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Imibuzo: KuBacebisi ngeZifundo

INGcaciso eMfutshane yeCandelo loLawulo loVavanyo: 0017/2018

Iya: KumaSekela Balawuli-Jikelele, kuBalawuli abaziiNtloko, kuBalawuli (kwaNdlunkulu nakwii-ofisi zezithili), kumaSekela Balawuli, kwiiNgcali zeMfundo eziziiNtloko, kwiiNtloko zoKunika iNkxaso kwiKharithulam, kwiiNtloko zoKuphathwa noLawulo lwamaZiko, kuBaphathi beeSekethe, kumaSekela eeNgcali zeMfundo eziziiNtloko, kuBacebisi ngeZifundo, nakwiiNtloko zamaziko alungiselela abafundi iimviwo zeSatifikethi seMatriki sikaZwelonke

Isihloko: Isikhokelo soviwo: Sezifundo i-Accounting ne-Business Studies zeBakala 10

1. UMgaqo-nkqubo weKharithulam noVavanyo (CAPS) wezifundo i-Accounting ne-Business Studies ucacisa ukuba uviwo lwezi zifundo maluqulathe iphepha libe **linye** leeyure ezintathu lamanqaku ayi-300.
2. IBhunga laBaphathiswa beMfundo likwamkele ukwahlulwa phakathi koviwo lwangoku lwe-Accounting ne-Business Studies lube ngamaphepha **amabini** eeyure ezimbini anamanqaku ayi-150 kwiphepha ngalinye.
3. **ISetyhula 0003/2018**, yange-23 Januwari 2018, yachaza imihla yokuqalisa nemo yephepha elitsha le-Accounting ne-Business Studies.
4. Ukuqinisekisa ukuqaliswa ngokungenamagingxi-gingxi kwenkqubo, iSebe leMfundo esiSiseko likazwelonke (iDBE) lenze isikhokelo soviwo se-Accounting ne-Business Studies.
5. Fumana isikhokelo soviwo seBakala 10 kwi-Accounting siqhotyoshelwe apha **njengesihlomelo A.**
6. Fumana isikhokelo soviwo seBakala 10 kwi-Accounting siqhotyoshelwe apha **njengesihlomelo B.**

7. Kucelwa iinqununu zazise le ngcaciso bonke ootitshala bezikolo zikarhulumente nezikolo ezizimeleyo ukuze bakuthathele ingqalelo.

ISAYINWE: NGU-PAD BEETS

USEKELA MLAWULI-JIKELELE WOLAWULO LWEKHARITYHULAM NOVAVANYO

UMHLA: 2018-11-13



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ACCOUNTING

EXAMINATION GUIDELINES

GRADE 10

PAPER 1 & 2

2018

This guideline consist of 12 pages

**ACCOUNTING GRADE 10
EXAMINATION GUIDELINES
WITH EFFECT FROM JANUARY 2018**

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1. OVERVIEW

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

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

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

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

2. FORMAT OF ACCOUNTING GRADE 10 MID-YEAR & YEAR-END EXAMINATION PAPERS

Examinations	Number of papers	Marks	Time
Mid-year	1 paper	200	2 hours
Year-end	2 papers	150 each	2 hours each

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

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

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

Because the Grade 10 work plan for the first two terms is focused heavily on Discipline 1, the mid-year Grade 10 examination paper will predominantly contain topics related to this discipline. However, the mid-year paper may contain certain topics (e.g. ethics and internal control) that have been integrated into the teaching of Discipline 1 in the first two terms of Grade 10.

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

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

Note:

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

3. EXAMINABLE CONTENT FOR GRADE 10 ACCOUNTING YEAR-END EXAMINATION

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

GRADE 10: PAPER 1

Recording, Reporting and Evaluation of Financial Information

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

- Ethical behaviour in financial environments

- 10.1.12

GRADE 10: PAPER 2

Manufacturing, Forecasting & Internal Auditing and Control

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

*	Financial Indicators for Financial Reporting (Grade 10 Paper 1)		
	Gross profit on sales	Gross profit on cost of sales	Net profit on sales
	Operating expenses on sales	Operating profit on sales	Current ratio
	Acid test ratio	Solvency ratio	Return on owner's equity
#	Financial Indicators for Internal Control (Grade 10 Paper 2)		
	Gross profit on cost of sales	Net profit on sales	Operating
	Expenses on sales		
	Operating profit on sales		

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

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

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

5. DEGREES OF CHALLENGE

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

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

Easy	Moderate	Difficult
30%	40%	30%

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

For example,

- In preparing financial statements, year-end adjustments will be regarded as being of the middle-order cognitive level (i.e. Applying), yet they could be Easy, Moderate or Difficult in challenge depending on the adjustment required.
- In comparing the % returns of two companies, the appropriate cognitive level would be higher order (i.e. Evaluating), yet the degree of challenge might well be Easy, depending on the context of the question and information provided.
- In a problem-solving question, the identifying of a problem from given financial information will be regarded as being of the higher order level (i.e. Creating), but could be Easy, Moderate or Difficult in challenge, depending on the context of the question and information provided.
- Assessment of whether a sub-question is Easy, Moderate or Difficult is obviously a subjective exercise which depends on the opinion and perception of the reviewer. Nevertheless, the exercise must be carried out by examiners and moderators to ensure that examination papers cater for the full range of abilities of learners who are adequately prepared for Accounting NSC examinations.

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

APPENDIX 1

SUMMARY OF ACCOUNTING CONTENT ACROSS TWO PAPERS GRADES 10-12

GRADE 12 IMPLEMENTATION DATE: 2020		GRADE 11 IMPLEMENTATION DATE: 2019		GRADE 10: PAPER 1 IMPLEMENTATION DATE: 2018	
GRADE 12: PAPER 1		GRADE 11: PAPER 1		GRADE 10: PAPER 1	
<i>Financial Reporting and Evaluation</i>		<i>Financial Reporting and Evaluation</i>		<i>Financial Reporting and Evaluation</i>	
12.1.1	Concepts relating to companies	11.1.1	Concepts relating to partnerships	10.1.1	Concepts relating to sole traders
12.1.2	Concepts relating to GAAP & IFRS	11.1.2	Clubs (only for September test)	10.1.2	Concepts relating to GAAP
12.1.3	Unique ledger accounts of companies & interpretation thereof	11.1.3	Concepts relating to GAAP	10.1.3	Bookkeeping: documents & journals of sole traders
12.1.4	Accounting equation of companies	11.1.4	Ledger accounts of partnerships; & interpretation thereof	10.1.4	Ledgers and trial balances of sole traders
12.1.5	Adjustments & final accounts of companies & trial balances	11.1.5	Ledger accounts of clubs & interpretation thereof	10.1.5	Accounting equation of sole traders
12.1.6	Income Statement (Statement of Comprehensive Income) of companies	11.1.6	Accounting equation of partnerships	10.1.6	Adjustments & final accounts of sole traders & trial balances
12.1.7	Balance Sheet (Statement of Financial Position) & Notes of companies	11.1.7	Adjustments & final accounts of partnerships & trial balances	10.1.7	Income Statement (Statement of Comprehensive Income) of sole traders
		11.1.8	Income Statement (Statement of Comprehensive Income) of partnerships	10.1.8	Balance Sheet (Statement of Financial Position) & Notes of Financial
		11.1.9	Balance Sheet (Statement of Financial Position) & Notes of Financial Position) & Notes of partnerships		

12.1.8	Cash Flow Statement of companies		
12.1.9	Analysis and interpretation of financial statements of companies *		Position) & Notes of sole traders
12.1.10	Analysis and interpretation of published financial statements & audit report of companies		Analysis and interpretation of financial statements of sole traders *
12.1.11	Valuation of fixed assets for reporting purposes incl additions, depreciation & disposal		Salaries & wages - recording & interpretation
12.1.12	Inventory valuation for reporting (FIFO, Weighted average & Specific Identification)		Calculation & reporting of additions to fixed assets and depreciation
12.1.13	Professional bodies & Code of conduct		
12.1.14	Ethical behaviour and corporate governance in financial environments		
12.1.15	Legislation governing companies (overview only)		
12.1.16	Close corporations (background only; not examinable)		
11.1.10	Statement of Receipts & Payments of clubs		
11.1.11	Analysis and interpretation of financial statements of partnerships *		
11.1.12	Valuation of fixed assets incl. additions, depreciation & disposal		
11.1.13	Periodic & perpetual stock systems - concepts & reporting		
11.1.14	Ethical behaviour in financial environments		
10.1.9			
10.1.10			
10.1.11			
10.1.12			

GRADE 12: PAPER 2		GRADE 11: PAPER 2		GRADE 10: PAPER 2	
<i>Managerial Accounting & Internal Control</i>		<i>Managerial Accounting & Internal Control</i>		<i>Managerial Accounting & Internal Control</i>	
12.2.1	Analysis & interpretation of reconciliations: bank, debtors, creditors, age-analysis	11.2.1	Preparation of bank and creditors' reconciliations	10.2.1	Preparation of debtors' & creditors' lists to agree to Control accounts
12.2.2	Value Added Tax - Input, Output & calculations	11.2.2	Value Added Tax calculations	10.2.2	Value Added Tax concepts and basic calculations
12.2.3	Manufacturing concepts	11.2.3	Manufacturing concepts	10.2.3	Manufacturing concepts and basic calculations
12.2.4	Manufacturing: Production Cost Statement; abridged Income Stmt & notes	11.2.4	Cost Accounting - Ledger accounts	10.2.4	Indigenous bookkeeping (not examinable)
12.2.5	Analysis & interpretation of cost information, unit costs & break-even point	11.2.5	Calculation of unit costs and break-even point		
12.2.6	Analysis & interpretation of Cash Budget for sole traders and companies	11.2.6	Preparation of Cash Budget for sole traders	10.2.5	Budgeting concepts and basic calculations
12.2.7	Analysis & interpretation of Projected Income Statement: sole traders and companies	11.2.7	Preparation of Projected Income Statement for sole traders		
12.2.8	Application of internal control & audit processes: cash, fixed assets, inventories, Copyright reserved	11.2.8	Application of internal control & audit processes: cash, fixed assets, inventories,	10.2.6	Application of internal control & audit processes: cash, fixed assets, inventories,

12.2.9	debtors, creditors, income & expenses incl salaries/wages & financial indicators # Recording & control of fixed assets incl depreciation & asset disposal	debtors, creditors, income & expenses including salaries/wages & financial indicators # Calculation & recording of fixed assets & depreciation
12.2.10	Perpetual and periodic stock systems; valuation and control of inventories	10.2.7 Perpetual inventory system; recording & control of inventories
12.2.11	Ethical behaviour in financial environments	10.2.8 Code of ethics in businesses, principles & values 10.2.9

*	Financial Indicators for Financial Reporting (Grade 12 Paper 1) Gross profit on sales; Gross profit on cost of sales; Net profit on sales; Operating expenses on sales; Operating profit on sales; Current ratio; Acid test ratio; Stock turnover rate; Stock holding period; Average debtors' collection period; Average creditors' payment period; Solvency ratio (gearing); Return on shareholders' equity; Return on total capital employed; Net asset value per share; Dividends per share; Earnings per share; Dividend pay-out rate
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*	Financial Indicators for Financial Reporting (Grade 11 Paper 1) Gross profit on sales; Gross profit on cost of sales; Net profit on sales; Operating expenses on sales; Operating profit on sales; Current ratio; Acid test ratio; Stock turnover rate; Stock holding period; Average debtors' collection period; Average creditors' payment period; Solvency ratio; Return on partners' equity
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*	Financial Indicators for Financial Reporting (Grade 10 Paper 1) Gross profit on sales; Gross profit on cost of sales; Net profit on sales; Operating expenses on sales; Operating profit on sales; Current ratio; Acid test ratio; Solvency ratio; Return on owner's equity
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**Financial Indicators for Internal Control
(Grade 12 Paper 2)**

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

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**Financial Indicators for Internal Control
(Grade 11 Paper 2)**

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

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**Financial Indicators
for Internal Control
(Grade 10 Paper 2)**

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

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BUSINESS STUDIES

EXAMINATION GUIDELINES

GRADE 10

PAPER 1 & 2

2018

This guideline consist of 33 pages

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1. INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) for Business Studies outlines the nature and purpose of the subject Business Studies. This guides the philosophy underlying the teaching and assessment of the subject in Grade 10.

The purpose of these Examination Guidelines is to:

- Provide clarity on the depth and scope of the Business Studies content to be assessed in the Grade 10 Examination.
- Assist teachers to adequately prepare learners for the examinations.
- Guide examiners to assess content that was taught at the prescribed level.

This document deals with the mid and final year Grade 10 examinations. It does not deal in any depth with the School-Based Assessment (SBA).

This guideline should be read in conjunction with:

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

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/suggest/recommend/devise.
4. **Note:** The cognitive verbs indicated in this guideline are simply a guide. Teachers and examiners may use other verbs that are relevant to the nature and context of the question in order to increase/decrease levels of cognitive thinking and difficulty.

2. ASSESSMENT IN GRADE**2.1 GRADE 10: SUMMARY FORMAT/OUTLINE OF THE END-OF-THE-YEAR EXAMINATION QUESTION PAPER ONE & TWO**

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

2.2 THE DISTRIBUTION OF COGNITIVE LEVELS

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

3 CLASSIFICATION OF SUBTOPICS ACCORDING TO MAIN TOPICS FOR PAPER 1

BUSINESS ENVIRONMENTS	BUSINESS OPERATIONS
Micro environment: Components/features of the micro/internal business environment	Business functions and the activities of the business
Market environment: Components/features of the market environment	The concept of quality
Macro environment: Components/features of the market environment	
Interrelationship of micro, market and macro environments	
Business sectors	
Contemporary socio-economic issues	

Examination Guidelines

4. ELABORATION OF THE CONTENT FOR GRADE 10 (CAPS)

MAIN TOPICS	TOPICS	CORE CONTENT THAT MUST BE COVERED BY GR 10 BUSINESS STUDIES TEACHERS	ELABORATION OF CORE CONTENT	TERM
1. BUSINESS ENVIRONMENTS	1.1 MICRO ENVIRONMENT: ELEMENTS OF THE MICRO ENVIRONMENT	<p>1.1 The various components of the micro (internal) business environment</p> <ul style="list-style-type: none"> - Vision, mission statement, goals and objectives - Organisational culture - Organisational resources - Management and leadership - Business organisational structure - Eight functions and activities of the business <p><i>Focus on the FIVE aspects: what do we teach, why do we teach, how do we teach, is it working & how can we improve.</i></p>	<p>1.1</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • Define/Explain the meaning of the micro-environment. • Outline/Describe/Explain/Discuss the various components of the micro (internal) business environment. • Identify a vision/mission statement, goals and objectives from given scenarios. • Formulate/Evaluate a vision/mission statement, goals and objectives of any business. • Explain/Discuss the purpose of the organisational culture. • Outline/Name/Identify/Explain the organisational resources from given statements/scenarios. • Describe the purpose/importance of a business organisational structure with specific reference to an organogram. • Explain the differences between leadership and management. • Briefly explain the purpose of the eight business functions. • Outline/Describe/Explain/Discuss the importance of the eight business functions. (Not quality indicators) <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources:</p>	1

<p>1. BUSINESS ENVIRONMENTS</p>	<p>1.2 MARKET ENVIRONMENT: ELEMENTS/COMPONENTS OF THE MARKET ENVIRONMENT</p>	<p>1.2 The components of the market environment</p> <ul style="list-style-type: none"> • The market (consumers/customers) • Suppliers • Intermediaries • Competitors • Other organisations/civil society (e.g. community based organisations - CBOs, non-governmental organisations - NGOs, regulators, strategic allies and unions). • Opportunities and threats faced by the business - businesses have no control over these factors. 	<p>Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:</p> <ul style="list-style-type: none"> - understand the micro environment and the impact of its components on business operations - make notes from different resources and textbooks. <p>1.2 Learners should be able to:</p> <ul style="list-style-type: none"> • Define/Explain the meaning of the market-environment. • Outline/Describe/Explain/Discuss the components of the market environment. • Identify the components of the market environment from given scenarios/statements/case studies/cartoons/pictures and motivate your answer. • Explain/ Outline/Give examples of other organisations/civil society. • Explain the reason why NGO's and CBO'S form part of the market. • Explain the meaning of opportunities and threats in a business context and give practical examples of each. • Identify opportunities and threats from given scenarios/case studies/statements. • Conduct a research on opportunities and threats faced by businesses. Make recommendations for improvement. <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p>	<p>1</p>
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<p>1. BUSINESS ENVIRONMENTS</p>	<p>1.3 MACRO ENVIRONMENT ELEMENTS/ COMPONENTS OF THE MACRO ENVIRONMENT</p>	<p>1.3 The various components/features of the macro business environment.</p> <ul style="list-style-type: none"> • Physical/Natural environment • Economic environment • Social, cultural and demographic environment • Technological environment • Legal and political environment • International/global environment • Institutional environment • The relationship between the environments. 	<p>Additional resources: Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:</p> <ul style="list-style-type: none"> - understand the current economic climate and background in which a business is operating to enable them to understand the impact of the market environment on businesses. - make notes from different resources and textbooks.
<p>1.3</p>	<p>1.3 The various components/features of the macro business environment.</p> <ul style="list-style-type: none"> • Physical/Natural environment • Economic environment • Social, cultural and demographic environment • Technological environment • Legal and political environment • International/global environment • Institutional environment • The relationship between the environments. 	<p>1.3 Learners should be able to:</p> <ul style="list-style-type: none"> • Define/Explain the meaning of the macro-environment. • Briefly explain the reasons why the macro environment can be a challenge to businesses. • Define/Give practical examples of each component/feature of the macro environment • Briefly explain the reason why each component/feature poses a challenge to businesses. • Identify the components of the macro environment from given scenarios/statements/case studies/cartoons/pictures. • Suggest ONE strategy in which businesses can deal with EACH element of the macro environment. • Conduct research on the impact of the macro environment on businesses (Enrichment). <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions:</p>	<p>2</p>

			<p>Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:</p> <ul style="list-style-type: none"> - understand how businesses are affected by the components/features of the macro environment. - make notes from different resources and textbooks
<p>1. BUSINESS ENVIRONMENTS</p>	<p>1.4 INTER-RELATIONSHIP OF MICRO, MARKET AND MACRO ENVIRONMENTS</p>	<p>1.4 The relationship between micro, market and macro environments.</p> <ul style="list-style-type: none"> • The interrelationships 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. <ul style="list-style-type: none"> – Business and consumer – Business and suppliers – Business and intermediaries – Business and competitors 	<p>1</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • Explain/Describe the link/relationship between the features/components of the micro-environment. • Explain the reasons why competition poses a challenge to businesses. • Explain the interrelation between micro (internal) and market environments. • Give examples of the relationship between the business with consumer, suppliers, intermediaries and competitors. • Explain/Discuss the relationship between micro, market and macro environments. <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:</p>

<p>1. BUSINESS ENVIRONMENTS</p>	<p>1.5 BUSINESS SECTORS</p>	<p>1.5</p> <ul style="list-style-type: none"> • Primary, secondary and tertiary sectors: <ul style="list-style-type: none"> - What is meant by primary, secondary and tertiary sectors? - Classification of the various industries (nature of industries and production) into primary and tertiary sectors. • The differences between formal and informal sectors • The differences between public and private sectors. 	<ul style="list-style-type: none"> - understand the relationship between micro, market and macro environments. - make notes from different resources and textbooks. <p>1.5</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • Define/Explain the meaning of the primary, secondary and tertiary sectors. • Give examples of each sector. • Explain/Describe/Discuss the relationship between these sectors. • Make a collage showing the relationship between the primary, secondary and tertiary sectors • Define/Explain the meaning of the formal and informal sectors. Give practical examples of each. • Conduct research on the importance of the formal and informal sector. • Explain/Differentiate/Tabulate/Distinguish between the formal and informal sectors. • Define/Explain the meaning of the public and private sector. • Explain the main purpose of the public and private sector. • Explain/Differentiate/Tabulate/Distinguish between the public and private sectors. <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources:</p>	<p>1</p>
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<p>1. BUSINESS ENVIRONMENTS</p>	<p>1.6 CONTEMPORARY SOCIO-ECONOMIC ISSUES</p>	<p>1.6 Contemporary socio-economic issues that impact on businesses.</p> <ul style="list-style-type: none"> • Inequality and poverty - impact • Inclusivity - definition, aim of inclusivity, and efforts to create an inclusive workforce. • HIV/Aids – its effect on the business, e.g. reduction of labour force due to HIV/Aids • Gambling (including pyramid schemes, illegal gambling and money laundering) • Piracy - illegal copying or reproduction of somebody's product that affects businesses operations (include copyright, patent and trademarks - definition and meaning/relations to piracy) • Counterfeiting/imitations and bootlegging (fake goods) – effect on business operations • Strikes and political disturbances or labour disputes - including 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, hijackings, burglaries, etc.) 	<p>Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:</p> <ul style="list-style-type: none"> - understand the importance of each sector. - make notes from different resources and textbooks. 	<p>2</p>
<p>1.6 Learners should be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of socio-economic issues and the reason why they pose a challenge to businesses. • Define/Give the meaning of inequality and poverty. • Explain/Discuss/Describe the impact of inequality and poverty on businesses. • Define the term “inclusivity” and explain the purpose of inclusivity in the workplace. • Evaluate the negative impact of HIV/Aids on businesses. • Outline the different types of gambling and explain their impact on businesses • Define/Elaborate on the meaning of piracy • Discuss the impact of piracy on businesses. • Recommend solutions to piracy, e.g. copyright, patent and trademarks. • Explain the meaning of counterfeiting /bootlegging/strikes /political disturbance & crime • Explain/Discuss the impact of the above-mentioned socio-economic issues on businesses. • Identify socio-economic issues from given scenario/statements. Support your answer by quoting from the scenario. • Explain the impact of socio-economic issues identified in scenarios/statements on businesses. 				

			<p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:</p> <ul style="list-style-type: none"> - understand how socio-economic issues affect business operations. - make notes from different resources and textbooks.
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<p>2. BUSINESS OPERATIONS</p>	<p>2.1 BUSINESS FUNCTIONS AND THE ACTIVITIES OF THE BUSINESS</p>	<p>2.1</p> <ul style="list-style-type: none"> • The eight business functions (general management, purchasing, production, marketing, public relations, human resources, administration and financing) <ul style="list-style-type: none"> - General Management – (top, middle and lower management); levels of management and management tasks (planning, organising, activating, leading, directing and controlling) including risk management <ul style="list-style-type: none"> 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 <i>National Credit Act 34 of 2005</i> and the <i>National Consumer Protection Act 68 of 2008</i>, 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 	<p>2.1</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • Recap the eight business functions • Outline/Mention/Explain/Discuss/Describe the eight business functions • Identify business functions from given statements/scenarios/case studies/pictures/cartoons. • Discuss/Explain/Describe the interrelatedness of the business functions. <p>GENERAL MANAGEMENT</p> <ul style="list-style-type: none"> • Mention/Outline/Explain/Discuss/Describe the three levels of general management. • Explain/Discuss/Describe management tasks. • Identify management tasks from scenarios/case studies/statements/cartoons. • Identify the levels of management from given scenarios/cartoon/tables and graphs. • Explain the meaning of a business organisational structure. • Outline/Mention/Discuss/Explain/Describe the responsibilities of various levels of management. • Identify the levels of management from given scenarios/case studies. <p>ORGANISATIONAL STRUCTURE</p> <ul style="list-style-type: none"> • Outline factors that influence the organisation structure e.g. the size of the company, technology, resources, and strategic goals of the company. • Name/Explain/Discuss/Describe three types of organisational structures e.g. functional, project and matrix structures. 	<p>1</p>
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		<ul style="list-style-type: none"> The relationship between the business functions and how these functions differ in the different types of enterprises (e.g. sole trader versus departments in large industries) <ul style="list-style-type: none"> Organisational resources e.g. human, physical/material, financial and information 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. 	<p>ADMINISTRATION FUNCTION</p> <ul style="list-style-type: none"> Discuss/Explain/Describe/Mention/Outline the activities of the administration function. Studies/pictures/cartoons n function. Identify these activities from given statements/scenarios/case studies. <p>FINANCIAL FUNCTION</p> <ul style="list-style-type: none"> Discuss/Explain/Mention/Outline the purpose of the financial function. Explain the reasons why a business may need finance. Outline/Mention/Define types and sources of financing. Identify types and sources of financing from given scenarios/case studies/statements/pictures/cartoons. Outline/Mention/Define types of capital. Explain the differences between a fixed and working capital. Explain the differences between own and borrowed capital. <p>PURCHASING FUNCTION</p> <ul style="list-style-type: none"> Discuss/Explain/Mention/Outline the purpose of the purchasing financial function. Outline the activities of the purchasing function Discuss/Explain/Discuss the purchasing procedure. Explain the differences between cash and credit payment. Explain/Discuss the importance of stock Control. Explain the purpose/nature of the National Credit Act and the National Consumer Protection Act.
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			<ul style="list-style-type: none"> • Outline the consumer rights as outlined in the NCA. • Outline/Mention/Discuss the responsibilities of credit providers. • Outline/Mention remedies of the NCA e.g. the Consumer Tribunal, National Consumer Commission, Consumer Court and an appropriate Ombudsman. • Discuss/Evaluate/Analyse the impact(positives /negatives) of these Acts on businesses. • Discuss/Explain the implication the National Consumer Protection Act on the marketing function. <p>PUBLIC RELATIONS</p> <ul style="list-style-type: none"> • Discuss the importance of the public relations • Differentiate between external and internal public relations. • Outline/Mention/Explain/Discuss the methods of carrying out public relations. • Identify these methods from given scenarios/ case studies /statements / pictures/cartoons. <p>Knowledge of this topic should enable a learner to answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use: Recent business news from the media (newspapers, radio, television and magazines) to:</p> <ul style="list-style-type: none"> - understand the implication of the NCA & CPA on the purchasing and marketing functions. - make notes using different resources and textbooks.
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<p>2. BUSINESS OPERATIONS</p>	<p>2.2 THE CONCEPT OF QUALITY</p>	<p>2.2 -The concept of <i>quality</i> – (definition) -Quality in relation to the various business functions -Quality in the Human Resources function</p> <ul style="list-style-type: none"> • Quality products • Quality administration processes • Quality and a healthy financial function • Quality management, i.e. planning, organising, leading and controlling • Quality promotion of business image and its impact on different business structures (sole traders versus large businesses) <p>-The correlation between management and the success of business in achieving its objectives; strengths and weaknesses</p>	<p>2</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • Define the meaning of quality, quality control and quality assurance. • Explain/Distinguish/Tabulate the difference between quality control and quality assurance. • Discuss/Explain the importance of quality for businesses. • Explain how quality relates to the following business functions: <ul style="list-style-type: none"> ○ Human Resources function ○ Administration function ○ Financial function ○ General management • Outline/Suggest quality indicators of the business function. • Discuss the correlation between management and the success of the business. • Identify the strength and weakness of a business from given scenarios/case studies. • Evaluate the strength and weakness of a business and make recommendations for improvement. <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources:</p>
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			<p>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.</p>	
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Note:

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

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

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

5. CLASSIFICATION OF SUBTOPICS ACCORDING TO MAIN TOPICS FOR PAPER 2

BUSINESS VENTURES	BUSINESS ROLES
Entrepreneurial qualities	Social responsibility
Forms of ownership	Creative thinking and problem solving
Business opportunity and related factors	Self-management
Business location decision	Relationships and team performance
Contracts	
Presentation of business information	
Business plan	

6. ELABORATION OF THE CONTENT FOR GRADE 10 (CAPS)

<p>1. BUSINESS VENTURES</p>	<p>1.1 ENTREPRENEURIAL QUALITIES</p>	<p>1.1 Entrepreneurial qualities</p> <ul style="list-style-type: none"> • 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. 	<p>1.1 Learners should be able to:</p> <ul style="list-style-type: none"> • Define the meaning of an entrepreneur. • Outline/Explain/Discuss the qualities of the entrepreneur. • Identify the qualities of the entrepreneur from given case studies/scenarios/cartoons/pictures • Evaluate the qualities of the entrepreneur from given case studies/scenarios/cartoons/pictures and make recommendations for improvement. • Visit a local entrepreneur and evaluate him/her on the qualities of the entrepreneur. <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:</p> <ul style="list-style-type: none"> - enhance understanding on the application of the qualities of an entrepreneur - make notes from different resources and textbooks. 	<p>2</p>
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<p>1. BUSINESS VENTURES</p>	<p>1.2 Forms of ownership</p>	<p>1.2 Definition, characteristics, advantages, disadvantages and differences (comparison) between the following forms of ownership:</p> <ul style="list-style-type: none"> • Sole Proprietor • Partnership • Close Corporation • Non-Profit Company • Profit Companies: <ul style="list-style-type: none"> – Private Company – Personal Liability Company – Public Company – State-owned Company • Co-operatives as forms of ownership 	<p>2</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • Outline/Name the factors that must be considered when choosing a form of ownership. • Explain the differences between profit and non-profit organisations/companies. • Outline the forms of ownership and classify them into profit and non-profit organisation. • Define the meaning of different forms of ownership. • Explain/Discuss/Describe the characteristics/advantages/disadvantages of each form of ownership. • Distinguish/Tabulate/Differentiate/Compare different forms of ownership. • Identify forms of ownership from given case studies/scenarios/cartoons/pictures • Outline different types of co-operatives • Explain/Discuss/Describe the advantages and disadvantages of co-operatives • Select a best form of ownership and justify the reasons for selection. <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:</p> <ul style="list-style-type: none"> - analyse different forms of ownership - make notes from different resources and textbooks.
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<p>1. BUSINESS VENTURES</p>	<p>1.3 BUSINESS OPPORTUNITIES AND RELATED FACTORS</p>	<p>1.3</p> <ul style="list-style-type: none"> • Development of a research instrument and the assessment of needs and desires • Identification of possible business opportunities (based on researched needs and desires) and the application of a SWOT analysis (strength, weaknesses, opportunities and threats) to determine a viable business venture • Generating new ideas, needs analysis/research, identifying good ideas, market research, SWOT analysis <ul style="list-style-type: none"> – Research instruments and data collection (e.g. questionnaires, interview structures), – Protocol of conducting research (consent, prior organisational appointments, introduction of basic ethics in research and in business opportunities) – Definition of business opportunities (based on researched needs and desires) and strengths, weaknesses, opportunities and threats (SWOT) – Application of SWOT analysis to assess business opportunities – Analysis to determine a viable business venture – Identification of business opportunities 	<p>3</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of a business opportunity and give practical examples. • Explain the importance of assessing needs and desires in identifying a business opportunity. • Design a research instrument to assess needs & desires e.g. questionnaires, interview structure/schedule. • Explain/Describe protocol for conducting research. • Conduct a market research and identify a business opportunity. • Explain the difference between internal & external market research. • Compile a SWOT analysis to determine a viable business venture. • Identify a business opportunity based on the findings from compiling a SWOT analysis • Apply a SWOT analysis from given scenarios/case studies. <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:</p> <ul style="list-style-type: none"> - identify business opportunities and compile a SWOT analysis. - make notes from different resources and textbooks.
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<p>1. BUSINESS VENTURES</p>	<p>1.4 BUSINESS LOCATION DECISION</p>	<p>1.4 Investigation of and debate on the factors that impact on business location decisions</p> <ul style="list-style-type: none"> Factors impacting location (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.) 	<p>1.4 Learners should be able to:</p> <ul style="list-style-type: none"> Explain the importance of business location. Outline/Explain/Discuss factors impacting the location of a business. Conduct research on the impact of business location on the success or failure of a business. Identify factors impacting on a business location from given scenarios/case studies. <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (news-papers, radio, television and magazines) to:</p> <ul style="list-style-type: none"> understand factors that impact on business location decisions make notes from different resources and textbooks. 	<p>3</p>
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<p>1. BUSINESS VENTURES</p>	<p>1.5 CONTRACTS</p>	<p>1.5 The relevance of contracts and their legal implications in different business contexts</p> <ul style="list-style-type: none"> • Definition of a contract • Types of contracts: <ul style="list-style-type: none"> - Employment contract - Employer/employee agreement - Insurance-insurer/insured - Lease agreement-seller/buyer 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) 	<p>1.5 Learners should be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of a contract including the details/content/aspects of a contract. • Outline/Explain/Discuss/Describe different types of contracts e.g. employment/insurance hire purchase/lease agreement/rental etc. • Identify types of contracts from given scenarios/case studies. Support your answer by quoting from given scenarios/statements. • Discuss/Explain/Outline the legal implications of contracts. • Outline/Discuss/Explain the rights and responsibilities of the parties to a contract. • Evaluate the contents/aspects of an employment contract from given scenarios/case studies and make recommendations for improvement. <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:</p> <ul style="list-style-type: none"> - understand different types of contracts and their legal implications on businesses - make notes from different resources and textbooks. 	<p>3</p>
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<p>1. BUSINESS VENTURES</p>	<p>1.6 PRESENTATION OF BUSINESS INFORMATION</p>	<p>1.6 Accurate and concise verbal and non-verbal presentation (including graphs) of a variety of business-related information</p> <ul style="list-style-type: none"> • Presentation of business reports with tables, graphs, diagrams and illustrations that include symbols and pictures (e.g. activities, progress, challenges and recommendations) • Verbal presentations with support materials (hand-outs, transparencies, slides, charts, models, etc.) <ul style="list-style-type: none"> - Definition of the different audio-visual aids - Design and layout of a presentation using different visual aids (e.g. show how to prepare/set out a poster and hand-outs) 	<p>1.6 Learners should be able to:</p> <ul style="list-style-type: none"> • Explain/Discuss the importance of business reports. • Mention/Outline/Explain guidelines on writing an effective business report. • Explain the importance, advantages and disadvantages of graphs/diagrams, symbols/pictures. • Outline/Explain/Discuss factors that must be considered when preparing for a verbal presentation. • Advice businesses on how to prepare for support materials for a presentation. • Explain the purpose of audio-visual aids. • Identify audio-visual aids from given scenarios/case studies/pictures/cartoons. • Support your answer by quoting from given scenarios/case studies/pictures/cartoons. • Explain factors that must be considered when designing a presentation. <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:</p> <ul style="list-style-type: none"> - understand current trends applied in presenting business information - make notes from different resources and textbooks 	<p>3</p>
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<p>1.7 BUSINESS VENTURES</p>	<p>1.7 BUSINESS PLAN</p>	<p>1.7 A business plan (including a financial analysis) that can be implemented (financial viability business plan)</p> <ul style="list-style-type: none"> • Business plans (including financial analysis) based on identified business opportunities <ul style="list-style-type: none"> – Analysis of environmental factors – Components of the Business Plan – Cover page and index (include name of business) – Executive summary – Description of the business <ul style="list-style-type: none"> ○ The long-term objectives, mission and vision of the business ○ The structure of the business (ownership) ○ The product/service ○ Legal requirements of business, e.g. license – SWOT analysis – Marketing plan <ul style="list-style-type: none"> ○ Market research ○ Marketing mix, the 7 Ps: price, product, promotion, place, people, physical environment and process – Competition 	<p>1.7 Learners should be able to:</p> <ul style="list-style-type: none"> • Explain the importance of a business plan. • Analyse the challenges of the macro environment using PESTLE analysis. • Outline the components of a business plan. • Explain the purpose of the executive summary and outline aspects that must be included in the executive summary. • Formulate the vision/mission statements and goals of the envisaged business. • Explain the relationship between the structure of the business and forms of ownership. • Outline/Mention different types of legal requirements of a business. • Compile a SWOT analysis for the envisaged business. • Explain the importance of a marketing plan and market research. • Explain the meaning of a marketing mix with specific reference to the 7p's. • Identify the 7p's from given case studies/scenarios/statements/cartoon. • Identify competitors from doing a market research and explain the strategies that you will use to overcome competition in the market. • Formulate a financial plan including a balance sheet • Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions. <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:</p>
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			<ul style="list-style-type: none"> - understand how to develop a viable business plan - make notes from different resources and textbooks.
<p>2. BUSINESS ROLES</p>	<p>2.1 SOCIAL RESPONSIBILITY</p>	<p>2.1 Ways in which a business can contribute responsibly towards its immediate community</p> <ul style="list-style-type: none"> • What is social responsibility? • Definition of Corporate Social Responsibility • Initiatives taken by businesses in addressing the socio-economic issues discussed; refer to current issues 	<p>2</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • Define the term “social responsibility” and give practical examples. • Recommend/Suggest initiatives businesses can take to address socio-economic issues. • Interview local businesses on the initiatives taken to address socio-economic issues. • Evaluate the extent to which these initiatives have addressed the socio-economic issues. • NOTE: Do not study the impact of CSI/CSR on businesses and communities. <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:</p> <ul style="list-style-type: none"> - understand reasons why businesses need to address some socio-economic issues in the communities they operate. make notes from different resources and textbooks

<p>2. BUSINESS ROLES</p>	<p>2.2 CREATIVE THINKING & PROBLEM SOLVING</p>	<p>2.2</p> <ul style="list-style-type: none"> • Creative thinking and its contribution towards successful and sustainable business practice • Creative thinking to generate entrepreneurial opportunities and to solve business problems <ul style="list-style-type: none"> - Problem-solving: <ul style="list-style-type: none"> 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, Nominal Group technique, brainstorming, Forced Combinations, SCAMPER) <ul style="list-style-type: none"> - 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 	<p>3</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of creative thinking. • Discuss/Describe/Explain the advantages/benefits of creative thinking in the workplace. • Explain how businesses can use creative thinking to generate entrepreneurial opportunities, e.g. designing environments that stimulate creative thinking. • Discuss how businesses can use creative thinking to solve business problems. • Elaborate on the meaning of problem solving. • Explain the differences between decision making and problem solving. • Outline/Mention/Discuss/Explain/Discuss the problem solving cycle. • Outline/Mention/Discuss/Explain problem-solving techniques. • Explain/Discuss/Describe how businesses can apply the problem solving techniques to solve business problems. • Identify problem solving techniques from given scenarios/case studies. • Recap the meaning of a business opportunity • Explain/Discuss how businesses can use mind mapping, brainstorming to identify innovative and entrepreneurial business opportunities. • Recommend/Suggest ways in which creative business opportunities can realistically be implemented. <p>Knowledge of this topic should enable a learner to answer in short paragraphs and/or longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p>
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			<p>Additional resources: Teachers and learners must use challenging case studies from various sources where learners can apply problem-solving techniques to:</p> <ul style="list-style-type: none"> - solve complex business problems. Learners should be encouraged to evaluate each problem-solving technique. - make notes from different resources and textbooks.
<p>2. BUSINESS ROLES</p>	<p>2.3 SELF MANAGEMENT</p>	<p>2.3 -The concept of self-management and a discussion on how it is relevant in a business context</p> <ul style="list-style-type: none"> • Time management, personal goals, definition of success and a balanced lifestyle (e.g. balancing work with relaxation) • Development of a professional image (e.g. neatness of work, presentations) and access to resources to assist with professional image • Personal analysis of strengths, weaknesses, talents and interests • Discussion of the following concepts: self-knowledge, self-confidence, stress management (concepts of stress management), adaptability, etc. 	<p>4</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • Define the meaning of time management. • Explain/Describe/Discuss the importance of setting goals. • Recommend/Suggest ways in which people can live a successful and balanced life style. • Explain the importance of a professional image. • Suggest/Recommend ways in which employees can project a professional image. • Explain the importance of recognising one's strengths and weaknesses. • Compile a personal analysis of your strengths, weaknesses, talents and interests. • Suggest/Recommend ways to build one strengths and weaknesses. • Elaborate on the meaning of self-management/self-confidence/stress management. • Suggest/Recommend ways people can increase their self-confidence. • Suggest/Recommend ways to manage stress • Define the meaning of adaptability • Suggest/Recommend ways in which people can adapt to change.

			<p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use challenging case studies from various sources where learners can:</p> <ul style="list-style-type: none"> - evaluate a personal analysis of strengths, weaknesses, talents and interests of success people. - make notes using different resources and textbooks.
<p>2. BUSINESS ROLES</p>	<p>2.4 RELATIONSHIPS AND TEAM PERFORMANCE</p>	<p>2.4</p> <ul style="list-style-type: none"> • Ways in which people need to work together to accomplish business objectives; discuss factors that can influence these relationships (e.g. prejudice, beliefs, values and diversity) <ul style="list-style-type: none"> - Understanding business objectives (e.g. profit, productivity, service) - Interpersonal relationships in the workplace (e.g. different hierarchies, management levels, the importance of each individual in achieving business objectives) - Personal beliefs and values and how they influence business relationships (e.g. prejudice, discrimination, equity, diversity) • Criteria for successful and collaborative team performance in a business context and assessment of a team against these criteria 	<p>2.4</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • Outline/Mention/Define the meaning of business objectives • Explain/Discuss the benefits of team work. • Recommend/Suggest ways in which businesses can create an environment that enables teams to work effectively. • Explain the meaning of interpersonal relationships in the workplace with specific reference to different hierarchies/management levels/the importance of each individual in achieving business objectives. • Discuss/Explain/Describe factors that can influence team relationships e.g. prejudice, discrimination, equity, diversity. • Identify factors that can influence team relationships from given scenarios/case <p>4</p>

	<p>- 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</p>	<p>studies. Support your answer by quoting from given scenarios/case studies.</p> <ul style="list-style-type: none"> • Recommend/Suggest ways in which businesses can address factors that influence team relationships. • Outline/Mention/Discuss/Explain/Describe the criteria for successful team performance. • Assess yourself against the criteria for successful team performance. • Identify the criteria for successful team performance from given scenarios/case studies. Support your answer by quoting from given scenarios/case studies. • Evaluate the criteria for successful team performance from given case studies/scenarios and make recommendations for improvement. <p>Knowledge of this topic should enable a learner to Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:</p> <ul style="list-style-type: none"> - understand the importance of team work and how businesses can deal with factors that can influence team relationships. - make notes from 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 from 1 to 4, e.g.

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

7. GUIDELINES FOR ANSWERING THE BUSINESS STUDIES QUESTION PAPER

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

Preparation for quality responses

- Use the above-mentioned resource materials to prepare learners for answering different TYPES of questions.
- Remember that each TOPIC can be tested with objective, short, paragraph or essay type questions.
- An essay question may include a combination of topics and subtopics.
- Take careful note of the **ACTION WORDS/VERBS** used in the question, e.g.:
 - *List/Name/State* means learners should provide direct answers without discussion.
 - *Discuss/Evaluate/Explain/Describe/Justify* (or other higher cognitive verbs) means learners must give more information on the fact(s) they have listed/named/stated. Give reasons, examples etc. to substantiate the answer.
- Familiarise learners with the **Notes to Markers** included in **NSC question paper memoranda**. Refer particularly to the NSC Notes to Markers (**November 2017 and later**), as there were some adjustments regarding the mark allocation in SECTION B (with questions containing case studies) and SECTION C (synthesis and analysis).
- When analysing topics and subtopics, study the last column (a guide to core content).
- The mark allocation will determine the length and time to be spent on the question.
- Learners will be penalised if the numbering of questions is incorrect. This is applicable to all the sections of the paper.
- Learners must keep abreast of current developments in legislation and the industry to be able to provide recent examples in order to obtain marks for originality in essay questions. Originality should not be seen as a separate section in an essay type question, but rather as an example that will either strengthen a point made, or enhance the discussion of the topic of the essay.

TYPES OF QUESTIONS

SECTION A

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

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

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

SECTION B

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

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

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

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

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

ESSAY-TYPE QUESTIONS CONSIST OF:

1. Introduction **(2 x 1) (2)**
2. Core Content – Body (headings, subheadings, paragraphs). FULL SENTENCES must be used, but they may be bulleted, where applicable. **50 marks**
(Mark until a maximum of 32 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			32
Layout			2
Analysis & interpretation	Is the candidate able to break down the question into headings/sub-headings/interpret it correctly to show understanding of what is being asked? Marks to be allocated using this guide: 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	0	
	Some	1	
	Only relevant facts were given in the essay	2	
Originality			2
Total Marks			40

Mark allocation for ANALYSIS

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

Mark allocation for SYNTHESIS:

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

NOTE:

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

8. 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.