



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

BUSINESS STUDIES

EXAMINATION GUIDELINES

GRADE 12

2021

These guidelines consist of 36 pages and 1 annexure.

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1. INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) for Business Studies outlines the nature and purpose of the subject Business Studies. This guides the philosophy underpinning the teaching and assessment of the subject in Grade 12.

The purpose of these Examination Guidelines is to:

- Outline the format/structure of the Grade 12 question papers for Business Studies.
- Provide clarity on the depth and scope of the content to be assessed in the Grade 12 National Senior Certificate (NSC) Examination in Business Studies.
- Assist teachers to adequately prepare learners for the examinations.
- Serve as a guideline for the setting of various types of questions/formulation of questions when assessing the four main topics of Business Studies as stipulated in the Curriculum Assessment Policy Statements/CAPS.

This document deals with the quarterly, half yearly, trial/preparatory and the final Grade 12 external examinations. It does not deal in any depth with School-Based Assessment (SBA), non-examinations/time constraint examinations.

These Exam Guidelines should be read in conjunction with:

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

Teachers must note that these are only guidelines and changes in the business environment should be taken into consideration when topics are taught.

New/Recent or amended legislation, new developments or changing economic condition which affect the business environment should inform the teaching of Business Studies.

NOTE:

1. It must be emphasised that teachers should not only focus on content, but also link it to the cognitive levels (low, middle and high order thinking) in their teaching and assessment. Teachers are encouraged to consider the following five aspects when teaching and assessing all topics and sub-topics:
 - What? (nature, purpose and knowledge) [low order]
 - How? (skills, knowledge and values) [low and middle order]
 - Why? [middle and higher cognitive levels are stimulated when forming an opinion]
 - Is it working/successful/good/bad? (evaluation/critical analysis/impact [high order] is addressed)
 - Recommendations for improvement, where applicable.
2. The above aspects will guide teachers to set/design formal assessment activities that will address all cognitive levels. Learners are equipped to respond to questions/tasks that require different levels of cognitive thinking and difficulty.
3. ALL assessment tasks (informal and formal) should contain questions/instructions that cover all cognitive levels that range from simple to complex, e.g. list/outline/identify/discuss/analyse/critically evaluate/evaluate/suggest/recommend/advise.

2. ASSESSMENT IN GRADE 12**2.1 GRADE 12: SUMMARY/FORMAT/OUTLINE OF THE FORMAL END-OF-THE-YEAR EXAMINATION QUESTION PAPERS 1 AND 2.**

SECTION	TYPE OF QUESTIONS	MARKS	TIME (minutes)	COGNITIVE LEVEL(S)
A	Compulsory Covers BOTH TOPICS Multiple choice: (5 x 2) (10) Choose the correct word: (5 x 2) (10) Matching items: (5 x 2) (10) Different types of short and objective questions using various assessment styles and covering the entire curriculum for each main topic, e.g. multiple-choice, match columns and choose the correct word.	30	20	Mostly Level 1 (Remembering/Recall) and Level 2 (Understanding)
B	Choose any TWO questions in this section. (40 marks x 2 questions) THREE questions, TWO covering each main topic and the third question will cover both main topics (a miscellaneous question). These questions should cover the entire curriculum for EACH main topic. Applicable action verbs in this section are, e.g. identify, outline quote, motivate, explain, discuss, distinguish, differentiate, compare, evaluate, critically evaluate, justify, suggest, recommend and advise. Case studies (scenarios) or source-based questions should be included. Answers should be in point form, full sentences or paragraph style as per requirement of each question.	80	70	Levels 1 to 6 (Remembering/Recall, Understanding, Applying, Analysing, Evaluating, Creating)
C	Answer any ONE question in this section. (40 marks x 1 question) TWO questions, EACH covering the TWO main topics. Longer, essay type questions of lower, middle and higher cognitive and difficulty levels to assess insight and interpretation of theoretical knowledge in addition to content.	40	30	Mostly Levels 3 to 6 (Applying, Analysing, Evaluating and Creating)
TOTAL		150	120	

2.2 THE DISTRIBUTION OF COGNITIVE LEVELS AND BLOOM'S TAXONOMY:

Cognitive level			Percentage
Level 1	Knowledge/Remembering	Low order: Define, name, list, identify, give, etc.	30%
Level 2	Comprehension/Understanding	Choose, explain, classify, give etc.	
Level 3	Application/Applying knowledge	Middle order: Analyse, apply, describe, discuss, calculate, etc.	50%
Level 4	Analysis	Analyse, compare, differentiate, distinguish, etc.	
Level 5	Synthesis/Evaluating	Higher order: Analyse, compare, evaluate, etc.	20%
Level 6	Evaluation/Creating	Recommend, suggest, advise, etc.	
TOTAL			100

2.3 ANNUAL TEACHING PLAN

To facilitate the setting of a credible and well-balanced mid-year examination paper with correct weightings per main topic, the Grade 12 Annual Teaching Plan has been revised.

Some topics have been moved from term 2 to term 3 and vice versa. The revised Summary of Annual Teaching Plan for Grade 12 is attached as ANNEXURE 1

PART A:**3. BUSINESS STUDIES: PAPER 1****3.1 CLASSIFICATION OF SUBTOPICS ACCORDING TO MAIN TOPICS**

1. BUSINESS ENVIRONMENTS	TERM	2. BUSINESS OPERATIONS	TERM
1.1. Macro environment: Impact of recent legislation on business	1	2.1 Human resources function	1
1.2 Macro environment: Business strategies	1	2.2 Quality of performance	2
1.3 Business sectors and their environments	2		

3.2 ELABORATION OF THE CONTENT FOR GRADE 12 (CAPS)

MAIN TOPIC	TOPIC	CORE CONTENT THAT MUST BE COVERED BY GRADE 12 BUSINESS STUDIES TEACHERS	ELABORATION OF CORE CONTENT	TERM
1. BUSINESS ENVIRONMENTS	1.1 MACRO ENVIRONMENT: Impact of recent legislation on business	1.1 The impact of recent legislation, developed in response to demands for redress and equity, on small and large business operations as well as the role of the government in the implementation of these Acts: • Skills Development Act, 1998 (Act 97 of 1998) (e.g. skills levies and their implications for small and large businesses) • The National Skills Development Strategy and the Human Resource Development Strategy (i.e. Sector Education and Training Authorities) • Labour Relations Act, 1995 (Act 66 of 1995) • Employment Equity Act, 1998 (Act 55 of 1998) • Basic Conditions of Employment Act, 1997 (Act 75 of 1997) • Compensation for Occupational Injuries and Diseases Amendment Act, 1997 (Act 61 of 1997) • Black Economic Empowerment • Broad-Based Black Economic Empowerment Act 2003, (Act 53 of 2003), (amended in 2013) • 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, 2005 (Act 34 of 2005) (NCA) • Consumer Protection Act, 2008 (Act 68 of 28 April 2008) (CPA) <i>Focus on the FIVE aspects: what, why, how, is it working & recommendations in teaching ALL legislation stated above.</i>	1.1 Learners should be able to: • Outline /Describe/ Explain/Discuss the purpose of all EIGHT Acts. • Discuss/Explain/Evaluate the impact (positives/advantages and/or negatives/ disadvantages) of the Acts on businesses. • Outline/Explain/Discuss actions regarded as non-compliance by the various Acts • Outline/Explain/Discuss penalties/consequences of non-compliance to the various Acts. • Suggest/Recommend ways in which businesses can comply with the Acts. • Outline/ Explain/Discuss the role/functions of SETAs in supporting the Skills Development Act (SDA),1998 (Act 97 of 1998). • Explain how SETA's are funded. • Define/Elaborate on the meaning of learnerships. • Explain the National Skills Development Strategy and the Human Resource Development Strategy (i.e., Sector Education and Training Authorities) ALSO focus on the following regarding the Broad- Based Black Economic Empowerment Act, 2003 (Act 53 of 2003) (BBBEE): • Distinguish/Differentiate between Black Economic Empowerment (BEE) and the BBBEE Act. • Explain/Discuss the implications of the following revised FIVE pillars of BBBEE on businesses. ○ Management control ○ Ownership ○ Enterprise and supplier development (ESD) ○ Skills development ○ Socio-economic development/Social responsibility • Name/Identify BBBEE pillars from scenarios/case studies	1

			- Recommend/Suggest ways in which businesses could apply the revised FIVE pillars of BBBEE in the workplace. NOTE: Human rights/inclusivity/diversity issues are covered in Business Roles. They must NOT be assessed as part of Business Environments. ALSO focus on the following regarding the BCEA, LRA, NCA & CPA: - Outline/Explain/Describe/Discuss the provisions of the BCEA - Outline/Explain/Describe/Discuss the rights of employers and employees in terms of the LRA - Outline/Explain/Describe/Discuss the rights of consumers in terms of the NCA & CPA Knowledge of this topic should enable learners to: Answer in short paragraphs/longer and essay type questions. Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels. Additional resources: Teachers and learners must use: - Recent business news from the media (newspapers, radio, television and magazines) to understand the impact of recent legislation and governmental policies on business. - Acts that impact on business, i.e. the Companies Act, 2008 (Act 71 of 2008), the Income Tax Act, 1962 (Act 58 of 1962) (amended) and the National Credit Act, 2005 (Act 34 of 2005). - Case studies, company/business reports, real business situations. - BBBEE Act (as amended) and the EEA Amendment Bill. Make notes using different resources and textbooks..	
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1. BUSINESS ENVIRON- MENTS	1.2 MACRO ENVIRONMENT: BUSINESS STRATEGIES	1.2 Devise/Formulate strategies of how a business can respond to the challenges of the macro business environment, critically evaluate such strategies and make recommendations as required. Advanced problem-solving skills (REVISION) and skills to be used in strategy formulation, e.g. use any creative-thinking technique to devise business strategies, generate business ideas, resolve conflict and solve any business-related problems. Use the following industry-related tools: SWOT analysis, Porter's Five Forces and PESTLE – exclude a Balanced Scorecard. Develop strategies in response to challenges in business environments • Application of SWOT analysis of the business environments (including PESTLE and Porter's Five Forces) • Formulation of strategies • Implementing strategies • Evaluation of strategies Types of business strategies, e.g.: • Integration strategies: ◦ Forward vertical integration ◦ Backward vertical integration ◦ Horizontal integration • Intensive strategies: ◦ Market penetration ◦ Market development ◦ Product development • Diversification strategies: ◦ Concentric diversification ◦ Horizontal diversification ◦ Conglomerate diversification • Defensive strategies: ◦ Retrenchment ◦ Divestiture ◦ Liquidation	1.2 Learners should be able to: • Outline/Explain/Describe/Discuss the strategic management process • Apply the strategic management process to solve business-related problems. INDUSTRIAL ANALYSIS TOOLS • Compile a SWOT analysis of a particular business from a given scenario. • Name and identify Porter's Five forces model from given statements/scenarios. • Explain/Advise businesses on how they could apply Porter's Five Forces model to analyse their position in the market. • Name and apply PESTLE analysis factors from given scenarios/statements. • Explain how PESTLE factors pose challenges to businesses. • Recommend ways in which businesses can deal with the challenges that are posed by PESTLE factors. • Explain/describe/discuss the following types of business strategies: ◦ Integration strategies ◦ Intensive strategies ◦ Diversification strategies ◦ Defensive strategies • Outline/Explain/Discuss the advantages of intensive and diversification strategies. • Outline/Explain/Recommend/Advise businesses on the steps in strategy evaluation: ◦ Examine the underlying bases of the business strategy. ◦ Look forward and backwards into the implementation process. ◦ Compare expected performance (measure business performance). ◦ Take corrective action where necessary. ◦ Set specific dates for control and follow up. ◦ Decide on the desired outcome.	1
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		Other strategies The company repositions itself by replacing one or more individuals, revising a business mission, establishing or revising objectives, devising new policies, issuing stock to raise capital, adding additional salespersons and allocating resources differently, or developing new performance incentives. Strategic evaluation Evaluate these strategies and make recommendations for their improvement. Three activities/steps of strategy evaluation: • Examine the underlying bases of business strategy. • Compare expected performance (measure business performance). • Take corrective action where necessary.	Knowledge of this topic should enable learners to: Answer in short paragraphs/longer and essay type questions. Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels. Additional resources: Teachers and learners must use: Recent business news from the media (newspapers, radio, television and magazines) to understand the current economic climate and background in which a business is operating to enable them to devise competitive and creative strategies. Make notes using different resources and textbooks	
1. BUSINESS ENVIRONMENTS	1.3 BUSINESS SECTORS AND THEIR ENVIRONMENTS	1.3 Select a business from each sector and describe the three environments related to these sectors and the extent to which a business can control these environments. Describe the three business environments related to the three economic sectors and give an explanation of the extent to which a business can control these environments.	1.3 Learners should be able to: • Name THREE types of business sectors: primary, secondary and tertiary. • Identify/Name a business sector from given scenarios/statements. • Identify business challenges from given scenarios/case studies and classify them according to the THREE business environments. • State the extent to which a business (operating in any of the three sectors) can control the three business environments from given scenarios and case studies. Knowledge of this topic should enable learners to: Answer in short paragraphs/longer and essay type questions. Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.	2

			Additional resources: Teachers and learners must use: Recent business news from the media (newspapers, radio, television and magazines) to understand how business environments are affected in the business sectors. Make notes using different resources and textbooks	
2. BUSINESS OPERATIONS	2.1 HUMAN RESOURCES FUNCTION	2.1 RECAP (Examinable): The relevant legislations and the following activities of the Human Resources function: • Recruitment • Selection • Employee contracts • Induction • Placement • Salary administration • Employee benefits • Skills development • Analysis of human resource activities, e.g. recruitment and selection, induction, salaries and other benefits • Procedures related to recruitment, selection and interviewing Discuss: • Labour Relations Act, 1995 (Act 66 of 1995), Basic Conditions of Employment Act, 1997 (Act 75 of 1997), Employment Equity Act 1998, (Act 55 of 1998), Compensation for Occupational Injuries and Diseases Act, 1993 (Act 130 of 1993) RECAP (Examinable) • 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, etc. RECAP (Examinable)	2.1 Learners should be able to respond to: Human resource activities: RECRUITMENT • Explain/Elaborate on the meaning of recruitment. • Outline/Discuss/Explain the recruitment procedure. • Explain the meaning of job analysis. • Differentiate/Distinguish between job description and job specification as components of a job analysis. • Identify job description and job specification from given statements/scenarios. • Identify methods of recruitment (internal/external recruitment) from given scenarios/statements. • Explain/Discuss/Analyse the impact (positives/advantages and/or negatives/disadvantages) of the above stated methods of recruitment. • Identify/Give examples of sources of internal/external recruitment from given scenarios/statements. SELECTION • Outline/Discuss/Explain the selection procedure. • Explain the meaning of screening as part of the selection procedure. • Discuss/Explain the purpose of an interview. • Outline/Explain/Discuss the role of the interviewer before and during the interview. • Outline/Explain/Discuss the role of the interviewee during the interview. • Define/Elaborate on the meaning of an employment contract.	

		Skills Development Act, 1998 (Act 97 of 1998) and link with the purpose of SETAs, learnerships, skills programmes, qualifications, National Qualifications Framework, SAQA, etc.	• Name/Outline/State the details/aspects/ contents of an employment contract. • Outline/Explain/Discuss the legal requirements legalities of the employment contract. • Analyse an employment contract from given scenarios and make recommendations for improvement. • Name/Outline/Explain/Discuss the reasons for the termination of an employment contract. INDUCTION • Define/Elaborate on the meaning of induction. • Outline/Explain/Discuss the purpose of induction. • State/Outline aspects that must be included in the induction programme. • Evaluate an induction programme from given scenarios and make recommendations for improvement. • Discuss/Explain the advantages/benefits of induction for businesses. • Identify the benefit of induction from given scenarios PLACEMENT • Elaborate on the meaning of placement. • Outline/Explain/Discuss the placement procedure. • Explain/Discuss/the importance of training/skills development in HR. SALARY DETERMINATION • Explain/Differentiate/Distinguish between piece meal and time-related salary determination methods. • Explain the link between salary determination and the Basic Conditions of Employment Act.	
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			FRINGE BENEFITS/PERKS - Name/State/Give examples of employee benefits, e.g.: - Pension - Medical aid - Provident fund - Allowances - Discuss/Evaluate the impact (positives/ advantages and/or negatives/disadvantages) of fringe benefits on businesses. Compulsory benefits - Explain UIF as a benefit required by law. LEGISLATION Discuss the implications of the LRA/BCEA/EEA/SDA on the human resources function. Knowledge of this topic should enable learners to: Answer in short paragraphs/longer and essay type questions. Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels. Additional resources: Teachers and learners must use: Recent business news from the media (newspapers, radio, television and magazines) to understand the implication of the LRA, BCEA, EEA and SDA on the human resource function. Read the new EEA Amendment Bill and its implication on the human resource function. Make notes using different resources and textbooks	
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2. BUSINESS OPERATIONS	2.2 QUALITY OF PERFORMANCE	2.2 Discuss how the quality of performance within the business functions can influence the success or failure of a business. • Define the concept of quality (definition) – RECAP (Examinable) content from Grade 10. • The relation between quality and the various business functions. RECAP (Examinable) content from Grade 10, e.g. how quality of performance can contribute to success or failure of each business function. • The impact of quality on different business structures, e.g. sole traders versus large businesses. Discuss the elements of total quality management (TQM): • Continuous skills development • Total client satisfaction • Continuous improvements to processes and systems, etc.	2.2 Learners should be able to: QUALITY • Define the following concepts: ○ Quality ○ Quality control ○ Quality assurance ○ Quality management ○ Quality performance ○ Quality management systems • Explain/Differentiate/Distinguish between quality control and quality assurance. • Explain/Differentiate/Distinguish between quality management and quality performance. • Explain/Discuss the advantages/benefits of a good quality management system. • Explain/Discuss how quality of performance can contribute to the success and/or failure of each business function. • Outline the quality indicators for each business function. TOTAL QUALITY MANAGEMENT (TQM) • Elaborate on the meaning of TQM. • Define/Identify the following TQM elements from given scenarios/statements: ○ Continuous skills development/Education and training ○ Total client/customer satisfaction ○ Continuous improvement of processes and system ○ Adequate financing and capacity ○ Monitoring and evaluation of quality processes • Explain/Discuss/Analyse/Evaluate the impact of the above stated TQM elements on large businesses • Explain how businesses can apply the PDCA model/steps to improve the quality of products.	2 2
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			• Explain the role/importance of quality circles as part of continuous improvement to processes and systems. • Explain/Discuss the impact of TQM if poorly implemented by businesses. • Explain/Recommend/Suggest ways in which TQM can reduce the cost of quality. Knowledge of this topic should enable learners to: Answer in short paragraphs/longer and essay type questions. Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels. Additional resources: Teachers and learners must use: Recent business news from the media (newspapers, radio, television and magazines) to understand the importance of the relation between quality performance and various business functions. Make notes using different resources and textbooks.	
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NOTE: The '*Term*'-column indicates the term in which a topic is to be covered as per the CAPS document.

The main topics are numbered for each paper from 1 to 2, e.g. Business Environments and Business Operations to simplify the layout of the document.

PART B:**4. BUSINESS STUDIES PAPER 2****4.1 CLASSIFICATION OF SUBTOPICS ACCORDING TO MAIN TOPICS**

1. BUSINESS VENTURES	TERM	2. BUSINESS ROLES	TERM
1.1 Management and leadership	2	2.1 Ethics and professionalism	1
1.2 Investment: Securities/Opportunities	2	2.2 Creative thinking and Problem-solving	1
1.3 Investment: Insurance	2	2.3 Social Responsibility and Corporate Citizenship Corporate Social Responsibility (CSR) Corporate Social Investment (CSI)	3
1.4 Forms of ownership with the focus on how they can contribute to the success/failure of a business.	3	2.4 Human rights, inclusivity and environmental issues	3
1.5 Presentation and data response	3	2.5 Team performance assessment Conflict management	2

4.2 ELABORATION OF THE CONTENT FOR GRADE 12 (CAPS)

MAIN TOPIC	TOPIC	CORE CONTENT THAT MUST BE COVERED BY GRADE 12 BUSINESS STUDIES TEACHERS	ELABORATION OF CORE CONTENT	TERM
1. BUSINESS VENTURES	1.1 MANAGEMENT AND LEADERSHIP	1.1 Distinguish between management and leadership styles and approaches. - The difference between leadership and management. - Leadership styles, e.g. democratic, autocratic, laissez-faire, charismatic, transactional, (bureaucratic not for examination purposes). - Theories of management and leadership, e.g. leaders and followers, situational leadership, transitional and transformational leadership. - The role of personal attitude in success and leadership.	1.1 Learners should be able to: MANAGEMENT AND LEADERSHIP - Define/Elaborate on the meaning of management and leadership - Differentiate/Distinguish between management and leadership. LEADERSHIP STYLES - Outline the differences/Differentiate/Distinguish between the following leadership styles: - Democratic - Autocratic - Laissez-faire/Free-reign - Charismatic - Transactional - Identify the leadership styles from given scenarios/case studies and motivate answers. - Discuss/Evaluate/Analyse the impact (including positives/advantages and/or negatives/disadvantages) of each leadership style. - Suggest/Recommend situations in which each leadership style can be applied in the workplace. LEADERSHIP THEORIES - Discuss/Explain the following theories of management and leadership: - Leaders and followers - Situational leadership - Transformational/Transitional leadership - Identify the above-stated leadership theories from given scenarios/statements. - Explain/Discuss the role of personal attitude in successful leadership.	2

			Identify the role of personal attitude in successful leadership from given scenarios/case studies. Knowledge of this topic should enable learners to: Answer in short paragraphs/longer and essay type questions. Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels. Additional resources: Teachers and learners must use: Recent business news from the media (newspapers, radio, television and magazines) to enhance understanding on the application of leadership styles in businesses and the role of personal attitude in success and leadership. Make notes using different resources and textbooks.	
1 BUSINESS VENTURES	1.2 INVESTMENT: SECURITIES/ OPPORTU- NITIES	1.2 A range of available business investment opportunities, distinguish between assurance and insurance (compulsory and non-compulsory) (as investment opportunities), and discuss the viability and relevance of all these investment opportunities to both individuals and businesses. - The Johannesburg Securities/Stock Exchange - Discuss types of investments, e.g. business investments, types of shares, unit trust and government retail bonds. - Discuss returns, e.g. dividends and interest. - The difference between compound interest and simple interest. - Calculations (interests, etc.)	1.2 Learners should be able to: - Outline/Explain/Discuss the functions of the JSE. - Outline/State/Describe/Explain/Discuss the following factors that should be considered when making investment decisions: - Return of investment (ROI) - Risk - Investment term/period - Inflation rate - Taxation - Liquidity - Explain/Discuss the various types of investment opportunities and their risk factors: - Mutual funds/Stokvel - Managed portfolio - Venture capital 32-day notice account - Debentures - Endowment/Retirement annuities	2

			• Explain/Discuss/Analyse/Evaluate (positives/advantages and/or negatives /disadvantages) of the following forms of investment: ○ Government/RSA retail savings bonds ○ Unit trusts ○ Shares ○ Fixed deposit • Identify the following types of shares from given scenarios/statements: ○ Ordinary shares ○ Preference shares ○ Bonus shares ○ Founders shares • Name/Outline/Explain/Discuss types of preference shares. • Outline the rights of ordinary and preference shareholders. • Identify types of preference shares from given scenarios/statements. • Differentiate/Distinguish between ordinary and preference shares. • Define/Explain the meaning of debentures, dividends, capital gain, simple interest and compound interest. • Differentiate/Distinguish between simple interest and compound interest. • Calculate simple and compound interest from given scenarios. • Recommend the best investment option based on the calculations. Knowledge of this topic should enable learners to: Answer in short paragraphs/longer and essay type questions. Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.		
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			Additional resources: Teachers and learners must use: Recent business news from the media (newspapers, radio, television and magazines) to analyse the functions of JSE and the performance of investments options. Make notes using different resources and textbooks.	
1. BUSINESS VENTURES	1.3 INVESTMENT: INSURANCE	1.3 Compulsory and non-compulsory insurance Understanding life insurance and retirement annuities Insurance of goods (compulsory and non -compulsory) Calculation of under-insurance Unemployment Insurance Fund (UIF), Road Accident Fund (RAF) and Compensation for Occupational Injuries and Diseases Act (COIDA)	1.3 Learners should be able to: - Define/Elaborate on the meaning of insurance NON-COMPULSORY INSURANCE - Explain/Elaborate on the meaning of non-compulsory insurance - Explain/Elaborate on the meaning of the following insurance concepts: - Over-insurance - Under-insurance - Average clause - Reinstatement - Excess - Explain the differences between over and under insurance - Differentiate/Distinguish between insurance and assurance. Give examples. - Name/Give examples of short term and long-term insurance. - Name/Explain/ Discuss the following principles of insurance: - Indemnification/Indemnity - Security/Certainty - Utmost good faith - Insurable interest - Identify the above-mentioned principles of insurance from given scenarios/statements - Apply the average clause to calculate the compensation in the case of under-insurance.	2

			• Explain/Discuss the advantages/importance of insurance. • Explain the meaning of insurable and non-insurable risks. • Outline/Give examples of insurable and non-insurable risks COMPULSORY INSURANCE • Explain/Elaborate on the meaning of compulsory insurance. • Explain/Differentiate/Distinguish between compulsory and non- compulsory insurance and give examples. • Discuss/Explain types of compulsory insurance e.g., Unemployment Insurance Fund (UIF), Road Accident Fund (RAF)/Road Accident Benefit Scheme (RABS)/ Compensation for Occupational Injuries and Diseases Fund (COIDA). • Explain the types of benefits paid out by the UIF. • Identify types of compulsory insurance from given scenarios/statements. • Keep abreast of the changes in legislation from time to time e.g., the RAF is currently changing to the RABS (Road Accident Beneficiary Scheme). Knowledge of this topic should enable learners to: Answer in short paragraphs/longer and essay type questions. Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels. Additional resources: Teachers and learners must use: Recent business news from the media (newspapers, radio, television and magazines) to understand current issues and developments in the insurance and assurance industries. Make notes using different resources and textbooks.	
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1. BUSINESS VENTURES	1.4 FORMS OF OWNERSHIP	1.4 Determining the extent to which a particular form of ownership can contribute to the success or failure of a business. Taxation, capacity, management, capital, division of profits and legislation. RECAP (Examinable): Characteristics, advantages, disadvantages and comparison of forms of ownership, i.e. sole trader, partnership, close corporation, co-operatives, profit companies and non-profit companies (focus on issues of capacity, taxation, management, capital, division of profits and legislation) and their impact on the success or failure of a business. Forms of ownership (all forms of ownership) and their impact on the success of a business. <i>Learners must understand the characteristics, advantages and disadvantages to be able to analyse the impact on the success or failure of business in terms of the six criteria listed above.</i>	1.4 Learners should be able to: • Explain/Discuss the characteristics of each form of ownership. • Explain the meaning of limited liability and unlimited liability. • Recap: Discuss/Explain/Evaluate the impact (positives/advantages and/or negatives/disadvantages) of the different forms of ownership. • Explain/Discuss how the following criteria could contribute to the success and/or failure of each form of ownership: ○ Taxation: The tax requirements of each form of ownership determine the impact of taxation on business success/failure. ○ Management: Ownership impacts on management functions which determine the success/failure of the business. ○ Capital: refers to the ability to obtain capital from various sources (e.g., own/borrowed capital). The amount of capital that can be sourced will also impact on business success/failure. ○ Division of profits: refers to how profit is divided between owner(s)/shareholders/ investors. ○ Legislation/Legal requirements for establishment/starting a business impact on the establishment costs and time before a business can legally do business. Knowledge of this topic should enable learners to: Answer in short paragraphs/longer and essay type questions. Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.	3
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			Additional resources: Teachers and learners must use: Recent business news from the media (news-papers, radio, television and magazines) to under-stand the current economic climate and background that may affect the choice of a form of ownership on a business success/failure. Make notes using different resources and textbooks.	
1. BUSINESS VENTURES	1.5 PRESENTATION AND DATA RESPONSE	1.5 Accurate and concise verbal and non-verbal presentation of a variety of business-related information (including graphs), respond professionally to questions and feedback, and amend information as necessary. • RECAP (Examinable): Presentation of business information in verbal format and non-verbal format. (The use of support materials) • Description of the criteria for a logical and effective presentation of information, e.g. know your audience, put important information first, use tables, graphs, charts or diagrams. • Process and style of presentation using visual aids, e.g. position to allow clear vision, immediate display and change of transparencies/slides, PowerPoint slides, using 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.	1.5 Learners should develop the following skills: PRESENTATION • Outline/Explain/Discuss factors that must be considered when preparing for a presentation. (Before the presentation) • Outline/Explain factors that must be considered by the presenter while presenting, e.g., maintain eye contact/use visual aids effectively/move/do not speak fast/use pauses effectively, etc. (During the presentation) • Identify factors that must be considered when preparing for a presentation and during the presentation from given scenarios/case studies. • Explain how to respond to questions after a presentation in a non-aggressive and professional manner. (After the presentation) • Quote ways in which the presenter can handle feedback/questions in a non-aggressive and professional manner from given scenarios/case studies. • Suggest/Recommend ways in which the presenter can handle feedback in a non-aggressive and professional manner. • Explain/Suggest/Recommend areas of improvement in the next presentation. • Identify areas of improvement in the next presentation from given scenarios/case studies	

			DATA RESPONSE • Outline/Explain aspects that must be considered when designing a multimedia presentation, e.g., start with the text, select the background/choose relevant images/create graphs, etc. • Give examples of non-verbal presentations, e.g., written reports, scenarios, types of graphs (e.g., line, pie, bar charts etc.) as well as other non-verbal types of information such as pictures and photographs. • Explain/Discuss /Evaluate the impact of the following visual aids: ○ PowerPoint/Data projector ○ Overhead projectors/Transparencies ○ Hand-outs/flyers/brochures ○ Flip charts ○ Interactive whiteboard/Smart boards ○ Posters/signs/banners/portable advertising stands/flags • Identify visual aids from given scenarios/statements. Knowledge of this topic should enable learners to: Answer in short paragraphs/longer and essay type questions. Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels. Additional resources: Teachers and learners must use: Recent business news from the media (newspapers, radio, television and magazines) to understand current trends applied in presenting business information. Make notes using different resources and textbooks.	
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2. BUSINESS ROLES	2.1 ETHICS AND PROFESSIONAL- ISM	2.1 How professional, responsible, ethical and effective business practice should be conducted in changing and challenging the business environment. • The meaning of ethical behaviour and business practice. • Ethical and unethical business practice with practical examples, e.g. fair and unfair advertisement. • Professional and unprofessional business practices with practical examples, e.g. good use of work time and abusing working 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 on business environment and identify 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) and ways/strategies that could be used to address these issues.	2.1 Learners should be able to: • Define/Elaborate on the meaning of ethical behaviour. • Give practical examples of ethical and unethical behaviour, e.g., using fair vs. unfair advertising techniques, etc. • Define/Elaborate on the meaning of professional behaviour. • Give practical examples of professional and unprofessional behaviour, e.g., good use of work time and abuse of work time, etc. • Outline the differences/Differentiate/Distinguish between ethical and professional behaviour. • Explain how businesses can apply the King Code principles of transparency, accountability and responsibility for good corporate governance to improve ethical business conduct. • Suggest/Recommend ways in which professional, responsible, ethical and effective business practice should be conducted, e.g., payment of fair wages, providing quality goods and services, not starting a business venture at someone else's expense, etc. • Identify the following types of unethical business practices from given scenarios/statements: ○ Unfair advertising ○ Pricing of goods in rural areas ○ Taxation/Tax evasion • Explain how the above-mentioned types of unethical business practices pose challenges to businesses. • Recommend/Suggest ways in which businesses could deal with the above-mentioned types of unethical businesses practices. • Identify the following types of unprofessional business practices from given scenarios/ statements: ○ Sexual harassment ○ Unauthorised use of workplace funds and resources ○ Abuse of work time	1
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			• Explain how the above-mentioned types of unprofessional business practices pose challenges to businesses. • Recommend/Suggest ways in which businesses could deal with the above-mentioned types of unprofessional business practices. Knowledge of this topic should enable learners to: Answer in short paragraphs/longer and essay type questions. Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels. Additional resources: Teachers and learners must use: Recent business news from the media (newspapers, radio, television and magazines) to understand how ethical and professional business is conducted. Make notes using different resources and textbooks.	
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2. BUSINESS ROLES	2.2 CREATIVE THINKING AND PROBLEM SOLVING	2.2 Apply creative thinking to respond to challenges in dynamic and complex business contexts: • Acquire advanced problem-solving skills. • Apply creative thinking to solve complex business problems in case studies and given scenarios. RECAP (Examinable) (content covered in Grade 11).	2.2 Learners should be able to: PROBLEM-SOLVING • Define/Elaborate on the meaning of problem-solving and decision making. • Explain/Differentiate/Distinguish between problem-solving and decision making. • Identify/Name/Outline/Explain/Discuss the problem solving steps. • Apply the problem-solving steps from given scenarios/case studies. • Identify/Name the following problem solving techniques from given scenarios/statements: ○ Delphi technique ○ Force field analysis ○ Brainstorming ○ Nominal group technique • Explain/Advise businesses on how they can apply the above-stated problem-solving techniques to solve complex business problems. • Discuss/Evaluate/Analyse the impact (positives/advantages and/or negatives/disadvantages) of the above-stated problem-solving techniques. CREATIVE THINKING • Define/Elaborate on the meaning of creative thinking. • Explain the benefits/advantages of creative thinking in the workplace. • Explain/Recommend ways businesses can create an environment that promotes creative thinking in the workplace. Knowledge of this topic should enable learners to: Answer in short paragraphs/longer and essay type questions.	1
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			Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels. Additional resources: Teachers and learners must use: Challenging case studies from various sources where learners can apply problem-solving techniques to solve complex business problems. Learners should be encouraged to evaluate each problem-solving technique. Make notes using different resources and textbooks	
2. BUSINESS ROLES	2.3 SOCIAL RESPONSIBILITY AND CORPORATE CITIZENSHIP/ CORPORATE SOCIAL RESPONSIBILITY (CSR)/CORPORATE SOCIAL INVESTMENT (CSI)	2.3 Define the concept of social responsibility: - The implications of social responsibility for both business and communities. Contribute time and effort meaningfully 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 (CSR) - Definition of CSR - Nature and process of corporate social responsibility - Benefits to business and community - Problems/challenges: business and community - Components of corporate social responsibility, e.g. environment, ethical corporate social investment, health and safety	2.3 Learners should be able to: SOCIAL RESPONSIBILITY - Define/Elaborate on the meaning of social responsibility. - Explain the relationship/link between social responsibility and triple bottom line. - Suggest ways in which a business project can contribute towards the community: charitable contributions to NGO's, involvement in community education, employment, and employee volunteer programmes. - Identify/Name the following socio-economic issues from given scenarios/statements: - HIV/Aids - Unemployment - Poverty - Recommend/Suggest ways in which businesses can deal with the above-stated socio-economic issues. - Explain/Recommend/Suggest ways in which businesses can contribute time and effort in improving the well-being of employees and communities.	3

		Corporate Social Investment (CSI) • Definition of CSI • Nature of corporate social investment • Corporate social investment projects, including human rights issues • Responsible business practice • Challenges to the business: A challenge to meet the longer term needs of the society within which they operate. • RECAP the relevant Acts. 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 (i.e. Sector Education and Training Authorities)	CORPORATE SOCIAL RESPONSIBILITY/CSR • Define/Elaborate on the meaning of CSR • Describe/Explain the purpose of CSR • Identify/Name/Outline the components of CSR: environment, ethical corporate social investment, health and safety. • Identify CSR programmes from given scenarios/statements. • Explain/Discuss/Evaluate/Analyse the impact (positives/advantages and/or negatives/ disadvantages) of CSR on businesses and communities. CORPORATE SOCIAL INVESTMENT/CSI • Define/Elaborate on the meaning of CSI. • Explain/Describe the purpose of CSI. • Name/Outline CSI focus areas, e.g., community, rural development, employees, environment • Explain/Distinguish/Differentiate between CSR and CSI. • Explain/Discuss/ Evaluate/Analyse the impact (advantages/positives and/or disadvantages /negatives of CSI on business and communities. Knowledge of this topic should enable learners to: Answer in short paragraphs/longer and essay type questions. Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels. Additional resources: Teachers and learners must use: Recent business news from the media (newspapers, radio, television and magazines) to understand how businesses undertake CSI projects and the impact of CSI projects on businesses and communities. Make notes using different resources	
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2. BUSINESS ROLES	2.4 HUMAN RIGHTS, INCLUSIVITY AND ENVIRON- MENTAL ISSUES	2.4 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. Can do this through informal surveys, interviews, etc.: • 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 issues	2.4 Learners should be able to: HUMAN, ECONOMIC, SOCIAL AND CULTURAL RIGHTS • Outline/Name the following human rights in the workplace: ○ Privacy ○ Dignity ○ Equity ○ Freedom of speech and expression ○ Information ○ Safety, security and protection of life • Identify the above-stated human rights from given scenarios /statements. • Recommend ways in which businesses could deal with the above-stated human rights in the workplace. • Outline the economic rights of employees in the workplace. • Name the social rights of employees in the workplace. • Recommend ways in which businesses could promote social rights and cultural rights in the workplace. • Explain the implication of equality, respect and dignity on businesses. DIVERSITY • Define/Elaborate on the meaning of diversity in the workplace. • Identify/Name the following diversity issues from given scenarios/statements: ○ Poverty ○ Race ○ Gender ○ Language ○ Age, ○ Culture/religion and ○ Disability • Recommend/Suggest ways in which businesses could deal with the above-stated diversity issues in the workplace. • Discuss the benefits of diversity in the workplace.	3
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			ENVIRONMENTAL FACTORS • Explain the responsibilities of employers in promoting human health and safety in the workplace. • Outline/Explain/Discuss the roles of the health and safety representatives in protecting the workplace environment, e.g. checking on the effectiveness of health and safety measures/identifying potential dangers in the work environment/ investigating workers' complaints, etc. • Identify the roles of health and safety representatives from given scenarios. • Explain the responsibilities of workers/employees in promoting human health and safety in the workplace. • Identify the responsibilities of employers and employees/workers in promoting human health and safety in the workplace from given scenarios. • Recommend/Suggest strategies businesses may use to protect the environment and human health. • Assess a business venture on human rights, inclusivity, and environmental issues, using informal surveys, interviews, etc. Knowledge of this topic should enable learners to: Answer in short paragraphs/longer and essay type questions. Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels. Additional resources: Teachers and learners must use: Recent business news from the media (newspapers, radio, television and magazines) to understand and analyse how businesses address inclusivity, human rights and environmental issues in the workplace. Make notes using different resources and textbooks.	3
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2. BUSINESS ROLES	2.5 TEAM PERFORMANCE ASSESSMENT CONFLICT MANAGEMENT	2.5 Collaboration with others to contribute towards the achievement of specific objectives. - Criteria for successful team performance, stages of team development, team dynamics and theories: RECAP (Examinable) - Self-assessment and team performance assessment according to team criteria, e.g. interpersonal attitudes and behaviour, shared values, communication. - How to effectively perform a specific role within a team. Problem solving and management of problems that arise from working with others (include steps to resolve conflict). Correct procedures to deal with grievances. Different ways of dealing with difficult people (personalities).	2.5 Learners should be able to: TEAM PERFORMANCE ASSESSMENT - Outline/Explain/Discuss the following criteria for successful team performance: - Interpersonal attitudes and behaviour - Shared values - Communication - Collaboration. - Identify the above-mentioned criteria from given scenarios/statements. - Outline/Explain/Discuss the characteristics of successful team performance. - Identify/Name the following stages of team development from given scenarios/statements: - Forming - Storming - Norming - Performing - Adjourning/Mourning - Explain/Describe/Discuss the above-mentioned stages of team development. - Describe/Explain/Discuss/Elaborate on the importance of team dynamic theories in improving team performance e.g., allocating tasks according to the roles of team members. CONFLICT RESOLUTION - Outline/Explain/Describe/Discuss causes of conflict in the workplace. - Identify causes of conflict from given scenarios/statements - Explain/Advise businesses on how they should handle conflict in the workplace (Conflict resolution steps/techniques)	2
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			DEALING WITH GRIEVANCES AND DIFFICULT PEOPLE/PERSONALITIES • Differentiate between grievance and conflict. • Explain/Discuss the correct procedures to deal with grievances in the workplace. • Identify/Name the following difficult people/personalities from given scenarios/statements: ○ Complainer ○ Indecisive ○ Over-agree ○ Negativity ○ Expert ○ Quiet ○ Aggressive • Suggest/Recommend different ways in which businesses can deal with the above-mentioned difficult people/personalities in the workplace. • Explain/Suggest different ways in which businesses can deal with difficult employees in the workplace. Knowledge of this topic should enable learners to: Answer in short paragraphs/longer and essay type questions. Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels. Teachers and learners must use additional resources, e.g.: Recent business news from the media (news-papers, radio, television and magazines) to stay informed about the various (and latest) methods that businesses apply to resolve conflict in the workplace, as well as successful team performance. Make notes using different resources and textbooks.	
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NOTE: The 'Term'-column indicates the term in which a topic is to be covered as per the CAPS document. The main topics are numbered for each paper from 1 to 2, e.g. Business Ventures and Business Roles to simplify the layout of the document. .

GUIDELINES FOR ANSWERING BUSINESS STUDIES QUESTION PAPERS

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

Preparation for quality responses

- Use the above-mentioned resource materials to prepare learners for answering different TYPES of questions.
- Remember that each TOPIC can be tested with objective, short, paragraph or essay type questions.
- An essay question may include a combination of topics and subtopics.
- Take particular note of how the **ACTION WORDS/VERBS** listed below, could be used in phrasing various/different types of questions, e.g.:
 - Advise, name, state, state, outline, motivate, recommend, suggest, (*list not exhaustive*) do not usually require much depth in candidates' responses. Therefore, the mark allocation for each statement/answer appears at the end.
 - Define, describe, explain, discuss, elaborate, distinguish, differentiate, compare, tabulate, justify, analyse, evaluate, critically evaluate (*list not exhaustive*) require a greater depth of understanding, application and reasoning. Therefore, the marks must be allocated more objectively (**part-marking**) to ensure that assessing is conducted according to established norms so that uniformity, consistency and fairness are achieved.
- Familiarise learners with the **Notes to Markers** included with the **marking guidelines** for NSC question papers, with specific reference to the **November 2020 marking guidelines** and beyond (to accommodate latest additions/changes/adjustments with regards to the allocation of marks and marking principles).
- When analysing topics and subtopics, study the last column (a guide to core content).
- The mark allocation will determine the length and time to be spent on the question.
- Learners must be encouraged to number questions correctly as per the question paper.
- Learners must keep abreast of current developments in legislation and the industry to be able to provide recent examples in order to obtain marks for originality in essay questions. Originality should not be seen as a separate section in an essay type question, but rather as an example that will either strengthen a point made, or enhance the discussion of the topic of the essay.

TYPES OF QUESTIONS

SECTION A

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

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

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

SECTION B**Paragraph style, case studies and source-based questions – shorter type questions**

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

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

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

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

ESSAY-TYPE QUESTIONS CONSIST OF:

1. Introduction **(2 x 1) (2)**
2. Core Content – Body (headings, subheadings, paragraphs). FULL SENTENCES must be used, but they may be bulleted, where applicable.
46 marks – marked until a maximum of 32 marks has been reached.
3. Conclusion (Learners give their opinion in response to the question/statement) **(1 x 2) (2)**

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

CONTENT			MARKS
Facts	Core content equivalent to 50 marks, including introduction and conclusion, but marked to a maximum of 32 marks.		32
Layout	Introduction, body and a conclusion		2
Analysis	All headings addressed: 1 (One 'A') Interpretation (16 to 32 marks): 1 (One 'A')		2
Synthesis (marks to be allocated based on the guide shown here)	Factual marks	Synthesis marks	2
	No relevant facts	0	
	Some relevant facts	1	
	Only relevant facts were given in the essay	2	
Originality	Evidence of examples based on recent information, current trends and developments		2
Total Marks			40

Mark allocation for SYNTHESIS:

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

NOTE:

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

4. CONCLUSION

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

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

ANNEXURE 1: REVISED SUMMARY OF THE GRADE 12 ANNUAL TEACHING PLAN (ATP)

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		Ethics and Professionalism	Creative thinking	Devise strategies for a business to use in its response to the challenges of the macro business environment		
Assessment	Informal									Formal: Assignment Control Test
TERM 2										
	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	Team performance assessment and conflict management	Business sectors and their environments	Management and Leadership	Quality of Performance within business functions	Revision and preparation for June examinations		June examinations	
Assessment	Informal	Formal Assessment: Presentation							June examinations	
TERM 3										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Concept of social responsibility	Human Rights, Inclusivity and Environmental Issues	Forms of ownership and their impact on the business operation	Presentation of information and data response		Revision and preparation for the Preparatory examinations		Preparatory examinations		
Assessment	Informal Assessment		Formal Assessment: Project and Controlled Test					Preparatory examinations		
TERM 3										
	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 examinations				Revision	Final examinations				
Assessment	Informal						External examinations			