



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

BUSINESS STUDIES GRADES 10 - 12 2008

A large yellow arc curves across the bottom half of the cover. Below it is a stylized, colorful illustration of a cityscape with buildings and trees. The number '50' is prominently displayed in the foreground of the cityscape.

**PROVINCIAL GASS
GUIDELINE**

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1. INTRODUCTION

Continuous Assessment (CASS) is an assessment model that encourages the integration of assessment into the teaching and development of learners through ongoing feedback. It is a model of assessment that is used to determine a learner's achievement during the course of a grade, provide information that is used to support the learners' development, and enable improvements to be made to the learning and teaching process.

Assessment in the NCS is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment (POA). Together the informal daily assessment and the formal POA should be used to monitor learner progress through the school year.

This document should be read in conjunction with the National CASS Policy documents and guidelines. The current Business Studies Assessment Guidelines and Learning Programme Guidelines should be considered since they include the latest change or developments in the subject.

2. OBJECTIVES OF THE DOCUMENT

1. To outline the CASS requirements for Business Studies in Grade 10-12
2. To outline CASS implementation strategy in FET schools in the Province.
3. To ensure the maintenance and improvement of standards of CASS through Quality Assurance processes

3. WEIGHTING

In Business Studies the four learning Outcomes (LOs) require equal teaching focus and equal weighting in assessment.

LEARNING OUTCOMES	WEIGHTING
1	25%
2	25%
3	25%
4	25%

4. INFORMAL AND FORMAL ASSESSMENT

4.1. Informal /Daily assessment

The daily assessment tasks are planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. Individual learners, group of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team (SMT) and parents. The results of these assessment tasks are not taken into account for promotion and certification purposes.

Examples of daily assessment

	FORM OF ASSESSMENT
1	Case study with accompanying worksheets: A scenario is sketched and questions covering the relevant Learning Outcomes (LOs) and Assessment Standards (ASs) are prepared on the scenario. Some answers should be found in the case study, whilst others should be found in the theory covered by the LOs.
2	Short Exercise: e. g. Word games, newspaper articles on which learners learn to draw up their own questions, identifying logo`s, forms of ownership, etc.
3	Assignment: e. g. Identify and visit a successful businessperson in your vicinity. Use questionnaire to do research on how the business was started, and how factors such as location were decided on, etc.
4	Short class test: A five or ten minutes, short answer diagnostic test on the previous day`s lesson.
5	Debates: e. g. Is the following statement true or false? Advertising may increase the prices of products.
6	Simulation: e. g. board games (Monopoly, Money Market), reconstructing a scenario, market days, etc
7	Demonstration: e. g. Design your own advertisement and demonstrate it to the class, present a new business venture, etc.

Note:

Teachers are encouraged to engage learners in debating business issues to promote communication skills.

DEBATE

DEFINITION

It is an informal activity or daily assessment. It is a structured argument.

THINGS TO BE KEPT IN MIND

- The teacher needs to explain to the learners what exactly is expected of them
- Remember: One group will be FOR the argument and the OTHER group will be against the argument
- Role – allocations e.g. time keeper, introducer, moderator, chairperson.
- Time management – to be given beforehand
- Keep the length of the period in mind
- Classroom management and organization should be in place
- Noise level must be kept low – do not disturb other classes – be disciplined
- Information must be gathered about the topic beforehand

CLOSING REMARKS

- The topic must cover a or some of the assessment standards
- The learners must learn from this exercise how to air their view – give their opinion
- Values such as: time management, self discipline, respect for another person's views are taught indirectly to the learners.

RUBRIC TO ASSESS A DEBATE

CRITERIA	1	2	3	4
COMMUNICA TION	Incorrect terminology used Poor contact with audience	Speaker is uncertain of what he is speaking about-unprepare d	Clear audible expressions but lacks confidence	Clear 'confident' correct terminology Used
FACTUAL INFORMATIO N	Very few facts given without logic. Little research done	Inadequate facts With no practical examples	Adequate facts ,but only a few practical examples	Logic facts motivated with practical examples good research

RESPONSE TO QUESTIONS	Could not answer any questions	Responded to some of the questions Not factual	Good response to questions	Professional response
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4.2. Programme of Assessment (PoA): Grades 10 and 11

In addition to daily assessment, Business Studies teachers should develop a year-long formal POA for Grades 10 and 11 which should consist of tasks undertaken during the school year and an end-of-year examination. The POA for Business Studies in Grade 10 and 11 comprises seven tasks which are internally assessed. The marks allocated to assessment tasks completed during the year will be 25%, and the end-of-the year examination mark will be 75% of the total mark. The marks achieved in each assessment task in the POA must be recorded and included in formal reports to parents and SMTs. These marks will determine if the learners in Grades 10 and 11 are promoted.

Number and forms of assessment required for PoA in Grades 10 and 11

- Two of the assessment tasks must be examinations administered in mid-year and November.
- Two of the assessment tasks should be tests written under controlled conditions at a specific time. The tests should be written in the first and third terms of the year. They should not be made up of a series of small tests.
- The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. The three assessment tasks are assignment e.g. research, questionnaire written in the first term, projects written in the second term and research presentation/discussion (oral and written) in the third term.

Programme of Assessment: Grades 10 and 11

TERM	TASK	FORM OF ASSESSMENT	FOCUS	CONTEXT
1	1	Assignment e.g. research, questionnaire	LO1 AS 3 Socio- economic issues	Grade 10 HIV and Aids
				Grade 11 Poverty
	2	Test	LO1 and all the examinable ASs	
2	3	Project	LO 2 AS3 Business Plan	Grade 10 Develop a business plan with financial analysis
				Grade 11 Transform a business plan into an action plan
	4	Examination	LO1 and LO2 and the ASs covered.	
3	5	Research presentation/ Discussion (Oral & written)	LO3 AS7 Careers	Grade 10 Identify and assess business careers
				Grade 11 Research on business careers and identify paths for personal and career growth.
	6	Test	LO3 or LO4 and ASs covered.	
4	7	End- of - year examination	LO 1-4	LO 1-4 All examinable Assessment Standards

- Teachers are encouraged to give more than the minimum formal assessment tasks to prepare learners for the final examination..
- All formal assessment tasks must be moderated.

Mark allocation for Grade 10 and 11 is as follows:

PROGRAMME OF ASSESSMENT	FORM OF TASK	MARKS	TOTAL
2 x term tests (100 marks each)	Tests	200	
Midyear examination	Examination	200	
3 x formal assessment (50 marks each)	Assignment, projects and research presentation	150	
Total tasks	550 converted to 100	550/5,5	100
End-of –year examination			300
Total			400

Refer to Subject Assessment Guideline (SAG) for examples of Assessment Standards that can be used in research projects/assignment, projects and debate.

5. Assessment in Grade 12

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

Mark allocation for Grade 12 is as follows:

ANNUAL ASSESSMENT PLAN	FORM OF TASK	MARKS	TOTAL
2 x term tests (100 marks each)	Tests	200	
Midyear examination	Examination	300	
3 x formal assessment (50 marks each)	Assignment, Projects and Research Presentation	150	
Preparatory examination		300	300
Total tasks	950 converted to 100	950/9,5	100
External examination			300
Total			400

5.1. Programme of Assessment (PoA): grade 12

The PoA for Business Studies in Grade 12 comprises seven tasks which are internally assessed. Of the seven tasks, two tasks are examinations and two tests. The remaining three tasks are assignment e.g. research, questionnaire; project and research presentation/Written presentation).

TERM	TASK	FORM OF ASSESSMENT	FOCUS	CONTEXT
1	1	Assignment e.g. research, questionnaire	LO1 AS3 Corporate Social Responsibility (CSR)	Critically examine the Corporate Social Investment project of a business of your own choice.
	2	Test	LO1.	
2	3	Project	LO2 AS4 Business venture	Critically reflect on a business venture, assess its entrepreneurial qualities and identify success factors and areas for improvement.
	4	June examination	LO1 and LO2.	
3	5	Research presentation/ discussion (Written presentation)	LO3 AS7 Careers	Select and motivate possible business careers and associated career paths.
	6	Test	LO3 or LO4	
	7	Preparatory Examinations	LOs 1-4 and examinable Assessment Standards	

Note: The midyear and preparatory examinations should follow the same format as the final external paper indicated in the SAG

Refer to SAG for examples of Assessment Standards that can be used in research projects/ assignment, projects and debate.

- Presentations can be infused into **any Assessment Standards**, e.g. some of the Assessment Standards indicated in the SAG are suitable for the task. Teachers, in collaboration with learners can select any suitable other Assessment Standards to use as a topic to monitor over a period in the media and then do a presentation on the topic.

6. Moderation of the assessment tasks in the Programme of Assessment.

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated once per term by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance.

7. Guidelines on assessment tasks

7.1. Project

Definition

The project is a long-term task. It allows for practical work and also the world of business to be brought into the classroom. It usually creates the opportunity for learners to interact with businesses and business people, to collect information and to arrange it so that conclusions can be made.

Requirements

- A minimum of one and a maximum of not more than five learners per project.
- A maximum of 3000 words or six (6) hand written pages or four (4) A4 typed pages (excluding pictures, photo's, graphs etc.)
- The project must consists of:
 - A front page (The topic ; name of the learner ; name of the school ;name of teacher ; grade; due date.)

- Table of content (Introduction; headings with sub headings ;page numbers; conclusion ; references / sources used)
- The text may include: photos; graphs; diagrams etc.)
- The project must be creative and imaginative, but learners must refrain from colouring the written pages; yet colours may be used on the cover page, adverts etc.
- References of sources must be indicated.
- Be bound or stapled in an acceptable way.
- All the requirements above must be strictly adhered to, otherwise marks will be deducted.

Suggestions

- Projects should be given to learners in the first week of the term.
- Teachers must provide the necessary guidance and monitor the progress of learners in the project regularly
- It is suggested that the project must cover the relevant assessment standards as indicated in SAG

7.2. Assignment

- Assignment is an extended task where learners are given sufficient time to complete a task.
- It includes research and gives good opportunity to demonstrate the application of insight.

Guidelines for assignment

- Depending on the format of assignment/instruction, an assignment can include the following :-
- Cover page with the following, Learners name, Topic, Teachers name, due date, grade etc
- Index/ Table of contents
- If it is in an essay form, it can include: - Introduction, Body/Content, conclusion and include sources.
- It can be in a form of a case study with questions
- It can include presentations such as graphs, pictures etc to support topics / points.
- Oral presentations can be done on assignments.
- The length of assignment depends on the type of assignment/ instruction given and should be decided by the teachers and learners.
- For formal tasks, mark allocation for assignments should at least be 50 marks.
- The teacher must indicate possible sources of information to learners.
- Assignment topic can include rubric (if this is a tool to be used) when given to learners.

- Duration of the task depends on the type of assignment/instruction given.

7.3. Research presentation

- Art of investigating, communicating the results discovered during a survey on a particular aspect
- It may be presented/done orally or in writing
- It is based on interviews and/or questionnaires

Guidelines for research presentation

- Introduce your title and explain why you chose it.
- Describe your topic and list the specific questions you are trying to answer in the course of your research.
- Explain why you think these questions matter.
- Indicate the primary sources you are using.
- Why did you choose the sources you did?
- How will these particular sources help you answer the research question you have formulated?
- Are there particular challenges, limitations, or advantages associated with the sources you are using?

Findings

- Summarise findings and arguments
- What are tentative answers to your research questions?
- Do they confirm what you thought before doing the research or not?

8. Marking instrument

8.1. Rubrics

Brief overview: What is a rubric?

- “ a scoring tool that lists the criteria for a piece of work or what counts”
- Assessment and instruction tool that helps teachers articulate and communicate “what counts” or what is important” in the lessons.
- Set of guidelines for determining the scores.
- Contains a scale which states the assessment dimensions. It is a type of rating scale.
- The number of the criteria and the levels of marks may vary depending on the nature of the question.
- Rubrics enable teachers to provide learners with detailed and informative evaluations of their final assignment or project.

- “For example, a rubric for an essay might tell learners that their work will be judged on purpose, organization, details, voice, and mechanics.
- Use only when appropriate.

8.1.1. Types of rubrics

1. Analytical rubric

- Assesses the separate, individual parts of the product or performance.
- Gives a clear picture of the distinct feature that make up the criteria.

2. Holistic rubric

- Assesses the overall process or product as a whole
- Gives a global picture of the standard required

Example of an assessment tool for the research or investigation task (Analytical rubrics)

Criteria	4	3	2	1	Weighting	Max marks	Mark obtained	%
The learner is able to design an effective questionnaire to identify business opportunities.	The questionnaire was set in such a way that all the relevant information could be obtained from the owners or managers interviewed and the analysis could be made easily from the complete questionnaire	The questionnaire was set in such a way that all the relevant information could be obtained from the owners or managers interviewed.	The questionnaire was set in such a way that most of the relevant information could be obtained from owners or managers interviewed.	The questionnaire was set in such a way that no or only some relevant information could be owned from the owners or managers interviewed.	3	(3x4) 12		
The learner is able to determine needs and wants using the questionnaire and apply SWOT.	The learner is able to determine needs and wants using the questionnaire and applies SWOT. The learner gives possible solutions for the weaknesses and threats.	The learner is able to determine needs and wants using the questionnaire and applies SWOT.	The learner is able to determine needs and wants using the questionnaire and applies SWOT but not very effectively.	The learner is not able to determine needs and wants effectively using the questionnaire or able to applies SWOT.	4	(4x4) 16		
The learner is able to analyse and motivate the most viable business venture in the community through the analysis of the questionnaire.	The learner is able to analyse and motivate the most viable business venture in the community through the analysis of the questionnaire and mentions future strengths and opportunities.	The learner is able to analyse and motivate the most viable business venture in the community through the analysis of the questionnaire.	The learner is able to analyse and motivate the most viable business venture in the community through the analysis of the questionnaire, but lacks some skills to do it totally correct.	The learner experiences difficulty in analysing motivating the most viable business ventures correctly.	3	(3x4)		
The learner can motivate the benefits of doing a SWOT analysis.	The learner is able to motivate the benefits of doing a SWOT analysis very effectively referring to businesses targeted by the questionnaire.	The learner can motivate the benefits of doing a SWOT analysis and referring to some businesses targeted by the questionnaire.	The learner can motivate the benefits of doing a SWOT analysis but gives no examples.	The learner experiences difficulty in motivating the benefits of doing a SWOT analysis	2	(2x4) 8		

9. CASS mark compilation and portfolios

The compilation of the internal assessment mark must be done in accordance with the Subject Assessment Guidelines of the various subjects listed in the National Curriculum Statement Grades 10 – 12 (General)

All directives issued by UMALUSI in respect of internal assessment, as stipulated in section 17(1) of the General and Further Education and Training Quality Assurance Act (No .58 of 2001) must be strictly adhered to. Also refer to the National Policy on the conduct, administration and management of the National Senior Certificate (Government Gazette dated 06 July 2007)

9.1 Learner evidence of performance

The learner's evidence of performance comprises assessment tasks that will constitute his/her internal assessment mark.

Every learner must have an internal assessment mark per subject.

The learner's evidence of performance must:

- Consist of the assessment components as specified for each subject in the relevant Subject Assessment Guidelines.
- Assessment tasks should have evidence of moderation.
- Have all assessment tasks evaluated, checked and authenticated by the teacher before being presented as the learner's evidence of performance.
- The pieces of evidence may be stored in files, boxes, binders, counter note books, or any other suitable storage.
- Some of the pieces of evidence in the portfolio need not be a representation of the actual product or demonstration (e.g. the song I performed), but may be a report, comments etc. that reflect the learner's performance.
- When a learner changes school during the course of the year, she or he is required to move with her/ his portfolio.

9.2 Teacher portfolio

- All teachers are expected to keep a portfolio containing all documents related to assessment. It is the teacher's responsibility to ensure that the information in his/her assessment portfolio is kept up to date.

- A teacher assessment portfolio may be a file, a folder, a box, or any other suitable storage system.
- Teacher's portfolios should contain the tasks for assessment as well as the planning that informs the development of these tasks and the records of assessment of the formal tasks.
- Teachers should, as part of their planning, provide an indication of the Learning Outcomes and Assessment Standard in each task. Examples of how this should be undertaken are provided in the Subject Assessment Guidelines.
- A Teacher's portfolio will be used to assure the quality of the assessment tasks given and it also provides a record against which a learner portfolio can be evaluated.
- The formally recorded assessment tasks should be clearly marked or indicated in the teacher's portfolio. Stickers, coloured paper, etc, may be used for this purpose.
- Teacher's portfolios should be available on request at all times for moderation, monitoring and accountability purpose.

10. CASS moderation

10.1. Purpose

The purpose of moderation is to:

- Verify that assessment is fair, valid, reliable, consistent and practical.
- Identify the need to redesign assessment if required
- Evaluate the performance of learner's assessment processes with a view to provide appropriate and necessary support, advise and guidance.

10.2. Levels

10.2.1. School

It is the responsibility of the school Principal to ensure that CASS is implemented and moderation takes place once per term. Each school should develop a School moderation plan informed by the School Assessment Policy. The moderation plan should outline responsibilities, time frames, procedures etc. The School Management Team (SMT) is expected to ensure that CASS moderation is conducted as set out in the School Assessment Policy. The moderator must ensure that appropriate standards are maintained in the assessment process as indicated in the moderation procedures. The Subject Advisors will ensure that the quality and standards of assessment tasks are maintained.

Assessment and Examination officials have a mandate to verify that:

- All systems for the proper and efficient implementation of CASS are in place.
- All CASS practices and processes comply with the minimum norms and standards for the conduct of internal assessment as prescribed by National Policies and UMALUSI Directives.

10.2.2. Cluster/ District

The Districts will establish clusters of schools based on proximity and incorporate a range of schools. The clusters will be formed in terms of subjects. These subject clusters will meet **twice a year for Grade 12 CASS moderation**. Grades **10 and 11 will be moderated once a year** during the third term.

The cluster/s will be co-ordinated by the Subject Advisor. Teachers from the schools in the cluster must bring their portfolios and 10% of learner evidence of performance in the subject (minimum of 5 if there are fewer than 50 learners in the school). The learner evidence of performance will be sampled from good, medium and poor portfolios to the cluster moderation.

If an agreement is reached, moderators will adjust marks to an acceptable standard.

The subject advisor will compare standards across the district and then compile a report to the district co-ordinator.

The Assessment and Examination officials as well as Subject / Field Co-ordinators will play a verification role to ensure that the internal assessment is conducted in accordance with the National policy and directives by UMALUSI.

10.2.3. Provincial

Teacher portfolios and a sample of the evidence of learner performance will be moderated once a year after the second cluster moderation. This will be done for Grade 12 only. The Provincial moderation team will lead this process and the relevant social partners will be invited as observers.

The purpose of this level is to verify moderation at cluster level so as to ensure that common standards are maintained across the province. This will be done by sampling learner and educator portfolios for selected subjects checking compliance to policies and Umalusi requirements. The findings of this exercise will be fed back to the schools in the form of written reports and subject meetings.

10.2.4. Umalusi/National

External moderation of internal assessment is the responsibility of Umalusi's and the National Department of Education. It is conducted by Umalusi/ National appointed moderators using criteria prescribed by Umalusi/National.

The findings of Umalusi/National about the moderation will be fed back to the Province after moderation.

11. Moderation procedures (*formal assessment tasks*)

11.1 School level

The moderation at school level should be conducted as follows:

1. The subject teacher develops the task with a marking guideline and submits it to the HOD/ School Management Team for moderation.
2. The moderator moderates the task checking the following aspects:
 - The appropriateness of the task for the level of the learners
 - The appropriateness of the task to assess relevant learning outcomes
 - The standard of the tasks with respect to cognitive ability levels
 - Subject Assessment Guidelines and coverage as outlined in the work schedule
 - Suitability of the assessment strategies and correctness of memoranda/rubrics
3. After checking the above mentioned aspects, the moderator gives a written feedback to the teacher concerned. A record of evidence indicating moderation should be kept in the master portfolio
4. The subject teacher should effect the changes as recommended by the moderator.
5. Once a task has been performed by the learners, the teacher marks it in **red ink**.
6. After the tasks have been marked, the moderator should sample 10% of learner evidence of performance (minimum of 5 if there are fewer than 50 learners at the school) sampled from top, average and weak candidates and re-mark in **green ink**.
7. Quality feedback in the form of constructive comments and a signature must appear on the moderated work as evidence of moderation.
8. In preparation for cluster moderation, learner evidence of performance should be a mixture of portfolios that have been moderated previously, and portfolios that have not been moderated.

11.2 Cluster Level

This session should be chaired by the Subject Advisor

- Decide which school will be moderated first.
- Distribute the school's learner evidence of performance amongst the teachers (excluding the teacher from the school concerned) in the cluster.
- The Subject Advisor takes control of the teacher portfolio and a sample of learner evidence of performance and moderate.
- The Subject Advisor allocates assessment tasks to teachers.

- Decide on the moderation time per school as per size of the school.
- The subject moderation tool will outline minimum requirements.
- Tasks should be re-marked in **orange ink**.
- Each moderator keeps notes of her/ his findings for post moderation discussions.
- The moderator should write quality constructive comments/ recommendations in the teacher portfolio, dates and signs each task after moderating.

After finishing moderating all the prescribed tasks, the Subject Advisor leads discussions on findings and records them for feedback purposes.

Finally, the Subject Advisor compiles a Term Moderation Report for his/ her subject and submits it to the DCES/ CASS Co-ordinator.

ANNEXURE A

BUSINESS STUDIES: MARK SCHEDULE GRADE 10/11

YEAR.....

GRADE.....

		1 st TERM			2 nd TERM			3 rd TERM			FINAL MARK CONVERSION						
SCHOOL		Assignment	Test	Term Total	Project	June Exam	Term Total	Research Presentation	Test	Term Total	Total Cass	Cass Conv.	Final Exam	CASS.	Prom. Mark	%	Rating Code
No	Surname & Initials	50	100	150	50	200	250	50	100	150	550	100	300	100	400	100	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
AVERAGE %																	

EDUCATOR.....

SIGNATURE.....

DATE.....

School stamp

HOD.....

SIGNATURE.....

DATE.....

PRINCIPAL.....

SIGNATURE.....

DATE.....

ANNEXURE B

BUSINESS STUDIES: MARK SCHEDULE GRADE 12

YEAR.....

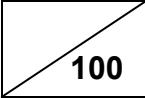
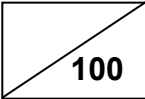



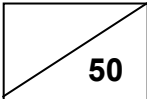
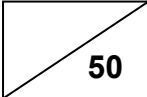
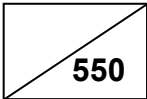

		1 st TERM			2 nd TERM			3 rd TERM						
SCHOOL		Assignment	Test	Term Total	Project	June Exam	Term Total	Research Presentation	Test	Preparatory exam	Term Total	Total Cass	Cass Conv.	Mod. Mark
No	Surname & Initials	50	100	150	50	300	350	50	100	300	450	950	100	100
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
AVERAGE %														

EDUCATOR.....
 HOD.....
 PRINCIPAL.....

SIGNATURE.....
 SIGNATURE.....
 SIGNATURE.....

DATE.....
 DATE.....
 DATE.....

School stamp

LEARNER PORTFOLIO: CASS GRADE 10/11			
BUSINESS STUDIES			
DISTRICT:		GRADE:	
SCHOOL		YEAR	
SURNAME		NAME	
CASS COMPONENTS (TASKS)			
<div style="display: flex; justify-content: space-between;"> <div style="width: 35%;"> <p>1. Controlled Tests: #1</p> <p style="text-align: right; margin-right: 20px;">#2</p> <p>2. June Examination</p> <p>3. Assignment</p> <p>4. Research Presentation</p> <p>5. Project</p> <p>TOTAL CASS MARK</p> <p>CONVERTED CASS MARK</p> </div> <div style="width: 30%; text-align: center;">          </div> <div style="width: 30%; text-align: right;"> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> </div> </div>			
Teacher` s Surname and Initials		Signature	Date
.....	

LEARNER PORTFOLIO: CASS GRADE 12																				
BUSINESS STUDIES																				
DISTRICT:																				
SCHOOL		YEAR																		
SURNAME		NAME																		
CASS COMPONENTS (TASKS)																				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; vertical-align: top;"> 1. Controlled Tests: #1 <div style="text-align: right; margin-right: 20px;">#2</div> </td> <td style="width: 10%; text-align: center; vertical-align: middle;"> <div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 0; right: 0; width: 100%; height: 100%; background: linear-gradient(to bottom right, transparent 49%, black 49%, black 51%, transparent 51%);"></div> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); font-weight: bold;">100</div> </div> <div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 0; right: 0; width: 100%; height: 100%; background: linear-gradient(to bottom right, transparent 49%, black 49%, black 51%, transparent 51%);"></div> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); font-weight: bold;">100</div> </div> </td> <td style="width: 55%; text-align: right; vertical-align: middle;"> <div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 0; right: 0; width: 100%; height: 100%; background: linear-gradient(to bottom right, transparent 49%, black 49%, black 51%, transparent 51%);"></div> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); font-weight: bold;">200</div> </div> </td> </tr> <tr> <td style="vertical-align: top;">2. June Examination</td> <td style="text-align: center; vertical-align: middle;"> <div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 0; right: 0; width: 100%; height: 100%; background: linear-gradient(to bottom right, transparent 49%, black 49%, black 51%, transparent 51%);"></div> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); font-weight: bold;">300</div> </div> </td> </tr> <tr> <td style="vertical-align: top;">3. 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Preparatory Examination</td> <td style="text-align: center; vertical-align: middle;"> <div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 0; right: 0; width: 100%; height: 100%; background: linear-gradient(to bottom right, transparent 49%, black 49%, black 51%, transparent 51%);"></div> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); font-weight: bold;">300</div> </div> </td> </tr> <tr> <td style="vertical-align: top;">TOTAL CASS MARK</td> <td style="text-align: center; vertical-align: middle;"> <div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 0; right: 0; width: 100%; height: 100%; background: linear-gradient(to bottom right, transparent 49%, black 49%, black 51%, transparent 51%);"></div> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); font-weight: bold;">950</div> </div> </td> </tr> <tr> <td style="vertical-align: top;">CONVERTED CASS MARK</td> <td style="text-align: center; vertical-align: middle;"> <div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 0; right: 0; width: 100%; height: 100%; background: linear-gradient(to bottom right, transparent 49%, black 49%, black 51%, transparent 51%);"></div> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); font-weight: bold;">100</div> </div> </td> </tr> </table>				1. 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4. Research Presentation	<div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 0; right: 0; width: 100%; height: 100%; background: linear-gradient(to bottom right, transparent 49%, black 49%, black 51%, transparent 51%);"></div> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); font-weight: bold;">50</div> </div>																			
5. Project	<div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 0; right: 0; width: 100%; height: 100%; background: linear-gradient(to bottom right, transparent 49%, black 49%, black 51%, transparent 51%);"></div> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); font-weight: bold;">50</div> </div>																			
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Teacher` s Surname and Initials <div style="border-top: 1px dotted black; height: 1.2em; width: 100%;"></div>	Signature <div style="border-top: 1px dotted black; height: 1.2em; width: 100%;"></div>	Date <div style="border-top: 1px dotted black; height: 1.2em; width: 100%;"></div>																		



ANNEXTURE E

DECLARATION FORM

GRADE 10/11

OR

GRADE 12 (NATIONAL SENIOR CERTIFICATE)

DECLARATION BY LEARNER

SCHOOL: _____

NAME OF LEARNER
(Surname and Name) _____

GRADE: _____

EXAMINATION NUMBER/ID NO: _____

CENTRE NUMBER: _____

TEACHER` S NAME
(Surname and Initials) _____

I hereby declare that all pieces of assessment tasks contained in this portfolio (evidence of performance), are my own, original work and that if I have made use of any source, I have acknowledged this.

I agree that if it is determined by the competent authority that I have engaged in any fraudulent activities whatsoever in connection with my Continuous Assessment mark, I shall forfeit completely the marks gained for this assessment.

CANDIDATE` S SIGNATURE

DATE

As far as I know, the above statement by the candidate is true and I accept that the work offered belongs to him/her.

TEACHER` S SIGNATURE

DATE

SCHOOL STAMP



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

BUSINESS STUDIES
SCHOOL MODERATION TOOL

DISTRICT		CENTRE NUMBER	
SCHOOL		SUBJECT	
TEACHER		GRADE	

	TERM1 YES √/ NO x	TERM2 YES √/ NO x	TERM3 YES √/ NO x	COMMENTS
<u>PORTFOLIO ORGANISATION</u>				
1.1. <u>TEACHER PORTFOLIO</u>				
<ul style="list-style-type: none"> Cover page (surname & initials, grade, subject, school, year and district) 				
<ul style="list-style-type: none"> Table of contents 				
<ul style="list-style-type: none"> Division of CASS components 				
<ul style="list-style-type: none"> Availability of NCS policy documents; Subject Statement, SAG, LPG, Provincial CASS Guideline, School CASS Policy. 				
<ul style="list-style-type: none"> Availability of Work Schedule and Lesson Plans 				
<ul style="list-style-type: none"> Availability of Mark schedule. 				
<ul style="list-style-type: none"> Availability of assessment tasks and marking guideline/assessment tools 				
<ul style="list-style-type: none"> Correspondence between learner and teacher portfolios 				

• Evidence of moderation				
• Evidence of extra formative assessment tasks				
1.2. <u>LEARNER PORTFOLIO</u>				
• Cover page (surname & initials -learner and teacher), grade, subject, school, year, and district)				
• Table of contents				
• Division of CASS components and evidence of learner performance				
• Declaration Form signed?				

2. 1. CASS COMPONENTS PER TERM GRADE 10/11

1ST Term	Expected No	Actual No	2ND Term	Expected No	Actual No	3RD Term	Expected No	Actual No
Assignment			Project			Research Presentation		
Test			June Exam			Test		

2.2. CASS COMPONENTS PER TERM GRADE 12

1ST Term	Expected No	Actual No	2ND Term	Expected No	Actual No	3RD Term	Expected No	Actual No
Assignment			Project			Research Presentation		
Test			June Exam			Test		
						Preparatory Exam		

1. ASSIGNMENT	YES/ NO	COMMENTS
Is the assignment in accordance with SAG?		
Are LOs and ASs assessed indicated?		
Is time allocation appropriate?		
Are the instructions clear, correct and unambiguous?		
Are the cognitive levels covered?		
Is the marking guideline / assessment tool appropriate and accurate?		
Was the assignment marked?		
➤ Evidence in terms of marking		
➤ Any constructive comments / feedback		
➤ Date and signature of the teacher		

2. CONTROLLED TEST	YES/ NO	COMMENTS
Is the test in accordance with (SAG)?		
Is the weighting of Learning Outcomes (LOs) appropriate?		
Are the relevant Assessment Standards (ASs) indicated and covered?		
Is time allocation appropriate?		
Are the instructions clear, correct and unambiguous?		
Is the format/structure of the paper appropriate?		
Are the different cognitive		

levels covered?		
Is the marking guideline / assessment tool appropriate, complete and accurate?		
Was the paper marked?		
➤ Evidence in terms of marking		
➤ Any constructive comments / feedback		
➤ Date and signature of the teacher		

3. PROJECT	YES/ NO	COMMENTS
Is the topic in accordance with SAG?		
Are the LO and ASs assessed indicated?		
Is time allocation appropriate		
Are the instructions clear, correct and unambiguous?		
Are the cognitive levels covered?		
Is the task affording the learner the opportunity to apply theory to practice?		
Is the marking guideline / assessment tool appropriate and accurate?		
Was the project marked?		
➤ Evidence in terms of marking		
➤ Any constructive comments / feedback		
➤ Date and signature of the teacher		

4. RESEARCH PRESENTATION	YES/ NO	COMMENTS
Is the research topic in accordance with SAG?		
Are the LO and ASs assessed indicated?		
Is time allocation appropriate		

Are the instructions clear, correct and unambiguous?		
Is the task of an appropriate cognitive level?		
Is the marking guide/rubric appropriate and complete?		
Was the research topic/question and the marking guide/rubric moderated?		
Is there evidence that the research was presented?		
Was the research presentation marked?		
➤ Date and signature of the teacher		

5. EXAMINATION PAPER	YES/ NO	COMMENTS
Is the paper in accordance with (SAG)?		
Is the weighting of Learning Outcomes (LOs) appropriate?		
Are the relevant Assessment Standards (ASs) indicated and covered?		
Is time allocation appropriate?		
Are the instructions clear, correct and unambiguous?		
Is the format/structure of the paper appropriate?		
Are the different cognitive levels covered?		
Is the marking guideline / assessment tool appropriate, complete and accurate?		
Was the paper marked?		
➤ Evidence in terms of marking		
➤ Any constructive comments / feedback		
➤ Date and signature of the teacher		

1ST Term

2nd Term

3rd Term

RECOMMENDATIONS BY HOD (SMT)

1ST Term

2nd Term

3rd Term

SCHOOL STAMP



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

BUSINESS STUDIES

CLUSTER/DISTRICT MODERATION TOOL

DISTRICT		CENTRE NUMBER	
SCHOOL		SUBJECT	
TEACHER		GRADE	

	SESSION1 YES √/ NO x	SESSION2 YES √/ NO x	
<u>PORTFOLIO ORGANISATION</u>			
1.3. <u>TEACHER PORTFOLIO</u>			
<ul style="list-style-type: none"> Cover page (surname & initials, grade, subject, school, year and district) 			
<ul style="list-style-type: none"> Table of contents 			
<ul style="list-style-type: none"> Division of CASS components 			
<ul style="list-style-type: none"> Availability of NCS policy documents e.g. Subject Statement, SAG, LPG, Provincial CASS Guideline 			
<ul style="list-style-type: none"> Availability of Work Schedule and Lesson Plans 			
<ul style="list-style-type: none"> Availability of Mark schedule. 			
<ul style="list-style-type: none"> Availability of assessment tasks and marking guideline/assessment tools 			
<ul style="list-style-type: none"> Correspondence between learner and teacher portfolios 			

• Evidence of moderation			
• Evidence of extra formative assessment tasks			
1.4. <u>LEARNER PORTFOLIO</u>			
• Cover page (surname & initials -learner and teacher), grade, subject, school, year, and district)			
• Table of contents			
• Division of CASS components and evidence of learner performance			
• Declaration Form signed?			

**2. 1. CASS COMPONENTS PER TERM
GRADE 10/11**

1ST Term	Expected No	Actual No	2ND Term	Expected No	Actual No	3RD Term	Expected No	Actual No
Assignment			Project			Research Presentation		
Test			June Exam			Test		

**2.2. CASS COMPONENTS PER TERM
GRADE 12**

1ST Term	Expected No	Actual No	2ND Term	Expected No	Actual No	3RD Term	Expected No	Actual No
Assignment			Project			Research Presentation		
Test			June Exam			Test		
						Preparatory Exam		

1. ASSIGNMENT	YES/ NO	COMMENTS
Is the assignment in accordance with SAG?		
Are LOs and ASs assessed indicated?		
Is time allocation appropriate?		
Are the instructions clear, correct and unambiguous?		
Are the cognitive levels covered?		
Is the marking guideline / assessment tool appropriate and accurate?		
Was the assignment moderated?		
➤ Evidence in terms of remarking		
➤ Any constructive comments / feedback		
➤ Date and signature of the teacher		

2. CONTROLLED TEST	YES/ NO	COMMENTS
Is the test in accordance with (SAG)?		
Is the weighting of Learning Outcomes (LOs) appropriate?		
Are the relevant Assessment Standards (ASs) indicated and covered?		
Is time allocation appropriate?		
Are the instructions clear, correct and unambiguous?		
Is the format/structure of the paper appropriate?		
Are the different cognitive levels covered?		

Is the marking guideline / assessment tool appropriate, complete and accurate?		
Was the paper moderated?		
➤ Evidence in terms of remarking		
➤ Any constructive comments / feedback		
➤ Date and signature of the teacher		

3. PROJECT	YES/ NO	COMMENTS
Is the topic in accordance with SAG?		
Are the LO and ASs assessed indicated?		
Is time allocation appropriate?		
Are the instructions clear, correct and unambiguous?		
Are the cognitive levels covered?		
Is the task affording the learner the opportunity to apply theory to practice?		
Is the marking guideline / assessment tool appropriate and accurate?		
Was the project moderated?		
➤ Evidence in terms of remarking		
➤ Any constructive comments / feedback		
➤ Date and signature of the teacher		

4. RESEARCH PRESENTATION	YES/NO	COMMENTS
Is the research topic in accordance with SAG?		
Are the LO and ASs assessed indicated?		
Is time allocation appropriate?		
Are the instructions clear, correct and unambiguous?		
Is the task of an appropriate cognitive level?		
Is the marking guide/rubric appropriate and complete?		
Is there evidence that the research was presented?		
Was the research presentation moderated?		
➤ Date and signature of the teacher		

5. EXAMINATION PAPER	YES/NO	COMMENTS
Is the paper in accordance with (SAG)?		
Is the weighting of Learning Outcomes (LOs) appropriate?		
Are the relevant Assessment Standards (ASs) indicated and covered?		
Is time allocation appropriate?		
Are the instructions clear, correct and unambiguous?		
Is the format/structure of the paper appropriate?		
Are the different cognitive levels covered?		

Is the marking guideline / assessment tool appropriate, complete and accurate?		
Was the paper moderated?		
➤ Evidence in terms of remarking		
➤ Any constructive comments / feedback		
➤ Date and signature of the teacher		

SESSION 1

RECOMMENDATIONS BY CLUSTER/ DISTRICT OFFICIAL

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.....
Surname Initials

.....
Signature

.....
Date

SESSION 2

RECOMMENDATIONS BY CLUSTER/ DISTRICT OFFICIAL

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.....
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.....
Surname Initials. (Cluster leader)

.....
Signature

.....
Date

.....
Surname Initials. (District official)

.....
Signature

.....
Date

District /Curriculum stamp



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

CLUSTER/DISTRICT MODERATION REPORT FORM

DISTRICT: **CLUSTER:** **DATE:**

SUBJECT: **GRADE:**

NO OF SCHOOLS EXPECTED:

NO OF SCHOOLS MODERATED:

NO OF SCHOOLS ABSENT:

1. LIST OF SCHOOLS ABSENT AND REASONS:

- ;
- ;
- ;
- ;
- ;
- ;

2. WHAT ARRANGEMENTS HAVE BEEN MADE FOR SCHOOLS THAT ARE ABSENT?

- ;
- ;
- ;
- ;
- ;
- ;

3. SCHOOLS NOT MEETING MINIMUM REQUIREMENTS. EXPLAIN.

- ;
- ;
- ;
- ;
- ;
- ;
- ;
- ;

4. SCHOOLS THAT NEED SUPPORT

SCHOOL	NATURE OF SUPPORT NEEDED

5. DO ALL SCHOOLS IN YOUR CLUSTER/DISTRICT HAVE NCS CASS POLICY DOCUMENTS? STATE THE DOCUMENTS NEEDED IF ANY.

SCHOOL	DOCUMENT NEEDED

COMMENTS AND RECOMMENDATIONS:

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.....
CLUSTER CHAIRPERSON:

.....
SIGNATURE:

.....
DATE

.....
DISTRICT OFFICIAL

.....
SIGNATURE:

.....
DATE

District stamp



MODERATION ATTENDANCE REGISTER

DISTRICT: _____ **NAME OF CLUSTER:** _____ **DATE:** _____

SUBJECT: _____ **GRADE:** _____ **TERM:** _____

	Surname	First name	School	Contact office and cell	Signature
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
13.					

EXAMPLE OF A WORK SCHEDULE FOR GRADE 10:

TIME FRAME	LO.AS NR	LO.AS	Context	CONTENT	ASSESSMENT	RESOURCES
8HRS/ 2 Weeks	10.1.5	The nature of business being conducted in the vicinity. Integrated with: 10.1.1; 10.1.2; 10.1.3; 10.2.2; 10.2.4; 10.2.6	BUSINESS SECTIONS	<ul style="list-style-type: none"> Primary, secondary and tertiary sectors: <ul style="list-style-type: none"> Primary Secondary and Tertiary sectors 	<ul style="list-style-type: none"> Baseline Assessment (revise from GET) Research project – sectors in your vicinity. 	<ul style="list-style-type: none"> Textbook Local businesses Worksheets
12HRS/ 3 Weeks	10.1.1 10.1.2	Components of business environment. The features of micro business environments and relationships between environments.	BUSINESS ENVIRONMENT	<ul style="list-style-type: none"> The micro and market business environment. The components of business environments (micro, market and macro). 	<ul style="list-style-type: none"> Case study to identify different components of business environments Presentation and description of the features of the business environment 	<ul style="list-style-type: none"> Textbook Local businesses Poster – three cycles representing business environments Case studies Observation sheet Workbooks
12HRS/ 3 Weeks	10.1.3	Contemporary socioeconomic issues that impact on business. Integrated with: 10.1.1; 10.1.2	SOCIO ECONOMIC ISSUES	<ul style="list-style-type: none"> Explore contemporary socio-economic issues (e.g. Poverty, HIV/AIDS, unemployment, gambling, skills levy, violence, crime, riots, etc. and Analyse their impact on business 	<ul style="list-style-type: none"> Case study / Scenario-contemporary socio-economic issues. Debates Assignment 	<ul style="list-style-type: none"> Textbook HIV/AIDS posters and brochures Newspaper cuttings Case studies

16HRS/ 4 Weeks	10.4.1 10.4.2 10.4.5 10.4.3	The eight business functions. Interrelatedness of the business functions. Business functions and their importance in achieving business objectives: administration, financing; purchasing; public relations. The levels and tasks of general management. Integrated with: 10.1.1; 10.1.2; 10.1.3; 10.1.5; 10.3.1; 10.2.1; 10.2.2; 10.2.3; 10.2.4; 10.3.7; 10.3.8; 10.3.9	BUSINESS FUNCTIONS	<ul style="list-style-type: none"> • The business functions Link to LO1 • The role and importance of these functions within business. • The relationship between the functions and the difference between how they operate within small and large business enterprises (e.g. the sole trader versus departments in large industries). Link to LO1 • The functions of administration, financing, purchasing and public relations. • Identify 'general management' and explore the levels of management and management tasks. • Understand the responsibilities and alignment between levels and tasks. • Discuss the correlation between management and the success of business in achieving its objectives 	<ul style="list-style-type: none"> • Baseline assessment on the business environment, e.g. Microenvironment. • Role-play the functional management of a business • Case study – show the relationship. • Organizational chart to indicate the management levels. • Brainstorming • Presentation of the analyzed business functions. • Debates and discussions. • Controlled test 1 	<ul style="list-style-type: none"> • Textbook • Local Businesses • Organizational chart/structure • Case Studies • Posters • Observation sheet • Workbooks
8HRS/ 2 Weeks	10.3.3 10.3.7	The concept of self-management Self-assessment and possible business careers. Integrate with: 10.1.3; 10.1.5; 10.2.1; 10.2.2; 10.2.3; 10.2.4; 10.3.1; 10.3.2; 10.3.9	SELF MANAGEMENT	<ul style="list-style-type: none"> • Time management, personal goals, definition of success and a balanced lifestyle (e.g. balancing work with relaxation). • Developing a professional image (e.g. Neatness of work, presentations) and access resources to assist with professional image. • Personal analysis of strengths, weaknesses, talents and interests. • Knowledge of contemporary business careers (includes being an entrepreneur, outsourcing and consulting avenues), link personal assessment to business careers. 	<ul style="list-style-type: none"> • Self-Assessment – Analysis of strengths, weaknesses, talents and interests • Case study/scenario • Research presentation 	<ul style="list-style-type: none"> • Textbook • Self-assessment questionnaire • Career adverts • Case studies
12HRS/ 3 Weeks	10.3.1 10.3.2	Creative thinking contributes towards successful and sustainable business practice. Creative thinking to generate entrepreneurial opportunities and to solve business problems. Integrate with: 10.1.5; 10.2.1; 10.2.2; 10.2.3; 10.2.4; 10.3.7; 10.3.9	CREATIVE THINKING	<ul style="list-style-type: none"> • Problem solving, creative thinking, idea generation, how to use indigenous knowledge to solve problems and identify business opportunities. • Mind mapping, brainstorming and creative thinking to identify innovative and entrepreneurial business opportunities. Link to LO 2	<ul style="list-style-type: none"> • Mind map to assist the process of problem solving. • Brainstorming process • Case Study 	<ul style="list-style-type: none"> • Textbook • Posters • Case Studies

16HRS/ 4 Weeks	10.2.1 10.2.2	Research instrument Business opportunities Integrate with: 10.1.5; 10.2.4; 10.3.1; 10.3.2; 10.3.7	BUSINESS OPPORTUNIT Y	<ul style="list-style-type: none"> • Research instruments and collecting information (e.g. questionnaires, interview structures). • Business opportunities (based on researched needs and wants) and strengths, weaknesses, opportunities and threats (SWOT) analyses to determine a viable business venture. 	<ul style="list-style-type: none"> • Research instrument • Interviews • SWOT analysis • Business opportunities • Simulate a viable business venture. 	<ul style="list-style-type: none"> • Textbook • Research instrument • Questionnaire • Interview schedule
4HRS/ 1 Week	10.2.4	Factors that impact on business location decisions Integrate with: 10.1.3; 10.1.5; 10.3.1; 10.3.7	BUSINESS LOCATION	<ul style="list-style-type: none"> • The factors impacting on location (e.g. Labour regulations, environmental factors, transport, infrastructure, market, etc.) 	<ul style="list-style-type: none"> • Debates • Scenarios 	<ul style="list-style-type: none"> • Textbook • Bylaws and regulations • Labour Relations Acts
12HRS/ 3 Weeks	10.2.3	A business Plan Integrate with: 10.1.3; 10.3.1; 10.1.5; 10.3.2; 10.2.4; 10.3.7; 10.2.6; 10.3.9	BUSINESS PLAN	<ul style="list-style-type: none"> • Business plans (including financial analysis) and analysis of environmental factors. 	<ul style="list-style-type: none"> • Project: Business plan (including a financial analysis) that can be implemented. • Calculations 	<ul style="list-style-type: none"> • Textbook • Projected Cash flow • Research results • Market research report
12HRS/ 3 Weeks	10.2.7	Contracts and their legal implications Integrate with: 10.1.5; 10.2.2; 10.2.3; 10.2.4; 10.3.7; 10.3.9	CONTRACT- S	<ul style="list-style-type: none"> • Contracts (e.g. Legal aspects, hire-purchase, rental, insurance) and their legal implications in different business contexts. 	<ul style="list-style-type: none"> • Case study – to show that a contract is binding 	<ul style="list-style-type: none"> • Textbook • Insurance policy • Hire purchase contract, etc. • Case studies
4HRS/ 1 Week	10.2.6	Business-related information Integrate with: 10.1.3; 10.3.1; 10.1.5; 10.2.1; 10.2.2; 10.2.3; 10.2.4; 10.3.2; 10.3.7; 10.3.9	BUSINESS REPORT	<ul style="list-style-type: none"> • Business reports with the help of tables, graphs, diagrams and illustrations (e.g. activities, progress, challenges and recommendations). 	<ul style="list-style-type: none"> • Presentation of a report • Relevancy of tables, graphs, diagrams and illustrations • Confidence • Communication skill • Collage • June Examination 	<ul style="list-style-type: none"> • Textbook • Posters
16HRS/ 4 Weeks	10.3.8 10.3.9	Working together to accomplish business objectives and factors that can influence relationships. Successful and collaborative team performances Integrate with: 10.1.1; 10.1.3; 10.3.1; 10.1.5; 10.2.1; 10.2.2; 10.2.3; 10.2.4; 10.3.2; 10.3.3; 10.3.7; 10.4.3	RELATIONSHIP AND TEAM PERFORMANCE	<ul style="list-style-type: none"> • 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). • Teamwork to accomplish business objectives. 	<ul style="list-style-type: none"> • Case study / scenario • Role-play – working in a project • Project 	<ul style="list-style-type: none"> • Textbook • Organizational chart / structure of a company • Code of conduct • Team values • Business ethics • Case studies

4HRS/ 1 Week	10.3.10	Business contributes responsibly towards its immediate community Integrate with: 10.1.1; 10.1.2; 10.1.3; 10.1.5; 10.3.1; 10.2.1; 10.2.2; 10.2.3; 10.3.2; 10.2.4; 10.3.7; 10.3.9	SOCIAL RESPONSIBILITY	<ul style="list-style-type: none"> • Areas of social or economic need and ways in which a business can contribute 	<ul style="list-style-type: none"> • Report • Presentation • Research and report • Controlled Test 2 • End-of-year examination 	<ul style="list-style-type: none"> • Textbook • Business reports on social responsibility
3 Weeks		Midyear: Revision & Exam				
3 Weeks		End of the year: Revision Examination (LO1-4)				

EXAMPLE OF A WORK SCHEDULE FOR GRADE 11: BUSINESS STUDIES

TIME FRAME	Week	LO.AS		CONTEXT	CONTENT	ASSESSMENT	RESOURCES
4HRS/ 1 WEEK	1	11.1.5	Links between various primary, secondary and tertiary enterprises Integrated with: 11.1.1 11.1.2 11.1.3 11.4.3 11.4.5	BUSINESS SECTORS	The links between: <ul style="list-style-type: none"> Primary enterprises Secondary enterprise Tertiary enterprise 	<ul style="list-style-type: none"> Baseline assessment – revise the sectors from Grade 10 Case study Tabulations to established the links 	<ul style="list-style-type: none"> Textbooks Local businesses Global businesses Case studies
12HRS/ 3 WEEKS	2	11.1.1	The extent in which business can control and influence the different business environments	BUSINESS ENVIRONMENT	<ul style="list-style-type: none"> Control factors over business environments The nature of power relationships, networking and lobbying. (Refer to the subject content) 	<ul style="list-style-type: none"> Baseline assessment – revise the components of the business environment 	<ul style="list-style-type: none"> Textbook Local, national and global businesses. Case studies
	3				<ul style="list-style-type: none"> Ways in which business can adapt to challenges of the macro environment, and whether this is to the benefit of the business. 	<ul style="list-style-type: none"> Research on how business can adapt to challenges. Report Case study Test 	
	4	11.1.2	How a business needs to adapt to challenges of the business environments Integrated with: 11.1.3 11.4.3 11.4.4 11.4.5		<ul style="list-style-type: none"> Challenges of: <ul style="list-style-type: none"> Micro environment Market environment Macro environment Link the macro environment to 11.1.3 	<ul style="list-style-type: none"> Assignment on the challenges of different business environments 	
8HRS/ 2 WEEKS	5	11.1.3	Interpret the impact and the challenges of contemporary socio-economic issues on business operations	SOCIO ECONOMIC ISSUES	<ul style="list-style-type: none"> Socio-economic issues (e.g. Poverty, HIV/Aids, unemployment) 	<ul style="list-style-type: none"> Case study Debates and discussions of the socio-economic issues. 	<ul style="list-style-type: none"> Textbook HIV/Aids posters/brochures and flyers Newspaper cuttings

	6		Integrated with: 11.1.1 11.1.2 11.4.3 11.4.5		<ul style="list-style-type: none"> Contemporary socio-economic issues and their impact on business operations and the productivity (e.g. Reduction of the labour force due to HIV/Aids, piracy, crime, loss of goods). 	<ul style="list-style-type: none"> Assignment: Research 	<ul style="list-style-type: none"> Case studies
8HRS/ 2 WEEKS	7	11.3.10	The citizenship roles and responsibilities that business practitioners need to perform within a business environment	SOCIAL RESPONSIBILITIES	<ul style="list-style-type: none"> Citizenship roles and responsibilities that business practitioners need to perform within a business environment. 	<ul style="list-style-type: none"> Case study to examine the role of citizens and business practitioners. Debates Controlled Test 1 	<ul style="list-style-type: none"> Textbook Social Responsibility report Case Studies
	8		Integration with: 11.1.1 11.1.2 11.3.10		<ul style="list-style-type: none"> The role of citizens, business and individual business practitioners. 		
16HRS/ 4 WEEKS	9	11.2.1	The degree to which a business embraces entrepreneurial qualities	ENTREPRENEURIAL QUALITIES AND CAREERS	<ul style="list-style-type: none"> Entrepreneurial qualities for business practice and assessing an identified business against these qualities (e.g. risk taking, perseverance, good management). 	<ul style="list-style-type: none"> Self-assessment – Entrepreneurial qualities Business assessment Report Research presentation-business career 	<ul style="list-style-type: none"> Textbook Self Assessment questionnaire Business assessment questionnaire Research instrument Career Adverts
	10						
	11	11.3.7	Business careers and identify paths for personal and career growth		<ul style="list-style-type: none"> Business career and paths for personal and career growth and advancement. 		
	12		Integration with: 11.2.3 11.2.4				
20HRS/ 5 WEEKS	13	11.2.3	Collaboratively or independently transform a business plan into an action plan (including Gantt charts and timelines).	ACTION PLAN AND BUSINESS VENTURE	<ul style="list-style-type: none"> Transforming a business plan into an action plan (e.g. Timelines, Gantt charts, responsibilities, project planning) 	<ul style="list-style-type: none"> Project: Action plan-with activities, timelines, responsibilities Role play or simulate a business venture Research project – avenues of acquisition of other businesses Debates and discussion – Forms of 	<ul style="list-style-type: none"> Textbook Newspapers Business plan PC- Outlook program (if available) Completed Action plan Legal documents, e.g. companies Act Case studies
	14	11.2.4	Start a business venture		<ul style="list-style-type: none"> Initiating and setting up business ventures to generate income, basing this on an action plan and acquiring funding if needed. 		

	15	11.2.7	Avenues of acquiring businesses.		<ul style="list-style-type: none"> Avenues of acquiring businesses (e.g. franchising, outsourcing, leasing), and their advantages and disadvantages as well as contractual implications (e.g. royalties, legalities). 	ownership and management skills	<ul style="list-style-type: none"> Case study – avenues of acquiring businesses.
	16	11.2.8	The benefits and challenges of establishing a company versus other forms of ownerships		<ul style="list-style-type: none"> The benefits and challenges of establishing a company versus other forms of ownerships (including taxation issues) 		
	17		Integrated with: 11.1.2. 11.2.1 11.3.2. 11.3.3 11.3.4 11.4.3 11.4.5		<ul style="list-style-type: none"> Forms of ownership (sole trader, partnership, close corporations, company). 		
8HRS/ 2 WEEKS	18	11.2.6	Present a variety of business-related information	BUSINESS INFORMATION	<ul style="list-style-type: none"> Business-related information in verbal and non-verbal format (including tables, graphs, diagrams and illustrations). 	<ul style="list-style-type: none"> Presentation of a report Relevancy of tables, graphs, diagrams and illustrations. Confidence Communication skills Collage Questions and feedback June examination 	<ul style="list-style-type: none"> Textbook Poster Collage
	19		Integrated with: 11.1.1. 11.1.2 11.1.3 11.1.5 11.2.1 11.2.3 11.2.4 11.2.7 11.3.7 11.4.4				
12HRS/ 3 WEEKS	20	11.3.2	Creative Thinking	CREATIVE THINKING	<ul style="list-style-type: none"> Creative thinking to address business problems and to improve business practice Problem-solving skills in a business context 	<ul style="list-style-type: none"> Role play – problem solving process Case study – problem to be solved (Relate the case study to LO2 Report 	<ul style="list-style-type: none"> Textbook Case studies Business environment. Sound business practice
	21		Integrated with: 11.2.3. 11.2.4 11.2.7 11.2.8		<ul style="list-style-type: none"> More complex problem-solving techniques (e.g. Delphi technique and force field analysis). Working with others to solve problems and generate ideas. 		

	22				<ul style="list-style-type: none"> Creative thinking skills and conventional versus non-conventional solutions (include indigenous approaches and solutions). 		
16HRS/ 4WEEKS	23	11.3.3	Theories and principles of professionalism and ethics, and explore how these relate to the business environment	PROFESSIONALISM AND TEAM DYNAMICS	<ul style="list-style-type: none"> The theories and principles of professionalism and ethics, and explore how they relate to the business environment. The difference between good and bad decisions. Principles and skills of professional, responsible, ethical and effective business practice to carry out business ventures. The concepts of ethics and different perspectives on ethics, as well as ethical business ventures. Conflict management, team dynamics and dealing with grievances 	<ul style="list-style-type: none"> Case Study Role-play – group activity Presentation Project 	<ul style="list-style-type: none"> Textbook Team values Business ethics Code of Conduct Case Studies
	25	11.3.4	Principles and skills of professional, responsible, ethical and effective business practice to carry out business ventures.				
	26	11.3.8	Describe team dynamics theories. Integrated with: 11.1.1. 11.1.2 11.1.3 11.1.5 11.2.1 11.2.3 11.2.4				
8HRS/ 2 WEEKS	27	11.3.6	Concepts relating to stress, crisis and change management. Integrated with: 11.3.2. 11.3.3 11.3.4	STRESS MANAGEMENT	<ul style="list-style-type: none"> Concepts relating to stress, crisis and change management. ❖ How to manage stress 	<ul style="list-style-type: none"> Case study Debates and discussions Life skills 	<ul style="list-style-type: none"> Textbook Case study Stress management literature Change management literature
	28				<ul style="list-style-type: none"> ❖ Theories of change management, dealing with and adapting to change (e.g. unemployment, retrenchment, globalisation, affirmative action). 		
24HRS/ 6 WEEKS	29	11.4.3	Aspects of the marketing function.	BUSINESS FUNCTION	<ul style="list-style-type: none"> Marketing activities (e.g. product policies, marketing distribution, marketing communication). (Refer to the subject content). Marketing in formal and informal sectors. 	<ul style="list-style-type: none"> Baseline assessment from other grades. Project – carry out marketing activity. 	<ul style="list-style-type: none"> Textbooks Local, National and Global businesses Organizational

	30				<ul style="list-style-type: none"> Foreign marketing and the production function (e.g. systems, planning, safety, quality and costing) 	<ul style="list-style-type: none"> Assignment. Debates and discussions. Case study. 	chart/structure <ul style="list-style-type: none"> Case studies
	31	11.4.4	Select a marketing activity and carry it out to achieve an identified business objective		<ul style="list-style-type: none"> Select a marketing activity and carry it out to achieve an identified business objection. 		
	32						
	33	11.4.5	Aspects of production function. Integrated with: 11.1.1. 11.1.2 11.1.3 11.1.5		<ul style="list-style-type: none"> The production function: <ul style="list-style-type: none"> Systems; production planning; safety management; quality control; 		
	34				<ul style="list-style-type: none"> Production costs. (Refer to the subject content. 	Controlled Test 2	
3 WEEKS	<div>End of the year Examination (LO1-4)</div>						
3 WEEKS							

EXAMPLE OF WORK SCHEDULE: BUSINESS STUDIES GRADE 12

Term 1

TIME – FRAME	LO.AS		C O N T E X T	CONTENT	ASSESSMENT	RESOURCES
Week 1	12.3.2	Creative thinking and respond to challenges in dynamic and complex business contexts	CREATIVE THINKING AND BUSINESS STRATEGIES	<ul style="list-style-type: none"> Advanced problem solving skills (Refer to the previous Grades) Creative thinking to solve complex business problems in case studies and given scenarios 	<ul style="list-style-type: none"> Baseline Assessment from other grades 	<ul style="list-style-type: none"> Text book Case study Evaluation instrument
Week 2	12.1.2	Strategies for how a business can respond to the challenges Integration with: 12.1.3; 12.1.4; 12.4.3; 12.4.4; 12.4.6; 12.4.5		<ul style="list-style-type: none"> Strategies in response to challenges in business environments: <ul style="list-style-type: none"> SWOT analysis of business environments Formulation of strategies 	SWOT Analysis-business environment	
Week 3				<ul style="list-style-type: none"> Implementing strategies Evaluation of strategies 	Case study to show the challenges	
Week 4				<ul style="list-style-type: none"> Type of business strategies: <ul style="list-style-type: none"> Integration strategies Intensive strategies 	Informal Class test	
Week 5				<ul style="list-style-type: none"> Diversification strategies Defensive strategies Other strategies, e.g. the company repositioning itself 		
Week 6				Evaluating these strategies and making recommendations for their improvement. REVISION FOR FORMAL TEST	Evaluation of the strategies	

Week 7	12.1.5	Select the business from each sector and describe the three environments related to these sectors and the extent to which a business can control these environments Integration with 12.1.3 12.1.4 12.4.3 12.4.4 12.4.6	BUSINESS ENVIRONMENT	Case studies of 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.	o Case study-three sectors and environments related to sectors	-Textbooks -Case studies
Week 8	12.1.3	Critically examine the concept of social responsibility and its implications for both businesses and communities	CSR AND LEGISLATION	Corporate citizenship /Corporate Social Responsibility <ul style="list-style-type: none"> The nature and process of corporate social investment, how it works, and the benefit and /problems for both business and communities 	<ul style="list-style-type: none"> Case study on CSR Debate & Discussions ASSIGNMENT: research on Corporate Social Investment. Test 	<ul style="list-style-type: none"> Textbook CSR Report e.g. from businesses Assessment questionnaire <ul style="list-style-type: none"> Employment Equity Act, Skills Development Act and BEE Act
Week 9	12.1.4	Analyse the impact on small and big business operations of recent legislation developed in response to demands for redress and equity. Integration with: 12.1.5 12.2.5. 12.3.3. 12.4.3. 12.3.4		<ul style="list-style-type: none"> Corporate social investment projects, including human rights issues. Responsible business practice Challenges to the business <ul style="list-style-type: none"> Legislative requirements e.g. Employment Equity Act, Skills Development Act (e.g. skills levies and their implications for small and large business) and BEE and compliance. The National Skills Development Strategy and Human Resource Development Strategy (i.e. Sector Education and Training authorities)	CONTROLLED TEST1	and National Skills Development strategy

Term 2

Time – Frame	LO/AS		C O N T E X T	Content	Assessment	Resources
Week 1	12.2.4	Critically reflect on a business venture, assess its entrepreneurial qualities.	B U S I N E S S V E N T U R E	The concept of entrepreneurial qualities and assessing a business venture according to these qualities What makes a business successful-key success factors, case studies (e.g. sustainability, profitability, customer base).Identify areas for improvement.	<ul style="list-style-type: none"> • Case study- quality and performance success factors for the business • Self-assessment – entrepreneurial qualities • Business evaluation • PROJECT: reflect and evaluate a business venture 	<ul style="list-style-type: none"> • Textbook • Case studies • Human rights literature • Self-assessment questionnaire • Business evaluation questionnaire
	12.2.5	Business Venture addresses issues such as human rights, inclusivity and environmental issues		Assessing a business venture against criteria to measure human rights, inclusivity and environmental issues.		
Week 2	12.2.8	Particular form of ownership can contribute to the success or failure of a business.		Types of ownership (e.g. sole trader, company) and their impact on the successor failure of a business, issues of capacity, taxation, management, capital, division of profits and legislation		
Week 3	12.4.6	How quality of performance within the business functions can influence the success or failure of a business. Integration with: 12.1.4; 12.3.3; 12.3.4; 12.3.8; 12.4.3; 12.4.4; 12.4.5		The concept of quality, how it relates to various business functions, and how it impacts on different business structures (e.g. sole traders versus large business) What makes a business successful – key success factors, case studies (e.g. sustainability, profitability, customer base).		

Week 4	12.2.6	Present a variety of business-related information clearly and accurately in verbal and non-verbal format (including graphs), respond professionally to questions and feedback, and amend information as necessary. Integration with: 12.2.4; 12.2.5; 12.2.7; 12.2.8	BUSINESS INFORMATION	<ul style="list-style-type: none">• Business information with tables, graphs, diagrams and illustrations	<ul style="list-style-type: none">• Presentation of a report• Relevancy of tables, graphs, diagrams and illustrations• Confidence• Communication skills• Collage• Questions and feedback	Textbook Posters PowerPoint presentations
Week 5	12.3.3	Discuss and debate how professional, responsible, ethical and effective business practice should be conducted in changing and challenging business environments.	AND ETHICS	<ul style="list-style-type: none">• The business environment and issues that could challenge ethical and professional behaviour (e.g. taxation, sexual harassment, pricing of goods in rural areas, unfair advertising, unauthorized use of funds, abuse work time, etc.)• The meaning of ethical behaviour and business practice, and the relationship between ethical and professional behaviour.	<ul style="list-style-type: none">• Case study• Simulation of professional situations• Debates and discussions	<ul style="list-style-type: none">• Textbook• Code of Conduct• Business ethics• Case studies
Week 6	<div><div>Term 3</div><div>JUNE EXAMINATION</div></div>					
Week 7						
Week 8						
Week 9	12.3.4	Reflect on situations and activities and make recommendations for improvement. Integration with: 12.1.2; 12.3.2; 12.3.3; 12.3.4; 12.3.7; 12.3.8; 12.3.10; 12.4.3; 12.4.4	PROFESSIONALISM	<ul style="list-style-type: none">• How professional, responsible, ethical and affective business practice should be conducted, (e.g. not starting a venture at the expense of some one else, payment of fair wages, regular payment of tax, etc).	<ul style="list-style-type: none">• Case study• Simulation of professional situations• Debates and discussions	<ul style="list-style-type: none">• Textbook• Code of Conduct• Business ethics• Case studies
Week 10	12.3.5	Differentiate between management and leadership styles and approaches.	LEADERSHIP	<ul style="list-style-type: none">• The difference between leadership and management, different theories of management and leadership, e.g. Leaders and followers, Situational leadership, Transitional and Transformative leadership, etc..., the role of personal attitude in success and leadership	<ul style="list-style-type: none">• Role-play – leadership/ management role• Case study• Test	<ul style="list-style-type: none">• Textbook• Leadership and management literature• Case studies

Time – Frame	LO/AS		CONTEXT	Content	Assessment	Resources
Week 1	12.3.6	Apply conflict management skills to resolve differences in business situations (including workplace forums). Integration with: 12.1.2; 12.3.2; 12.3.3; 12.3.4; 12.3.7; 12.3.8; 12.3.10; 12.4.3; 12.4.4	MANAGEMENT AND	<ul style="list-style-type: none"> Conflict management skills to resolve differences in business situations (including workplace forums). Problem-solving and management of problems that arise from working with others or in teams 	<ul style="list-style-type: none"> Role-play – leadership/ management role Case study Test 	<ul style="list-style-type: none"> Textbook Leadership and management literature Case studies
Week 2	12.3.8	Collaborate with others to contribute towards the achievement of specific objectives.	TEAM PERFORMANCE	<ul style="list-style-type: none"> Self and team assessment according to team criteria. How to effectively perform specific role within a team Workplace scenarios where the workers are expected to complete projects in teams, together on the line. 	<ul style="list-style-type: none"> Simulation of team work Projects and assignment to show team dynamics Self assessment Team assessment Case study/scenario Evidence of community involvement 	<ul style="list-style-type: none"> Textbook Skills Development Act
Week 3	12.3.10	Meaningfully contribute time and effort to advancing the well-being of others in a business context. Integration with: 12.3.2; 12.3.3; 12.3.4; 12.3.7; 12.3.8; 12.3.10				

Week 4	12.4.3	Analyse and discuss relevant legislation and the following aspects of the human resource function; recruitment and selection; employee contracts; induction and placement; salary administration; employee benefits; skills development.	HUMAN RESOURCE AND LEGISLATION	Human resource activities (e.g. Recruitment and selection, contracts, inductions, salaries, and other benefits). <ul style="list-style-type: none">Human resource: Labour Relations Act, Basic Conditions of Employment & Employment Equity Act.Procedures related to recruitment, selection and interviewing.Legalities of employment contracts.Procedures of induction and placements.Interviewing, selection and induction.Salary determination (piecemeal and time-related) includes personal tax. Link to basic conditions of employment.Employee benefits: pension, medical, other.Skills Development Act and the links to training, SETA's, learnerships, and skills programmes, qualifications, National Qualification Framework, SAQA, etc.Industrial relations, including the history of trade unions, functions and the role of trade unions and grievance procedures (e.g. Arbitration).	<ul style="list-style-type: none">Simulation of situationsRole play interviewsCase studyDebates and discussionsResearchProject linked to human resources	<ul style="list-style-type: none">TextbooksSkills Development ActEmployment Equity ActBasic Conditions of Employment ActEmployment contract.Labour Relations ActSAQANational Skills Development Strategy.Case studies
Week 5	12.4.4	Select a human resource activity and carry it out to achieve an identified business objective.				
Week 6	12.4.5	Investigate developments in industrial relations that relate to contemporary business practice				
Week 7	12.3.7	Select and motivate choice of possible business careers and associated paths. Integration with: 12.1.4; 12.3.4; 12.3.6		<ul style="list-style-type: none">Career pathingPlot paths on how to follow some business careers (e.g. Study, training, employment)Choose two to three business careers and motivate the reasons for your choice.	RESEARCH PRESENTATION CONTROLLED TEST2	<ul style="list-style-type: none">NewspapersTextbooks
Week 8	Preparatory Examination					
Week 9						
Week 10						
Week 11						