



**Province of the  
EASTERN CAPE  
DEPARTMENT OF EDUCATION**

---

**DIRECTORATE: CURRICULUM  
FET PROGRAMMES**

**PROVINCIAL  
SUBJECT IMPROVEMENT PLAN**

**BUSINESS STUDIES  
2013**

**PROVINCIAL SUBJECT IMPROVEMENT PLAN FOR 2013**

	<b>1. GENERAL INFORMATION</b>	
<b>1.1</b>	<b>NAME OF SUBJECT PLANNER</b>	<b>RANTSANE T.B</b>
	<b>DESIGNATION</b>	<b>DCES: BCM</b>
<b>1.2</b>	<b>CONTACT DETAILS :</b> <b>Tel: 040 608 4724                      Cell: 082 4322 723                      Fax: 040 608 4394                      email: rantsanetb@gmail.com</b>	

<b>2. INTRODUCTION</b>		
<b>2.1</b>	<b>Purpose of the Provincial Subject Improvement Plan for Business Studies</b>	<ul style="list-style-type: none"> <li>To enhance the quality of Grades 10-12 learner attainment in Business Studies in both the public and independent schools across the 23 districts in the Eastern Cape Education Department by: <ul style="list-style-type: none"> <li>Improving Business Studies NSC results by 4% to achieve 75% Provincial pass rate in 2013</li> <li>Improve the quality of passes by 3%</li> <li>Reduce learners who obtain level 1 by 10%</li> </ul> </li> </ul>
<b>2.2</b>	<b>How will the Subject Improvement Plan be used?</b>	<ul style="list-style-type: none"> <li>It will be used by all the Business Studies Subject Advisors, School Management Teams (SMTs) and relevant role players involved in planning, organising, leading and controlling curriculum activities focused on improving learner performance in Business Studies.</li> <li>It will be used as the base for the development of the District Business Studies Improvement Plan (Strategy) and the School Improvement Plans. Reference to reports such as School Based Assessment (SBA) moderation reports, Examiner's report, Report on the National Senior Certificate Examination 2012. National Diagnostic Report on Learner Performance should also be made when developing these plans.</li> <li>It will serve as a guide to curriculum structures (subject committees at all levels) when planning for content and assessment workshops; extra-classes; SBA moderation, teaching and revision, and planning Learners Support Programmes.</li> <li>It will serve as a planning and control measure to ensure that all curriculum activities are directed towards improving learner attainment and corrective measures are implemented where necessary.</li> <li>It will ensure full curriculum content coverage for Grades 10-12 as per Annual Teaching Plan (ATP) for CAPS and Grade 12 Examination Guideline of 2009</li> </ul>
<b>2.3</b>	<b>My vision for my subject for 2013</b>	To improve the attainment of Grades 10-12 Business Studies learners in all the 23 districts in the Eastern Cape Department of Education in terms of quantity and quality to achieve at least 75% pass rate.
<b>2.4</b>	<b>List 6 personal achievable/do-able goals set for my subject for the</b>	<ul style="list-style-type: none"> <li>Establish and maintain functional Business Studies Subject committees at all levels</li> <li>Ensure that Business Studies Improvement Plans have been developed and</li> </ul>

	<b>current school year</b>	<p>implemented at Provincial and district levels and that implementation take place.</p> <ul style="list-style-type: none"> <li>• Ensure SBA compliance in all districts</li> <li>• Ensure that BCM: DCES and or SES continuously support Business Studies teachers in content knowledge, teaching techniques, SBA and other subject related matters in order to attain 75% pass rate.</li> <li>• Ensure the implementation of the Revised NCS (CAPS) in Grades 10 &amp; 11 and the training of Grade 12 teachers in the 23 districts in 2013.</li> <li>• Conduct a focussed planning, monitoring and evaluation of Business Studies NCS curriculum activities</li> </ul>	
<b>2.5</b>	<b>Subject Pass rate pledge for Grade 12 for 2013 in each of the 23 districts</b>	<b>NAME OF DISTRICT</b>	<b>TARGET PASS RATE FOR 2013</b>
		1. Butterworth	65%
		2. Cofimvaba	65%
		3. Cradock	90%
		4. Dutywa	70%
		5. East London	75%
		6. Fort Beaufort	60%
		7. Grahamstown	75%
		8. Graaff Reinet	75%
		9. KWT	65%
		10. Lady Frere	70%
		11. Libode	60%
		12. Lusikisiki	75%
		13. Maluti	80%
		14. Mbizana	60%
		15. Mt. Fletcher	65%
		16. Mt. Frere	70%
		17. Mthatha	80%
		18. Ngcobo	80%
		19. P.E	70%
		20. Queenstown	73%
		21. Qumbu	75%
		22. Sterkspruit	79%
		23. Uitenhage	70%

### 3. GENERAL AREAS REQUIRING INTERVENTION (Add to the list if necessary according to the needs of the subject)

3.1	Establishment of Provincial Subject Committee 2013							
	Time frame: 11-13 February 2013							
	Name	Contact details			Designation			
		Cell	Fax	Email				
	Rantsane T.B	082 4322 723	086 5488 240		rantsanetb@gmail.com			
	To be confirmed							
	To be confirmed							
	To be confirmed							
To be confirmed								
To be confirmed								
3.2	Development of Committee Meeting agendas and reporting tools with timeframes							
	Provincial Committee meeting dates	Proposed Agenda Items for discussion	Responsibility	Reporting tools	District Committee meeting dates	Proposed Agenda Items for discussion	Responsibility	Reporting tools
	11-13 February 2013	1. Establishment & role functions, 2. Development of Provincial common tasks, 3. Analysis of NSC 2012 results. 4. Subject Improvement Plan 2013 5. Grades 10-12 Learner Support 6. CAPS orientation & implementation (Circular 01 of 2013 & Curriculum Year	Provincial Subject Planner	Minutes, agenda, attendance registers, report, invitation	20-28 February 2013	1. Establishment & role functions, 2. Development of district common tasks (appointment of examiners & moderators), 3. nalysis of NSC 2012 results and discussion of examiners report 4. District & School Subject Improvement Plans for 2013 5. Grades 10-12 Learner Support	Subject Advisor	Minutes, agenda, attendance registers, report, invitation

		Planner 2013/14 etc)				6. CAPS orientation & implementation (Circular 01 of 2013 & Curriculum Year Planner 2013/14 etc)		
	10-11 April 2013	1. SBA: DBE 2012 moderation reports, moderation processes and procedures, 2. CAPS training & implementation reports, 3. Assessment workshop	Provincial Subject Planner	Minutes, agenda, attendance registers, report, invitation	02-03 May 2013	1. SBA: DBE 2012 moderation reports, moderation processes and procedures, 2. CAPS training & implementation reports, 3. Assessment workshop 4. On-site support visits	Subject Advisor	Minutes, agenda, attendance registers, report, invitation
	04-05 September 2013	1. SBA term 1 & 2 moderation reports and wayforward 2. CAPS reports 3. Learners support reports (winter school & other extra classes, radio lessons)	Provincial Subject Planner	Minutes, agenda, attendance registers, report, invitation	17-19 September 2013	1. SBA term 1 & 2 moderation reports and wayforward 2. CAPS reports 3. Learners support reports (winter school & other extra classes, radio lessons)	Subject Advisor	Minutes, agenda, attendance registers, report, invitation
	06-07 November 2012	1. Analysis of Trial exam 2. Evaluation of 2013 activities 3. Planning for 2014	Provincial Subject Planner	Minutes, agenda, attendance registers, report, invitation	12-14 November 2013	1. Analysis of Trial exam 2. Evaluation of 2013 activities 3. Planning for 2014	Subject Advisor	Minutes, agenda, attendance registers, report, invitation
<b>3.3</b>	List professional development needs for Subject Advisors and Teachers with timeframes 3.3.1. Data collection and record keeping 3.3.2. Minute taking 3.3.3. SBA –how to use method marking and conversion of marks							

	How will the identified professional development needs be addressed?		
	<b>ACTIVITY</b>	<b>ACTIVITY</b>	<b>ACTIVITY</b>
	Data collection and record keeping	Data collection and record keeping	Data collection and record keeping
	Minute taking	Minute taking	Minute taking
	Guidelines on conversion of marks & method marking	Guidelines on conversion of marks & method marking	Guidelines on conversion of marks & method marking
3.4	List teaching and learning techniques and skills to be enhanced  3.4.1. Simulation 3.4.2. Role play 3.4.3. Cooperative learning		
	How will the teaching and learning methodologies identified be remediated together with timeframes		
	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>
	Assessment workshop	Provincial Subject Planner	01-04 April 2013
	Mini-assessment workshop & On-site school visits	District BCM:DCEs &/SEs	On-going
	Development of new SBA Provincial Guideline document (CAPS aligned)	Provincial subject committee	July 2013
3.5	List moderation processes and procedures to be enhanced.  3.5.1. Quality of moderation tools & reports 3.5.2. Assessment workshop 3.5.3. Distribution of DBE & Provincial SBA moderation reports		
	How will the moderation processes and procedures identified be remediated together with timeframes		
	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>
	Assessment workshop	Provincial Subject Planner	01-04 April 2013
	Mini-assessment workshop & On-site school visits	District BCM:DCEs &/SEs	On-going
	Development of new SBA Provincial Guideline document (CAPS aligned)	Provincial subject committee	July 2013
3.6	List ways in which the interpretation of Policies and Guidelines is to be cascaded to Subject Advisors and teachers with timeframes		

	3.6.1. Workshops 3.6.2. Subject Advisors` Indaba 3.6.3. Cluster committee meetings		
	How will the interpretation of Policies and Guideline be cascaded with timeframes		
	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>
	Powerpoint presentation	Provincial Subject Planner	11-13 February 2013
	Oral presentation	Provincial Subject Planner	11-13 February 2013
	Motivation & Action verbs	Provincial Subject Planner	11-13 February 2013
	Workshops	Provincial subject committee	On-going
	Develop guideline document for the conversion of marks	Provincial subject committee	10-11 April 2013
<b>3.7</b>	Identify Subject Planning needs (Work Schedule/ Annual Teaching Plan, Lesson Plans and Programme of Assessment) and how these will be accomplished with timeframes		
	3.7.1. Contont workshop		
	3.7.2. Bloom`s taxanomy (Questioning techniques & action verbs)		
	3.7.3. Data response Question & essay Questions		
	How will the identified subject planning need be remediated together with timeframes		
	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>
<b>3.8</b>	Content workshop	Provincial Subject Planner	27 June-01 July 2013
	Questioning techniques	Provincial Subject Planner	10-11 April 2013
	List classroom practice (questioning techniques, record keeping, discipline etc) to be developed		
	3.8.1. Answering essay Questions		
	3.8.2. Study skills		
	3.8.3. Exam writing skills		
	3.8.4. Design & use of rubrics		
	How will the classroom practice identified be remediated together with timeframes		
	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>
	Design & use of rubrics	Provincial subject committee	01-04 April 2013
	Mind-mapping & summarising skills	District BCM:DCEs & /SEs	On-going
	Debate current economic issues	District BCM:DCEs & /SEs	On-going



	Design & use of rubrics	Provincial subject committee	01-04 April 2013
<b>3.9</b>	Problem areas identified in the teaching of content ( using SBA moderation reports, examiners reports, analysis of results, question by question analysis of Grade 12 Final examination question papers, memorandum discussion, interviews with chief markers and moderators)		
	3.9.1 Legislative requirement & provisions of different Acts 3.9.2. Understanding of basic concepts and action verbs. 3.9.3 Problems with calculations and case studies. structure of essay questions and LASO		
	Suggested remediation for identified problem areas:		
	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>
	Content workshop	H.O. Subject planner & District BCM DCEs & SESs	February 2013
<b>3.10</b>	Assessment workshop	H.O. Subject planner & District BCM DCEs & SESs	April 2013
	Mini-workshop	District BCM DCEs & SESs	On-going
	Problem areas identified in the setting of exam question papers and memoranda (using examiners reports, analysis of results, question by question analysis of Grade 12 Final examination question papers, memorandum discussion, interviews with chief markers and moderators)		
	3.10.1. Setting quality assessment tasks 3.10.2. Training of examiners and moderators 3.10.3. Setting of provincial and district common tasks		
	Suggested remediation for identified problem areas		
	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>
	Assessment workshop	H.O. Subject planner & District BCM DCEs & SESs	February 2013
	Training of examiners and moderators	H.O. Subject planner & District BCM DCEs & SESs	From February 2013 & on-going
	Setting common tasks	Provincial subject committee	11-13 February 2013
<b>3.11</b>	Problem areas identified in the moderation of School Based Assessment (SBA) using Department of Basic Education Moderation report and the Provincial Moderation Reports		
	3.11.1. Teacher file 3.11.2. Setting quality assessment tasks 3.11.3. Technical aspects of assessment tasks 3.11.4. Moderation processes		

	3.11.5. Development of CAPS aligned SBA Guideline					
	Suggested remediation of identified problem areas					
	ACTIVITY	RESPONSIBILITY			TIMEFRAME	
	Setting quality assessment tasks	Provincial Subject Committee			11-13 February 2013	
	Technical aspects of assessment tasks	Provincial Subject Planner			11-13 February 2013	
	Moderation: processes & procedures	Provincial Subject Committee			11-13 February 2013	
	Development of CAPS aligned SBA Guideline	Provincial Subject Committee			11-13 February 2013	
3.12	Identify any co-curricular activities related to the subject that will be initiated or continued in 2013 and how information will be cascaded to subject advisors and teachers with timeframes					
	ACTIVITY	TIMEFRAME	TARGET GROUP	RESPONSIBILITY	METHOD OF ADVOCACY	WHAT WILL THE ACTIVITY ACHIEVE FOR THE SUBJECT?
	JSE Investment Education Project for BCM subjects	July 2013	BCM DCESSs, SESs, BCM teachers and Grades 10-12 learners in 4 pilot districts	Subject Planner & 4 piloting districts (KWT, Fort Beaufort, Dutywa & E.L)	Memorandum, telephones, Emails, district visits	Part of syllabus content Acquisition of financial skills
3.13	Explain how the coverage of curriculum content will be monitored and supported during the academic year with timeframes					
	ACTIVITY	RESPONSIBILITY			TIMEFRAME	
	Submission on syllabus coverage per district	BCM DCESSs, SESs,			Quarterly	
	Visit districts to monitor syllabus coverage	Subject Planner			Quarterly	
3.14	Extra LTSM identified for usage					
	3.14.1. DBE Study material (Forms of ownership ) 3.14.2. Companies Act 71 of 2008 & Companies Act 61 of 1973 3.14.3. COIDA, BCEA, LRA, BBBEE Act, Action verbs, National Credit Act 3.14.4. Previous NSC exam Question papers & memorandum 3.14.5. Samples of Business Plans 3.14.6. DBE BCM Resources CD 3.14.7. King Code 111					
3.15	List resources available BCM DBE Resources CD; Previous NSC exam Question papers & memorandum; Study Guides					

#### 4. ANALYSIS OF RESULTS

4.1	Percentage pass rate for 2012 (Gr 12) in each district						
	Grade 12						
	<b>Name of District</b>	<b>% pass rate</b>	<b>No of Schools Levels 1</b>	<b>No of Schools Levels 2– 3</b>	<b>No of Schools Levels 4 – 5</b>	<b>No of Schools Levels 6 – 7</b>	
	1. Butterworth	79.5	20.2	51.5	25.2	2.8	
	2. Cofimvaba	83.0	17.0	53.4	25.4	4.2	
	3. Cradock	72.1	27.8	55.8	13.5	2.8	
	4. East London	75.2	24.8	46.7	23.3	5.1	
	5. Fort Beaufort	48.3	51.7	38.0	10.0	0.4	
	6. Graaff Reinet	68.7	31.3	49.7	15.6	3.4	
	7. Grahamstown	77.6	22.4	50.5	24.2	2.9	
	8. Dutywa	67.1	32.9	43.0	19.4	4.8	
	9. King William's Town	61.0	38.9	43.6	15.1	2.3	
	10. Lady Frere	72.5	27.5	48.7	20.6	3.2	
	11. Libode	70.2	29.7	45.2	21.9	3.1	
	12. Lusikisiki	73.3	26.7	49.2	21.1	3.0	
	13. Maluti	78.8	21.2	55.9	20.5	1.4	
	14. Mbizana	69.7	30.3	49.7	16.7	3.3	
	15. Mount Frere	79.7	20.3	51.9	24.5	3.2	

	16. Mount Fletcher		75.1		24.6	48.5	22.9	3.8	
	17. Mthatha		81.5		18.5	47.5	26.9	7.0	
	18. Ngcobo		80.1		19.6	61.9	16.4	1.9	
	19. Port Elizabeth		74.2		25.8	45.6	22.1	6.4	
	20. Queenstown		65.8		34.2	44.4	16.0	5.3	
	21. Qumbu		61.9		38.1	46.3	15.0	0.6	
	22. Sterkspruit		69.7		30.3	52.1	15.3	2.3	
	23. Uitenhage		69.1		30.9	43.7	19.3	6.2	
<b>4.2</b>	<b>Comparison of the % pass rate to other years</b>								
	<b>DISTRICT</b>	<b>GRADE</b>	<b>2012</b>		<b>≤ ≥</b>	<b>2011</b>	<b>≤ ≥</b>	<b>2010</b>	<b>Identified reasons for the decline or increase in the % pass rate</b>
	1. Butterworth	12	79.5		<b>7 ≥</b>	72.5	<b>12.7 ≥</b>	59.8	See section 4 below
	2. Cofimvaba	12	83.0		<b>≤ 2.2</b>	85.2	<b>23.4 ≥</b>	61.8	
	3. Cradock	12	72.1		<b>≤ 7.5</b>	79.6	<b>≤ 8.4</b>	88.0	
	4. East London	12	75.2		<b>≤ 0.9</b>	76.1	<b>5.2 ≥</b>	70.9	
	5. Fort Beaufort	12	48.3		<b>≤ 15.9</b>	64.2	<b>9.3 ≥</b>	54.9	
	6. Graaff Reinet	12	68.7		<b>3 ≥</b>	65.7	<b>≤ 6.1</b>	71.8	
	7. Grahamstown	12	77.6		<b>0.7 ≥</b>	74.9	<b>3.8 ≥</b>	71.1	
	8. Dutywa	12	67.1		<b>≤ 7.7</b>	74.8	<b>18.8 ≥</b>	56.0	
	9. King William's Town	12	61.0		<b>≤ 6.8</b>	67.8	<b>8.2 ≥</b>	59.6	
	10. Lady Frere	12	72.5		<b>≤ 2.1</b>	74.6	<b>7.6 ≥</b>	67.0	
	11. Libode	12	70.2		<b>8.4 ≥</b>	61.8	<b>6.2 ≥</b>	55.6	
	12. Lusikisiki	12	73.3		<b>1.2 ≥</b>	72.1	<b>2.5 ≥</b>	69.6	

	13. Maluti	12	78.8		≤ 5.3	84.1	8.6 ≥	75.5	See section 4 below
	14. Mbizana	12	69.7		≤ 6.9	76.6	20.6 ≥	56.0	
	15. Mount Frere	12	79.7		6.8 ≥	72.9	6.1 ≥	66.8	
	16. Mount Fletcher	12	75.1		≤ 6.7	81.8	18.3 ≥	63.5	
	17. Mthatha	12	81.5		0.2 ≥	81.3	5.3 ≥	76.0	
	18. Ngcobo	12	80.1		≤ 3.5	83.6	9.2 ≥	74.4	
	19. Port Elizabeth	12	74.2		0.1 ≥	74.3	6.4 ≥	67.9	
	20. Queenstown	12	65.8		8.2 ≥	74.0	5.1 ≥	69.8	
	21. Qumbu	12	61.9		≤ 15.0	76.9	5.7 ≥	71.2	
	22. Sterkspruit	12	69.7		1.6 ≥	68.1	≤ 7.3	75.4	
	23. Uitenhage	12	69.1		5.0 ≥	64.1	≤ 0.2	64.3	
	District intervention strategies								
	DISTRICT	INTERVENTION / S				TIMEFRAME		METHOD / HOW?	
	Butterworth	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district initiatives Monitor and support SBA & CAPS implementation				July 2013		District visits, On-site school visits	
	Cofimvaba	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district initiatives Monitor and support SBA & CAPS implementation				July 2013		District visits, On-site school visits	
	Cradock	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district				July 2013		District visits, On-site school visits	

		initiatives Monitor and support SBA & CAPS implementation		
	East London	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district initiatives Monitor and support SBA & CAPS implementation	July 2013	District visits, On-site school visits
	Fort Beaufort	Establish and ensure functionality of curriculum structures, District visit (meeting with SES), Development of SWOT Analysis, Mentoring and adoption of underperforming schools, school visit, common district tasks, mini-content workshops	March 2013	District visits, On-site school visits, mini content workshops, Extra-classes
	Graaff Reinet	Establish and ensure functionality of curriculum structures, District visit (meeting with SES), Development of SWOT Analysis, Mentoring and adoption of underperforming schools, school visit, common district tasks, mini-content workshops	March 2013	District visits, On-site school visits, mini content workshops, Extra-classes
	Grahamstown	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district initiatives Monitor and support SBA & CAPS implementation	July 2013	District visits, On-site school visits
	Dutywa	Establish and ensure functionality of curriculum structures, District visit (meeting with SES), Development of SWOT Analysis, Mentoring and adoption of underperforming schools, school visit, common district tasks, mini-content workshops	March 2013	District visits, On-site school visits, mini content workshops, Extra-classes
	King William's Town	Establish and ensure functionality of curriculum structures, District visit (meeting with SES), Development of SWOT Analysis, Mentoring and adoption of underperforming schools, school visit, common district tasks, mini-content workshops	March 2013	District visits, On-site school visits, mini content workshops, Extra-classes
	Lady Frere	Establish and ensure the functionality of subject committees Focused mini content workshops	July 2013	District visits, On-site school visits

		Monitor and support the implementation of district initiatives Monitor and support SBA & CAPS implementation		
	Libode	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district initiatives Monitor and support SBA & CAPS implementation	July 2013	District visits, On-site school visits
	Lusikisiki	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district initiatives Monitor and support SBA & CAPS implementation	July 2013	District visits, On-site school visits
	Maluti	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district initiatives Monitor and support SBA & CAPS implementation	July 2013	District visits, On-site school visits
	Mbizana	Establish and ensure functionality of curriculum structures, District visit (meeting with SES), Development of SWOT Analysis, Mentoring and adoption of underperforming schools, school visit, common district tasks, mini-content workshops	March 2013	District visits, On-site school visits, mini content workshops, Extra-classes
	Mount Frere	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district initiatives Monitor and support SBA & CAPS implementation	July 2013	District visits, On-site school visits
	Mount Fletcher	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district initiatives	July 2013	District visits, On-site school visits

		Monitor and support SBA & CAPS implementation		
	Mthatha	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district initiatives Monitor and support SBA & CAPS implementation	July 2013	District visits, On-site school visits
	Ngcobo	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district initiatives Monitor and support SBA & CAPS implementation	July 2013	District visits, On-site school visits
	Port Elizabeth	Establish and ensure the functionality of subject committees Focused mini content workshops Monitor and support the implementation of district initiatives Monitor and support SBA & CAPS implementation	July 2013	District visits, On-site school visits
	Queenstown	Establish and ensure functionality of curriculum structures, District visit (meeting with SES), Development of SWOT Analysis, Mentoring and adoption of underperforming schools, school visit, common district tasks, mini-content workshops	March 2013	District visits, On-site school visits, mini content workshops, Extra-classes
	Qumbu	Establish and ensure functionality of curriculum structures, District visit (meeting with SES), Development of SWOT Analysis, Mentoring and adoption of underperforming schools, school visit, common district tasks, mini-content workshops	March 2013	District visits, On-site school visits, mini content workshops, Extra-classes
	Sterkspruit	Establish and ensure functionality of curriculum structures, District visit (meeting with SES), Development of SWOT Analysis, Mentoring and adoption of underperforming schools, school visit, common district tasks, mini-content workshops	March 2013	District visits, On-site school visits, mini content workshops, Extra-classes
	Uitenhage	Establish and ensure functionality of curriculum structures, District visit (meeting with SES), Development of SWOT Analysis, Mentoring and	March 2013	District visits, On-site school visits, mini content workshops, Extra-



		adoption of underperforming schools, school visit, common district tasks, mini-content workshops		classes
4.3	Questions in which the learners did not answer successfully			
	Q1(Compulsory QUESTION) Q's 1.1.1, 1.1.7, 1.1.9 and 1.1.10; Q1.2.2, 1.2.5; & Q1.3.3			
4.4	Suggested reasons (e.g. content was not taught, content not assessed during SBA)			
		<p style="text-align: center;"><u>QUESTION1</u></p> <p>Q1.1.1 - Learners could not link the example to horizontal integration. Some textbooks do not cover business strategies and therefore this content may not have been covered in class. Another reason is the possibility that they were not given examples of the different types of business strategies.</p> <p>Q1.1.7 - Learners did not know the contents/focus of King's Code III. This topic is not covered in many textbooks. Also, King's Code III is relatively new. Therefore, some teachers may not have been aware of this and therefore did not research and present the latest King's Code information to learners.</p> <p>Q1.1.9 - Many learners chose A as the correct answer. Learners had possibly misread the question. They read "filling vacancies" and linked it directly to a job advertisement. Learners may also have misinterpreted the word "existing".</p> <p>Q1.1.10 - Learners again could not link the example to a strategic goal. Learners may not have been supplied with specific examples relating to a strategic goal.</p> <p>Q1.2.2 - The word "repo" seems to be unknown to many learners. This concept is not really covered by many textbooks. One specific textbook explains it when dealing with business investment opportunities. Therefore this may not have been covered by teachers not using that textbook, as the Reserve Bank need not to be covered specifically in grade 12.</p> <p>Q1.3.3 - Many could not link energy as part of the physical environment. This is also a plain error by the learner. Some learners may not have understood the word "solar". Learners may not have been given examples of different environments by the teacher.</p> <p style="text-align: center;"><u>QUESTION 2</u></p> <p>Q2.1 - Many learners misinterpreted the question. They gave the general requirements of a presentation instead of focussing on the presenter's feedback and response to questions. Learners have a tendency to answer what they know/remember, instead of what is actually required by the question.</p> <p>Q2.2 - Seemingly SETA's were not covered at all schools. This was clearly the case where all learners from a centre could not answer this question at all.</p> <p>Q2.3.2 - Learners answers focussed on the steps of formulating strategies, rather than steps in evaluating strategies. They also tended not</p>		

	<p>to focus on the specific clothing manufacturer.</p> <p>Q2.3.3 - Please deal with all models to evaluate the extent of control over business environments. Focus on SWOT analysis, PESTLE, Porters Five Forces, Balanced Score Cards, etc.</p> <p>Q2.4.1 - Learners could not calculate the compensation. Therefore they could also not give the motivation why the customer would receive this amount.</p> <p>Q2.5.2 - Instead of evaluating the impact of this Act on a business, some carried on with the purpose of this Act (already asked in Q2.5.1). Apparently they did not understand this question fully.</p> <p>Q2.5.3 - This was a higher order question. Learners tended to repeat their answers given in Q's 2.5.2 and 2.5.2 and had no correct answer to supply here.</p> <p style="text-align: center;"><u>QUESTION 3</u></p> <p>Q3.1 - Learners tended to confuse/ mix their answers. They mixed the employee steps between the full process/still inside the business and the process outside the business. Their answer contained both steps.</p> <p>Q3.2.2 - Many learners gave the general characteristics of an autocratic leader. They should rather have given specific situations where this leadership style would be successful if applied</p> <p>Q3.2.3 - Most learners could only give one correct reason here. Seemingly, the word "Justify" was not understood by many learners.</p> <p>Q3.3 - Learners mixed the difference between the manager and leader. They clearly did not know this work well. They did not tabulate there answer as instructed in the question either. In such answers their differences did not correlate with each other and they lost marks.</p> <p>Q3.6 - Many learners just omitted this question. There was no attempt to give some answer. Seemingly this work might not have been covered by the teacher.</p> <p>Q3.7 - This National Credit Act is still not covered in all classes. It is also not covered by some textbooks. Other learners also included implications of this Act on the customer as part of their answer. Once again, these learners did not read/understand the question properly.</p> <p style="text-align: center;"><u>QUESTION 4</u></p> <p>Q4.1 - Many learners gave the functions of unions instead of only workplace forums functions</p> <p>Q4.2.2 - Many learners simply just did not understand the term preferential procurement. Some also confused it with the Employment Equity Act, Skills Development Act and human rights.</p> <p>Q4.2.3 - Learners did not understand or read the scenario well. The answers to this question were given to learners in the scenario.</p> <p>Q4.4 - Many learners omitted this question and lost 12 marks. Some gave the general characteristics of a company. Some learners focussed their answers on other forms of ownership instead of companies as required by the question. The possible explanation is that teachers did not fully understand and therefore also not applied the core content that should have been covered by them in the class. This is clearly stated in the Examination Guidelines document on page 16.</p> <p>Q4.5 - Some learners misinterpreted the question. They assumed that punitive and legal matters should be covered in their answer. This is not the case as the question clearly refers to how the manager can ensure the wellbeing of the employee. The employee is still working in the business and the manager wants to assist with his wellbeing.</p> <p>Q4.6 - Learners mostly focussed on the causes of conflict in their answers to this question. The question actually required them to focus on the types of conflict in the workplace. There is a big difference between types and causes!</p>
--	---

		<p style="text-align: center;"><u>QUESTION 5</u></p> <p>Learners mixed the nature and purpose of Corporate Social Investment under one heading, or also just combined their answers on this in paragraphs. Some learners discussed general social economic issues in detail, e.g. HIV/ Aids, poverty and training. Most learners omitted the implementation part of the answer completely. Not all learners knew that “impact” meant they had to discuss the benefits and problems/disadvantages of corporate social investment. Limited marks awarded for insight. Learners that did not indicate Introduction and Conclusion. Also for Originality marks, learners did not supply examples.</p> <p style="text-align: center;"><u>QUESTION 6</u></p> <p>Learners did not answer the first part of this question at all. The word “evaluate” could have contributed to this. Learners could not give the correct explanation of a formal investment in their answers.</p> <p style="text-align: center;"><u>QUESTION 7</u></p> <p>Learners only explained ethics in this question. They did not evaluate the ethical behavior issues properly. Recommendations for improvement of each ethical challenge were not answered at all</p> <p style="text-align: center;"><u>QUESTION 8</u></p> <p>Most learners did not have a clue on the induction process and omitted this from their answer. This actually should have been easy for them to answer. Learners did not know the order of human resources procedures/activities. Many included recruitment, selection and interviews as part of the induction process. Learners missed the fact that Zander was a manager and therefore some of the Basic Conditions of Employment Act conditions will not apply to him, e.g. working hours. Many learners were not aware that the name Zander is actually a man and not a woman. This might have influenced their answer on the Basic Conditions of Employment Act.</p>
4.5	Remedial action in identified challenge areas.	<p style="text-align: center;"><u>QUESTION 1</u></p> <p>Q1.1.1 - Teachers must cover the different business strategies in detail. Also give proper examples to learners on each strategy. This is very important. Q1.1.7 - Teachers must ensure that the learners are able to apply the King’s Code to specific corporate governance situations. Once again teachers must use applicable examples together with case studies applicable to professional business behaviour. Q1.1.9 - Learners must be taught on how to read and interpret a question properly. Let them identify and underline key words/ instructions in a question. Practice this with the learners from grade 10 already. This will also assist learners with English language problems.</p>

	<p>Q1.1.10 - Teachers to give examples and case studies on strategic business goals to learners.</p> <p>Q1.2.5 - Teachers must not omit basic definitions/ explanations of all basic business concepts, etc. Ensure that learners understand such concepts from the start. This type of question we can expect in Section A of a question paper.</p> <p>Q1.3.3 - Teachers to do more detailed teaching on business sectors and environments. Learners must understand the different elements of each business environment, as well as its practical application and control over businesses.</p> <p>Ensure that learners use the Answer Sheet for Section 1. Do this when revising old question papers with learners.</p> <p>Focus on multiple choices, choosing the correct word and matching columns with learners during the year. Give them such questions from old question papers on a regular basis.</p> <p>Subject Advisors should devise a Section A questions document based on each LO. Teachers can use it to do revision throughout the year with their learners.</p> <p style="text-align: center;"><u>QUESTION 2</u></p> <p>Q2.1 - Learners should practice to analyse questions properly. They must read the whole question to ensure they fully understand it before answering it.</p> <p>Q2.2 - SETA's is very important in South Africa and must be covered. Teachers must ensure that they cover all the requirements as per Examination Guidelines of 2009</p> <p>Q2.3.2 - Ensure that learners know the difference between steps in formulating strategies and evaluating strategies. Give learners case studies to apply the difference between formulating and evaluating.</p> <p>Q2.3.3 - Please deal with all models to evaluate the extent of control over business environments. Focus on SWOT analysis, PESTLE, Porters Five Forces, Balanced Score Cards, etc. Give learners case studies/ situations to apply the above</p> <p>Teachers to remember that not all textbooks contain the content on the above models.</p> <p>Q2.4.1 - Learners must be exposed to underinsurance calculations. Give learners sufficient calculations of this sort until they fully understand and can do it.</p> <p>Q2.4.2 - Teachers must deal with all insurance principles and ensure that learners can explain it in practical situations. Supply them with practical exercises to do/ comment on.</p> <p>Q2.5.3 - When dealing with all the acts, ensure that learners understand the role that government can play and enforce to ensure that these acts are successfully implemented by all businesses.</p> <p>Learners are not always using full sentences in their answers. They then lose one mark.</p> <p>Teachers must focus more on pages 9, 10, 23 and 24 of the Examinations Guidelines when teaching legislations. The content to be covered is clear as well as what the learners must be able to do.</p> <p>Encourage learners to use full sentences in their answers.</p> <p style="text-align: center;"><u>QUESTION 3</u></p> <p>Q3.1 - Teachers must ensure that learners understand these steps that a dismissed worker can follow. Make a clear distinction between what can be done inside the business and/or outside the business. The learners must understand the difference. Case studies should be done with learners on this. Also discuss the many articles available on unfair dismissals. Teach the learners on the correct order in which the steps will/should follow.</p> <p>Q3.2.2 - Do not only focus on the characteristics of a leadership style. Ensure that learners can also apply the leadership style in certain situations. Use examples and case studies/ scenarios.</p>
--	---

	<p>Q3.2.3 - Enlighten learners with case studies that focus on how one leader should apply different management styles when addressing different challenges. Also, supply learners with reasons why a leader should be able to do this.</p> <p>Q3.3 - Focus more on the difference between managers and leaders. It is the very first thing learners are expected to be able to do under LO3, AS5, as explained in the Examination Guideline of 2009 on page 20!</p> <p>Q3.6 - Ensure learners understand the instruction to “examine”. More attention must be give on key verbs/ instructional words that may appear in questions. Once again use practical examples when dealing with quality in businesses.</p> <p>Q3.7 - This Act must be covered in class. Get information on this Act on the government’s departmental websites if needed. Use the many cases between businesses and customers appearing in newspapers as practical examples of the application of this Act.</p> <p>Teachers are encouraged to use practical examples wherever possible. The daily newspapers are very good sources for this.</p> <p>Subject Advisors must supply teachers with content/ information on topics not covered in textbooks, e.g. The National Credit Act.</p> <p style="text-align: center;"><u>QUESTION 4</u></p> <p>Q4.1 - Teachers must ensure that they teach both workplace forums and unions. Also, highlight the difference between the two. Focus must not only be on the unions. Remember workplace forums should be covered as a conflict management skill(LO3,AS6) and unions as part of industrial relations(LO4,AS5)</p> <p>Q4.2.2 - Learners must understand this concept clearly, as it is a very important part of BBBEE. Spend more time on BBBEE with many practical examples</p> <p>Q4.4 - Use this specific question when teaching this topic to the learners. Learners will know how to respond to such a question on this topic. Teachers should remember not to focus only on the general characteristics of the forms of ownership. Special attention should be on Companies.</p> <p>Q4.5 - Ensure that learners understand that there is a difference in the measures that can be applied to ensure the wellbeing of employee. Teaching must cover both punitive and non- punitive measures as well as legal matters outside the business if the employee has already been fired. This can be applied to all employee problem situations in a business, e.g. Late arrival at work, etc.</p> <p>Q4.6 - The Examination Guidelines document clearly states that learners must make a detailed study of the types and causes of conflict. (in one sentence) Refer to page 21. Take note that not all textbooks have the types of conflict content in. The teacher must gather this content from another textbook/source.</p> <p>Many learners thought that the UIF is paying people for their retirement or simply just for being unemployed.</p> <p>Give learners examples when covering the content. Even learners that answered Q4.6 correctly did not supply examples of the types of conflict.</p> <p>Recommend to learners that if they must answer a similar question as Q4.4 they should answer it in tabular form.(as done in the memorandum)</p> <p style="text-align: center;"><u>QUESTION 5</u></p> <p>Teachers should focus more on Corporate Social Investment. Explain to the learners on the importance of correct sub headings/sections they should use in a Section C answer. These must be underlined as well. In future, ensure learners know how CSI is to be implemented.(How it works)</p> <p>The language issue - Benefit or Advantage and Problem or Disadvantage. Inform learners about this.</p> <p>Learners do not analyse long questions correctly.</p> <p>Learners are not aware of LASO</p>
--	---

	<p>Learners do not include enough examples in Section C questions.  Teachers must focus more on Section C type questions in the classroom. Give learners at least one such question to answer per week.  Subject Advisors can assist teachers by drafting a booklet with essay questions on each LO and suitable AS's.  Subject Advisors can organise training sessions/ workshops on essay questions for teachers.  Inform learners of the importance of an introduction and conclusion in the answers. Tell them what they should include in an introduction and conclusion. Give enough examples to learners.</p> <p style="text-align: center;"><u>QUESTION 6</u></p> <p>Explain the meaning of "Evaluate" to learners. What is expected from them when they are required to evaluate.  Learners must know which factors to consider when making a decision on an investment.  Teachers must cover investments in detail. Refer to page 15 in the Examination Guidelines document to see exactly what learners must be able to do regarding investments.  Teachers must focus more on Section C type questions in the classroom. Give learners at least one such question to answer/work out per week.  Subject Advisors can assist teachers by drafting a booklet with essay questions on each LO and suitable AS's.  Subject Advisors can organise training sessions/ workshops on essay questions for teachers.  Learners must be trained on how to answer essay-type questions. They must understand the importance of an introduction and conclusion in the answers. Tell them what they should include in an introduction and conclusion. Give enough examples to learners.</p> <p style="text-align: center;"><u>QUESTION 7</u></p> <p>Give case studies/scenarios on unethical behaviour in business to learners. Many such cases are published in daily newspapers.  Give more attention on recommendations to improve these unethical issues. Learners are expected to give their suggestions to solve certain issues/problems in many Section C questions.  Learners did not analyse long questions correctly. Learners are not aware of LASO.  Learners did not include enough examples in Section C questions.  Teachers must focus more on Section C type questions in the classroom. Give learners at least one such question to answer/work out per week.  Subject Advisors can assist teachers by drafting a booklet with essay questions on each LO and suitable AS's.  Subject Advisors can organise training sessions/ workshops on essay questions for teachers.  Inform learners of the importance of an introduction and conclusion in the answers. Tell them what they should include in an introduction and conclusion. Give enough examples to learners.</p> <p style="text-align: center;"><u>QUESTION 8</u></p> <p>Include all human resource activities in the content you cover with learners.  Use practical examples, case studies and scenarios, also job advertisements in newspapers when teaching this.  The Basic Conditions of Employment Act (BCEA) is very important and teachers need to do more on this so that learners fully</p>
--	--

		<p>understand it.</p> <p>Learners do not analyse long questions correctly. Learners are not aware of LASO.</p> <p>Learners did not include enough examples in Section C questions.</p> <p>Teachers must focus more on Section C type questions in the classroom. Give learners at least one such question to answer/work out per week.</p> <p>Subject Advisors can assist teachers by drafting a booklet with essay questions on each LO and suitable AS's.</p> <p>Subject Advisors can organise training sessions/ workshops on essay questions for teachers. Inform learners of the importance of an introduction and conclusion in the answers. Tell them what they should include in an introduction and conclusion.</p> <p>Give enough examples to learners</p>
4.6		Questions in which learners did well
		Q1.2 ; Q1.3 ; Q1.3.3; Q2.1 ; Q2.3.1 ; Q2.4.1 ; Q2.5.1 ; Q2.5.2 ; Q3.4 ; Q3.5 .; Q4.2.1 ; Q4.2.3 ; Q4.3.1 ; Q4.3.2
4.7		Suggested reasons
		Revision of past NSC papers, Effective teaching and learning, completion of the syllabus
4.8		How can these reasons be translated into good practice for other areas of the curriculum?
		Use previous eight available NSC past papers. Drill learners to ensure the understanding of business studies concepts /terminology. Full content coverage is important in all schools. Teachers must complete content as outlined in the Annual Teaching Plan (ATP) or Examination Guideline of 2009
4.9		Identified content which appeared in the exam paper which was not taught during the year in certain schools and districts. Why?
		King Code111, Action verbs, prime/repo, Problem solving techniques, basic definitions of business concepts, how to interpret questions, SETA, lack of understanding of: SWOT analysis, Porters Five Force and Balanced Score Cards and PESTLE, Evaluating the impact of Employment Equity Act, National Credit Act,Basic Conditions of Employment Act, Skills Development Act, BBBEE, UIF, types of conflict, how to answer essay questions, learners are not aware of LASO,
4.10		Implications of the coverage non-coverage of content during the academic year
		Non coverage of Grade 12 & non-completion of Grade 12 content result in learners not obtaining good passes and also in high failure rate
4.11		How were the distribution of the three cognitive levels distributed across the range of questions in the Grade 11 and 12 final exam papers?
		Grade 12 Trial & final exam papers generally comply with the cognitive demands as prescribed in SAG. The moderation of SBA in 2012 however, reveal that some tasks which are set internally by some districts and or schools do not comply with SAG
4.12		How can this information in terms of the three cognitive levels determine remedial lesson planning?
		<p>Subject Advisors and teachers must understand Bloom`s taxonomy and expose learners to quality assessment tasks informally (through homeworks or class work) &amp; formally</p> <p>Common tasks at provincial &amp; district levels must be set by competent examiners and moderators.</p> <p>Curriculum structures at all levels should capacitate DCEs, SESs and teachers in setting quality papers</p>

## 5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
1	PLANNING	<b>Subject Committees</b> <ul style="list-style-type: none"> <li>Establish Business Studies committees (as per Provincial Curriculum Guideline 03/2005) and sub-committees at school, cluster, district and provincial level at the beginning of each academic year.</li> <li>Develop Year Plan (Action Plan) based on 2013 Provincial Curriculum Year Plan</li> <li>Appoint examiners and moderators for district common tasks. Develop the District Moderation Plan</li> <li>Update a database of schools and learners offering the subject. Compile Business Studies teacher profile and draw a Professional Development Plan especially with respect to subject needs</li> <li>Identify Grades 10-12 Learner Support Programmes including relevant LTSM for each grade.</li> <li>Integrate E-Learning to enhance learner performance</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies teacher/s, SMT, District BCM-DCES &amp; BCM-SES</li> <li>Provincial Subject Planner</li> </ul>	February 2013
		<ul style="list-style-type: none"> <li>Analyse 2012 Grade 11 Provincial and school results and NSC Examination results, examiner's reports, 2012 CASS (SBA) moderation reports &amp; Report on the National Senior Certificate Examination 2012. National Diagnostic Report on Learner Performance.</li> <li>Identify problematic content and plan strategies to be employed to support learners and teachers. This will serve as the basis for identifying areas where learners underperformed and excelled. Strategies to address the challenges should be designed with set timeframes. This should culminate in the development of Business Studies Improvement Strategy at school, cluster and / district levels. Set a realistic percentage pass for 2013 <ul style="list-style-type: none"> <li>Identify teachers who were not trained in amended NCS (CAPS) and organise mop-up workshops</li> <li>Verify Grade 12 data of teachers to be trained for CAPS in 2013</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Business Studies teacher/s, HOD, District BCM-DCES &amp; BCM-SES</li> <li>Provincial Subject Planner</li> </ul>	January/ February 2013



## 5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
		<b>NCS Policy Documents</b> <ul style="list-style-type: none"> <li>Ensure that all Business Studies schools and teachers have the current NCS Policy Documents i.e. subject statement, current SAG &amp; LPG (for Grade 12), the revised (amended) NCS policy documents i.e CAPS policy document for Business Studies Grades 10-12, National Policy Pertaining to Programmes and Promotion Requirements Grade R-12 and the National Policy for Assessment Grades R-12 and Provincial Business Studies CASS Guidelines.</li> <li>Business Studies teacher must provide the Programme of Assessment to the Subject Head and/ School Management Team (SMT) before the start of the school year. This will be used to draw up a School Assessment Plan.</li> </ul>	<ul style="list-style-type: none"> <li>HOD, District BCM-DCES &amp; BCM-SES</li> <li>Provincial Subject Planner</li> </ul>	December 2012/ January 2013
		<ul style="list-style-type: none"> <li>Ensure that teaching and learning take place on first day of reopening according to work schedule for each grade for Grade 12 and according to the Annual Teaching Plan for Grade 10 &amp; 11</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies teacher/s, HOD, District BCM-DCES &amp; BCM-SES</li> <li>Provincial Subject Planner</li> </ul>	<ul style="list-style-type: none"> <li>January 2013</li> </ul>
		<ul style="list-style-type: none"> <li>Categorise schools in the district according to Business Studies NSC results for targeted intervention. Identify schools that obtained &lt; 70% in Business Studies</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies teacher/s, HOD, District BCM-DCES &amp; BCM-SES</li> <li>Provincial Subject Planner</li> </ul>	<ul style="list-style-type: none"> <li>January 2013</li> </ul>
2	TEACHING	<ul style="list-style-type: none"> <li>Ensure that all Business Studies schools have NCS policy documents especially work schedules and Examination Guideline of 2009 for Grade 12 and Annual Teaching Plan) for Grades 10 &amp; 11</li> <li>When planning a lesson for Grade 12 always refer to the Examiner's report to identify common mistakes made by learners in that topic to ensure that they do not repeat the same mistakes (e.g. lack of understanding of basic concepts and action verbs like list, describe, explains, analyse etc, understanding of legislative requirement &amp; provisions of different Acts (e.g. EEA, NCA, BCEA, Skills</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies teacher/s, HOD, District BCM-DCES &amp; BCM-SES</li> <li>Provincial Subject Planner</li> </ul>	<ul style="list-style-type: none"> <li>January 2013</li> </ul>

## 5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
		<p>Development Act), problems with calculations and case studies. structure of essay questions and LASO.</p> <ul style="list-style-type: none"> <li>Organise Mop-Up workshops for CAPS for Grades 10 &amp; 11 teachers</li> </ul>		
		<ul style="list-style-type: none"> <li>Ensure that teaching of content is as per work schedule and Examination Guideline of 2009 for Grade 12 and ATP (Grades 10 &amp; 11)</li> <li>Integrate E-Learning to enhance learner performance</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies teacher/s, SMT &amp; District BCM-DCES &amp; BCM-SES</li> <li>Provincial Subject Planner</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>
		<ul style="list-style-type: none"> <li>Ensure that NCS compliant timetable (4 hours per week) is drawn for all Business Studies schools to protect teaching time and contact time. Ensure that each Business Studies teacher has personal timetable.</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies teacher/s, HOD, District BCM-DCES &amp; BCM-SES</li> <li>Provincial Subject Planner</li> </ul>	<ul style="list-style-type: none"> <li>January 2013</li> </ul>
		<ul style="list-style-type: none"> <li>Promote differentiated teaching and assessment. Different teaching strategies should be employed to make teaching and learning effective.</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies teacher/s, HOD, District BCM-DCES &amp; BCM-SES</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>
		<ul style="list-style-type: none"> <li>On-site district and school visits to monitor and support teachers to ensure that teaching is in accordance with work schedule &amp; ATP. Content for each grade should be completed for each term as per NCS policy documents.</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies teacher/s, HOD, District BCM-DCES &amp; BCM-SES</li> <li>Provincial Subject Planner</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>
		<ul style="list-style-type: none"> <li>Encourage the twinning of schools and the sharing of human and physical resources</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies teacher/s, SMT, District BCM-DCES &amp; BCM-SES</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>
		<ul style="list-style-type: none"> <li>Support Business Studies schools which obtained less than 70% pass in 2012 NSC examination by encouraging them to participate in: <ul style="list-style-type: none"> <li>Extra classes: vacation camps, winter school, spring school (focussing on content, enrich learning and revision informed by examiners reports).</li> <li>Radio lessons to support learners.</li> <li>Expert Business Studies teachers &amp; SESs to offer tuition in</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Business Studies teacher/s, SMT, District BCM-DCES &amp; BCM-SES</li> <li>Provincial Subject Planner</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>

## 5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
		these centres and on radio		
		<ul style="list-style-type: none"> <li>Ensure that revision takes place at school before learners write examination/controlled tests</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies teacher</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>
		<ul style="list-style-type: none"> <li>Develop Annual Assessment Plan.</li> <li>Administer formal assessment tasks according to the Programme of Assessment in the SAG and ATP in the CAPS document</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies teacher</li> </ul>	<ul style="list-style-type: none"> <li>December 2012</li> </ul>
3	ASSESSMENT	<ul style="list-style-type: none"> <li>Encourage teachers to assess learners informally and utilise self-assessment, peer/group-assessment or marking</li> <li>A variety of informal assessment tasks including data response questions: case studies, interpretation of cartoons, exam writing skills, calculations, graphs, economic concepts, understanding meaning of action verbs, answering essay questions.</li> <li>Informal tasks should also meet cognitive demands of the subject</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies teacher/s, SMT, DISTRICT BCM-DCES &amp; BCM-SES</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>
		<ul style="list-style-type: none"> <li>Administer Formal assessment tasks according to the Programme of Assessment (PoA) in SAG (Grades 12) &amp; PoA in CAPS for Grade 10 &amp; 11</li> <li>Ensure that cognitive demands as outlined in SAG &amp; CAPS documents (30% lower order, 40% middle order and 30% higher order) are adhered to when setting different assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies teacher/s, SMT, District BCM-DCES &amp; BCM-SES</li> <li>Provincial Subject Planner</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>
		<ul style="list-style-type: none"> <li>Ensure that Provincial and or district common mid-year and final examination papers are set for Grades 10-12 and meet the cognitive demands of the subject</li> </ul>	<ul style="list-style-type: none"> <li>District BCM-DCES &amp; BCM-SES</li> <li>Provincial Subject Planner</li> <li>PED Assessment &amp; Examination</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>
		<ul style="list-style-type: none"> <li>Monitoring SBA moderation processes to ensure that School-Based moderation (internal moderation) takes place as prescribed in policy and the guideline documents.</li> <li>Ensure that the moderation tools at school, cluster/district levels are</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies teacher/s, Principal, SMT, District BCM-DCES &amp; BCM-SES</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>

## 5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
		completed.Ensure that the HOD / lead teacher (Business Studies teacher) moderates each task before it is administered to learners. In case where the SMT does not have the HOD with the expertise to moderate Business Studies, the moderator from the neighbouring school teaching the subject or cluster moderator(s) could moderate using the school-based moderation tool.		
		<ul style="list-style-type: none"> <li>Use the Department of Education examination exemplars to expose learners to the nature of the examination paper. These are available on Thutong the DoE curriculum website. <a href="http://www.thutong.org.za">www.thutong.org.za</a> . Also refer to Curriculum (Eastern Cape) <a href="http://www.eccurriculum.co.za">www.eccurriculum.co.za</a></li> </ul>	<ul style="list-style-type: none"> <li>Business Studies teacher/s, SMT, DISTRICT BCM-DCES &amp; BCM-SES</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>
		<ul style="list-style-type: none"> <li>Examination Guidelines provide guidance from the examining panel on the examination to be written at the end of the year. Business Studies Examination Guidelines Grade 12 for 2009 is available and teachers are urged to constantly refer to these guidelines when teaching and assessing learners.</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies teacher/s, SMT, DISTRICT BCM-DCES &amp; BCM-SES</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>