



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

BUSINESS STUDIES

NSC EXAMINATION GUIDELINES

GRADE 12

2015

These guidelines 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 12.

The purpose of these Examination Guidelines is to:

- 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.

This document deals with the final Grade 12 external 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 conditions 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 (lower, middle and higher-order thinking) in their teaching and assessment. Teachers are encouraged to consider the following five aspects when teaching and assessing all topics and subtopics:
 - 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 [higher 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.

2. ASSESSMENT IN GRADE 12

2.1 GRADE 12: SUMMARY FORMAT/OUTLINE OF THE FORMAL END-OF-THE-YEAR EXAMINATION QUESTION PAPER

SECTION	TYPE OF QUESTIONS	MARKS	TIME (minutes)	COGNITIVE LEVEL(S)
A	<p>Compulsory Covers ALL TOPICS (20 short questions x 2)</p> <p>Different types of short and objective questions using various assessment styles and covering the entire curriculum, e.g. multiple choice, matching items, choose the correct word in brackets, etc.</p>	40	30	Mostly levels 1 and 2 (Understanding and Remembering)
B	<p>Choose any THREE questions in this section. (60 mark x 3 questions)</p> <p>FIVE questions will be asked. Each question will cover a main topic and the fifth question will cover all four main topics (a miscellaneous question).</p> <p>These questions should cover the entire curriculum. Rubrics can be used in the marking of these questions, <i>together</i> with a marking memorandum. Applicable action verbs in this section are, for example, discuss, motivate, compare, distinguish, explain, 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.</p>	180	90	Levels 1–6 (Analysing, Applying, Creating and Evaluating)
C	<p>Answer any TWO questions in this section. (40 marks x 2 questions)</p> <p>FOUR questions, each covering one of the FOUR topics.</p> <p>Longer types of questions, such as essay-type questions. Higher cognitive questions to assess insight and interpretation of theoretical knowledge in addition to content.</p>	80	60	Mostly levels 3–6 (Analysing, Applying, Creating and Evaluating)
	TOTAL	300	180	

2.2 THE DISTRIBUTION OF COGNITIVE LEVELS

COGNITIVE LEVEL	PERCENTAGE
Levels 1 and 2	30
Levels 3 and 4	50
Levels 5 and 6	20
TOTAL	100

2.3 CLASSIFICATION OF SUBTOPICS ACCORDING TO MAIN TOPICS

BUSINESS ENVIRONMENTS	BUSINESS VENTURES	BUSINESS ROLES	BUSINESS OPERATIONS
Macroenvironment: Impact of recent legislation on business	Management and leadership	Ethics and professionalism	Human resources function
Macroenvironment: Business strategies	Investment: Securities/ Opportunities	Creative thinking	Quality of performance
Business sectors and their environments	Investment: Insurance and Assurance	Social responsibility and corporate citizenship/ Corporate Social Responsibility (CSR) Corporate Social Investment (CSI)	
	Forms of ownership with the focus on how they can contribute to the success/failure of a business	Human rights, inclusivity and environmental issues	
	Presentation and data response	Team performance, assessment, conflict management and problem solving	

3. ELABORATION OF THE CONTENT FOR GRADE 12 (CAPS)

MAIN TOPICS	TOPICS	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	<p>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.</p> <ul style="list-style-type: none"> • 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 2008) (CPA) <p><i>Focus on the FIVE aspects: What, why, how, is it working and recommendations in teaching ALL legislation mentioned above.</i></p>	<p>1.1 Learners should be able to: Describe/Explain/Discuss/Evaluate/Analyse the following about ALL ACTS:</p> <ul style="list-style-type: none"> • Nature • Aims/Purpose • Evaluate the impact on business operations including advantages/positives and disadvantages/negatives on small and large business operations. • Suggest/Recommend ways in which businesses can comply with the Acts. • Discuss penalties/consequences for non-compliance. • Outline/Explain actions regarded as discriminatory by the various Acts. • Explain the National Skills Development Strategy and the Human Resource Development Strategy (i.e. Sector Education and Training Authorities). <p>Describe/Explain/Discuss/Evaluate/Analyse the following about SETAs:</p> <ul style="list-style-type: none"> • Role/Functions of SETAs • Skills levies • Learnerships • Purpose/Benefits • Funding • The impact on business operations <p>ALSO focus on the following regarding the Broad-Based Black Economic Empowerment, 2003 (Act 53 of 2003) (BBBEE):</p>	1

			<ul style="list-style-type: none"> • Critically analyse the implications/positives and negatives of the pillars on businesses. • Discuss how businesses can address the following issues in a workplace: <ul style="list-style-type: none"> - Human rights - Inclusivity in the business (diversity such as poverty, inequality, race, gender, language, age, disability, personalities and other factors) - Environmental issues (protection of the environment and human health by the business) • Distinguish between the Black Empowerment and the BBBEE Act. • Justify the introduction of the BBBEE Act in relation to BEE. <p>ALSO focus on the following regarding NCA and CPA:</p> <ul style="list-style-type: none"> • The rights of the business and consumers <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay-type questions.</p> <p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p>	
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			<p>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.</p> <ul style="list-style-type: none"> • Acts that impact on business, i.e. the Companies Act, 2008 (Act 71 of 2008), the Income Tax Act, 1962 (Act 58 of 1962) (as 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. <p>Make notes using different resources and textbooks.</p>	
<p>1. BUSINESS ENVIRONMENTS</p>	<p>1.2 MACRO-ENVIRONMENT: BUSINESS STRATEGIES</p>	<p>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.</p> <p>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.</p> <p>Use the following industry-related tools: SWOT analysis, Porter's Five Forces and PESTLE – exclude a Balanced Scorecard.</p>	<p>1.2 Learners should be able to:</p> <ul style="list-style-type: none"> • Outline/Describe/Explain/Discuss the strategic management process. • Apply the strategic management process to solve business-related problems. • Identify business challenges from given case studies. • Identify and describe/explain/discuss the different types of business strategies. • Devise/Develop/Analyse/Formulate strategies to overcome challenges from given scenarios of businesses and make recommendations for improvement. • Explain how/when businesses can apply each type of business strategy. • Evaluate the effectiveness (positives/negatives) of each type of business strategy. 	<p>1</p>

		<p>Develop strategies in response to challenges in business environments:</p> <ul style="list-style-type: none"> • Do SWOT analysis of the business environments (including PESTLE) • Formulation of strategies • Implementing strategies • Evaluation of strategies <p>Types of business strategies, e.g.:</p> <ul style="list-style-type: none"> • Integration strategies: <ul style="list-style-type: none"> - Forward vertical integration - Backward vertical integration - Horizontal integration • Intensive strategies: <ul style="list-style-type: none"> - Market penetration - Market development - Product development • Diversification strategies: <ul style="list-style-type: none"> - Concentric diversification - Horizontal diversification - Conglomerate diversification • Defensive strategies: <ul style="list-style-type: none"> - Retrenchment - Divestiture - Liquidation <p>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.</p>	<ul style="list-style-type: none"> • Analyse case studies and apply the following industrial tools to analyse the challenges of the business environment: <ul style="list-style-type: none"> - SWOT analysis - Porter's Five Forces - PESTLE analysis • Recommend business strategies to address challenges identified in case studies/ scenarios given. <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 understand the current economic climate and background in which a business is operating to enable it to devise competitive and creative strategies.</p> <p>Make notes using different resources and textbooks.</p>	
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		<p>Strategic evaluation Evaluate these strategies and make recommendations for their improvement. Three activities of strategy evaluation:</p> <ul style="list-style-type: none"> • Examine the underlying bases of business strategy. • Compare expected performance (measure business performance). • Take corrective action when necessary. 		
<p>1. BUSINESS ENVIRONMENTS</p>	<p>1.3 BUSINESS SECTORS AND THEIR ENVIRONMENTS</p>	<p>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.</p> <p>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.</p>	<p>1.3 Learners should be able to:</p> <ul style="list-style-type: none"> • Identify a business from each business sector (primary, secondary and tertiary). • Identify each business environment in each sector (micro, market and macro). • Explain 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. <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 understand how business environments are affected in the business sectors.</p> <p>Make notes using different resources and textbooks.</p>	<p>2</p>

<p>2. BUSINESS VENTURES</p>	<p>2.1 MANAGEMENT AND LEADERSHIP</p>	<p>2.1 Distinguish between management and leadership styles and approaches.</p> <ul style="list-style-type: none"> • The difference between leadership and management. • Leadership styles, e.g. democratic, autocratic, laissez faire, charismatic, transactional, bureaucratic. • 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. 	<p>2.1 Learners should be able to:</p> <ul style="list-style-type: none"> • Define and distinguish between leadership and management. • Discuss and distinguish between leadership styles: <ul style="list-style-type: none"> - Democratic - Autocratic - Laissez-Faire/Free Reign - Charismatic - Transactional - Bureaucratic • Evaluate/Critically analyse (including advantages/positives and disadvantages/negatives) of each leadership style. • Apply the leadership styles from given case studies and scenarios and make recommendations. • Suggest/Recommend situations in which different leadership styles can be applied. • Discuss and distinguish between the theories of management and leadership: <ul style="list-style-type: none"> - Leaders and followers - Situational leadership - Transitional leadership - Transformational leadership • Discuss the role/effect (positives/negatives) of a positive or negative personal attitude in success and leadership. <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay-type questions.</p>	<p>1</p>
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			<p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources: Teachers and learners must use: Recent business news from the media (newspapers, radio, television and magazines) to enhance understanding of the application of leadership styles in businesses and the role of personal attitude in success and leadership.</p> <p>Make notes using different resources and textbooks.</p>	
2. BUSINESS VENTURES	2.2 INVESTMENT: SECURITIES	<p>2.2 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 for individuals and businesses:</p> <ul style="list-style-type: none"> • The Johannesburg Securities/Stock Exchange • Discuss types of investments, e.g. business investments, types of shares, unit trusts and government retail bonds • Discuss returns, e.g. dividends and interest • The difference between compound interest and simple interest • Calculations (interests, etc.) 	<p>2.2 Learners should be able to:</p> <ul style="list-style-type: none"> • Describe/Explain/Discuss the following about the JSE: <ul style="list-style-type: none"> - Functions - Types of investments available on the JSE • Investigate a range of available business investment opportunities. • Analyse the risk factor of each type of investment opportunity. • Discuss the types of shares, their preference, rights and limitations. • Describe and evaluate the positives/negatives of the following forms of investment: <ul style="list-style-type: none"> - Government (RSA) retail bonds - Unit trusts - Shares - Fixed deposit • Define/Explain the meaning of debentures, dividends, capital gain, simple interest, compound interest. 	3

			<ul style="list-style-type: none"> • Describe/Explain/Discuss/Evaluate types of investment based on investment factors, e.g.: <ul style="list-style-type: none"> - Return of investment (ROI) - Risk - Investment term/period - Tax implications - The influence of the inflation rate on investment • Distinguish between compound interest and simple interest. • Calculate the compound and simple interest in scenarios given. • Recommend types of investments based on the calculations. <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 analyse the functions of JSE and the performance of investments options.</p> <p>Make notes using different resources and textbooks.</p>	
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<p>2. BUSINESS VENTURES</p>	<p>2.3 INVESTMENT: INSURANCE</p>	<p>2.3 Compulsory and non-compulsory insurance</p> <p>Understanding life insurance and retirement annuities</p> <p>Insurance of goods (compulsory and non-compulsory)</p> <p>Calculation of under-insurance</p> <p>Unemployment Insurance Fund (UIF), Road Accident Fund (RAF) and Compensation for Occupational Injuries and Diseases Act (COIDA)</p>	<p>2.3 Learners should be able to:</p> <ul style="list-style-type: none"> • Distinguish between compulsory and non-compulsory insurance and give examples. • Understand the concepts, principles and importance/advantages of insurance for a business. • Identify and explain insurable and non-insurable risks. • Identify/Explain the types of life insurance and give examples. • Discuss/Evaluate the viability and relevance of insurance to both individuals and businesses. • Explain advantages of life insurance and retirement annuities. • Analyse the differences between life insurance and retirement annuities. • Distinguish between insurance and assurance and give examples. • Explain over-insurance, under-insurance, average clause and reinstatement, using examples. • Make calculations in the case of under-insurance. • Explain the benefits of the UIF. • Know the rights of workers registered for UIF. • Explain the provisions of the RAF. • Know the rights of road users in terms of the RAF. • Explain the main purpose of the COIDA as a type of compulsory insurance. • Keep abreast of the changes in legislation from time to time, e.g. the RAF is currently undergoing changes. 	<p>3</p>
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			<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 understand current issues and developments in the insurance and assurance industries.</p> <p>Make notes using different resources and textbooks.</p>	
<p>2. BUSINESS VENTURES</p>	<p>2.4 FORMS OF OWNERSHIP</p>	<p>2.4 Determine the extent to which a particular form of ownership can contribute to the success or failure of a business.</p> <p>Taxation, capacity, management, capital, division of profits and legislation.</p> <p>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.</p>	<p>2.4 Learners should be able to: Critically evaluate the forms of ownership in terms of the following criteria:</p> <ul style="list-style-type: none"> • Capacity determines the ability/potential of management to start the business in the planned form and its influence on business success/failure. • Explain the composition of each form of ownership and the influence thereof on the life span (continuity) of the business and its influence on business success/failure. • Each form of ownership and the different tax requirements should be well understood to determine the impact of taxation of the different forms of ownership on business success/failure. 	<p>3</p>

		<p>Forms of ownership (all forms of ownership) and their impact on the success of a business.</p> <p><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></p>	<ul style="list-style-type: none"> • Management: Analyse the impact of ownership of each form of ownership on management functions. • Capital: Understand/Evaluate/Compare the different sources of capital for the different forms of ownership and their impact on business success/failure. • Explain/Discuss/Compare how the division of profits of the different forms of ownership influences business success/failure. • Discuss how legislation/legal requirements of each form of ownership can impact on business success or failure. • Evaluate the impact (positives/advantages or negatives/disadvantages) of the different forms of ownership on business success/failure. <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 understand the current economic climate and background that may affect the choice of a form of ownership on a business success/failure.</p> <p>Make notes using different resources and textbooks.</p>	
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<p>2. BUSINESS VENTURES</p>	<p>2.5 PRESENTATION AND DATA RESPONSE</p>	<p>2.5 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.</p> <ul style="list-style-type: none"> • RECAP (Examinable): Presentation of business information in verbal 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. • Respond to questions about work and presentations in a non-aggressive and professional manner, e.g. answer all questions, make notes, do not argue, apologise for errors. • Handle feedback, amend plans and documents accordingly and integrate these into future plans and activities. • Identify areas for improvement. 	<p>2.5 Learners should develop the following skills:</p> <ul style="list-style-type: none"> • Outline/Describe/Explain/Discuss the criteria for logical and effective presentations. • Outline/Explain factors that must be considered when preparing for a 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 when necessary, 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. • Discuss/Explain how to design a multimedia presentation to include visual aids, e.g. start with the text, select the background/choose relevant images/create graphs, etc. • Explain/Evaluate the effectiveness/ advantages/disadvantages of visual aids in both verbal and non-verbal format. • Explain how to respond to questions about work and presentations in a non-aggressive and professional manner. • Discuss how to handle feedback and amend plans. • Discuss/Explain how to identify areas for improvement of a presentation. • Motivate/Make recommendations/decisions for future improvements based on feedback from presentations. 	<p>3</p>
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			<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 understand current trends applied in presenting business information.</p> <p>Make notes using different resources and textbooks.</p>	
3. BUSINESS ROLES	3.1 PROFESSIONALISM AND ETHICS	<p>3.1 How professional, responsible, ethical and effective business practice should be conducted in changing and challenging the business environment.</p> <ul style="list-style-type: none"> • The meaning of ethical behaviour and business practice. • Ethical and unethical business practice with practical examples, e.g. fair and unfair 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. 	<p>3.1 Learners should be able to:</p> <ul style="list-style-type: none"> • Define ethical behaviour and business practices. • Give practical examples of ethical and unethical business practice, e.g. using fair vs. unfair advertising techniques, etc. • Give practical examples of professional and unprofessional business practices, e.g. good use of work time and abuse of work time, etc. • Discuss the relationship between ethical and professional behaviour. • Explain how businesses can apply the King Code principles for good corporate governance to improve ethical and professional business practices. 	1

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		<p>Ways in which professional, responsible, ethical and effective business practice should be conducted, e.g.:</p> <ul style="list-style-type: none"> • Not starting a venture at the expense of someone else • Payment of fair wages • Regular payment of tax, etc. <p>Reflect on the 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, etc.) and ways/strategies that could be used to address these issues.</p>	<ul style="list-style-type: none"> • Identify unethical behaviour from given case studies/business scenarios. • Suggest/Recommend ways in which professional, responsible, ethical and effective business practice should be conducted, e.g. payment of fair wages, providing high quality goods and services, not starting a business venture at someone else's expense, etc. • Evaluate situations and reflect on issues and situations in terms of ethical/professional behaviour that pose challenges in the business environments in scenarios and case studies: <ul style="list-style-type: none"> - Ethical and professional behaviour in the workplace - Sexual harassment - Unauthorised use of workplace funds and resources - Unfair advertising – definition and examples - Pricing of goods in rural areas - Taxation - Abuse of work time • Recommend improvements for the above unethical business behaviour/practices. <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay-type questions.</p> <p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p>	
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			<p>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.</p> <p>Make notes using different resources and textbooks.</p>	
<p>3. BUSINESS ROLES</p>	<p>3.2 CREATIVE THINKING</p>	<p>3.2 Apply creative thinking to respond to challenges in dynamic and complex business contexts:</p> <ul style="list-style-type: none"> • Acquire advanced problem-solving skills. • Apply creative thinking to solve complex business problems in case studies and given scenarios. <p>RECAP (Examinable) (content covered in Grade 11).</p>	<p>3.2 Learners should be able to:</p> <ul style="list-style-type: none"> • Outline/Explain qualities of the entrepreneur that improve problem-solving abilities, e.g. management/leadership/flexibility/high levels of energy/commitment/creativity and innovation. • Distinguish between problem solving and decision making. • Know and apply the steps in problem-solving to scenarios/case studies. • Identify and address challenges by applying advanced problem-solving techniques. • Apply creative thinking skills to solve complex business problems. • Explain the benefits/advantages of creative thinking in the workplace. • Evaluate the impact (positives and negatives) of advanced creative thinking techniques, e.g.: <ul style="list-style-type: none"> - Delphi technique - Force-field analysis - Brainstorming - Mind mapping - Nominal group technique - SCAMPER - Forced combination - Empty chair 	<p>1</p>

			<ul style="list-style-type: none">• Explain the application of the above creative thinking techniques.• Suggest/Recommend ways for businesses to create an environment that promotes creative thinking. <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 apply problem-solving techniques to solve complex business problems. Learners should be encouraged to evaluate each problem-solving technique.</p> <p>Make notes using different resources and textbooks.</p>	
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<p>3. BUSINESS ROLES</p>	<p>3.3 SOCIAL RESPONSIBILITY AND CORPORATE CITIZENSHIP/ CORPORATE SOCIAL RESPONSIBILITY (CSR)/ CORPORATE SOCIAL INVESTMENT (CSI)</p>	<p>3.3 Define the concept social responsibility:</p> <ul style="list-style-type: none"> • The implications of social responsibility for both businesses and communities. <p>Contribute time and effort meaningfully to advance the well-being of others in a business context.</p> <p>Ways in which a business project can contribute towards the community.</p> <p>Corporate Social Responsibility (CSR)</p> <ul style="list-style-type: none"> • Definition of CSR • Nature and process of corporate social responsibility • Benefits for business and community • Problems/Challenges: business and community • Components of corporate social responsibility, e.g. environment, ethical corporate social investment, health and safety, etc. <p>Corporate Social Investment (CSI)</p> <ul style="list-style-type: none"> • 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. Legal requirements, e.g. Employment Equity Act, Skills Development Act (e.g. skills levies and the implications for small and large businesses), BEE and compliance. • The National Skills Development Strategy (i.e. Sector Education and Training Authorities) 	<p>3.3 Learners should be able to:</p> <ul style="list-style-type: none"> • Define social responsibility. • Explain its impact on businesses and communities. • Link/Explain the relationship between social responsibility and triple bottom line. • Suggest ways in which a business project can contribute towards the community, e.g. charitable contributions to NGOs, involvement in community education, employment, employee volunteer programmes, etc. • Identify and discuss socio-economic issues that challenge social responsibility, e.g. HIV/Aids, unemployment, poverty, human rights aspects, etc. • Recommend ways in which businesses can contribute time and effort to advance the well-being of others in a business context e.g.: <ul style="list-style-type: none"> - Improve the general quality of life (e.g. paying fair wages, develop skills, etc.) - Refrain from engaging in harmful practises (e.g. employing children, selling illegal substances, etc.) - Make ethically correct business decisions (e.g. not engage in unfair advertising etc.) - Provide support to employees (e.g. transport, nutritional programmes, housing, time off to get involved in community projects, etc.) • Analyse and explain the following regarding CSR: <ul style="list-style-type: none"> - Define - Describe the nature of CSR 	<p>2</p>
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			<ul style="list-style-type: none"> - Examine/Analyse/Critically evaluate/ Assess its role/benefits/problems/ challenges in the business world and in different communities - Identify and explain the components, e.g. environment, ethical corporate social investment, health and safety, etc. • Analyse and explain the following regarding CSI: <ul style="list-style-type: none"> - Define - Describe the nature of CSI - CSI focus areas, e.g. community, rural development, employees, environment - List practical examples of projects - Evaluate/Discuss the benefits/problems/challenges for both businesses and communities - Explain the implication of the following legal requirements on CSI and CSR programmes: <ul style="list-style-type: none"> o EEA o Skills Development Act (SDA) o BEE o The National Skills Development Strategy (i.e. Sector Education and Training Authorities) <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay-type questions.</p> <p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p>	
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			<p>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.</p> <p>Make notes using different resources and textbooks.</p>	
<p>3. BUSINESS ROLES</p>	<p>3.4 HUMAN RIGHTS, INCLUSIVITY AND ENVIRONMENTAL ISSUES</p>	<p>3.4 The extent to which a business venture addresses issues such as human rights, inclusivity, and environmental issues.</p> <p>Assess a business venture against criteria to measure human rights, inclusivity and environmental issues. Can do this through informal surveys, interviews, etc.:</p> <ul style="list-style-type: none"> • Human rights issues as defined in the Constitution of the Republic of South Africa • Diversity in the business – issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors • Environmental protection and human health • Issues of equality, respect and dignity • Other economic, social and cultural issues 	<p>3.4 Learners should be able to:</p> <ul style="list-style-type: none"> • Explain human rights, inclusivity and environmental issues. • Analyse and evaluate the extent to which a business venture addresses these issues. • Assess a business venture on human rights, inclusivity and environmental issues using informal surveys, interviews, etc. • Suggest how businesses may promote/address human rights issues in a workplace. • Explain the meaning of diversity in the business. • Recommend ways in which businesses may embrace/deal with issues of diversity in the workplace, e.g. poverty, inequality, race, gender, language, age, disability and other factors. • Discuss the benefits/value of diversity in the workplace. • Suggest strategies businesses may use to protect the environment and human health. • Explain the responsibilities of employers and workers in protecting the workplace environment and promoting human health and safety. 	<p>2</p>

			<ul style="list-style-type: none"> • 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/ investigating workers complaints. • Explain the meaning of equality, respect and dignity and its implications for businesses. • Discuss the economic rights of employees with specific reference to the Labour Relations Act, 1995 (Act 6 of 1995). • Suggest/Recommend strategies businesses may use to promote social and cultural rights in the workplace. <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 understand and analyse how businesses address inclusivity, human rights and environmental issues in the workplace.</p> <p>Make notes using different resources and textbooks.</p>	
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<p>3. BUSINESS ROLES</p>	<p>3.5 TEAM PERFORMANCE ASSESSMENT, CONFLICT MANAGEMENT AND PROBLEM SOLVING</p>	<p>3.5 Collaboration with others to contribute towards the achievement of specific objectives.</p> <ul style="list-style-type: none"> 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, etc. How to effectively perform a specific role within a team. <p>Problem solving and management of problems that arise from working with others (include steps to resolve conflict).</p> <p>Correct procedures to deal with grievances.</p> <p>Different ways of dealing with difficult people (personalities).</p>	<p>3.5 Learners should be able to:</p> <p>TEAM WORK</p> <ul style="list-style-type: none"> Recommend how to collaborate/work with others from given scenarios/case studies. Assess self and team according to team criteria/characteristics for successful teams, e.g. interpersonal attitudes and behaviours, shared values, communication, etc. Identify and explain the stages of team development, e.g.: <ul style="list-style-type: none"> Forming Storming Norming Performing Describe/Explain/Discuss the importance of team dynamics theories in understanding team performance, e.g. allocating tasks according to the roles of team members. Explain the nature of the team dynamic theories. (Not in terms of members' roles) Examine workplace scenarios where workers are expected to complete projects in teams, working together on a production line etc. <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> Examine problem solving and management problems that arise from working with others or in teams. <p>CONFLICT RESOLUTION</p> <ul style="list-style-type: none"> Identify and discuss causes of conflict from given scenarios/case studies. Apply conflict resolution techniques (steps and procedures). 	<p>2</p>
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			<ul style="list-style-type: none"> • Discuss the correct procedures to deal with grievances from the given scenarios and case studies. • Describe the collective bargaining process with regard to grievance resolution. Refer to the Labour Relation Act, e.g. resolve employee grievances and disputes/ participate in collective bargaining processes/ensure protection of members' rights in the workplace/negotiate for better working conditions/be party to the decision-making process. (NOT functions of trade unions) • Suggest different ways/strategies of dealing with difficult people (personalities). <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 stay informed about the various (and latest) methods that businesses apply to resolve conflict in the workplace, as well as the advantages of team work.</p> <p>Make notes using different resources and textbooks.</p>
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<p>4 . BUSINESS OPERATIONS</p>	<p>4.1 HUMAN RESOURCE FUNCTIONS</p>	<p>4.1 RECAP (Examinable): The relevant legislation and the following activities of the human resources function:</p> <ul style="list-style-type: none"> • Recruitment • Selection • Employment 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 <p>Discuss:</p> <ul style="list-style-type: none"> • 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, other RECAP (Examinable) • Skills Development Act, 1998 (Act 97 of 1998) and link with the purposes of SETAs, learnerships, skills programmes, qualifications, National Qualifications Framework, SAQA, etc. 	<p>4.1 Learners should be able to:</p> <ul style="list-style-type: none"> • Discuss and apply the human resource activities. • Distinguish between job description and job specification. • Discuss and analyse the following human resource activities: <ul style="list-style-type: none"> - Recruitment, e.g. types/methods/ advantages/disadvantages - Selection procedures/steps: <ul style="list-style-type: none"> o Interviews (purpose, role of the interviewer/interviewee) o Induction, e.g. purpose and importance/benefits/disadvantages o Placement procedure - The importance of training/skills development in HRM - Retrenchment - Employment contracts, e.g. legalities, details of the contract and termination of the contract - Salary determination, e.g. piecemeal and time-related and personal tax (link to BCEA) • Discuss employee benefits for businesses: <ul style="list-style-type: none"> Fringe benefits: <ul style="list-style-type: none"> - Pension - Medical aid - Provident fund - Allowances Compulsory benefits: <ul style="list-style-type: none"> - Benefits required by law, e.g. UIF, etc. - And other relevant benefits • Evaluate advantages/positives or disadvantages/negatives of fringe benefits for businesses. 	<p>1</p>
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			<ul style="list-style-type: none"> • Discuss the implication of the LRA, BCEA, EE and SDA for human resources. <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 understand the implication of the LRA, BCEA, EEA AND SDA on the human resource function. Read the new EEA Amendment Bill and its implication for the human resource function.</p> <p>Make notes using different resources and textbooks.</p>
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<p>4. BUSINESS OPERATIONS</p>	<p>4.2 QUALITY OF PERFORMANCE</p>	<p>4.2 Discuss how the quality of performance within the business functions can influence the success or failure of a business.</p> <ul style="list-style-type: none"> • 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 the success or failure of each business function. • The impact of quality on different business structures, e.g. sole traders versus large businesses. <p>Discuss the elements of total quality management (TQM):</p> <ul style="list-style-type: none"> • Continuous skills development • Total client satisfaction • Continuous improvements to processes and systems, etc. 	<p>4.2 Learners should be able to:</p> <ul style="list-style-type: none"> • Define the following: <ul style="list-style-type: none"> - Quality - Quality control - Quality assurance - Quality management - Quality performance - Quality management systems • Explain the advantages/positives/benefits of a good quality management system. • Critically discuss how the quality of performance can contribute to the success or failure of each business function. • Outline quality indicators for each business function. • Discuss the following elements of Total Quality Management(TQM): <ul style="list-style-type: none"> - Continuous skills development/ education and training - Team work - Total client/customer satisfaction - Top management involvement/ commitment - Involvement of all employees/people-based management - Adequate financing and capacity - Continuous improvement of processes and systems (including the application of the 'PDCA' model/cycle) - Planning - Monitoring and evaluation of quality processes - Management by facts • Apply the elements of TQM and analyse the impact of these elements on small and large businesses. 	<p>2</p>
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			<ul style="list-style-type: none"> • Explain how TQM can impact on the reduction of the cost of quality, etc. • Compare the impact of the TQM system on small (sole traders) and large enterprises/ companies. • Discuss the impact of TQM if it is poorly implemented by 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 understand the importance of the relation between quality performance and various business functions.</p> <p>Make notes using different resources and textbooks.</p>
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NOTE:

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

The main topics are numbered from 1 to 4, e.g. Business Environment = 1, Business Ventures = 2, Business Roles = 3 and Business Operations = 4 to simplify the layout of the document.

GUIDELINES TO ANSWER THE BUSINESS STUDIES QUESTION PAPER

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

Preparation for high 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.
- Note the **ACTION WORDS/VERBS** used in the question carefully, 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 of the fact(s) they have listed/named/stated. Give reasons, examples etc. to substantiate the answer.
- Familiarise learners with the relevant parts of the Notes to Markers from the NSC question paper memorandums. Refer particularly to the NSC 2013 Notes to Markers, as there were some adjustments regarding the mark allocation in SECTION B (with questions containing case studies) and SECTION C (synthesis).
- When analysing topics and subtopics study the last column (a guide to core content).
- The mark allocation will determine the length and time to be spent on the question.
- Learners will be penalised if questions are numbered incorrectly. 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 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 items, choose 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 subtopics to be able to substantiate, motivate, give reasons, justify, evaluate, etc.
- Learners will be required to provide their opinions, 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 questions)

Learners must be able to organise information of 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. An Introduction **(2 x 1) (2)**
2. Core Content – Body (headings, subheadings, paragraphs). FULL SENTENCES must be used, but they may be bulleted, where applicable. **(Max) (28)**
3. Conclusion (Learners give their opinions in response to the question/statement) **(1 x 2) (2)**

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

CONTENT		MARKS
Facts		32
Layout		2
Analysis		2
Synthesis (marks to be allocated using this guide)	Factual marks No	0
	Some	1
	Only relevant facts were given.	2
Originality		2
Total Marks		40

Mark allocation for SYNTHESIS:

1. Allocate a ZERO mark if no relevant facts were given.
2. Allocate ONE mark if some irrelevant facts were given even though the learner could obtain a maximum of 32 factual marks.
3. Allocate TWO marks if only relevant facts were given.

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

4. CONCLUSION

This examination guideline 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.