GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA



BUSINESS STUDIES

GRADE : 11

TERM : 1

ASSESSMENT TASK: CASE STUDY

YEAR :2024

This Case Study consists of 14 pages

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BUSINESS STUDIES GRADE 12 PROGRAMME OF ASSESSMENT

2024

TERM	TASK	FORM OF ASSESSMENT	CONTENT	WEIGHTING	DATE
1	1	Case Study	At least 4 topics as per the ATP in Term 1	10	February/March 2024
	2	Controlled Test	The control test should cover all term 1 topics as per the ATP for Term 1	10	February/March 2024
2	3	Presentation	At least 4 topics as per the ATP of Term 2	10	May 2024
	4	Mid-year Examination	P1: Business Environments Business Operations P2:Business Ventures Business Roles	25	May 2024
3	5	Project	Term 3 topics as per the ATP	20	September 2024
	6	Controlled Test 2	P1: Business Environments Business Operations P2: Business	25	September 2024
4	7	Final Examination	P1: Business Environments Business Operations P2: Business	75	October/November 2024

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Terms of references for a case study and controlled test

CASE STUDY

- Teachers must provide learners with the topics on which the case study will be based for assessment.
- Learners are to be given one week to collect resources on the topics
- The case study must be administered and completed within two hours under controlled conditions.
- Case studies are a very good way of keeping the subject up-to-date and relevant.
- Learners are presented with a real-life situation, a problem, or an incident related to the topic.
- Each formal assessment task must consist of only one assessment activity
- They should draw on their own experience or prior learning to interpret, analyze and solve a problem or set of problems and make suggestion/s and or recommendation/s to defend their arguments.
- Case studies may be taken from newspaper articles, magazine articles, video clips, or radio recordings and all sources must be acknowledged.

CONTROLLED TEST

The control test must adhere to the following:

- It must be completed by all classes in the same grade on the same day.
- Where there is more than one teacher, an agreement must be reached on the scope as well as the date and time of the test.
- All learners write the same test under examination conditions.
- The duration of the controlled test must be one and a half hours for 100 marks.
- The test must cover the different cognitive levels in examinations. See the table on cognitive levels under Examinations in the following section.
- Include problem-solving questions.
- The test must cover a range of integrated topics, as determined by the annual teaching plan work schedule and the assessment plan.
- Questions must comply with year-end examination standards.

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ANNEXURE A

BUSINESS STUDIES

CONSOLIDATION SCHEDULE

NAME OF LEARNER : _____

EXAMINATION NUMBER: _____

NAME OF SCHOOL : _____

TASKS	TOTAL	MARKS OBTAINED	INTERNAL MODERATION	EXTERNAL MODERATION
Case Study	50			
Controlled Test	100			
Presentation	50			
Project	50			
Midyear Examination	300			
Controlled Test 2	50			
Final Year Examination	300			
FINAL SBA MARK (950/9,5)	100			

We hereby certify that these marks are a true reflection of the above learner's work		
	Signature	**Date**
Learner		
Educator		
Principal / DH		

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ANNEXURE B

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

DECLARATION BY LEARNER

SCHOOL NAME : _____

NAME OF LEARNER : _____

TEACHER'S NAME : _____

I hereby declare that all SBA tasks contained in this portfolio are my original work and that if I have used any sources, I have acknowledged them.

I will endeavour to keep my work original and not plagiarize other sources/people's work. I agree that if it is determined by the relevant authorities that I have engaged in any fraudulent activities whatsoever about my SBA mark, I shall forfeit completely for this assessment (s)

_____ _____
LEARNER'S SIGNATURE **DATE**

_____ _____
PARENT/ GUARDIAN **DATE**

As far as I know, the above statement by the candidate is true and I accept that the work offered is his/her name

_____ _____
TEACHER'S SIGNATURE **DATE**

SCHOOL STAMP

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ANNEXURE C

education
Department: Education
GAUTENG PROVINCE

EVIDENCE OF SCHOOL & DISTRICT MODERATION

DISTRICT	
SUBJECT	
GRADE	
NAME OF SCHOOL	
NAME OF EDUCATOR (S)	
NAME OF DH	
DATE	
10% of portfolios must be moderated for school-based moderation	

MODERATION TOOL			
QUALITY / STANDARD OF ASSESSMENT TASK	**YES**	**NO**	**COMMENTS**
Does the task correspond with the **programme of assessment**?			
Are the case study/controlled test/June/preliminary exams CAPS compliant?			
Is there evidence that the DH/ Senior Teacher moderated the task?			
Does the task reflect the **content coverage for the term?** and the grade as per abridged CAPS chapter 4?			
Is the **duration** of the task indicated and per the abridged CAPS chapter 4?			
Are the **instructions** clear?			
Is the **mark allocation/ weighting** for the task per CAPS section 4?			
Does the task incorporate the different **cognitive levels?** (Bloom's Taxonomy)?			

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Does the task reflect the use of a variety of data response questions? (Scenarios/Case studies/indirect statements?)			

ASSESSMENT TOOLS			
Are the **assessment tools** e.g., rubric, memoranda, checklists, etc. for every assessment task included in the educator's portfolio file?			
Is a correct assessment tool used as indicated in the CAPS document and SBA guideline?			
Is a tool consistently applied during the assessment of the task?			
MARKING			
Are the tasks dated? By the marker and moderator(s)			
Is **marking** done according to assessment tools?			
Are the marks **correctly added and recorded**?			
RECORDS			
Are the **subject working mark sheets/record** sheets? included in the teacher's file?			
Are the working mark sheets /record sheets per the CAPS?			
Are the **learners' marks** corresponding with the working mark sheet/ record sheets?			
Are the marks correctly **converted** according to the weighting as reflected in the CAPS document?			
Number of tasks completed		**No.**	Specify Case Study and control test

NAMES OF LEARNERS WHOSE PORTFOLIOS WERE MODERATED	MARK ALLOCATED BY 1. TEACHER 2. DH/ SUBJECT HEAD 3. MODERATOR	MARK ALLOCATED BY 1. TEACHER 2. DH / SUBJECT HEAD 3. MODERATOR

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AREAS OF GOOD PRACTICE
CHALLENGES
RECOMMENDATIONS/FOLLOW-UP

HOD/ MODERATOR	**SIGNATURE**	DATE
TEACHER	**SIGNATURE**	**DATE**
CLUSTER MODERATOR	**SIGNATURE**	**DATE**

SCHOOL STAMP

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ANNEXURE C

education
Department: Education
GAUTENG PROVINCE

EVIDENCE OF SCHOOL MODERATION GRADE 10-12

DISTRICT	
SUBJECT	
GRADE	
NAME OF SCHOOL	
NAME OF EDUCATOR (S)	
NAME OF DH	
DATE	
10% of portfolios have to be moderated for school-based moderation	

MODERATION TOOL			
QUALITY / STANDARD OF ASSESSMENT TASK	**YES**	**NO**	**COMMENTS**
Does the task correspond with the **programme of assessment**?			
Is the case study/controlled test/June/Prelim exams CAPS compliant?			
Is there evidence that the DH/ Senior Teacher moderated the task?			
Does the task reflect the **content coverage for the term?** and the grade as per abridged CAPS chapter 4?			
Is the **duration** of the task indicated and per the abridged CAPS chapter 4?			
Are the **instructions** clear?			
Is the **mark allocation/ weighting** for the task per CAPS section 4?			
Does the task incorporate the different **cognitive levels?** (Bloom's Taxonomy)?			

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Does the task reflect the use of a variety of data response questions? (Scenarios/Case studies/indirect statements?)			

ASSESSMENT TOOLS			
Are the **assessment tools** e.g., rubric, memoranda, checklists, etc. for every assessment task included in the educator's portfolio file?			
Is a correct assessment tool used as indicated in the CAPS document and SBA guideline?			
Is a tool consistently applied during the assessment of the task?			
MARKING			
Are the tasks dated? By the marker and moderator(s)			
Is **marking** done according to assessment tools?			
Are the marks **correctly added and recorded**?			
RECORDS			
Are there **subject working mark sheets/record** sheets? included in the teacher's file?			
Are the working mark sheets /record sheets per the CAPS?			
Are the **learners' marks** corresponding with the working mark sheet/ record sheets?			
Are the marks correctly **converted** according to the weighting as reflected in the CAPS document?			
Number of tasks completed		**No.**	Specify Case Study and control test

NAMES OF LEARNERS WHOSE PORTFOLIOS WERE MODERATED	MARK ALLOCATED BY 4. TEACHER 5. DH / SUBJECT HEAD 6. MODERATOR		MARK ALLOCATED BY 4. TEACHER 5. DH / SUBJECT HEAD 6. MODERATOR

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AREAS OF GOOD PRACTICE
CHALLENGES
RECOMMENDATIONS/FOLLOW-UP

HOD/ MODERATOR	**SIGNATURE**	DATE
TEACHER	**SIGNATURE**	**DATE**
CLUSTER MODERATOR	**SIGNATURE**	**DATE**

SCHOOL STAMP

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BUSINESS STUDIES
2024

Grade: 11 **Term: 1**

Assessment Task: Case Study

Marks: 50

Issue Date:_____ **Submission Date:** _____

The surname of Learner: _____

Name of Learner : _____

MAIN TOPICS COVERED

BUSINESS ENVIRONMENTS:

- **Challenges of the business environments**
- **Adapting to challenges**
- **Socio-Economic Issues**
- **Contemporary Labour Laws**

FINAL MARK	**50**	

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TERM 1 : Case Study
DURATION: 2 Hours
TOTAL : 50 Marks

NB: This task should be completed under controlled conditions.

QUESTION 1

1.1 Read the case study below and answer the questions that follow:

MPULE ENTERPRISE (ME)

Mpule Enterprise sells a variety of electronic equipment. ME always receive stock late from Sarel Wholesalers.

The technological advancement of cell phone camera has made it difficult for ME to manufacture the latest phones. The management of ME has difficulty in dealing with unproductive employees.

Ups and downs are common in economic conditions, and businesses must adapt to challenges accordingly. Management of ME designed strategic responses to various challenges by analysing all information, and identifying stakeholders involved. Mpule Enterprise and Sarel wholesalers have similar interests/nature/qualities and choose to work together for the mutual benefit of both businesses. ME and Sarel Wholesalers came together to influence the legislation in the trading hours.

Most employees at Sarel Wholesalers like to download music from the internet as they are not aware that they are infringing on owners' intellectual property rights. Employees have complained that they are not paid a living wage hence they participated in a strike.

Adapted https://www.indeed.com/career-advice/career-development/external-environment-factors

Use the table below as a GUIDE to answer QUESTIONS 1.1.1 to 1.1.3.

CHALLENGE **1.1.1**	**BUSINESS ENVIRONMENTS** **1.1.2**	**EXTENT OF CONTROL** **1.1.3**
1.		
2.		

1.1.1 Quote TWO challenges for ME from the case study above. (2)

1.1.2 Classify ME's challenges according to the business environments (2)

1.1.3 State the extent of control that ME has over EACH business environment named in QUESTION 1.1.2 (2)

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1.1.4 Identify TWO ways in which ME adapted to the business environments named in QUESTION 1.1.2. Motivate your answer by quoting from the case study. (6)

1.1.5 Explain other TWO ways in which ME as a business can adapt to the challenges of the business environments. (6)

1.1.6 Advise ME and Sarel Wholesalers on the types of lobbying (6)

1.1.7 Elaborate on the meaning of networking (4)

1.1.8 Discuss the advantages of networking for ME and Sarel Wholesalers (6)

1.1.9 Describe any TWO solutions in which Sarel Wholesalers can deal with piracy as a socio-economic issue. (6)

1.1.10 Outline the negative impact of the strike on businesses (4)

1.1.11 Explain the purpose of the Labour Relations Act (LRA) (No. 66 of 1995) (6)

TOTAL [50]

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