



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

BUSINESS STUDIES

EXAMINATION GUIDELINES

GRADE 10

PAPER 1 & 2

2023/4

These guidelines consist of **29** pages



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1. INTRODUCTION

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

The purpose of these Examination Guidelines is to:

- Outline the format/structure of the Grade 10 question papers for Business Studies.
- Provide clarity on the depth and scope of the content to be assessed in the Grade 11 Examination in Business Studies.
- Assist teachers to adequately prepare learners for the examinations.
- Serve as a guideline for the setting of various types of questions/formulation of questions when assessing the four main topics of Business Studies as stipulated in the Curriculum Assessment Policy Statements/CAPS.

This document deals with the final year Grade 10 examinations. It does not deal in any depth with the School-Based Assessment (SBA), non-examinations/time constraint examinations.

This guideline should be read in conjunction with:

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

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

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

NOTE:

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

2. ASSESSMENT IN GRADE 10

2.1 GRADE 10: SUMMARY FORMAT/OUTLINE OF THE FORMAL END-OF-THE-YEAR EXAMINATION QUESTION PAPER 1 & 2

SECTION	TYPE OF QUESTIONS	MARKS	TIME (minutes)	COGNITIVE LEVEL(S)
A	<p>Compulsory Covers BOTH TOPICS Multiple choice: (5x2) (10) Matching (5x2) (10) Choose the correct word: (5x2) (10)</p> <p>Different types of short and objective questions using various assessment styles and covering the entire curriculum for each main topic, e.g., multiple-choice, match columns, choose the correct word, etc.</p>	30	20	Mostly levels 1–2
B	<p>Choose any TWO questions in this section. (40 marks x 2 questions)</p> <p>THREE questions, TWO covering each main topic and the third question will cover both main topics (a miscellaneous question).</p> <p>These questions should cover the entire curriculum for EACH main topic. Applicable action verbs in this section are, for example, identify, outline, quote, motivate, explain, discuss, distinguish, differentiate, compare, evaluate, critically evaluate, suggest, recommend, advise, etc. Case studies (scenarios) or source-based questions should be included. Answers should be in point form, full sentences or paragraph style as per requirement of each question.</p>	80	70	Levels 1–6 Remembering/Recall, Understanding, Applying, Analysing, Evaluating, Creating)
C	<p>Answer any ONE question in this section. (40 marks x 1 question)</p> <p>TWO questions, EACH covering the TWO main topics. Longer, essay type questions of lower, middle and higher cognitive and difficulty levels to assess insight and interpretation of theoretical knowledge in addition to content</p>	40	30	Mostly levels 3–6 Applying, Analysing, Evaluating, Creating
	TOTAL	150	120	

2.2 THE DISTRIBUTION OF COGNITIVE LEVELS

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

2.3 Recovery Annual Teaching Plan

To facilitate the setting of a credible and well-balanced November examination paper with correct weightings per main topic the Grade 10 Recovery Annual Teaching Plan has been revised. Some topics have been trimmed from Term 2 to Term 4. The revised Summary of Recovery Annual Teaching Plan for Grade 10 is attached as Appendix 1.

3 CLASSIFICATION OF SUBTOPICS ACCORDING TO MAIN TOPICS

Part A

3 Business Studies Paper 1

CLASSIFICATION OF SUBTOPICS ACCORDING TO MAIN TOPICS FOR PAPER 1

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



3. ELABORATION OF THE CONTENT FOR GRADE 10 (CAPS)	ELABORATION OF CORE CONTENT	TERM
<p>MAIN TOPICS</p> <p>1. BUSINESS ENVIRONMENTS</p> <p>1.1 MICRO ENVIRONMENT: ELEMENTS OF THE MICRO ENVIRONMENT</p>	<p>CORE CONTENT THAT MUST BE COVERED BY GR 10 BUSINESS STUDIES TEACHERS</p> <p>1.1 The various components of the micro (internal) business environment</p> <ul style="list-style-type: none"> - Vision, mission statement, goals and objectives - Organisational culture - Organisational resources - Management and leadership - Business organisational structure - Eight functions and activities of the business <p><i>Focus on the FIVE aspects: what do we teach, why do we teach, how do we teach, is it working & how can we improve.</i></p>	<p>1</p> <p>1.1 Learners should be able to:</p> <ul style="list-style-type: none"> • Define/Elaborate on the meaning of the micro-environment. • Outline/Explain/ Describe/Discuss the various components of the micro (internal) business environment. • Identify components of the micro environment from given scenarios. • Formulate/Evaluate a vision/mission statement, goals and objectives of any business. • Outline/Explain/Discuss the purpose of the organisational culture. • Name/Identify/Outline/Explain the organisational resources from given statements/scenarios. • Outline/Explain/Describe/Discuss the purpose/importance of a business organisational structure with specific reference to an organogram. <p>Knowledge of this topic should enable a learner to: Answer in short paragraphs/longer and essay type questions.</p> <p>Types of questions: Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.</p> <p>Additional resources:</p>

Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:

- Understand the micro environment and the impact of its components on business operations make notes from different resources and textbooks.

2. BUSINESS OPERATIONS

2.1 BUSINESS FUNCTIONS AND THE ACTIVITIES OF THE BUSINESS

- 2.1**
- Recap the EIGHT business functions;
 - Differences between leadership and management
 - The activities and importance/purpose of the following business:
 - General Management;
 - Administration;
 - Financing & Public Relations
 - Purchasing;

Purchasing - Include:

- NCA
- CPA
- Nature
- Purpose
- Rights
- Responsibilities
- Remedies

2.1 Learners should be able to:

- Recap the eight business functions
- Outline/Explain/Discuss the differences between management and leadership
- Outline/Describe/Explain/Discuss the **importance/purpose** of the eight business functions. (Not quality indicators)
- Identify business functions from given statements/scenarios/case studies

GENERAL MANAGEMENT

- State/Outline/Explain/Discuss/Describe the three levels of general management.
- Explain/Discuss/Describe management tasks.
- Identify management tasks from scenarios/ case studies/statements
- Identify the levels of management from given scenarios/statements
- Outline/Explain/Discuss/Describe the responsibilities of various levels of management.
- Identify the levels of management from given scenarios/case studies.

ORGANISATIONAL STRUCTURE

- Name factors that influence the organisation structure e.g. the size of the company, technology, resources, and strategic goals of the company.
- Name/Explain/Discuss/Describe three types of organisational structures e.g. functional, project and matrix structures.

ADMINISTRATION FUNCTION

- Outline/Explain/Describe/Discuss the activities of the administration function.
- Outline/Describe/Explain/Discuss the **importance/purpose** of the administration function
- Identify these activities from given statements/scenarios/case studies.

FINANCIAL FUNCTION

- Outline/Explain/Describe/Discuss the activities of the financial function.
- Outline/Explain/Discuss the **importance/ purpose** of the financial function.
- Define/Explain/Describe the types and sources of financing.
- Identify the types and sources of financing from given scenarios/case studies/statements/ pictures/cartoons.
- State/Name/Explain/Discuss the types of capital.
- Explain the differences between a fixed and

working capital.

- Explain the differences between own and borrowed capital.

PURCHASING FUNCTION

- Outline/Explain/ Discuss the **importance/ purpose** of the purchasing financial function.
- Outline the activities of the purchasing function
- Explain/Describe/Discuss the purchasing procedure.
- Explain the differences between cash and credit payment.
- Explain/Discuss the importance of stock Control.
- Outline/Explain/Describe/Discuss the purpose/nature of the National Credit Act and the National Consumer Protection Act.
- Outline the consumer rights as outlined in the NCA.
- Outline/Explain/Describe/Discuss the responsibilities of credit providers.
- Outline/ remedies of the NCA e.g. the Consumer Tribunal, National Consumer Commission, Consumer Court and an

appropriate Ombudsman.

- Discuss/Evaluate/Analyse the impact (positives /negatives) of these Acts on businesses.
- Discuss/Explain the implication the National Consumer Protection Act on the marketing function.

PUBLIC RELATIONS

- Outline/Explain/Describe/Discuss the activities of the administration function.
- Outline/Explain/Describe/Discuss the importance/purpose of the public relations
- Differentiate/Distinguish between external and internal public relations.
- Outline/Explain/Discuss the methods of carrying out public relations.
- Identify these methods from given scenarios/

case studies /statements / pictures/cartoons.

Knowledge of this topic should enable a learner to answer in short paragraphs/longer and essay type questions.

Types of questions:

Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.

Additional resources:

Teachers and learners must use:

2. BUSINESS OPERATIONS

2.2 THE CONCEPT OF QUALITY

- 2.2 The concept of *quality*
- Meaning of quality, quality control and quality assurance.
 - Difference between quality control and quality assurance.
 - Importance of quality for businesses
 - Quality indicators of the following business functions:
 - Human Resources function
 - Administration function
 - Financial function
 - General management
 - The correlation between management and the success of business in achieving its objectives; strengths and weaknesses

Recent business news from the media (newspapers, radio, television and magazines) to:

- Understand the implication of the NCA & CPA on the purchasing and marketing functions.
- Make notes using different resources and textbooks.

2.2 Learners should be able to: **1**

- Define/Elaborate on the meaning of quality, quality control and quality assurance.
- Explain/Distinguish between difference between quality control and quality assurance.
- Outline/Explain/Discuss the importance of quality for businesses.
- Outline/Explain/Suggest quality indicators of the following business functions:
 - Human Resources function
 - Administration function
 - Financial function
 - General management
- Explain/Discuss the correlation between management and the success of the business in achieving its objectives; strengths and weaknesses.
- Identify the strength and weakness of a business from given scenarios/case studies.
- Evaluate the strength and weakness of a business and make recommendations for improvement.

Knowledge of this topic should enable a learner to:

Answer in short paragraphs/longer and essay type questions.

Types of questions:

Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.

Additional resources:

Teachers and learners must use:

Recent business news from the media (newspapers, radio, television and magazines) to understand the importance of

the relation between quality performance and various business functions.

Make notes using different resources and textbooks.

1.2 Learners should be able to: 1

- Define/Elaborate on the meaning of the market-environment.
- Outline/Describe/Explain/Discuss the components of the market environment.
 - The market (consumers/customers)
 - Suppliers
 - Intermediaries
 - Competitors
- Identify the components of the market environment from given scenarios/statements/case studies/cartoons/pictures and motivate your answer.
- Explain the reasons why competition poses a challenge to businesses.
- Explain/Outline/Give examples of other organisations/civil society-
 - CBOs, non-governmental organisations - NGOs, regulators, strategic allies and unions)
- Explain the meaning of opportunities and threats in a business context and give practical examples of each.
- Identify opportunities and threats from given scenarios/case studies/statements.
- Conduct a research on opportunities and threats faced by businesses. Make recommendations for improvement.

Knowledge of this topic should enable a learner to:

Answer in short paragraphs/longer and essay type questions.

Types of questions:

1. BUSINESS ENVIRONMENTS

1.2 MARKET ENVIRONMENT:

ELEMENTS/COMPONENTS OF THE MARKET ENVIRONMENT

- #### 1.2
- Meaning of the term market environment.
 - Components of the market environment
 - Reasons why competition poses a challenge to businesses
 - Examples of other organisations/civil society.
 - Meaning of opportunities and threats in a business context and give practical examples of each



Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.

Additional resources:

Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:

- Understand the current economic climate and background in which a business is operating to enable them to understand the impact of the market environment on businesses..

1.3 Learners should be able to: 1

- 1. BUSINESS ENVIRONMENTS**
- 1.3 MACRO ENVIRONMENT ELEMENTS/ COMPONENTS OF THE MACRO ENVIRONMENT**
- 1.3**
- Meaning of the term macro-environment.
 - Practical examples of each component/ feature of the macro environment
 - The reason why each component/feature poses a challenge to businesses.

- Define/Elaborate on the meaning of the macro-environment.
- Define/Give practical examples of each component/feature of the macro environment
 - Physical/Natural environment
 - Economic environment
 - Social, cultural and demographic environment
 - Technological environment
 - Legal and political environment
 - International/global environment
 - Institutional environment
- Briefly explain the reason why each component/feature poses a challenge to businesses.
- Identify the components of the macro environment from given scenarios/statements/case studies/cartoons/pictures.

Knowledge of this topic should enable a learner to:

Answer in short paragraphs/longer and essay type questions.

Types of questions:

Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.



1. BUSINESS ENVIRONMENTS

1.4 INTER-RELATIONSHIP OF MICRO, MARKET AND MACRO ENVIRONMENTS

1.4

- The link/ relationship between the features/components of the micro-environment.
- Interrelation between micro (internal) and market environments.
- Examples of the relationship between the business with consumer, suppliers, intermediaries, and competitors.
- Relationship between micro, market, and macro environments

Additional resources:

Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:

- Understand how businesses are affected by the components/features of the macro environment.
- Make notes from different resources and textbooks

1.4 Learners should be able to:

- Explain/Describe the link/relationship between the features/components of the micro-environment:
 - Functions/departments
 - Employer and employee
- Explain the interrelation between micro (internal) and market environments.
- Give examples of the relationship between the business and the following:
 - Business and consumer
 - Business and suppliers
 - Business and intermediaries
 - Business and competitors
- Explain/Discuss the relationship between micro, market and macro environments.

Knowledge of this topic should enable a learner to:

Answer in short paragraphs/longer and essay type questions.

Types of questions:

Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.

Additional resources:

Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:

- Understand the relationship between micro, market and macro environments.
- Make notes from different resources and textbooks.

1. BUSINESS ENVIRONMENTS

1.5 BUSINESS SECTORS

1.5

- Meaning of the primary, secondary, and tertiary sectors & examples of each sector.
- Relationship between these sectors
- Meaning of the terms formal and informal sectors. Give practical examples of each.
- Importance of the formal and informal sector.
- Distinguish between the formal and informal sectors.
- Meaning of the terms public and private sector.
- Importance of the public and private sector
- Distinguish between the public and private sectors

1.5 Learners should be able to:

- Define/Explain the meaning of the primary, secondary and tertiary sectors.
- Give examples of each sector.
- Explain/Describe/Discuss the relationship between these sectors.
- Make a collage showing the relationship between the primary, secondary and tertiary sectors
- Define/Elaborate on the meaning of the formal and informal sectors. Give practical examples of each.
- Conduct research on the importance of the formal and informal sector.
- Explain/Differentiate/Distinguish between the formal and informal sectors.
- Define/Elaborate on the meaning of the public and private sector.
- Explain the importance of the public and private sector.
- Explain/Differentiate/Distinguish between the public and private sectors.

Knowledge of this topic should enable a learner to:

Answer in short paragraphs/longer and essay type questions.

Types of questions:

Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.

Additional resources:

1. BUSINESS ENVIRONMENTS

1.6 CONTEMPORARY SOCIO-ECONOMIC ISSUES

- 1.6 Contemporary socio-economic issues that impact on businesses.
- Meaning of socio-economic issues
 - Reasons why socio-economic issue pose a challenge to businesses
 - Meaning of inequality and poverty.
 - Impact of inequality and poverty on businesses.
 - Term "inclusivity"
 - Purpose of inclusivity in the workplace.
 - Unemployment and unproductive labour forces
 - Negative impact of HIV/Aids on businesses.
 - Different types of gambling and explain their impact on businesses
 - Meaning of counterfeiting /bootlegging/strikes /political disturbance & crime impact of the socio-economic issues on businesses.

Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:

- Understand the importance of each sector.
- Make notes from different resources and textbooks.

1.6 Learners should be able to:

- Define/Elaborate on the meaning of socio-economic issues and the reason why they pose a challenge to businesses.
- Define/Elaborate on the meaning of inequality and poverty.
- Explain/Discuss/Describe the impact of inequality and poverty on businesses.
- Define the term "inclusivity" and explain the purpose of inclusivity in the workplace.
- Define/Elaborate on the meaning of unemployment and unproductive labour forces
- Explain/Discuss/Describe the impact of unemployment and unproductive labour forces on businesses.
- Evaluate the negative impact of HIV/Aids on businesses.
- Outline the different types of gambling and explain their impact on businesses
- Explain the meaning of counterfeiting /bootlegging/strikes /political disturbance /violence & crime
- Explain/Discuss the impact of the above-mentioned socio-economic issues on businesses.
- Identify socio-economic issues from given scenario/statements. Motivate your answer by quoting from the scenario.

Knowledge of this topic should enable a learner to:

Answer in short paragraphs/longer and essay type questions

Types of questions:



Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.

Additional resources:


Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines)

NOTE:

The Term'-column indicates the term in which a topic is to be covered as per the CAPS document. The main topics are numbered for each paper from 1 to 2, e.g., Business Environments and Business Operations to simplify the layout of the document.



CLASSIFICATION OF SUBTOPICS ACCORDING TO MAIN TOPICS FOR PAPER 2



BUSINESS VENTURES	BUSINESS ROLES
Forms of ownership	Social responsibility
Business opportunity and related factors	Creative thinking and problem solving
Presentation of business information	Relationships and team performance
Business plan	



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

1. BUSINESS VENTURES

1.1 Forms of ownership

1.1

Definition, characteristics, advantages, disadvantages and differences (comparison) between the following forms of ownership:

- Sole Proprietor
- Partnership
- Non-Profit Company
- Profit Companies:
 - Private Company
 - Personal Liability Company
 - Public Company
 - State-owned Company
- Co-operatives as forms of ownership

1.1 Learners should be able to:

- Outline/Explain the differences between profit and non-profit organisations/companies.
- Outline the forms of ownership and classify them into profit and non-profit organisation.
- Define the meaning of different forms of ownership.
- Outline/Explain/Describe/Discuss the characteristics/advantages/disadvantages of each form of ownership.
- Distinguish/Differentiate between /different forms of ownership.
- Identify forms of ownership from given case studies/scenarios/cartoons/pictures
- Name the different types of co-operatives
- Outline/Explain/Describe/ Discuss the advantages and disadvantages of co-operatives
- Select a best form of ownership and justify the reasons for selection.

Knowledge of this topic should enable a learner to:

Answer in short paragraphs/longer and essay type questions.

Types of questions:

Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.

Additional resources:

Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:

- analyse different forms of ownership
- make notes from different resources and textbooks.

1. 1.2

1.2

1.2 Learners should be able to:

Examination Guidelines

BUSINESS VENTURES

BUSINESS OPPORTUNITIES AND RELATED FACTORS

- Meaning of a business opportunity and give practical examples.
- Importance of assessing needs and desires in identifying a business opportunity
- Research instruments and data collection (e.g. questionnaires, interview structures).
- Protocol of conducting research (consent, prior organisational appointments, introduction of basic ethics in research and in business opportunities)
- Conduct a market research and identify a business opportunity
- Difference between internal & external market research
- Definition of business opportunities (based on researched needs and desires) and strengths, weaknesses, opportunities and threats (SWOT)
- SWOT analysis to determine a viable business venture.
- Identify a business opportunity based on the findings from compiling a SWOT analysis
- Apply a SWOT analysis from given scenarios/case studies
- Elaborate on the meaning of a business opportunity and give practical examples.
- Explain the importance of assessing needs and desires in identifying a business opportunity.
- Design a research instrument to assess needs & desires e.g. questionnaires, interview structure/schedule.
- Outline/Explain/Describe protocol for conducting research.
- Conduct a market research and identify a business opportunity.
- Outline/Explain the difference between internal & external market research.
- Compile a SWOT analysis to determine a viable business venture.
- Identify a business opportunity based on the findings from compiling a SWOT analysis
- Apply a SWOT analysis from given scenarios/case studies.

Knowledge of this topic should enable a learner to:

Answer in short paragraphs/longer and essay type questions.

Types of questions:

Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.

Additional resources:

- Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:
- identify business opportunities and compile a SWOT analysis.
 - make notes from different resources and textbooks.

1. BUSINESS VENTURES

1.3 PRESENTATION OF BUSINESS INFORMATION

1.3

- Accurate and concise verbal and non-verbal presentation
- Presentation of business reports
- Verbal presentations:
 - Factors that must be considered when preparing for a verbal presentation.
- Advice businesses on how to prepare for support materials for a presentation.
- Definition of the different visual aids
- Explain the purpose of visual aids.
- Design and layout of a presentation using different visual aids

1.3 Learners should be able to:

- Outline/Explain/Discuss the importance of business reports.
- Outline/Explain guidelines on writing an effective business report.
- Outline/Explain/Discuss the importance, advantages and disadvantages of graphs/diagrams, symbols/ pictures.
- Outline/Explain/Discuss factors that must be considered when preparing for a verbal presentation.
- Explain/Discuss/Describe of the different visual aids
 - PowerPoint/Data projector/Slides
 - Hand-outs/flyers/brochures
 - Flip charts
 - Interactive whiteboard/Smart boards
 - Posters/signs/banners/portable advertising stands/flags
- Explain the purpose of visual aids.
- Identify visual aids from given scenarios/case studies/pictures/cartoons. Support your answer by quoting from given scenarios/case studies/pictures/cartoons.
- Outline/Explain/Discuss factors that must be considered when designing a presentation

Knowledge of this topic should enable a learner to:

Answer in short paragraphs/longer and essay type questions.

Types of questions:

Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.



Additional resources:

Grade 10 Bus Studies Notes; DBE Exemplar Question Paper 1 & 2, Past question papers etc.

1 BUSINESS VENTURES **1.4 Business Plan** **3**

- Importance of a business plan.
 - Challenges of the macro environment using PESTLE analysis
 - Components of a business plan
 - Executive summary
 - **Description of the business:**
 - The long-term objective, mission and vision of the envisaged business
 - **The product/service**
 - The structure of the business (ownership)/Relationship between the structure of the business and forms of ownership
 - Different types of legal requirements of a business
 - Compile a SWOT analysis for the envisaged business
 - Marketing plan:
 - Market research
 - Marketing mix, the 7 Ps: price, product, promotion, place, people, physical environment and process
 - Competition
 - Financial plan (including projected income statement and balance sheet)
- 1.4 Learners should be able to:**
- Explain the importance of a business plan.
 - Explain the challenges of the macro environment on a business using PESTLE analysis.
 - Name/State the components of a business plan.
 - Explain the purpose of the executive summary.
 - Name/State-aspects that must be included in the executive summary.
 - Formulate the vision/mission statements and objectives of the envisaged business.
 - Explain the relationship between the structure of the business and forms of ownership.
 - Name/State different types of legal requirements of a business.
 - Compile a SWOT analysis for the envisaged business.
 - Outline/Explain/Describe/Discuss the importance of a marketing plan and market research.
 - Explain the meaning of a marketing mix with specific reference to the 7p's.



- Identify the 7p's from given case studies/scenarios/statements/cartoon.
- Identify competitors from doing a market research and explain the strategies that you will use to overcome competition in the market.
- Formulate a financial plan for the envisaged business (including projected income statement and balance sheet)

Knowledge of this topic should enable a learner to:

Answer in short paragraphs/longer and essay type questions.

Types of questions:

Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.

Additional resources:

Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines)

2.1 Learners should be able to:

- Define the term "social responsibility" and give practical examples.
- Define/Elaborate on the meaning of Corporate Social Responsibility
- Recommend/Suggest initiatives businesses can take to address socio-economic issues.
- Interview local businesses on the initiatives taken to address socio-economic issues.
- Evaluate the extent to which these initiatives have addressed the socio-economic issues.

- 2.1 Ways in which a business can contribute responsibly towards its immediate community
- What is social responsibility?
 - Definition of Corporate Social Responsibility
 - Initiatives taken by businesses in addressing the socio-economic issues discussed; refer to current issues

2 BUSINESS ROLES

2.1 SOCIAL RESPONSIBILITY



NOTE: Do not study the impact of CSI/CSR on businesses and communities.

Knowledge of this topic should enable a learner to:
Answer in short paragraphs/longer and essay type questions.

Types of questions:

Questions based on case studies/ scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.

Additional resources:

Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:

- Understand reasons why businesses need to address some socio-economic issues in the communities they operate. make notes from different resources and textbooks

2. BUSINESS ROLES

2.2 CREATIVE THINKING & PROBLEM SOLVING

- 2.2**
- Meaning of creative thinking
 - Advantages/benefits of creative thinking in the workplace.
 - Use creative thinking to generate entrepreneurial opportunities
 - Businesses can use creative thinking to solve business problems

2.2 Learners should be able to:

- Elaborate on the meaning of creative thinking.
- Outline/Explain/Describe/Discuss the advantages/benefits of creative thinking in the workplace.
- Explain how businesses can use creative thinking to generate entrepreneurial opportunities, e.g. designing environments that stimulate creative thinking.
- Define/Elaborate on the meaning of problem solving.

3

Examination Guidelines

- Meaning of problem solving
- Differences between decision making and problem solving
- Problem solving cycle
- Apply the problem-solving techniques to solve business problems:
- Explain/Discuss how businesses can use mind mapping, brainstorming to identify innovative and entrepreneurial business opportunities
- Recommend/Suggest ways in which creative business opportunities can realistically be implemented
- Outline/Explain/Distinguish the differences between decision making and problem solving.
- Outline/Explain/Discuss/Describe the problem-solving cycle.
 - Name/Explain/Discuss problem-solving techniques
 - Force-Field Analysis
 - Delphi Technique
 - Nominal Group Technique
 - Brainstorming
- Explain/Describe how businesses can apply the problem-solving techniques to solve business problems.
- Identify problem solving techniques from given scenarios/case studies.
- Recap the meaning of a business opportunity
- Explain/Describe how businesses can use mind mapping, brainstorming to identify innovative and entrepreneurial business opportunities.
- Recommend/Suggest ways in which creative business opportunities can realistically be implemented.

Knowledge of this topic should enable a learner to

answer in short paragraphs and/or longer and essay type questions.

Types of questions:

Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.

Additional resources:

Teachers and learners must use challenging case studies from various sources where learners can apply problem-solving techniques to:

- Solve complex business problems. Learners should be encouraged to evaluate each problem-solving technique.

2. BUSINESS ROLES

2.3 RELATION-SHIPS AND TEAM PERFORMANCE

2.3

Ways in which people need to work together to accomplish business objectives; discuss factors that can influence these relationships (e.g. prejudice, beliefs, values and diversity)

- Factors that can influence these relationships (e.g. prejudice, beliefs, values and diversity)
- Understanding business objectives (e.g. profit, productivity, service)
- Interpersonal relationships in the workplace (e.g. different hierarchies, management levels, the importance of each individual in achieving business objectives)
- Personal beliefs and values and how they influence business relationships (e.g. prejudice, discrimination, equity, diversity)
- Criteria for successful and collaborative team performance in a business context
- Working in a team to accomplish business objectives

- Make notes from different resources and textbooks.

2.3 Learners should be able to:

- Define, Elaborate on the meaning of business objectives
- Outline/Explain/Discuss the benefits of team-work.
- Recommend/Suggest ways in which businesses can create an environment that enables teams to work effectively.
- Elaborate on the meaning of interpersonal relationships in the workplace with specific reference to different hierarchies/management levels/the importance of each individual in achieving business objectives.
- Outline/Explain/Describe factors that can influence team relationships e.g. prejudice, discrimination, equity, diversity.
- Identify/Name factors that can influence team relationships from given scenarios/case studies. Support your answer by quoting from given scenarios/case studies.
- Recommend/Suggest ways in which businesses can address factors that influence team relationships.
- Outline/Explain/Describe/Discuss the criteria for successful team performance.
- Assess yourself against the criteria for successful team performance.
- Identify/Name the criteria for successful team performance from given scenarios/case studies. Support your answer by quoting from given scenarios/case studies.
- Evaluate the criteria for successful team performance from given case studies/scenarios and make recommendations for improvement.

Knowledge of this topic should enable a learner to

Answer in short paragraphs/longer and essay type questions.

Types of questions:

Questions based on case studies/scenarios should include direct/indirect short and essay questions, covering all three cognitive levels.

Additional resources:

Teachers and learners must use recent business news from the media (newspapers, radio, television and magazines) to:

- Understand the importance of teamwork and how businesses can deal with factors that can influence team relationships.
- Make notes from different resources and textbooks

Note:

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

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

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



GUIDELINES FOR ANSWERING THE BUSINESS STUDIES QUESTION PAPER

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

Preparation for quality responses

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

TYPES OF QUESTIONS

SECTION A

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

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

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

SECTION B

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

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

SECTION C

Longer/Essay type of questions

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

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

ESSAY-TYPE QUESTIONS CONSIST OF:

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

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

Layout/Structure	Is there an introduction, a body and a conclusion?	2
Analysis and interpretation	Is the candidate able to break down the question into headings/subheadings/interpret it correctly to show understanding of what is being asked? Marks to be allocated using this guide: All headings addressed: 1 (One 'A') Interpretation (16 to 32 marks): 1 (One 'A')	2
Synthesis	Are there relevant decisions/facts/responses made based on the questions? Option 1: Only relevant facts: 2 marks (No '-S') Where a candidate answers 50% or more (two to four sub-questions) of the question with only relevant facts; no '-S' appears in the left margin. Award the maximum of TWO (2) marks for synthesis. Option 2: Some relevant facts: 1 mark (One '-S') Where a candidate answers less than 50% (only one sub-question) of the question with only OR some relevant facts; one '-S' appears in the left margin. Award a maximum of ONE (1) mark for synthesis. Option 3: Some relevant facts: 1 mark (One '-S') Where a candidate answers FOUR questions, but one sub-question of the questions with no relevant facts; one '-S' appears in the left margin. Award a maximum of ONE (1) mark for synthesis. Option 4: No relevant facts: 0 mark (Two '-S') Where a candidate answers less than 50% (only one sub-question) of the questions with no relevant facts; two '-S' appears in the left margin. Award a ZERO mark synthesis.	2
Originality	Is there evidence of examples, recent information, current trends and developments?	2
TOTAL FOR INSIGHT:		8
TOTAL MARKS FOR FACTS:		32
TOTAL MARKS FOR ESSAY (8 + 32)		40

NOTE:

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

4. CONCLUSION

This Examination Guidelines document is meant to articulate the assessment aspirations espoused in the CAPS document. It is therefore not a substitute for the CAPS document which teachers should teach to. Qualitative curriculum coverage as enunciated in the CAPS cannot be over-emphasised.

