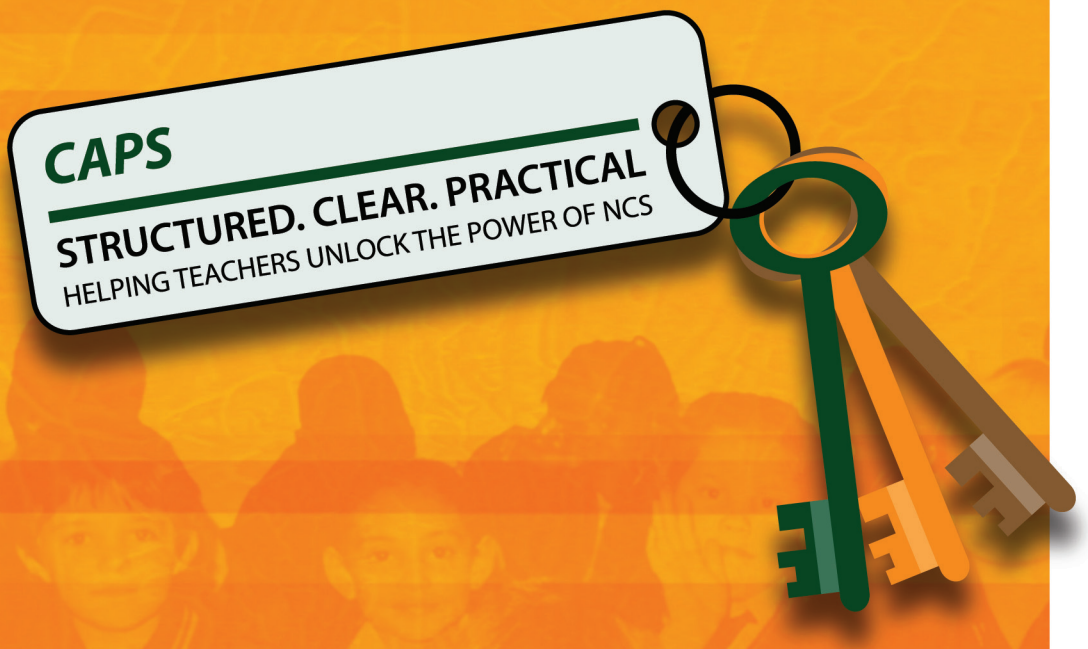
BUSINESS STUDIES

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Further Education and Training Phase Grades 10-12

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 10-12

BUSINESS STUDIES

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ISBN: 978-1-4315-0569-2

Design and Layout by: Ndabase Printing Solution

Printed by: Government Printing Works

FOREWORD BY THE MINISTER

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

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

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) to produce this document.

From 2012 the two 2002 curricula, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* accordingly replaces the Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines with the

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

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SECTION 1

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS FOR BUSINESS STUDIES GRADES 10-12

1.1 Background

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

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 Overview

(a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy Statements for each approved school subject;

(ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(iii) The policy document, National Protocol for Assessment Grades R-12 (January 2012).

(b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the

(i) Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and

(ii) National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.

(c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:

(i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;

(ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band d, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;

(iii) The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;

(iv) *The policy document, 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 Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*

(v) *The policy document, 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), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.*

(d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and 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.* It will 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 the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes 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 the 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 set 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 R-12 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.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 Time Allocation

1.4.1 Foundation Phase

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

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills • Beginning Knowledge • Creative Arts • Physical Education • Personal and Social Well-being	**6** (1) (2) (2) (1)	**6** (1) (2) (2) (1)	**7** (2) (2) (2) (1)
TOTAL	**23**	**23**	**25**

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R-2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

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

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills • Creative Arts • Physical Education • Personal and Social Well-being	**4** (1,5) (1) (1,5)
TOTAL	**27,5**

1.4.3 Senior Phase

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

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	**27,5**

1.4.4 Grades 10-12

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

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	**4.5**
First Additional Language	**4.5**
Mathematics	**4.5**
Life Orientation	**2**
A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**12 (3x4h)**
TOTAL	**27,5**

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 four main topics and corresponding topics in the Business Studies Curriculum.

Weighting of Curriculum	Topic
Business environment (weighting 25%)	Micro, market and macro environments
	Business sectors
	Contemporary socioeconomic issues
Business venture (weighting 25%)	Entrepreneurship
	Business opportunity and related factors
	Business Plan
	Management and Leadership
	Forms of ownership
	Setting up a business
	Contracts
	Business location
	Investment: securities and insurance
	Presentation of business information
Business role (weighting *25%)*	Creative thinking and problem-solving
	Self-management, professionalism and ethics
	Human rights, inclusivity and environmental issues.
	Social Responsibility
	Stress, crisis, change and conflict management
	Relationship and team performance
Business operation (weighting 25%)	Business functions
	Quality of performance

2.2 The purpose of Business Studies

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 (Grade 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.

- Each learner should have:
  - a textbook
  - stationery
  - other relevant resources.
- The teacher should have:
  - a variety of textbooks for reference
  - a Partnership's Articles of Association
  - Legislation, e.g. Companies Act, 71 of 2008, Employment Equity Act No. 55 of 1998, National Credit Act No. 34 of 2005, Consumer Protection Act No. 68 of 2008, Basic Conditions of Employment Act No. 75 of 1997, Labour Relations Act No. 66 of 1995, Black Economic Empowerment Act No.53 of 2003, Skills Development Act No.97 of 1998, Compensation for Occupational Injuries and Diseases Act No. 130 of 1993, Hire Purchase Act, Long-term Insurance Act No. 52 of 1998, Short-term Insurance Act No. 53 of 1998, etc.
    - Memorandum of Incorporation (MOI) - new founding document of a company
    - Specimen of contract forms
    - Bank brochures
    - Business and financial magazines
    - Corporate Social Responsibility (CSR) Policy - any company
    - The King Code of Governance for South Africa 2009

SECTION 3

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLAN

3.1 Overview of topics per term

GRADE 10	
Term	Topic
1	Micro environment Market environment Macro environment Interrelationship between environments Business sectors
2	Contemporary socioeconomic issues Social responsibility Entrepreneurship qualities Forms of ownership
3	Creative thinking and problem solving Business opportunity Business location Contracts Presentation of Business Information Business Plan
4	Self-management Relationship and team performance
GRADE 11	
Term	Topic
1	Influences on and control factors influencing business environments Challenges in business environments Adapting to challenges in business environments Impact and challenges of contemporary socioeconomic issues on business operations Business sectors Benefits of a company versus other forms of ownership Avenues of acquiring a business
2	Creative thinking and problem solving Stress, crisis and change management Transform a business plan into an action plan Starting a business venture based on an action plan Professionalism and ethics Presentation of Business Information

3	Assessment of entrepreneurial qualities in business Citizenship roles and responsibilities Marketing activities, marketing in the formal and informal sectors Use of technology for marketing Imports and exports Foreign marketing The alignment of foreign marketing and the production function Production function
4	Team Stages, dynamics theories and conflict management Introduction to the Human Resources function
GRADE 12	
Term	Topic
1	Impact of recent legislation on business - response to demands for redress and equity Human Resources function Professionalism and ethics Creative thinking Devise strategies to enable a business to respond to the challenges of the macro business environment
2	Corporate social responsibility Human Rights, inclusivity and environmental issues Team performance assessment and Conflict management Business sectors and their environments Management and leadership Quality of performance within business functions
3	Investment: Securities Investment: Insurance Forms of ownership and their impact on the business operation Presentation of information and data response Revision and preparation for mid-year examination
4	Revision and preparation for the final external examination

3.2 Teaching Plans

3.2.1 Summary of the Annual Teaching Plan GRADE 10

	TERM 1									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Micro environment			Market environment	Macro environment			Inter-relationship between environments	Business sectors	Revision
Assessment	Informal									Formal: Test & Assignment
	TERM 2									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Contemporary socioeconomic issues		Social respon-sibility	Entrepre-neurship qualities	Forms of ownership		Revision and preparation for examination		Mid-year examination	
Assessment	Informal	Formal Assessment: Presentation							Mid-year examination	
	TERM 3									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	**Week 8**	**Week 9**	**Week 10**
Topic	Creative thinking and problem solving		Business opportunity	Business location	Contracts	Presentation of Business information	Business Plan			Revision
Assessment	Informal Assessment		Formal Assessment: Project							Formal: Test
	TERM 4									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Self-management		Relationship and team performance		Revision and preparation for examination		End-of-the-year examination			
Assessment	Informal assessment				Informal assessment		Final examination			

3.2.2 Annual teaching plan Grade 10

TERM 1

Week/ hour	Topic	Content	Recommended resources
3 Weeks (Week 1 - 3)	1. Micro environment	• The various components and features of the micro (internal) business environment - Vision, mission statement, goals and objectives - Organisational culture - Organisational resources - Management and leadership - Business organisational structure - Eight functions and activities of the business • The eight business functions (general management, purchasing, production, marketing, public relations, human resources, administration and financing) - General Management - (top, middle and lower management); levels of management and management tasks (planning, organising, activating, leading, directing and controlling) including risk management o Business organisational structure o 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 and marketing functions - 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) - Organisational resources e.g. human, physical/material, financial and information resources • The interrelation between the business functions and how they operate in small, medium and big business contexts • 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	Textbooks/ Study Guides Newspaper articles Internet Magazines Other audio-visual media

Week/ hour	Topic	Content	Recommended resources
		• The concept of *quality* - (definition) - Quality in relation to the various business functions o Quality in the Human Resources function o Quality products o Quality administration processes o Quality and a healthy financial function o Quality management, i.e. planning, organising, leading and controlling o Quality promotion of business image and its impact on different business structures (sole traders versus large businesses) • The correlation between management and the success of business in achieving its objectives; strengths and weaknesses	
1 week (Week 4)	2. Market environment	The components of the market environment • 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	The various components and features of macro business environments • 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	The relationship between micro, market and macro environments. • 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 environment, e.g. the relationship between competitors, agents, the physical environment and staff, etc. • The interrelation between micro (internal business) and market environments. - Business and consumers - Business and suppliers - Business and intermediaries - Business and competitors	Textbooks Newspaper articles Internet Magazines

Week/ hour	Topic	Content	Recommended resources
1 week (Week 9)	5. Business sectors	• Primary, secondary and tertiary sectors - 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	• *Revision of all topics covered during the first term./ Term test*	Summary notes Revision exercises All material relevant to revision

Term 1: Formal assessment		
Form of assessment	Assignment	Test
Total marks	50	100
Term total (150) converted to % for reporting purposes		

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.

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

Formal assessment for term 3

Teachers should give learners a project in the 2nd term and instruct them to submit it in term 3. This will give learners ample time to complete the project.

GRADE 10

TERM 2

Week/hour	Topic	Content	Recommended resources
2 weeks (Week 1 - 2)	1. Contemporary socio-economic issues	Contemporary socioeconomic issues that impact on business • Inequality and poverty - definitions and impacts • Inclusivity - definition, aim of inclusivity, and efforts to create an inclusive workforce • Unemployment and unproductive labour force • HIV/Aids (a chronic blood disease) - its effect on the business, e.g. reduction of labour force due to HIV/Aids • Gambling (include pyramid schemes, illegal gambling and money laundering) • 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 • Strikes and political disturbances or labour disputes - include go-slows and lockouts • Violence (e.g. caused by various forms of misunderstanding) - physical and emotional impact on the workforce, lowering levels of productivity • Crime (e.g. loss of goods due to theft, corruption, abuse, hi-jackings, burglaries, etc.)	Textbooks Newspaper articles Internet Magazines Other audio-visual media
1 week (Week 3)	2. Social responsibility	Ways in which a business can contribute responsibly towards its immediate community • What is social responsibility? • Definition of Corporate Social Responsibility • Initiatives taken by businesses in addressing the socio-economic issues discussed; refer to current issues	Textbooks Newspaper articles Internet Magazines Other audio-visual media
1 week (Week 4)	3. Entrepre-neurial qualities	Entrepreneurial qualities • Entrepreneurial qualities: desire for responsibility, risk taker, perseverance, good management and leadership skills, 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	Textbooks Newspaper articles Internet Magazines Other audio-visual media

Week/hour	Topic	Content	Recommended resources
2 weeks (Week 5 - 6)	4. Forms of ownership	Definition, characteristics, advantages, disadvantages and differences (comparison) between the following forms of ownership: • Sole Proprietor • Partnership • Close Corporation • Non-Profit Company • Profit Companies - Private Company - Personal Liability Company - Public Company - State-owned Company • Co-operatives4. Forms of ownership	Textbooks Newspaper articles Internet Magazines Study guides Other audio-visual media
4 weeks (Week 7 - 8)	Revision exercises	*Revision of all topics covered during the first two terms*	Summary notes Exercises All relevant materials for revision
2 weeks (Week 9 - 10)		**Mid-year examination**	

Term 2: Formal assessment		
Form of assessment	Presentation	Mid-year examination
Marks	50	200
Term total (250) converted to % for reporting purposes		

Note: Project - term 2
This project was given in term 2. Learners should complete the project for submission in term 3.
The content dealt with in terms 1 and 2 should be revised for the mid-year examination.
The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

GRADE 10

TERM 3

Week/ hour	Topic	Content	Recommended resources
2 weeks (Week 1 - 2)	1. Creative thinking and problem solving	• Creative thinking and its contribution towards successful and sustainable business practice • Creative thinking to generate entrepreneurial opportunities and to solve business problems - Problem solving: o Research skills -finding information to assist with problem solving o Problem solving versus decision making o 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, Chair Technique, Empty Chair Technique, Delphi Technique, Nominal Group Technique, brainstorming, Forced Combinations, SCAMPER) - The use of indigenous knowledge to solve problems and identify business opportunities - The use of mind mapping, brainstorming and creative thinking/idea generation to identify innovative and entrepreneurial business opportunities - The 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	• 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 - 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 • 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, taxes, crime, etc.)	Textbooks Newspaper articles Internet Magazines Study guides
1 week (Week 5)	4. Contracts	The relevance of contracts and their legal implications in different business contexts • Definition of a contract • Types of contracts: - 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* No 75 of 1997, *Labour Relations Act* No. 66 of 1995, *Rental Housing Act* No.50 of 1999, *National Credit Act* No. 34 of 2005, *Consumer Protection Act* No. 68 of 2008, *Hire Purchase Act, Long-term Insurance Act* No. 52 of 1998, *Short-term Insurance Act* No. 53 of 1998
1 week (Week 6)	5. Presentation of business information	Accurate and concise verbal and non-verbal presentation (including graphs) of a variety of business-related information • 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.) - 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	A business plan (including a financial analysis) that can be implemented (financial viability business plan) • Business plans (including financial analysis) based on identified business opportunities - Analysis of environmental factors - Components of the Business Plan - Cover page and index (includes name of business) - Executive summary - Description of the business o The long-term objective, mission and vision of the business o The structure of the business (ownership) o The product/service o Legal requirements of business, e.g. license - SWOT analysis - Marketing plan o Market research; o Marketing mix, 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	*Revise topics covered during the term./Term Test*	Summary notes Exercises All relevant materials for revision

Term 3: Formal assessment		
Form of assessment	Project	Test
Total marks	50	100
Term Total (150) converted to % for reporting purposes		

A test should cover the content dealt with in a term.
Daily assessment is important to monitor teaching and learning

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

GRADE 10

TERM 4

Week/ hour	Topic	Content	Recommended resources
2 weeks (Week 1 - 2)	1. Self-management	The concept of self-management and a discussion on how it is relevant in a business context • 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	• 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) - 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) • Criteria for successful and collaborative team performance in a business context and assessment of a team against these criteria - 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 achievement, 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	*Revise all topics in preparation for final examinations.*	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 and divide by 4 to get %.

3.2.3 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	Influences on, and control factors relating to, the business environments	Challenges of the business environ-ments	Adapting to challenges of business environments	Impact and challenges of contemporary socioeconomic issues on business operations.		Business sectors benefits of a company versus other forms of ownership		Avenues of acquiring business	Revision	
Assessment	Informal									Formal: Test & Assignment
	TERM 2									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Creative thinking and problem solving. Concepts: stress, crisis and change management	Transform a business plan into an action plan		Start a business venture based on an action plan		Professionalism and ethics. Present a business information	Revision and preparation for mid-year examination		Examination	
Assessment	Informal	Formal presentation							Mid-year examination	
	TERM 3									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	**Week 8**	**Week 9**	**Week 10**
Topic	Assessment of entrepre-neurial qualities in business	The citizenship roles and responsibilities	Marketing activities, marketing in the formal and informal sectors. Use of technology for marketing. Imports and exports. Foreign marketing. The alignment of foreign marketing and the production function.				Revision and end-of-the-year examination			Revision
Assessment	Informal Assessment		Formal Assessment: Project					Formal Test		
	TERM 4									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Team stages and dynamics theories and conflict management		Introduction to Human Resources function		Revision and preparation for the year-end examination		End-of-the-year examination			
Assessment	Informal assessment								Year-end exams	

3.2.4 Annual teaching Plan Grade 11

TERM 1

Week/ hour	Topic	Content	Recommended resources
1 week (Week 1)	1. Influences on business environments	• 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 - 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	Textbooks Newspaper articles Internet Magazines Other audio-visual media
1 week (Week 2)	2. Challenges of the business environment	The challenges of the micro (internal), market and macro business environments • ***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, socioeconomic issues, etc.)	Textbooks Newspaper articles Internet Magazines Other audio-visual media
1 week (Week 3)	3. Adapting to challenges of the business environments	How a business constantly needs to adapt to the challenges of the micro (internal), market and macro business environments • Ways in which a business can adapt to challenges of the macro environment, and whether this is to the benefit of the business - 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 o Lobbying e.g. hedging against inflation, bargaining sessions between management and unions, influencing supervisory body/regulators, etc. o Networking, e.g. finding new customers etc. o Power relationships e.g. strategic alliance agreements, persuasion of large investors, company representatives' influence, etc.	Textbooks Newspaper articles Internet Magazines Other audio-visual media

Week/ hour	Topic	Content	Recommended resources
2 weeks (Week 4 - 5)	4. Contemporary socio-economic issues	• The impact of contemporary socio-economic issues on business operations, and their challenges; decisions for specific business situations - 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 - Piracy: the nature and definition of each intellectual property right o Copyright o Patent o Trade mark - Investigation of developments in industrial relations that relate to contemporary business practice o Labour strikes, go-slows and lockouts o Labour Relations Act (nature and purpose) o What is a trade union? o History of trade unions o Roles of trade unions o Functions of trade unions	Textbooks Newspaper articles Internet Magazines Other audio-visual media
1 hour (Week 6)	6. Business sectors	The links between various primary, secondary and tertiary enterprises Examination of the links between: • Primary enterprises • Secondary enterprises • Tertiary enterprises	Textbooks Newspaper articles Internet Magazines Other audio-visual media
1 week and 3 hours (Week 6 - 7)	7. Benefit of a company over other forms of ownership	The benefits and challenges of establishing a company versus other forms of ownership (including taxation issues) • 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 - The company's charter - Memorandum of Incorporation - Name of the company - incorporation and commencement of the company - Prospectus	Textbooks Newspaper articles Internet Magazines Other audio-visual media Copies of the Companies Act

Week/ hour	Topic	Content	Recommended resources
1 week (Week 8)	8. Avenues of acquiring a business	Avenues of acquiring businesses (e.g. franchising, outsourcing, leasing); discuss their advantages and disadvantages as well as their contractual implications • Avenues of acquiring businesses (e.g. franchising, outsourcing, leasing) • Their advantages and disadvantages as well as contractual implications (e.g. royalties, legalities)	Textbooks Newspaper articles Internet Magazines Other audio-visual media
2 weeks (Week 9 - 10)	Revision	*Revise topics covered during the term/Term Test*	Summary Notes Exercises All relevant materials for revision

Term 1: Formal assessment		
Form of assessment	Assignment	Test
Total marks	50	100
Term total (150) converted to % for reporting purposes		

Note

It is compulsory to cover the entire content in term 1 because a term test should cover the entire term's content.

Daily assessment is important to monitor teaching and learning.

Formal assessment for term 3

Teachers should give a project to learners in the 2nd term and instruct learners to submit it in term 3. 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 it is used in this document means the content is also examinable, together with the other content taught in that grade.

GRADE 11

TERM 2

Week/ hour	Topic	Content	Recommended resources
2 hours (Week 1)	1.Creative thinking and problem solving	• 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 - 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	Textbooks Newspaper articles Internet Magazines Other audio-visual media
2 hours (Week 1)	2. Stress and crisis management	• The concepts relating to stress, crisis and change management - Concepts relating to stress o How to manage stress o Explain the importance of stress management in pressurised work environments o Crisis and change management o Dealing with business-related crises (e.g. tight deadlines, loss of property, illness, etc.) o 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 an action plan	Transformation of a business plan into an action plan (including Gantt charts and timelines) - collaboratively or independently • 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	Collaboratively or independently starting a business venture based on an action plan • 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.	Textbooks Newspaper articles Internet Magazines Other audio-visual media

Week/ hour	Topic	Content	Recommended resources
2 hours (Week 6)	5. Professional-ism and ethics	• 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 - The definitions of and differences between professionalism and ethics - 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	Textbooks Newspaper articles Internet Magazines Other audio-visual media The King Code of Governance for South Africa 2009
2 hours (Week 6)	6. Presentation of business information	Accurate and concise verbal and non-verbal presentation of a variety of business-related information (including graphs); respond professionally to questions and feedback • 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	*Revise topics covered during first two terms.*	Textbook exercises Summary notes All relevant materials for revision
2 weeks (Week 9 - 10)		**Mid-year examination**	

Term 2: Formal assessment		
Form of assessment	Presentation	Mid-year examination
Marks	50	300
Term Total (350) Converted to % for purposes of reporting		

Note: Project - term 3:
This project was given in term 2. Learners should complete the project for term 3 and submit.
The content dealt with for term 1 and 2 should be revised for the mid-year examination.
The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.
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	The degree to which a business embraces entrepreneurial qualities • 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) Critical reflections on a business venture, and identification of its success factors and areas for improvement • Exploration and identification of what makes a business successful. Key success factors, e.g. sustainability, profitability, customer base, etc. Identify areas for improvement . ***Note:*** *In the absence of an identified business, use a case study.*	Textbooks Newspaper articles Internet Magazines Other audio-visual media
1 week (Week 2)	2. Citizenship role and responsibilities	The citizenship roles and responsibilities that business practitioners need to perform within a business environment • The role of citizens and how they can, through business, contribute to the social and economic development of their communities - 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	The aspects of the marketing function: marketing activities; product policy; pricing policy; distribution; marketing communication; foreign marketing. • **Marketing activities** (e.g. product policy, pricing policies, marketing distribution, marketing communication) - 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)	Textbooks Newspaper articles Internet Magazines Other audio-visual media

Week/ hour	Topic	Content	Recommended resources
3 weeks (Week 7 - 9)	4.Production function	The aspects of the production function: systems; production planning; safety management; quality control; production costs • Systems (mass, batch and job) • Production planning (information about production planning and control) - 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 Production costs: business calculations - total cost of production, unit cost of production, selling price and calculation of profit, break-even analysis	Textbooks Calculators Newspaper articles Internet Magazines Other audio-visual media
1 week (Week 10)	Revision	*Revise topics covered during the term/Term Test*	Summary notes Exercises All relevant materials for revision

Term 3: Formal Assessment		
Form of Assessment	Project	Test
Total marks	50	100
Term total (150) converted to % for reporting purposes		

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

Daily assessment is important to monitor teaching and learning.

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

GRADE 11

TERM 4

Week/ hour	Topic	Content	Recommended resources
2 weeks (Week 1 - 2)	1. Team dynamics and conflict management	• Description of team dynamics theories; use them to analyse specific business-based case studies - Stages of team development/ building a team: o Forming stage/getting to know each other o Storming stage/true character starts to show/first round conflict o Norming stage/settling and reconciliation o Performing stage/working as a team towards the goal - Team dynamics theories o Belbin role theory (action-oriented role, people-oriented role, cerebral role) o Insights based on Jungian theory o MTR-I approach o Margerison-McCann profiles o Group consensus - Conflict management o Definition of conflict o Causes of conflict in the business o Definition of conflict management o Conflict management theories - apply these to both individual and group scenarios (include workplace forums, strikes, trade unions, etc.) o Conflict management skills to resolve differences in business situations (including workplace forums) o The function of workplace forums (refer to trade unions)	Textbooks Calculators Newspaper articles Internet Magazines Other audio-visual media
2 weeks (Week 3 - 4)	2. Introduction to Human Resources	• Human resources activities (e.g. recruitment and selection, contracts, induction, salaries, and other benefits) • Procedures related to recruitment, selection and interviewing Discussion of the following: • Human Resources: *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 - 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	Textbooks Calculators Newspaper articles Internet Magazines Other audio-visual media Relevant Acts

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' as it is used in this document means the content is also examinable, together with the other content taught 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 and divide by 4 to get %.

3.2.5 Summary of Annual Teaching Plan Grade 12

	TERM 1									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Impact of recent legislation on business - response to demands for redress and equity.			Human Resources function		Profession-alism and ethics	Creative thinking	Devise strategies for a business to use in its response to the challenges of the macro business environment.		
Assessment	Informal									Informal: Test & Assignment
	TERM 2									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Concept of *corporate social responsibility.* Human Rights, Inclusivity and Environmental issues		Team performance assessment and conflict management	Business sectors and their environ-ments	Management and leadership	Quality of performance within business functions	Revision and preparation for mid-year examination		Mid-year examination	
Assessment	Informal	Formal Assessment: presentation							Mid-year examination	
	TERM 3									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	**Week 8**	**Week 9**	**Week 10**
Topic	Investment: Securities	Investment: Insurance	Forms of ownership and their impact on the business operation	Presentation of information and data response		Revision and preparation for the preliminary examination		Preliminary examination		
Assessment	Informal Assessment		Formal Assessment : Test Project					Preliminary examination		
	TERM 4									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Revision and preparation for the final external examination				Revision				Final examination	
Assessment	Informal								External examination	

3.2.6 Annual teaching plan Grade 12

TERM 1

Week/ hour	Topic	Content	Recommended resources
3 weeks (Week 1 - 3)	1. Macro environment: impact of recent legislation on business	The impact of recent legislation, developed in response to demands for redress and equity, on small and large business operations • *Skills Development Act* No.97 of 1998 (e.g. skills levies and their implications for small and large businesses) - National Skills Development Strategy and Human Resources Development Strategy (i.e. Sector Education and Training Authorities) • *Labour Relations Act No*.66 of 1995 • *Employment Equity Act* No.55 of 1998 • *Basic Conditions of Employment Act* No.75 of 1997 • *Compensation for Occupational Injuries and Diseases Act* No.61 of 1997 • Black Economic Empowerment • Broad Based Black Economic Empowerment - 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 the environment and human health by the business) • *National Credit Act* No.34 of 2005 • *Consumer Protection Act* No.68 of 28 April 2009 **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.*	Copies of the Acts Textbooks

Week/ hour	Topic	Content	Recommended resources
2 weeks (Week 4 - 5)	2. Human Resources function	RECAP: The 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 • Analysis of Human Resources activities, (e.g. recruitment and selection, contracts, induction, salaries, and other benefits). • Procedures related to recruitment, selection and interviewing. Discussion of the following: • Human Resources: *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 (recap) • Legalities of employment contracts • Procedures of screening and placement • 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) No.97 of 1998 and the link with SETAs, learnerships, skills programmes, qualifications, National Qualifications Framework, SAQA, etc.	Textbooks Newspaper articles Internet Magazines Other audio-visual media Copies of the different relevant Acts.

Week/ hour	Topic	Content	Recommended resources
1 week (Week 6)	3. Ethics and professionalism	• How professional, responsible, ethical and effective business practice should be conducted in changing and challenging business environments - 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 that 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 *The King Code of Governance for South Africa* 2009
1 week (Week 7)	4. Creative thinking	Application of creative thinking to respond to challenges in dynamic and complex business contexts • 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

Week/ hour	Topic	Content	Recommended resources
3 weeks (Week 8 - 10)	5. Macro environment: business strategies	Devising/formulation of strategies a business could use in response to the challenges of the macro business environment; critically evaluate such strategies and make recommendations as required • Advanced problem-solving skills (revision). Skills to be used in strategy formulation, e.g. use any creative thinking technique to: device business strategies, generate business ideas, resolve conflict and solve any business-related problems. (Devising business strategies: use only the following industry analysis tools: SWOT analysis and Porter's Five Forces - **exclude** the Balanced Scorecard) • **Development of strategies in response to challenges in business environments:** - SWOT analysis of the business environments (including PESTLE) - Formulation of strategies - Implementation of strategies - Evaluation of strategies • **Types of business strategies** - 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 o the company repositions itself by replacing one or more individuals o revising a business mission o establishing or revising objectives o devising new policies o issuing stock to raise capital o adding an additional salesperson o allocating resources differently o developing new performance incentives • **Strategic evaluation** - Evaluate these strategies and make recommendations for their improvement o **Three activities of strategy evaluation**: ▯ examination of the underlying bases of a business strategy ▯ comparison of expected performance (measure business performance) ▯ taking corrective action where necessary	Textbooks Newspaper articles Internet Magazines Example of a business vision and mission statement, objectives and strategic plan, scrap book

Week/ hour	Topic	Content	Recommended resources
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
Term total (150) converted to % for reporting purposes		

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 to be submitted in term 2.

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught 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)	• 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 - 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 o Definition (recap) o Nature and process of Corporate Social Responsibility o Benefits to business and community o Problems/challenges: business and community o Components of Corporate Social Responsibility, e.g. environment, ethical corporate social investment, health and safety, etc. - Corporate Social Investment o Definition o Nature of Corporate Social Investment o Corporate Social Investment projects, (including human rights issues) o Responsible business practice o Challenges to the business: o A challenge to meet the longer term needs of the society within which they operate o Legislative requirements, e.g. 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) *Recap the relevant Acts*	Textbooks Newspaper articles Magazines Corporate Social Responsibility policy of a specific business, e.g. Shoprite Internet Other audio-visual media Copies of the Acts

Week/ hour	Topic	Content	Recommended resources
½ week/2 hours (Week 2)	2. Human rights, inclusivity and environ-mental issues	The extent to which a business venture addresses issues such as human rights, inclusivity and environmental issues • Assess a business venture against criteria to measure human rights, inclusivity, and environmental issues - 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, language, age, disability and other factors - Environmental protection and human health - Issues of equality, respect, and dignity - Other economic, social, and cultural rights	Textbooks Newspaper articles Magazines The Constitution of the RSA Internet/other audio-visual media
1 week (Week 3)	3. Team performance assessment Conflict management and problem solving	• Collaboration with others to contribute towards the achievement of specific objectives - 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 (personalities) *Examination of workplace scenarios where workers are expected to complete projects in teams, work together on the line, etc.*	Textbooks Newspaper articles Internet Magazines Other audio-visual media
1 week (Week 4)	4. Business sector and its environment	Selecting a business from each sector, and describing the three environments related to these sectors and the extent to which a business can control these environments • Describing 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. Manage-ment and leadership	Differentiation between management and leadership styles and approaches • 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

Week/ hour	Topic	Content	Recommended resources
1 week (Week 6)	6. Quality of performance	How the quality of performance within the business functions can influence the success or failure of a business • 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	*Revision of topics covered during first two terms*	Textbook exercises
2 weeks (Week 9 - 10)		**Mid-year examination**	

Term 2: Formal assessment		
Form of assessment	Presentation	Mid-year examination
Marks	50	300
Term total (350) converted to % for reporting purposes		

Note: Term 3 formal task was given in term 2. Learners should complete the task for term 3 and submit.

The content dealt with in terms 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' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

*The Companies Act No.71 of 2008 makes provision for Close Corporations to continue their operations, although in a different format. Close Corporations that are legally registered on the date that the new Act comes into effect may continue to exist for an **indefinite period**, or until they are deregistration or dissolved in terms of the Close Corporations Act.*

GRADE 12

TERM 3

Week/ hour	Topic	Content	Recommended resources
1 week (Week 1)	1. Investment: securities	• 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 - 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. Investment: insurance	• Compulsory and non-compulsory insurance - 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	Determining the extent to which a particular form of ownership can contribute to the success or failure of a business • (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) • Forms 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 articles

Week/ hour	Topic	Content	Recommended resources
2 weeks (Week 4 - 5)	4. Presentation and data response	Accurate and concise 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 • 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 to questions about work and presentations, e.g. answer all questions, make notes, do not argue, apologise for errors • Handling of feedback, amend plans and documents accordingly and integrate these into future plans and activities • Identify areas for improvement	Textbooks Newspaper articles Internet Magazines
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	Project	Test	Preliminary examination
Total marks	50	100	300

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught 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 and divide by 4 to get %.

SECTION 4

4.1 Assessment in Business Studies

Assessment is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

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

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

4.2 Informal or daily assessment

Assessment for Learning aims to continuously collecting information of a learner's achievement that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities in the classroom. Learners or teachers can mark these informal assessment tasks. .

Self assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

4.3 Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

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 tests, examinations, practical tasks,

projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

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

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

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 done 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 age and developmental level. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

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

Table 1

Cognitive levels	Activity	Percentage of task
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%

4.4 Programme of Assessment Grade 10-12

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. The requirements (number and nature of tasks) for Business Studies are indicated below.

The Programme of Assessment in Grade 10

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

The Programme of Assessment in Grade 11

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

The Programme of Assessment in Grade 12:

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

FORMS OF ASSESSMENT

In Business Studies, the following forms of assessment are preferred, although they are not the only ones that may be used:

- Projects
- Oral presentations
- Case studies
- Reports
- Tests
- Data responses
- Examinations

4.4.1. Other forms of assessment

Project

A project is mandatory in all the grades. Only one project per annum is recommended per grade. When preparing a project, consider the following minimum requirements:

- Learners should be given the necessary guidance prior to commencement of the project and progress must be monitored throughout the project.
- All criteria used to assess the project must be discussed with the learners prior to them commencing with the project.
- Generally, projects are given a longer period of time to complete as they involve some form of research, consolidating and choosing relevant information and preparing a written document as evidence.
- Projects generally work well if they are structured around some form of problem.
- The purpose of a research assignment/project is to develop the research, critical thinking and problem-solving skills of learners.
- Research will form part of the project - the project is the evidence of the research conducted.
- Projects should ideally be given to learners towards the end of a particular term, e.g. the first term for submission during the **next** (second) term.

Presentation

- Presentations can be written or oral, but there must be evidence of the presentation.
- All criteria used to assess the presentation must be discussed with the learners prior to the commencement of the presentation.

- Where the resources are available, use of electronic presentation might be encouraged and where resources are not available, posters and handout presentations should be encouraged.

Case Study

- Case studies are a very good way of keeping the subject up to date and relevant.
- Learners are presented with a real-life situation, a problem or an incident related to the topic.
- They are expected to assume a particular role in articulating the position.
- They would draw on their own experience, the experience of peers or prior learning to interpret, analyse and solve the problem or set of problems.
- Newspaper articles, magazine articles, TV or radio presentations form excellent case studies.
- Learners have to read and/or listen, digest the information and then make informed decisions.
- Questions can be from lower order - direct quotes from the article - to higher order when they are asked to analyse comments and possibly make suggestions.

Report

A report is generally the written evidence of a survey, analysis or investigation. Generally, this will be shorter than a project and more specific to the topic, e.g. the business has come to you for advice on their liquidity. Often this implies consulting with an expert for advice on some problem - therefore it links very well with problem solving.

Tests

Two tests, written under **controlled** conditions, are prescribed for Grades 10-*12*. These tests should adhere to the following:

- They should be completed by all classes in the same grade on the same day.
- All learners write the same test under examination conditions.
- Questions must comply with year-end examination standards.
- Where there is more than one teacher, agreement must be reached on the scope, as well as the date and time of the test.
- The duration of each of these tests should be at least one hour for 100 marks.
- Tests should cover the different cognitive levels as in examinations. See table on cognitive levels under 'Examinations' in the following section.
- Tests should also include problem-solving questions.
- Tests should cover a range of integrated topics, as determined by the work schedule and assessment plan.
- The two tests should be written in Terms 1 and 3.

4.4.2 Examinations

The following guidelines should be considered when constructing examinations:

- Content

Content stipulated specifically for the grade	100%

- Cognitive levels

Basic thinking skills (e.g. factual recall, low-level application and low-level comprehension)	30%
Moderately high thinking skills (e.g. more advanced application, interpretation and low-level analysis)	50%
Higher-order thinking skills (e.g. advanced analytical skills, synthesis and evaluation)	20%

- Problem solving

Approximately 10% of all examinations should address problem-solving questions using critical and creative thinking. These include the solving of real-life problems within the context of the Business Studies curriculum.

These problem-solving questions must also cover a range of cognitive skills (lower, middle and higher order) to cater for all learners, but within the context of the learners.

While ratio and analysis can form very interesting problem-solving questions, the topic goes a lot further and should be integrated into all aspects of the curriculum so that the learners develop the skills to apply the knowledge acquired.

Mid-year examinations

Below is an outline of the structure of the mid-year examination in each of the grades:

Grades	Paper	Time	Marks	Topics
Grade 10	1	2 hours	200	As per Annual Teaching Plan per grade
Grade 11	1	3 hours	300	
Grade 12	1	3 hours	300	

Exam Paper	Section A	Section B	Section C	Total
Grade 10	30 marks	90 marks	80 marks	200 marks

Trial examination (Grade 12 only)

A trial examination is one of the seven tasks of the Programme of Assessment for **Grade 12**. Ideally, the trial examination should cover the full scope of the Grade 12 curriculum and should model the final Grade 12 examination. Below is an outline of the structure of the trial examination:

	Paper	Time	Marks	Content
Grade 12	1	3 hours	300	Full scope

End-of-year examinations

Grade 10-*12* should write a 3-hour examination of 300 marks as a final examination.

	Paper	Time	Marks	Business Environment	Business Venture	Business Role	Business Operation
Grade 10-12	1	3 hours	300	25%	25%	25%	25%

4.5 Recording and reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to progress or promote to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R - 12. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

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

Note: The seven-point scale should have clear descriptors that give detailed information for each level.

Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

4.6 Moderation of assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

Formal Assessment (SBA)

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

4.7 Annexures

BUSINESS STUDIES GRADE 10-12 EXAMINATION PAPER GUIDELINE

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

4.8 General

This document should be read in conjunction with:

4.8.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

4.8.2 The policy document, *National Protocol for Assessment Grades R-12.*