	Number of papers	Marks	Time
Mid-year	2 papers	150 each	2 hours each
Year-end	2 papers	150 each	2 hours each

The number of questions may vary from 3 to 6 questions in each paper. There is no stipulation on the marks allocated to each question. All questions are compulsory and are to be answered in specially prepared answer books, which are designed to address the requirements of each question and assist learners in time-management.

Year-end examination	Marks	Time
Paper 1	150	2 hours
Paper 2	150	2 hours
TOTAL	300	

The Accounting topics (previously in three fields) have been consolidated into two broad disciplines. Discipline 1 covers topics of reporting to external stakeholders, while Discipline 2 covers topics related to internal accounting processes.

Because the current Grade 11 annual teaching plan for the first two terms is focused more on Discipline 1 content and in order to have a well-balanced mid-year Grade 11 examination paper that meets all minimum requirements, the ATP is revised such that Cost accounting (manufacturing) will be taught in term 2 and Sports clubs are moved to term 3. The revised Summary of Annual Teaching Plan for Grade 11 is attached as Appendix 2.

The weighting of each broad discipline across the two year-end papers is amended to:

AMENDED WEIGHTING TO CATER FOR TWO EXAMINATION PAPERS		
Discipline 1	Recording, Reporting and Evaluation of Financial Information	Paper 1 150 marks; 2 hours
Discipline 2	Manufacturing, Forecasting & Internal Auditing and Control	Paper 2 150 marks; 2 hours

Note:

- Refer to the table below and to Appendix 1 for specific examinable content across the two examination papers.

- The principle of integration of the topics of Ethics and Internal Control in the teaching of other topics, where appropriate, is retained.
- Certain financial indicators apply to both disciplines and both examination papers. These are listed below and in Appendix 1.
- Although a formula sheet will be provided, candidates will be required to identify the appropriate financial indicators in calculating the relevant indicators and in supporting their comments on interpreting and evaluating financial information. Teachers are advised to guide learners in understanding the logic of each financial indicator to enhance their comments on the financial indicators, and to avoid reliance on the formula sheet.

3. EXAMINABLE CONTENT FOR GRADE 11 ACCOUNTING

NOTE: This is a summary only. Teachers must refer to Accounting CAPS for specific requirements. Refer to 3 below for relevant content from previous grades.

GRADE 11: PAPER 1

Recording, Reporting and Evaluation of Financial Information

- 11.1.1 Concepts relating to partnerships
- 11.1.2 Concepts relating to clubs
- 11.1.3 Concepts relating to GAAP
- 11.1.4 Ledger accounts of partnerships; & interpretation thereof
- 11.1.5 Ledger accounts of clubs & interpretation thereof
- 11.1.6 Accounting equation of partnerships
- 11.1.7 Adjustments & final accounts of partnerships & trial balances
- 11.1.8 Income Statement (Statement of Comprehensive Income) of partnerships
- 11.1.9 Balance Sheet (Statement of Financial Position) & Notes of partnerships
- 11.1.10 Statement of Receipts & Payments of clubs
- 11.1.11 Analysis and interpretation of financial statements of partnerships *
- 11.1.12 Valuation of fixed assets including additions, depreciation & disposal
- 11.1.13 Periodic & perpetual stock systems - concepts & reporting
- 11.1.14 Ethical behaviour in financial environments

GRADE 11: PAPER 2

Manufacturing, Forecasting & Internal Auditing and Control

- 11.2.1 Preparation of bank and creditors' reconciliations
- 11.2.2 Value Added Tax calculations
- 11.2.3 Manufacturing concepts
- 11.2.4 Cost Accounting - Ledger accounts
- 11.2.5 Calculation of unit costs and break-even point
- 11.2.6 Preparation of Cash Budget for sole traders
- 11.2.7 Preparation of Projected Income Statement for sole traders
- 11.2.8 Application of internal control & audit processes: cash, fixed assets, inventories, debtors, creditors, income & expenses including salaries/wages; & including financial indicators #
- 11.2.9 Valuation of fixed assets including depreciation & asset disposal for forecasting and internal control purposes
- 11.2.10 Periodic & perpetual inventory systems - concepts, recording & control
- 11.2.11 Ethical behaviour in financial environments

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Financial Indicators for Financial Reporting (Grade 11 Paper 1)

Gross profit on sales	Gross profit on cost of sales	Net profit on sales
Operating expenses on sales	Operating profit on sales	Current ratio
Acid test ratio	Stock turnover rate	Stock holding period
Average debtors' collection period	Average creditors' payment period	Solvency ratio
Return on partners' equity	Debt/Equity ratio	

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Financial Indicators for Internal Control (Grade 11 Paper 2)

Gross profit on cost of sales	Net profit on sales	Operating expenses on sales
Operating profit on sales	Stock turnover rate	Stock holding period
Average debtors' collection period	Average creditors' payment period	

4. RELEVANT SECTIONS OF CAPS FOR ACCOUNTING WHICH HAVE A DIRECT EFFECT ON THE SETTING OF EXAMINATION PAPERS

The Accounting CAPS contains several requirements which, apart from influencing the general teaching and assessment of the subject, have a direct bearing on the structure of and content addressed in formal examinations, including the Accounting NSC examination. The relevant sections are as follows (refer to the CAPS for further details):

Page 8-9	The nature and purpose of Accounting i.e. the subject is not limited to recording and preparation of financial information; the subject also addresses skills of recording, analysing, interpreting, communicating, presenting and problem-solving.
Page 8	Weighting of content to be addressed in the Grade 10-12 curriculum i.e. 50%: Recording, reporting and evaluation of financial information & corporate governance. 50%: Manufacturing, Forecasting & Internal Auditing and Control.
Page 42	Formal assessment tasks i.e. tasks should prepare learners for the demands of the Accounting NSC examination.
Page 44	Content relating to previous grades i.e. Grade 12 examinations may contain a 20% weighting of content stipulated in previous grades which has an impact on Grade 12 content.
Page 44	Cognitive levels to be addressed i.e. in the weighting of lower-order (30%); middle order (40%) and higher order (30%).
Page 44	Problem-solving i.e. 10% of all examinations may address problem-solving questions (in new and unfamiliar contexts) using critical and creative thinking.

5. DEGREES OF DIFFICULTY

All examinations, and most assessment tasks in Accounting, must reflect sub-questions of differing degrees of difficulty i.e. Easy, Moderate and Difficult.

The following weighting of degrees of challenge is generally accepted as appropriate for Grade 10-12 examinations:

Easy	Moderate	Difficult
30%	40%	30%

It must be noted that degrees of challenge are not necessarily tied to specific cognitive levels. A higher-order cognitive level question might not necessarily be Difficult, while a lower-order level question might not necessarily be Easy.

For example,

- In preparing financial statements, year-end adjustments will be regarded as being of the middle-order cognitive level (i.e. Applying), yet they could be Easy, Moderate or Difficult in challenge depending on the adjustment required.
- In comparing the % returns of two companies, the appropriate cognitive level would be higher order (i.e. Evaluating), yet the degree of challenge might well be Easy, depending on the context of the question and information provided.

- In a problem-solving question, the identifying of a problem from given financial information will be regarded as being of the higher order level (i.e. Creating), but could be Easy, Moderate or Difficult in challenge, depending on the context of the question and information provided.
- Assessment of whether a sub-question is Easy, Moderate or Difficult is obviously a subjective exercise which depends on the opinion and perception of the reviewer. Nevertheless, the exercise must be carried out by examiners and moderators to ensure that examination papers cater for the full range of abilities of learners who are adequately prepared for Accounting NSC examinations.

See APPENDIX 1. Examinable content across two examination papers Grades 10-12

APPENDIX 1

ACCOUNTING CONTENT ACROSS TWO EXAMINATION PAPERS GRADES 10-12

GRADE 12 IMPLEMENTATION DATE: 2020

GRADE 12: PAPER 1

Financial Reporting and Evaluation

12.1.1	Concepts relating to companies
12.1.2	Concepts relating to GAAP & IFRS
12.1.3	Unique ledger accounts of companies & interpretation thereof
12.1.4	Accounting equation of companies
12.1.5	Adjustments & final accounts of companies & trial balances
12.1.6	Income Statement (Statement of Comprehensive Income) of companies
12.1.7	Balance Sheet (Statement of Financial Position) & Notes of companies
12.1.8	Cash Flow Statement of companies
12.1.9	Analysis and interpretation of fin. statements of companies *
12.1.10	Analysis and interpretation of published financial statements & audit report of companies
12.1.11	Valuation of fixed assets for reporting purposes incl additions, depreciation & disposal
12.1.12	Inventory valuation for reporting (FIFO, Weighted average & Specific Identification)
12.1.13	Professional bodies & Code of conduct
12.1.14	Ethical behaviour and corporate governance in financial environments
12.1.15	Legislation governing companies (overview only)
12.1.16	Close corporations (background only; not examinable)

GRADE 11 IMPLEMENTATION DATE: 2019

GRADE 11: PAPER 1

Financial Reporting and Evaluation

11.1.1	Concepts relating to partnerships
11.1.2	Concepts relating to Clubs
11.1.3	Concepts relating to GAAP
11.1.4	Ledger accounts of partnerships; & interpretation thereof
11.1.5	Ledger accounts of clubs & interpretation thereof
11.1.6	Accounting equation of partnerships
11.1.7	Adjustments & final accounts of partnerships & trial balances
11.1.8	Income Statement (Statement of Comprehensive Income) of partnerships
11.1.9	Balance Sheet (Statement of Financial Position) & Notes of partnerships
11.1.10	Statement of Receipts & Payments of clubs
11.1.11	Analysis and interpretation of financial statements of partnerships *
11.1.12	Valuation of fixed assets incl. additions, depreciation & disposal
11.1.13	Periodic & perpetual stock systems - concepts & reporting
11.1.14	Ethical behaviour in financial environments

GRADE 10 IMPLEMENTATION DATE: 2018

GRADE 10: PAPER 1

Financial Reporting and Evaluation

10.1.1	Concepts relating to sole traders
10.1.2	Concepts relating to GAAP
10.1.3	Bookkeeping: documents & journals of sole traders
10.1.4	Ledgers and trial balances of sole traders
10.1.5	Accounting equation of sole traders
10.1.6	Adjustments & final accounts of sole traders & trial balances
10.1.7	Income Statement (Statement of Comprehensive Income) of sole traders
10.1.8	Balance Sheet (Statement of Financial Position) & Notes of sole traders
10.1.9	Analysis and interpretation of fin. statements of sole traders *
10.1.10	Salaries & wages - recording & interpretation
10.1.11	Calculation & reporting of additions to fixed assets and depreciation
10.1.12	Ethical behaviour in financial environments

GRADE 12: PAPER 2**Managerial Accounting & Internal Control**

- 12.2.1 Analysis & interpretation of reconciliations: bank, debtors, creditors, age-analysis
- 12.2.2 Value Added Tax - Input, Output & calculations
- 12.2.3 Manufacturing concepts
- 12.2.4 Manufacturing: Production Cost Statement; abridged Income Statement & notes
- 12.2.5 Analysis & interpretation of cost information, unit costs & break-even point
- 12.2.6 Analysis & interpretation of Cash Budget for sole traders and companies
- 12.2.7 Analysis & interpretation of Projected Income Statement: sole traders and companies
- 12.2.8 Application of internal control & audit processes: cash, fixed assets, inventories, debtors, creditors, income & expenses (incl. salaries/wages) & financial indicators#
- 12.2.9 Recording & control of fixed assets including depreciation & asset disposal
- 12.2.10 Perpetual and periodic stock systems; valuation and control of inventories
- 12.2.11 Ethical behaviour in financial environments

Financial Indicators for Financial Reporting (Grade 12 Paper 1)

Gross profit on sales; Gross profit on cost of sales; Net profit on sales; Operating expenses on sales; Operating profit on sales; Current ratio; Acid test ratio; Stock turnover rate; Stock holding period; Average debtors' collection period; Average creditors' payment period; Solvency ratio; Debt equity ratio (gearing); Return on shareholders' equity; Return on total capital employed; Net asset value per share; Dividends per share; Earnings per share; Dividend pay-out rate

Financial Indicators for Internal Control (Grade 12 Paper 2)

Gross profit on cost of sales; Net profit on sales; Operating expenses on sales; Operating profit on sales; Stock turnover rate; Stock holding period; Average debtors' collection period; Average creditors' payment period

GRADE 11: PAPER 2**Managerial Accounting & Internal Control**

- 11.2.1 Preparation of bank and creditors' reconciliations
- 11.2.2 Value Added Tax calculations
- 11.2.3 Manufacturing concepts
- 11.2.4 Cost Accounting - Ledger accounts
- 11.2.5 Calculation of unit costs and break-even point
- 11.2.6 Preparation of Cash Budget for sole traders
- 11.2.7 Preparation of Projected Income Statement for sole traders
- 11.2.8 Application of internal control & audit processes: cash, fixed assets, inventories, debtors, creditors, income & expenses (incl. salaries/wages) & financial indicators #
- 11.2.9 Valuation of fixed assets including depreciation & asset disposal for forecasting and internal control purposes
- 11.2.10 Periodic & perpetual inventory systems - concepts, recording & control
- 11.2.11 Ethical behaviour in financial environments

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Financial Indicators for Financial Reporting (Grade 11 Paper 1)

Gross profit on sales; Gross profit on cost of sales; Net profit on sales; Operating expenses on sales; Operating profit on sales; Current ratio; Acid test ratio; Stock turnover rate; Stock holding period; Average debtors' collection period; Average creditors' payment period; Solvency ratio; Return on partners' equity; Debt/equity ratio

#

Financial Indicators for Internal Control (Grade 11 Paper 2)

Gross profit on cost of sales; Net profit on sales; Operating expenses on sales; Operating profit on sales; Stock turnover rate; Stock holding period; Average debtors' collection period; Average creditors' payment period

GRADE 10: PAPER 2**Managerial Accounting & Internal Control**

- 10.2.1 Preparation of debtors' & creditors' lists to agree to Control accounts
- 10.2.2 Value Added Tax concepts and basic calculations
- 10.2.3 Manufacturing concepts and basic calculations
- 10.2.4 Indigenous bookkeeping (not examinable)
- 10.2.5 Budgeting concepts and basic calculations
- 10.2.6 Application of internal control & audit processes: cash, fixed assets, inventories, debtors, creditors, income & expenses (including salaries/wages) & financial indicators #
- 10.2.7 Calculation & recording of fixed assets & depreciation
- 10.2.8 Perpetual inventory system; recording & control of inventories
- 10.2.9 Code of ethics in businesses, principles & values

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Financial Indicators for Financial Reporting (Grade 10 Paper 1)

Gross profit on sales; Gross profit on cost of sales; Net profit on sales; Operating expenses on sales; Operating profit on sales; Current ratio; Acid test ratio; Solvency ratio; Return on owner's equity

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Financial Indicators for Internal Control (Grade 10 Paper 2)

Gross profit on cost of sales; Net profit on sales; Operating expenses on sales; Operating profit on sales

Appendix 2: Summary of Annual Teaching Plan Grade 11

TERM 1										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Reconciliations			Fixed Assets			Partnerships : Adjustments, ledger, accounting equation, final accounts			
	Integrate Internal control and ethics with all the topics									
Assessment	Written report				Informal			Test		
TERM 2										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Partnerships: Financial statements			Partnerships: Analysis and interpretation of statements		Cost Accounting (Manufacturing) Ledger			Midyear examination	
	Integrate Internal control and ethics with all the topics									
Assessment	Project				Informal			Midyear examination		
TERM 3										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Budgeting: Projected income statement, debtors' collection and creditors' payments, cash budgets				Inventory system			Clubs: Concepts, Ledger, Statement of receipts and payments		Revision
	Integrate Internal control and ethics with all the topics									
Assessment	Presentation (Budgeting)				Informal			Test		
TERM 4										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Value Added Tax (VAT)		Revision and examination preparation			Final examination				
	Integrate Internal control and ethics with all the topics									
Assessment	Informal					Final examination				

Appendix 3: Formula Sheet

GRADE 11 ACCOUNTING FINANCIAL INDICATOR FORMULA SHEET		
$\frac{\text{Gross profit}}{\text{Sales}} \times \frac{100}{1}$	$\frac{\text{Gross profit}}{\text{Cost of sales}} \times \frac{100}{1}$	$\frac{\text{Net profit}}{\text{Sales}} \times \frac{100}{1}$
$\frac{\text{Operating expenses}}{\text{Sales}} \times \frac{100}{1}$	$\frac{\text{Operating profit}}{\text{Sales}} \times \frac{100}{1}$	
$\frac{\text{Total earnings by partner}}{\text{Partner's average equity}} \times \frac{100}{1}$	$\frac{\text{Net profit}}{\text{Average owners' equity}} \times \frac{100}{1}$	
Current assets : Current liabilities	(Current assets – Inventories) : Current liabilities	
(Trade and other receivables + Cash and cash equivalents) : Current liabilities		
$\frac{\text{Average debtors}}{\text{Credit sales}} \times \frac{365}{1}$	$\frac{\text{Average creditors}}{\text{Credit purchases}} \times \frac{365}{1}$	
$\frac{\text{Average inventories}}{\text{Cost of sales}} \times \frac{365}{1} \text{ or } \frac{12}{1}$	$\frac{\text{Cost of sales}}{\text{Average inventories}}$	
Non-current liabilities : Partners' equity	Total assets: Total liabilities	



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EXAMINATION GUIDELINES

BUSINESS STUDIES GRADE 11 PAPER 1 & 2

2019

This document consists of 36 pages

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1. INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) for Business Studies outlines the nature and purpose of the subject Business Studies. This guides the philosophy underlying the teaching and assessment of the subject in Grade 11.

The purpose of these Examination Guidelines is to:

- Provide clarity on the depth and scope of the Business Studies content to be assessed in the Grade 11 Examination in Business Studies.
- Assist teachers to adequately prepare learners for the examinations.
- Guide examiners to assess content that was taught at the prescribed level.

This document deals with the mid and final year Grade 11 examinations. It does not deal in any depth with the School-Based Assessment (SBA).

This guideline should be read in conjunction with:

- *The National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS): Business Studies*
- *The National Protocol of Assessment: An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R–12)*
- The national policy pertaining to the programme and promotion requirements of the National Curriculum Statement, Grades R–12.

NOTE:

1. It must be emphasised that teachers should not only focus on content, but also link it to the cognitive levels (low, middle and high order thinking) in their teaching and assessment. Teachers are encouraged to consider the following five aspects when teaching and assessing all topics and sub-topics:

- What? (nature, purpose and knowledge) [low order]
- How? (skills, knowledge and values) [low and middle order]
- Why? [middle and higher cognitive levels are stimulated when forming an opinion]
- Is it working/successful/good/bad? (evaluation/critical analysis/impact [high order] is addressed)
- Recommendations for improvement, where applicable.

2. The above aspects will guide teachers to set/design formal assessment activities that will address all cognitive levels. Learners are equipped to respond to questions/tasks that require different levels of cognitive thinking and difficulty.
3. ALL assessment tasks (informal and formal) should contain questions/instructions that cover all cognitive levels that range from simple to complex e.g. list/outline/identify/discuss/Analyse / critically evaluate/suggest/recommend/devise.
4. The cognitive verbs indicated in this guideline are simply a guide. Teachers and examiners may use other verbs that are relevant to the nature and context of the question in order to increase/decrease levels of cognitive thinking and difficulty.

2. ASSESSMENT IN GRADE 11**2.1 GRADE 11: SUMMARY FORMAT/OUTLINE OF THE FORMAL END-OF-THE-YEAR EXAMINATION QUESTION PAPER 1 & 2**

SECTION	TYPE OF QUESTIONS	MARKS	TIME (minutes)	COGNITIVE LEVEL(S)
A	Compulsory Covers ALL TOPICS (15 short questions x 2) Different types of short and objective questions using various assessment style sand covering the entire curriculum, e.g. multiple-choice, match columns, choose the correct word etc.	30	20	Mostly levels 1–2
B	Choose any TWO questions in this section. (40 marks x 2 questions) FIVE questions will be set. Each question will cover a main topic and the fifth question will cover all four main topics (a miscellaneous question). These questions should cover the entire curriculum. Applicable action verbs in this section are, for example discuss, motivate, compare, distinguish, explain, evaluate, critically evaluate, justify, suggest, recommend, etc. Case studies (scenarios) or source-based questions should be included. Answers should be in point form, paragraph style or as per requirement of each question.	80	70	Levels 1–6 Remembering/Recall, Understanding, Applying, Analysing, Evaluating, Creating)
C	Answer any ONE question in this section. (40 marks x 1 questions) FOUR questions, each covering one of the main topics. Longer, essay type questions of lower, middle and higher cognitive levels to assess insight and interpretation of theoretical knowledge in addition to content.	40	30	Mostly levels 3–6 Applying, Analysing, Evaluating, Creating
	TOTAL	150	120	

2.2 THE DISTRIBUTION OF COGNITIVE LEVELS

Cognitive level	Percentage
Levels 1 and 2 (Lower levels)	30
Levels 3 and 4 (Middle levels)	50
Levels 5 and 6 (Higher levels)	20
TOTAL	100

2.3 CLASSIFICATION OF SUBTOPICS ACCORDING TO MAIN TOPICS FOR PAPER 1

BUSINESS ENVIRON-MENTS	TERM	BUSINESS OPERATIONS	TERM
Influences of business environments	1	Marketing function	2
Challenges of the business environment	1	Production function	2
Adapting to challenges of the business environments	1	Introduction to Human Resources	4
Contemporary socio-economic issues	1		
Business sectors	1		

3. ELABORATION OF THE CONTENT FOR GRADE 11 (CAPS)

MAIN TOPICS	TOPICS	CORE CONTENT THAT MUST BE COVERED BY GRADE 12 BUSINESS STUDIES TEACHERS	CONTENT DETAILS FOR TEACHING, LEARNING AND ASSESSMENT PURPOSES	TERM
1. BUSINESS ENVIRONMENTS	1.1 Influences of business environments	1.1 <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 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, techno-logical, and political environments 	1.1 Learners should be able to: <ul style="list-style-type: none"> Outline the components of the micro, market & macro environments. (Recap) Explain the reasons why businesses has more control over the micro environment/less control over market environment and less control over macro environment. Identify the challenges of the business environments from scenarios/case studies/statements and examine the extent of control a business has over these environments. Discuss/Explain/Describe how businesses can control the business environments. Recommend/Suggest ways in which businesses can be involved in the macro environment. Discuss/Explain the benefits/advantages of businesses that are involved in the macro environment. <p>Knowledge of this topic should enable a learner to answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines) to examine the extent of control a business has over the business environments.</p> <p>Make notes using different resources and textbooks.</p>	1

Examination Guidelines

1. BUSINESS ENVIRONMENTS	1.2 Challenges of the business environment	1.2 The challenges of the micro (internal), market and macro business environments <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.) 	1.2 Learners should be able to: <ul style="list-style-type: none"> • Outline/Name/Discuss/Explain the challenges of the micro environment. • Identify these challenges from given scenarios/statements. Quote from scenarios/Statements to support your answer. • Differentiate between strikes and go-slows. • Outline/Name/Discuss/Explain the challenges of the macro environment. • Identify these challenges from given scenarios/statements. Quote from scenarios/Statements to support your answer. • Recommend ways in which businesses can overcome competition in the market. • Identify the impact of socio-cultural factors on businesses from scenarios/case studies and make recommendations on how businesses can address this challenge. • Outline/Name/Discuss/Explain the challenges of the macro environment. • Give examples of contemporary legislation that may affect business operations. • Explain/Discuss how contemporary legislation, political changes, international challenges affects business operations. Knowledge of this topic should enable a learner to answer in short paragraphs/longer and essay type questions. Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels. Additional resources: Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines) to understand the challenges of the business environments to enable them to devise competitive and creative strategies. Make notes using different resources and textbooks.	1
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1. BUSINESS ENVIRONMENTS	1.3 Adapting to challenges of the business environments	1.3 How a business constantly needs to adapt to the challenges of the micro (internal), market and macro business environments <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 agreements, persuasion of large investors, company representatives' influence, etc. 	1.3 Learners should be able to: <ul style="list-style-type: none"> • Explain/Discuss/Recommend ways in which businesses can adapt to challenges of the micro, market and macro environment e.g.: <ul style="list-style-type: none"> ○ Businesses can deal with difficult employees as a micro-environment challenge by revisiting the recruitment & induction policies. • Define, Explain/Discuss/Describe the following ways in which businesses can adapt to challenges of the macro environment: <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 • Give practical examples of mergers, takeovers, acquisitions and alliances. • Identify these examples from given scenarios/statements. Quote from these scenarios/statements to support your answer. • Suggest ways in which business can have a direct influence on the environment. • Recommend projects that can be undertaken by businesses as part of social responsibility and explain the benefits of these projects for businesses. • Define the term <i>lobbying</i> • Discuss /Explain the reasons why businesses lobby • Explain/discuss/describe the following types of lobbying e.g.: <ul style="list-style-type: none"> ○ Hedging against inflation ○ Bargaining sessions between management and unions, ○ Influencing supervisory body/regulators • Explain the meaning and the importance of networking. • Give practical examples of networking. 	1
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Examination Guidelines

			<ul style="list-style-type: none">• Discuss/Explain/Describe the advantages of networking.• Define the meaning of power relationships.• Discuss/Explain/Describe ways businesses can form power relationships e.g.<ul style="list-style-type: none">○ Strategic alliance agreements○ Persuasion of large investors,○ Company representatives' influence• Identify lobbying, networking and power relationships from given scenarios/case studies/statements. <p>Knowledge of this topic should enable a learner to answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines) to understand ways in which businesses can adapt to the challenges of the business environments.</p> <p>Make notes using different resources and textbooks.</p>	
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Examination Guidelines

1. BUSINESS ENVIRON- MENTS	1.4 Contemporary socio-economic issues	1.4 <ul style="list-style-type: none"> • 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 • Possible business solutions/contributions to deal with the socioeconomic 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 	1.4. Learners should be able to: <ul style="list-style-type: none"> • List/Name/Give examples of contemporary socio-economic issues that pose a challenge to businesses. • Identify socio-economic issues from scenarios/case studies/statements. • Discuss the impact of contemporary socio-economic issues on business operations. • Discuss/Explain/Describe types of ethical misconduct e.g. sexual harassment, corruption, mismanagement of funds etc. • Discuss the impact of piracy on business operations. • Define the following concepts and suggest ways in which businesses can deal with piracy e.g. <ul style="list-style-type: none"> ○ Copyright ○ Patent ○ Trademark • Identify copyright/patent and trade mark form scenarios/case studies/statements/pictures. • Define/Explain the meaning of industrial relations. • Define the following concepts: <ul style="list-style-type: none"> ○ Strikes ○ Go slows ○ Lockouts • Discuss/Explain/Describe the purpose of the Labour Relations Act. • Define the term trade unions and the reasons for the establishment of trade unions. (Do not focus on the history of trade unions). • Outline/Mention/Discuss/Explain/Describe the roles of trade unions, e.g. addressing poverty reduction, job creation challenges etc. • Outline/Discuss/Explain the functions of trade unions. • Evaluate the functions of trade unions from scenarios/case studies and make recommendations for improvement. 	1
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Examination Guidelines

			<p>Knowledge of this topic should enable a learner to answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines)</p> <p>Make notes using different resources and textbooks.</p>	
<p>1. BUSINESS ENVIRONMENTS</p>	<p>1.5 Business sectors</p>	<p>1.5 The links between various primary, secondary and tertiary enterprises. Examination of the links between:</p> <ul style="list-style-type: none"> • Primary enterprises • Secondary enterprises • Tertiary enterprises 	<p>1.5 Learners should be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of the primary, secondary and tertiary sectors. • Visit any local business enterprise and establish the link/relationship between these sectors • Discuss/Explain/Describe the link/relationship between the primary, secondary and tertiary sector. <p>Knowledge of this topic should enable a learner to answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines) to understand the links between various primary, secondary and tertiary enterprises.</p> <p>Make notes using different resources and textbooks.</p>	<p>1</p>

Examination Guidelines

2 Business Operations	2.1 MARKETING FUNCTION	2.1 The aspects of the marketing function: marketing activities; product policy; pricing policy; distribution; marketing communication; foreign marketing. <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 - 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) 	2.1 Learners should be able to: MARKETING <ul style="list-style-type: none"> • Define marketing. • Briefly explain the role of marketing. • Outline/Mention/Discuss/Explain the following marketing activities: <ul style="list-style-type: none"> ○ Standardisation and grading ○ Storage, ○ Transport ○ Financing ○ Risk-bearing and ○ Buying & selling • Identify the above mentioned marketing activities from given scenarios/case studies/statements. PRODUCT POLICY <ul style="list-style-type: none"> • Outline/Mention/ Explain /Discuss the product policy with specific reference to types of product, product development, trademarks and packaging. • Outline/Mention/Discuss categories of consumer goods/products. • Explain/Discuss the importance of product development • Outline/Mention/Discuss/Explain the steps/stages of product design. • Mention/Explain/Discuss the purpose of packaging • Outline/Mention/Discuss/Describe/Classify types/kinds of packaging. • Elaborate on the meaning of trademarks • Discuss/Explain/Describe the importance of trademarks to businesses and consumers. • Outline/Mention/Explain the requirements of a good trade mark. PRICING POLICY <ul style="list-style-type: none"> • Define/Explain the meaning of price • Discuss/Explain the importance of pricing. 	2
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Examination Guidelines

			<ul style="list-style-type: none"> • Outline/Mention/Explain/Discuss the following pricing techniques e.g.: <ul style="list-style-type: none"> ○ Cost-based/orientated pricing ○ Mark-up pricing ○ Customer/target based pricing ○ Competition based/orientation pricing ○ Promotional pricing ○ Penetration pricing ○ Psychological pricing ○ Bait pricing ○ Skimming prices • Identify the above mentioned pricing techniques from given scenarios/statements. Quote from the scenario to support your answer. • Outline/Mention/Explain/Discuss factors that influence pricing. • Identify the these factors from given scenarios/statements. Quote from the scenario to support your answer. <p>DISTRIBUTION POLICY</p> <ul style="list-style-type: none"> • Define/Explain the meaning of distribution. • Outline/Discuss/Explain the channels of distribution. • Differentiate/Distinguish between direct and indirect channel of distribution. • Explain the meaning of intermediaries • Outline/Mention different types of intermediaries. • Explain the role of intermediaries in the distribution process. • Draw the channel of distribution. • Briefly explain the reasons why manufactures may prefer to make use of direct or indirect distribution methods. <p>COMMUNICATION POLICY</p> <ul style="list-style-type: none"> • Define/Explain the meaning of a marketing communication policy. • Outline/Mention/Explain/Discuss/Describe the following components of the marketing communication policy: <ul style="list-style-type: none"> ○ Sales promotion ○ Advertising 	
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Examination Guidelines

			<ul style="list-style-type: none"> ○ Publicity and ○ Personal selling • Explain the purpose of sales promotion and give practical examples. • Explain the purpose of advertising and give examples of advertising medium. • Elaborate on the meaning of publicity. • Explain the role of the public relations in publicity. • Give examples of publicity e.g. press release to the media. • Explain the meaning of personal selling • Justify the effectiveness of personal selling in promoting a business product. <p>MARKETING IN THE INFORMAL SECTOR</p> <ul style="list-style-type: none"> • Define the informal sector • Explain the advantages of marketing in the informal sector • Justify the reasons why the informal sector prefers to use direct distribution. • Explain/Discuss how the informal sector uses indirect distribution. <p>ELECTRONIC MARKETING</p> <ul style="list-style-type: none"> • Define electronic marketing and give examples. • Identify methods of electronic marketing from given scenarios/case studies/cartoons/pictures etc. • Explain/Discuss the impact (advantages and disadvantages) of electronic marketing. • Compare the marketing mix of the formal sector with the formal sector e.g. the product of the informal sector usually does not have a logo or trade mark as compared to the formal sector. <p>FOREIGN MARKETING</p> <ul style="list-style-type: none"> • Define foreign marketing • Outline/Mention/Explain/Discuss restrictions and regulations that control foreign marketing e.g.: <ul style="list-style-type: none"> ○ Tariffs trade agreement ○ Export subsidies ○ Protection policies etc. 	
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Examination Guidelines

2.	2.2	2.2	<ul style="list-style-type: none"> • Suggest ways in which South African businesses can enter into a foreign market e.g. exports, licensing, joint ventures, direct investments etc. • Explain/Discuss how the production function can align its processes in order to meet the global demand e.g. <ul style="list-style-type: none"> ○ Production systems ○ Planning ○ Safety ○ Quality and ○ Costing <p>Knowledge of this topic should enable a learner to answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines) to understand marketing activities and the impact of foreign marketing on local businesses.</p> <p>Make notes using different resources and textbooks.</p>	2
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Examination Guidelines

BUSINESS OPERATIONS	PRODUCTION FUNCTION	<p>The 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 <i>Occupational Health and Safety Act</i>, 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>	<p>2.2 Learners should be able to: MASS PRODUCTION</p> <ul style="list-style-type: none"> • Explain the role of the production function in the manufacturing process. • Define mass production and give examples. • Explain/Discuss the characteristics/advantage/disadvantages of mass production. • Identify mass production from given scenarios/case studies/cartoons/pictures. <p>BATCH PRODUCTION</p> <ul style="list-style-type: none"> • Define batch production and give examples • Explain/Discuss the characteristics/advantage/disadvantages of batch production • Identify batch production from given scenarios/case studies/cartoons/pictures. <p>JOB PRODUCTION</p> <ul style="list-style-type: none"> • Define job production and give examples • Explain/Discuss the characteristics/advantage/disadvantages of job production. • Identify job production from given scenarios/case studies/cartoons/pictures • Explain the situation in which each production system is used. <p>PRODUCTION PLANNING</p> <ul style="list-style-type: none"> • Define production planning. • Outline/Mention/Explain/Discuss aspects that must be considered during production planning e.g. planning, routing, scheduling and loading. • Explain/Discuss the advantages of production planning. • Explain the meaning of production control. • Outline/Mention/Explain/Discuss aspects that must be considered during production control e.g. dispatching, following up, inspection and corrective action. 	
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Examination Guidelines

			<ul style="list-style-type: none"> • Justify the reasons why businesses must manage safety in the workplace. • Explain/Discuss the requirements for a safe environment e.g. safety policy, visible warning signs, first-aid kit, safe working environment etc. • Explain/Discuss/Recommend precautionary measure that businesses should take when handling machinery. • Explain the purpose of the Occupational Health and Safety Act. • Recommend/Suggest ways in which businesses can comply with the Occupational Health and Safety Act. • Explain the purpose of a workplace safety policy. • Outline/Mention/Explain/Discuss aspects that must be included in the workplace safety policy. • Evaluate a workplace safety policy and make recommendations for improvement. • Define quality control • Explain Total Quality Management (TQM) as part of quality management system. • Outline/Mention quality control bodies e.g. SABS, ISO, quality circles etc. • Explaining the meaning of production costs. • Outline/Mention/Discuss/Explain the components of production costs e.g. primary and overhead costs. • Give examples of primary and overhead costs • Explain the meaning of total and fixed costs. • Calculate total, fixed and variable costs. • Calculate unit costs, selling price, profit and the break-even point. • Explain the meaning of the break-even point. <p>Knowledge of this topic should enable a learner to answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p>	
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Examination Guidelines

			<p>Additional resources: Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines) to understand</p> <p>Make notes using different resources and textbooks</p>	
2. BUSINESS OPERATIONS	2.3 INTRODUCTION TO HUMAN RESOURCES	<p>2.3</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> <i>Labour Relations Act</i> (LRA) No.66 of 1995, <i>Basic Conditions of Employment Act</i> (BCEA) No.75 of 1997, <i>Employment Equity Act</i> (EEA) No.55 of 1998, <i>Compensation for Occupational Injuries and Diseases Act</i> (COIDA) No.61 of 1997 - 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 	<p>2.3</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> Explain the role of the human resources function.(Recap). Outline/Mention/Explain/Discuss the human resources activities e.g.: <ul style="list-style-type: none"> Recruitment Selection Contracts Induction Salaries Benefits Discuss/Explain the recruitment procedure. Discuss/Explain sources of recruitment e.g. internal and external sources. Discuss/Explain the selection procedure. Explain/Discuss the role of the interviewer during the interview. Outline/Mention aspects/content of the employment contract. Evaluate an employment contract from given scenarios and make recommendations for improvement. Explain the meaning of induction. Discuss/Explain the purpose of induction. Discuss/Explain the placement procedure Differentiate between gross and net pay. Outline/Mention/Explain different system of salary determination methods e.g. piecemeal and time-related. Distinguish between piecemeal and time-related salary determination methods. 	4

Examination Guidelines

			<ul style="list-style-type: none"> • Outline/Mention/Explain employee benefits. • Explain/Discuss the implications of the following Acts on the human resources function: <ul style="list-style-type: none"> ○ Labour Relations Act (LRA) No.66 of 1995 ○ Basic Conditions of Employment Act (BCEA) No.75 of 1997 ○ Employment Equity Act (EEA) No.55 of 1998, ○ Compensation for Occupational Injuries and Diseases Act (COIDA) No.61 of 1997 • Identify the above mentioned Acts from given scenarios and recommend ways in which the human resources function can comply with these Acts. <p>Knowledge of this topic should enable a learner to answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines) to understand the human resources activities and the impact of legislation on this function.</p> <p>Make notes using different resources and textbooks.</p>	
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Note:

The '*Term*'-column indicates the term in which a topic is to be covered as per the CAPS document.

The main topics are numbered from 1 to 4, e.g.

Business Environment (1), Business Ventures (2), Business Roles (3) and Business Operations (4) to simplify the layout of the document

CLASSIFICATION OF SUBTOPICS ACCORDING TO MAIN TOPICS FOR PAPER 2

BUSINESS VENTURES	TERM	BUSINESS ROLES	
Benefits of a company over other forms of ownership	1	Creative thinking and problem solving	2
Avenues of acquiring a business	1	Stress and crisis management	2
Transformation of a business plan into an action plan	3	Professionalism and ethics	2
Setting up/starting a business	3	Citizenship role and responsibilities.	3
Presentation of business information	3	Team dynamics and conflict management	4
Entrepreneurial qualities and success factors	3		

MAIN TOPICS	TOPICS	CORE CONTENT THAT MUST BE COVERED BY GRADE 12 BUSINESS STUDIES TEACHERS	CONTENT DETAILS FOR TEACHING, LEARNING AND ASSESSMENT PURPOSES	TERM
1. BUSINESS VENTURES	1.1 Benefits of a company over other forms of ownership	1.1 The benefits and challenges of establishing a company versus other forms of ownership (including taxation issues) <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 of Incorporation Name of the company incorporation and commencement of the company Prospectus 	1.1 Learners should be able to: <ul style="list-style-type: none"> Discuss/Explain/Describe the characteristics, advantages and disadvantages of the forms of ownership. (Recap) Distinguish/Differentiate/Tabulate the differences between forms of ownership. Discuss/Explain the benefits of establishing a company versus other forms of ownership e.g.: <ul style="list-style-type: none"> Legal status and liability. Profit sharing Ownership and management Capital and cash flow Life span and continuity Taxation Discuss/Explain the challenges of establishing a company versus other forms according to the above mentioned benefits. Explain/Describe/Discuss the procedure for the formation of companies. Discuss/Explain the legal requirements of the name of the company, e.g.: <ul style="list-style-type: none"> A company is not allowed to use a misleading name, A name reservation is valid for six months, etc. Define the following concepts: <ul style="list-style-type: none"> Memorandum of incorporation Notice of incorporation Prospectus, i.e. initial & secondary offer Outline the aspects that must be included in the prospectus. Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions.	1

			<p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines) to understand the benefits of a company over other forms of ownership.</p> <p>Make notes using different resources and textbooks.</p>	
1. BUSINESS VENTURES	1.2 Avenues of acquiring a business	<p>1.2 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>1.2 Learners should be able to:</p> <ul style="list-style-type: none"> • Explain/Discuss/Justify/Motivate the reason why entrepreneurs may decide to purchase an existing business. • Outline/Mention/Discuss/Explain/Describe the advantages, disadvantages and contractual implications of the following business avenues: <ul style="list-style-type: none"> ○ Franchising ○ Outsourcing ○ Leasing • Identify/Name business avenues from scenarios/case studies/statements. • Conduct research on the viability and benefits of franchising, outsourcing and leasing <p>Knowledge of this topic should enable a learner to answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines)</p> <p>Make notes using different resources and textbooks</p>	1

Examination Guidelines

1 BUSINESS VENTURES	1.3 Transformation of a business plan into an action plan	1.3 Transformation of a business plan into an action plan (including Gantt charts and timelines) collaboratively or independently <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) 	1.3 Learners should be able to: <ul style="list-style-type: none"> Discuss/Explain the purpose of a business plan (Recap). Explain the meaning of an action plan. Discuss/Explain/Describe the importance of an action plan. Outline/Mention the stages of action plan/Steps to follow when drawing up an action plan. Outline/Explain the project planning steps. Define the following planning tools: <ul style="list-style-type: none"> Gantt charts or Work Breakdown Structure (WBS) Timelines Project planning Discuss/Explain the importance of timelines and Gantt charts/WBS. Draw up a Gantt charts using the information given in scenarios/case studies. Use the grade 10 business plan and transform it into an action plan. <p>Knowledge of this topic should enable a learner to answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines) to understand how to transform a business plan into an action plan</p> <p>Make notes using different resources and textbooks</p>	3
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Examination Guidelines

1 BUSINESS VENTURES	1.4 Setting up/ Starting a business plan	1.4 Collaboratively or independently starting a business venture based on an action plan <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, considering other sources of funding/capital), if needed 	1.4 Learners should be able to: <ul style="list-style-type: none"> Outline/Mention/Explain/Discuss aspects that must be considered when initiating a business e.g.: <ul style="list-style-type: none"> Strategy Operations Productivity Size of a business etc. Outline/Mention/Explain/Discuss factors that must be considered before start-up e.g.: <ul style="list-style-type: none"> Culture of the organisation Environmental changes customer services Business growth Cost saving etc. Analyse the above mentioned factors from scenarios/case studies and make recommendations for improvement. Explain/Discuss reasons why businesses need funding. Outline/Mention/Explain sources of funding. Explain/Discuss/Describe factors that influence the choice of funding e.g. nature of finance, amount of capital needed, risk, cost of finance etc. <p>Knowledge of this topic should enable a learner to answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines)</p> <p>Make notes using different resources and textbooks.</p>	3
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Examination Guidelines

1 BUSINESS VENTURES	1.5 Presentation of business information	1.5 Accurate and concise 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 hand-outs (recap) • Design and layout of the presentation using different visual aids (e.g. show how to prepare/set out transparencies/slides, posters and hand-outs) (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. 	1.5 Learners should be able to: <ul style="list-style-type: none"> • Explain the importance of presenting business information. • Differentiate/Distinguish between verbal and non-verbal presentation and give practical examples of each. • Outline/Mention/Explain/Discuss types of visual aids e.g. tables/graphs/diagrams/posters/handouts etc. • Identify the above mentioned visual aids from given scenarios/case studies/statements. • Explain/Discuss how the presenter must prepare the following visual aids: <ul style="list-style-type: none"> ○ Transparencies/slides ○ Posters ○ Handouts • Discuss/Explain/Recommend factors that the presenter must consider when preparing a presentation e.g.: <ul style="list-style-type: none"> ○ Know your audience ○ Use simple language ○ Include visual aids, etc. • Justify the reasons why business presentations must be in a written format. • Outline/Mention/Explain types of written information, e.g. business reports, business plans, information, analyses etc. • Outline/Mention/Explain/Recommend steps in report writing. • Critically analyse a business report and recommend areas for improvement. • Outline/Mention/Explain factors that must be considered when composing a flyer. • Explain how to respond to questions about work and presentations/handle feedback after a presentation in a non-aggressive and professional manner Knowledge of this topic should enable a learner to answer in short paragraphs/longer and essay type questions.	3
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			<p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines) to gain insight on the presentation of business information Make notes using different resources and textbooks.</p>	
1 BUSINESS VENTURES	1.6 Entrepreneurial qualities and success factors	<p>1.6 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 qualities) <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: In the absence of an identified business, use a case study.</p>	<p>1.6 Learners should be able to:</p> <ul style="list-style-type: none"> • Outline/Explain the qualities of an entrepreneur. (Recap) • Identify the qualities of an entrepreneur from given scenarios/case studies/statements/etc. • Assess a business against these qualities • Identify/Outline/Mention key success factors etc. sustainability/profitability/customer base etc. • Recommend/Suggest areas for improvement from given scenarios/case studies/statements. • Suggest strategies that businesses can use to ensure that they remain profitable and sustainable e.g. <ul style="list-style-type: none"> ○ Thorough planning ○ Sound managing finances ○ Effective management of scarce resources and employees ○ Maintaining a solid customer base ○ Behaving ethically and ○ Being social responsible <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p>	

			<p>Additional resources: Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines) to understand.</p> <p>Make notes using different resources and textbooks.</p>	
2. BUSINESS ROLES	2.1 Creative thinking & problem solving	<p>2.1</p> <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 revision) - Working with others to solve problems and generate ideas - Creative thinking skills and conventional vs. non-conventional solutions (include indigenous approach and solutions) • Creative solutions to business problems; assess these against the reality of the business environment 	<p>2.1 Learners should be able to:</p> <ul style="list-style-type: none"> • Explain/Elaborate on the meaning of creative thinking. • Differentiate between routine versus creative thinking. • Differentiate/Distinguish between conventional versus non-conventional solutions. • Recommend ways in which businesses can create an environment that stimulate creative thinking.(Recap • Explain the benefits/advantages of creative thinking in the workplace. • Define problem solving • Explain the meaning of a Delphi and Force-Field analysis. (Recap) • Apply a Delphi and Force-Field analysis from given scenarios/case studies. • Explain the advantage of working with others to solve problems. • Interview a business and find out about the following aspects: <ul style="list-style-type: none"> ○ What are the business problems ○ Create solutions to solve the problems. ○ Assess the solutions against the reality of the business. <p>Knowledge of this topic should enable a learner to answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines) to</p>	2

			<p>understand how businesses use creative thinking to solve complex business problems.</p> <p>Make notes using different resources and textbooks.</p>	
2. BUSINESS ROLES	2.2 Stress and crisis management	<p>2.2</p> <ul style="list-style-type: none"> • The 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 ○ Dealing with business-related crises (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) 	<p>2.2</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of stress. • Outline/Mention/Explain the causes of stress in the business environment e.g. work overload/long working hours/time pressures and deadlines/incompetent managers etc. • Discuss/Explain the importance of stress management in the workplace. • Suggest/Recommend ways employees can manage stress in the workplace. • Define the term crisis and give typical examples of crisis in the workplace. • Recommend/Suggest ways businesses can deal with crisis in the workplace. • Outline/Mention internal/external causes of change. • Identify the causes of change from given scenarios/ case studies etc. • Outline/Mention/Discuss/Explain John P Kotter's 8 steps of leading change e.g.: <ul style="list-style-type: none"> ○ Establish a sense of agency ○ Create a guiding coalition ○ Develop a vision and a strategy ○ Communicate the vision ○ Empower broad-based action ○ Generate short-term wins ○ Consolidate gains ○ Anchor in the culture • Apply John P Kotter's theory of change using given scenarios/case studies. • Discuss/Explain/Describe major changes that people and businesses deal with e.g. unemployment, retrenchment, globalisation and affirmative action. • Suggest strategies business can use to deal with globalisation and affirmative action. • Recommend ways businesses can deal with/manage change in the workplace. <p>Knowledge of this topic should enable a learner to:</p>	2

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			<p>Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines) Make notes using different resources and textbooks.</p>	
2. BUSINESS ROLES	2.3 Professionalism and ethics	<p>2.3</p> <ul style="list-style-type: none"> • The theories and principles of professionalism and ethics; explore how they relate to the business environment • Application of the principles and skills of professional, 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 <p>The concept of ethics and different perspectives on ethics, as well as ethical business ventures</p>	<p>2.3</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • Define ethical and professional behaviour • Differentiate/Distinguish/Tabulate the differences between professionalism and ethics • Outline/Mention/Explain the principles of professionalism and ethics • Briefly explain the following theories of ethics that are applicable to the workplace: <ul style="list-style-type: none"> ○ Consequential theory ○ The common good approach ○ The rights approach • Differentiate/Distinguish between good and bad decisions and give practical example of each. • Suggest/Recommend ways in which professional, responsible, ethical and effective business practice should be conducted, e.g. payment of fair wages, providing quality goods and services, not starting a business venture at someone else's expense, etc. • Explain/Discuss the advantages/benefits of ethical business ventures. • Give examples of ethical business practices • Evaluate a code of ethics for any business and make recommendations for improvements. • Discuss different perspectives on ethics 	2

			<p>Knowledge of this topic should enable a learner to answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines) to understand how businesses undertake CSI projects and the impact of CSI projects on businesses and communities.</p> <p>Make notes using different resources and textbooks.</p>	
2. BUSINESS ROLES	2.4 Citizenship role and responsibilities	<p>2.4 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 	<p>2.4 Learners should be able to:</p> <ul style="list-style-type: none"> • Explain/Discuss reasons why businesses have to become involved in social programmes e.g.: <ul style="list-style-type: none"> ○ Comply with BBBEE ○ Lack of qualified workers ○ HIV/AIDS etc. • Define the term citizenship. • Outline the rights and responsibilities of citizens e.g. right to education, safety, own property etc. • Outline the roles of citizens and explain how businesses can contribute to the social and economic development of their communities. • Identify initiatives taken by businesses to address social and economic development from given scenarios/case studies etc. • Recommend other roles businesses can play in contributing to social and economic development of communities. • Suggest/Recommend roles that the following individuals and institutions can play in the social and economic development of communities: <ul style="list-style-type: none"> ○ Individual business practitioners 	3

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			<ul style="list-style-type: none"> ○ Civil society ○ Non-governmental organisations ○ Community based individuals • Visit any of the above mentioned individuals/Institutions and interview the owner on the following aspects: <ul style="list-style-type: none"> ○ Determine the extent the above mentioned individuals and institutions have contributed to social and economic developments of communities. • Make recommendations for improvement <p>Knowledge of this topic should enable a learner to answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines) to understand</p> <p>Make notes using different resources and textbooks.</p>	
2. BUSINESS ROLES	2.5 Team dynamics and conflict management	2.5 <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 reconciliation ○ 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 	2.5 Learners should be able to: TEAM WORK <ul style="list-style-type: none"> • Briefly explain/discuss the importance of team work • Outline/Mention/Name/Explain the stages of team development, e.g.: <ul style="list-style-type: none"> ○ Forming ○ Storming ○ Norming ○ Performing • Identify the stages of team development from given scenarios/statements/case studies. TEAM DYNAMICS THEORIES <ul style="list-style-type: none"> • Briefly explain/discuss the reasons why businesses use team dynamic theories. 	4

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		<ul style="list-style-type: none"> ○ 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) 	<ul style="list-style-type: none"> • Describe/Explain/Discuss the following team dynamic theories: <ul style="list-style-type: none"> ○ Belbin role theory ○ Insight based on Jungian theory ○ MTR-I approach ○ Margerison-McCann profiles ○ Group consensus • Identify the above mentioned theories from given scenarios/statements. • Compare the nature of the above mentioned theories. <p>CONFLICT MANAGEMENT</p> <ul style="list-style-type: none"> • Define the term conflict • Identify and discuss causes of conflict from given scenarios/case studies. • Discuss the following conflict management theories: <ul style="list-style-type: none"> ○ Traditional theory ○ Contemporary theory • Select one of the above mentioned conflict management theory and justify the reason why businesses should use this theory to solve business problems. • Outline/Mention/Explain/Discuss the function of workplace forums. • Explain the differences between trade unions and workplace forums. <p>Knowledge of this topic should enable a learner to answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources Teachers and learners must use recent business news from the media (newspapers/radio/TV/magazines) to stay informed about the various (and latest) methods that businesses apply to resolve conflict in the workplace, as well as the advantages of team work.</p> <p>Make notes using different resources and textbooks.</p>	
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Note:

The '*Term*'-column indicates the term in which a topic is to be covered as per the CAPS document.

The main topics are numbered from 1 to 4, e.g.

Business Environment (1), Business Ventures (2), Business Roles (3) and Business Operations (4) to simplify the layout of the document.

GUIDELINES FOR ANSWERING THE BUSINESS STUDIES QUESTION PAPER

Planning and organisation is extremely important. A well-planned work schedule/study timetable will ensure the completion of the curriculum which will adequately prepare learners for the end-of-the-year examination.

Preparation for quality responses

- Use the above-mentioned resource materials to prepare learners for answering different TYPES of questions.
- Remember that each TOPIC can be tested with objective, short, paragraph or essay type questions.
- An essay question may include a combination of topics and subtopics.
- Take careful note of the **ACTION WORDS/VERBS** used in the question, e.g.:
 - *List/Name/State* means learners should provide direct answers without discussion.
 - *Discuss/Evaluate/Explain/Describe/Justify* (or other higher cognitive verbs) means learners must give more information on the fact(s) they have listed/named/stated. Give reasons, examples etc. to substantiate the answer.
- Familiarise learners with the **Notes to Markers** included in **NSC question paper memoranda**. Refer particularly to the NSC Notes to Markers (**November 2018 and later**), as there were some adjustments regarding the mark allocation in SECTION B (with questions containing case studies) and SECTION C (synthesis).
- When analysing topics and subtopics, study the last column (a guide to core content).
- The mark allocation will determine the length and time to be spent on the question.
- Learners will be penalised if the numbering of questions is incorrect. This is applicable to all the sections of the paper.
- Learners must keep abreast of current developments in legislation and the industry to be able to provide recent examples in order to obtain marks for originality in essay questions. Originality should not be seen as a separate section in an essay type question, but rather as an example that will either strengthen a point made, or enhance the discussion of the topic of the essay.

TYPES OF QUESTIONS**SECTION A**

Multiple-choice, matching, choosing the correct concept/terminology, etc. (objective questions):

These types of questions require learners to have a thorough knowledge of the subject and they have to exercise logic and good insight.

The recommended approach to multiple-choice questions is to read and analyse the statement carefully. Thereafter, study the alternatives carefully and eliminate the incorrect options. Review the remaining possible answers and choose the correct one.

SECTION B

Paragraph style, case studies and source-based questions – shorter type questions:

- Learners must read and understand the information presented.
- Questions can be direct or indirect. These include source-based questions and case studies.
- Learners must possess a broader/deeper understanding of the broad topics and sub- topics to be able to substantiate, motivate, give reasons, justify, evaluate, etc.
- Learners will be required to provide their opinion, solve problems and make recommendations related to the question.
- Questions range from easy to difficult in terms of cognitive levels and levels/degrees of difficulty. (TAKE NOTE of the revised Bloom's taxonomy.)

SECTION C**Longer/Essay type of questions**

Learners must be able to organise information on a topic systematically and logically to be able to evaluate/analyse/motivate/suggest/recommend and elaborate on topics extracted from given case studies, scenarios etc. Learners must enhance or support their answers/viewpoints with recent examples to obtain marks for originality.

Learners must be familiar with words, such as 'challenges' and 'areas of concern', so that they are able to identify challenges in the case studies and to make recommendations. It is imperative that learners do not associate the word 'challenges' only with business environments or 'areas' only with geographical regions.

ESSAY-TYPE QUESTIONS CONSIST OF:

1. Introduction (2 x 1) (2)
2. Core Content – Body (headings, subheadings, paragraphs). FULL SENTENCES must be used, but they may be bulleted, where applicable. 50 marks (BUT 32 maximum including the introduction and body.)
3. Conclusion (Learners give their opinion in response to the question/statement) (1 x 2) (2)

The mark allocation for an essay-type of question is generally as follows:

CONTENT			MARKS
Facts			32
Layout			2
Analysis			2
Synthesis (marks to be allocated based on the guide shown here)	Factual marks	Synthesis marks	2
	No	0	
	Some	1	
	Only relevant facts were given in the essay	2	
Originality			2
Total Marks			40

Mark allocation for ANALYSIS

All headings addressed: 1 (One 'A')
 Interpretation (16 to 32 marks): 1 (One 'A')

Mark allocation for SYNTHESIS:

1. Indicate TWO '-S' ('minus S') marks, if no relevant facts were given. NO synthesis marks will be awarded.
2. Indicate ONE '-S' if some irrelevant facts were given. ONE (1) synthesis mark will be awarded.
3. Indicate NO '-S', if ONLY relevant facts were given. Award TWO (2) marks for synthesis.

NOTE:

Higher-order questions can be drawn from the contents prescribed in the CAPS document. This can take the form of application-type questions, e.g. correlation with practice, justification with reasoning, make predictions, suggest improvements, compile reports, provide recommendations, deduce, establish, evaluate, apply, etc. Note the action verbs that are used in the Examination Guidelines and CAPS document.

4. CONCLUSION

This Examination Guidelines document is meant to articulate the assessment aspirations espoused in the CAPS document. It is therefore not a substitute for the CAPS document which teachers should teach to.

Qualitative curriculum coverage as enunciated in the CAPS cannot be over-emphasised.