basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

BUSINESS STUDIES

EXAMINATION GUIDELINES

GRADE 11

PAPER 1 & 2

2026

This document consists of 36 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 11.

The purpose of these Examination Guidelines is to:

- Outline the format/structure of the grade 11 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 11 examinations. It does not deal in any depth with the SchoolBased 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.

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 subtopics:

    - What? (nature, purpose and knowledge) [low order]
    - How? (skills, knowledge and values) [low and middle order]
    - Why? [middle and higher cognitive levels are stimulated when forming an opinion]
    - Is it working/successful/good/bad? (evaluation/critical analysis/impact [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.

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2. ASSESSMENT IN GRADE 11

2.1 GRADE 11: 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	**Compulsory** Covers **BOTH** TOPICS Multiple choice: (5 x 2) (10) Matching (5 x 2) (10) Choose the correct word: (5 x 2) (10) 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.	**30**	**20**	**Mostly levels 1–2**
B	**Choose any TWO questions in this section. (40 marks x 2 questions)** **THREE questions, TWO covering. each main topic and the third question will cover both main topics (a miscellaneous question).** 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.	**80**	**70**	**Levels 1–6** **Remembering/Recall, Understanding, Applying, Analysing, Evaluating, Creating)**
C	**Answer any ONE question in this section. (40 marks x 1 question)** **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	**40**	**30**	**Mostly levels 3–6 Applying, Analysing, Evaluating, Creating**
	TOTAL	**150**	**120**	

2.2 THE DISTRIBUTION OF COGNITIVE LEVELS & BLOOM'S TAXONOMY:

Cognitive levels	Percentage

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Level 1	Knowledge/Remembering	**Low order**: Define, name, list, identify, match, state, etc.	
Level 2	Comprehension/Understanding	Choose, explain, classify, give etc.	**30%**
Level 3	Application/Applying knowledge	**Middle order:** Analyse, apply, describe, discuss, calculate, etc.	
Level 4	Analysis	Analyse, compare, differentiate, distinguish, etc.	**50%**
Level 5	Synthesis/Evaluating	**Higher order:** Analyse, compare, evaluate, etc.	
Level 6	Evaluation/Creating	Recommend, suggest, advise, etc.	**20%**
		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 11 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 11 is attached as Appendix 1.

Part A 3 Business Studies Paper 1

3.3.1 CLASSIFICATION OF SUBTOPICS ACCORDING TO MAIN TOPICS FOR PAPER 1

BUSINESS ENVIRON-MENTS	TERM	BUSINESS OPERATIONS	TERM
Influences of business environments	**1**	Marketing function: Only focus on the marketing activities and marketing mix	**2**

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Challenges of the business environment	**1**	Production function **Excluding:** Production systems, Workplace Safety Policy & Production costs	**2**
Adapting to challenges of the business environments	**1**	Introduction to Human Resources	**4**
Contemporary socio-economic issues	**1**		
Business sectors	**1**		

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3. ELABORATION OF THE CONTENT FOR GRADE 11 (CAPS)

MAIN TOPICS	TOPICS	CORE CONTENT THAT MUST BE COVERED BY GRADE 11 BUSINESS STUDIES TEACHERS	ELABORATION OF CORE CONTENT	TERM
1. BUSINESS ENVIRONMENTS	**1.1 Influences of business environments**	**1.1** ● Ways to be involved in business environments – if beneficial to business - **Micro environment** The business mission and objectives, its management structure, its resources and its culture are primarily controlled by the enterprise's management. - **Market environment** The customers, suppliers, competitors, regulators and strategic allies and unions give rise to particular opportunities and threats. Business has no control over the factors. - **Macro environment** ● Enterprise in relation to the macro environment, i.e. economic, techno-logical, and political environments ● Examination of control factors, e.g. more control over micro environment, less control over market environment and even less control over macro environment	**1.1** **Learners should be able to:** ● Name/list/outline the components of the micro, market & macro environments. (Recap) ● Explain/Discuss/Outline the reasons why businesses have more control over the micro-environment/less control over market environment and less control over macro environment. ● Identify the challenges of the business environments from scenarios/case studies/statements and state the extent of control a business has over these 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/TV/magazines) to examine the extent of control a business has over the business environments. **Make notes using different resources and textbooks.**	**1**

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1. BUSINESS ENVIRONMENTS	**1.2 Challenges of the business environment**	**1.2** The challenges of the micro (internal), market and macro business environments ● ***Challenges of the micro environment*** (e.g. difficult employees, lack of vision and mission, lack of adequate management skills, unions, strikes and goslows, etc.) ● ***Challenges of the market environment*** (e.g. competition, shortages of supply, changes in consumer behaviour, demographics and psychographics, socio-cultural factors, etc.) ● ***Challenges of the macro environment*** (e.g. changes in income levels, political changes, contemporary legal legislation, labour restrictions, micro-lending, globalisation/ international challenges, social values and demographics, socio-economic issues, etc.)	**1.2** **Learners should be able to:** ● Outline/Name/Discuss/Explain the challenges of the micro-environment. ● Outline/Name/Discuss/Explain the challenges of the market environment. ● Recommend/Suggest ways in which businesses can overcome competition in the market ● Outline/Name/Discuss/Explain the challenges of the macro environment. ● Give/Outline examples of contemporary legislation that may affect business operations. ● Identify the challenges of the THREE Business Environments from given scenarios/statements. Motivate your answer by quoting from scenarios/statements **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/TV/magazines) to understand the challenges of the business environments to enable them to devise competitive and creative strategies. **Make notes using different resources and textbooks.**	**1**

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1. BUSINESS ENVIRONMENTS	**1.3 Adapting to challenges of the business environments**	**1.3** How a business constantly needs to adapt to the challenges of the micro (internal), market and macro business environments ● Ways in which a business can adapt to challenges of the business environments, and whether this is to the benefit of the business - Information management, strategic responses, mergers, takeovers, acquisitions and alliances, organisation design and flexibility, direct influence of the environment and social responsibility - Lobbying, networking and power relations ○ Lobbying, e.g. hedging against inflation, bargaining sessions between management and unions, influencing supervisory body/regulators, etc. ○ Networking, e.g. finding new customers etc. ○ Power relationships e.g. strategic alliance agreements, persuasion of large investors, company representatives' influence, etc.	**1.3** **Learners should be able to:** ● Explain/Discuss/Describe the following ways in which businesses can adapt to challenges of the business environments: ○ Information management ○ Strategic responses ○ Mergers, takeovers, acquisitions and alliances ○ Organisation design and flexibility ○ Direct influence of the environment and social responsibility ● Give practical examples of mergers, takeovers, acquisitions and alliances. ● Identify these examples from given scenarios/ statements. Motivate your answer by quoting from scenarios/statements ● Suggest/Recommend ways in which business can have a direct influence on the environment. ● List/Recommend projects that can be undertaken by businesses as part of social responsibility and explain the benefits of these projects for businesses. ● Define/Elaborate on the meaning of *lobbying* ● Discuss /Explain the reasons why businesses lobby ● Explain/discuss/describe the following types of lobbying e.g.: ○ Hedging against inflation ○ Bargaining sessions between management and unions, ○ Influencing supervisory body/regulators ● Define/Elaborate on the meaning ● Give examples of networking of net working ● Discuss/Explain/Describe the advantages of networking. ● Define/Elaborate on the meaning of power relationships. ● Discuss/Explain/Describe ways businesses can form power relationships e.g. ○ Strategic alliance agreements ○ Persuasion of large investors,	**1**

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			○ Company representatives' influence ● Identify lobbying, networking and power relationships from given scenarios/case studies/statements. **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/TV/magazines) to understand ways in which businesses can adapt to the challenges of the business environments. **Make notes using different resources and textbooks.**	

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1. BUSINESS ENVIRONMENTS	**1.4 Contemporary socio-economic issues**	**1.4** ● The impact of contemporary socio-economic issues on business operations, and their challenges; decisions for specific business situations - The impact of contemporary socio-economic issues on business operations and productivity, e.g. income, inflation, social, cultural and demographic issues, economic crime, population growth, illiteracy, lack of skills, unavailability of natural resources, inefficiency in the use of resources, dumping, exhaustion of natural resources, piracy, strikes ● Possible business solutions/contributions to deal with piracy: - The nature and definition of each intellectual property right ○ Copyright ○ Patent ○ Trade mark - Investigation of developments in industrial relations that relate to contemporary business practice ○ Labour strikes, go-slows and lockouts ○ Labour Relations Act (nature and purpose) ○ What is a trade union? ○ History of trade unions ○ Roles of trade unions ○ Functions of trade unions	**1.4.** **Learners should be able to**: ● List/Name/Give examples of contemporary socioeconomic issues that pose a challenge to businesses. ● Identify socio-economic issues from scenarios/case studies/statements. ● Explain/Discuss the negative impact of contemporary socio-economic issues on businesses. ● Discuss/Analyse the negative impact of piracy on businesses. ● Define /Elaborate on the meaning of the following solutions to piracy: ○ Copyright ○ Patent ○ Trademark ● Identify the above-mentioned solutions to piracy from scenarios/case studies/statements. ● Explain/Discuss the above-mentioned solutions to piracy ● Define/ Elaborate on the meaning of industrial relations. ● Recap: The meaning of strikes and go-slows as some of the examples of an industrial action. ● Define/Elaborate on the meaning a lockout as another of an industrial action. ● Discuss/Explain/Describe the purpose of the Labour Relations Act. ● Define/Elaborate on the meaning of trade unions ● Outline/Mention/Discuss/Explain/Describe the roles of trade unions, e.g. addressing poverty reduction, job creation challenges etc. ● Outline/Discuss/Explain the functions of trade unions. ● Evaluate the functions of trade unions from scenarios/case studies and make recommendations for improvement. **Knowledge of this topic should enable a learner to** answer in short paragraphs/longer and essay type questions.	**1**

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			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/TV/magazines) **Make notes using different resources and textbooks.**	
1. BUSINESS ENVIRONMENTS	**1.5 Business sectors**	**1.5** The links between various primary, secondary and tertiary enterprises. Examination of the links between: ● Primary enterprises ● Secondary enterprises ● Tertiary enterprises	**1.5** **Learners should be able to**: ● Explain the meaning of the primary, secondary and tertiary sectors. ● Visit any local business enterprise and establish the link/relationship between these sectors ● Discuss/Explain/Describe the link/relationship between the primary, secondary and tertiary sector. **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/TV/magazines) to understand the links between various primary, secondary and tertiary enterprises. **Make notes using different resources and textbooks.**	**1**

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2 Business Operations	**2.1 MARKETING FUNCTION**	**2.1** The aspects of the marketing function: marketing activities; product policy; pricing policy; distribution; marketing communication; foreign marketing. ● **Marketing activities** (e.g. product policy, pricing policies, marketing distribution, marketing communication) - **Marketing activities**: locating the consumer standardisation and grading, storage, transport, financing, risk-bearing, and buying & selling ● Marketing mix (product policy, pricing policies, distribution policy, communication policy) - **Product policy**: product development, design, packaging and trademarks - **Distribution policy**: channels of distribution, intermediaries, direct and indirect distribution - **Communication policy**: sales promotion, advertising, publicity and personal selling - **Pricing policy**: importance of pricing, pricing techniques, price determination, factors influencing pricing, price adjustments	**2.1** **Learners should be able to**: **MARKETING** ● Define/Elaborate on the meaning of marketing. ● Explain/Discuss the role of the marketing function ● Outline/ State/ Discuss/Explain the following marketing activities: ○ Standardisation and grading ○ Storage, ○ Transport ○ Financing ○ Risk-bearing and ○ Buying & selling ● Identify the above-mentioned marketing activities from given scenarios/case studies/statements. **MARKETING MIX** **PRODUCT POLICY** ● Outline/Mention/ Explain /Discuss the product policy with specific reference to types of product, product development, trademarks and packaging. ● Outline/Mention/Discuss categories of consumer goods/products. ● Explain/Discuss the importance of product development	**2**

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			• Outline/Mention/Discuss/Explain the steps/stages of product design. • Mention/Explain/Discuss the purpose of packaging • Outline/Mention/Discuss/Describe/Classify types/kinds of packaging. • Elaborate on the meaning of trademarks • Discuss/Explain/Describe the importance of trademarks to businesses and consumers. • Outline/Mention/Explain the requirements of a good trademark. **PRICING POLICY** • Define/Explain the meaning of price • Discuss/Explain the importance of pricing. • Outline/Mention/Explain/Discuss the following pricing techniques e.g.: ○ Cost-based/orientated pricing ○ Mark-up pricing ○ Customer/target based pricing ○ Competition based/orientation pricing ○ Promotional pricing ○ Penetration pricing ○ Psychological pricing	

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			○ Bait pricing ○ Skimming prices ● Identify the above-mentioned pricing techniques from given scenarios/statements. Quote from the scenario to support your answer. ● Outline/Mention/Explain/Discuss factors that influence pricing. ● Identify these factors from given scenarios/ statements. Quote from the scenario to support your answer **DISTRIBUTION POLICY** ● Define/Explain the meaning of distribution. ● Outline/Discuss/Explain the channels of distribution. ● Differentiate/Distinguish between direct and indirect channel of distribution. ● Explain the meaning of intermediaries ● Outline/Mention different types of intermediaries. ● Explain the role of intermediaries in the distribution process. ● Draw the channel of distribution. ● Briefly explain the reasons why manufactures may prefer to make use of direct or indirect distribution methods.	

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2. BUSINESS OPERATIONS	**2.2 PRODUCTION FUNCTION**	**2.2** The aspects of the production function: systems; production planning; safety management; quality control; production costs ● Systems (mass, batch and job) ● Production planning (information about production planning and control) ○ Production planning: planning, routing, scheduling and loading ○ Production control: dispatching, following up, inspection and corrective action ● Safety management: knowledge about factory safety, machinery and *Occupational Health and Safety Act*, Workplace Safety Policy ● Quality control: quality management systems (SABS), quality control bodies and policies Production costs: business calculations – total cost of production, unit cost of production, selling price and calculation of profit, break-even analysis	**COMMUNICATION POLICY** ● Define/Explain the meaning of a marketing communication policy. ● Outline/Mention/Explain/Discuss/Describe the following components of the marketing communication policy: ○ Sales promotion ○ Advertising ○ Publicity and ○ Personal selling ● Explain the purpose of sales promotion and give practical examples. ● Explain the purpose of advertising and give examples of advertising medium. ● Elaborate on the meaning of publicity. ● Explain the role of the public relations in publicity. ● Give examples of publicity e.g. press release to the media. ● Explain the meaning of personal selling ● Discuss the effectiveness of personal selling in promoting a business product.	**2**

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

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			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/TV/magazines) to understand marketing activities and the impact of foreign marketing on local businesses. **Make notes using different resources and textbooks.** **2.2 PRODUCTION PLANNING** **Learners should be able to:** ● Define production planning. ● Outline/Mention/Explain/Discuss aspects that must be considered during production planning e.g. planning, routing, scheduling and loading. ● Explain/Discuss the advantages of production planning. ● Explain the meaning of production control. ● Outline/Mention/Explain/Discuss aspects that must be considered during production control e.g. dispatching, following up, inspection and corrective action. ● Explain the reasons why businesses must manage safety in the workplace. ● Explain/Discuss the requirements for a safe environment e.g. safety policy, visible warning signs, first-aid kit, safe working environment etc. ● Explain/Discuss/Recommend precautionary measure that businesses should take when handling machinery. ● Explain the purpose of the Occupational Health and Safety Act. ● Recommend/Suggest ways in which businesses can comply with the Occupational Health and Safety Act. ● Define quality control ● Explain Total Quality Management (TQM) as part of quality management system.	

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			• Outline/Mention quality control bodies e.g. SABS, ISO, quality circles etc.	

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			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/TV/magazines) to understand **Make notes using different resources and textbooks**	

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2. BUSINESS OPERATIONS	**2.3 INTRODUCTION TO HUMAN RESOURCES**	**2.3** ● Human resources activities (e.g. recruitment and selection, contracts, induction, salaries, and other benefits) ● -Procedures related to recruitment, selection and interviewing Discussion of the following: ● Human Resources: - Legalities of employment contracts - Procedures of induction and placements - Interviewing, selection and induction - Salary determination (piecemeal and timerelated), including personal tax; link to basic conditions of employment - Employee benefits: pension, medical, other	**2.3** **Learners should be able to:** ● **Recap**: Explain the role of the human resources function. **HUMAN RESOURCES ACTIVITIES** **RECRUITMENT** ● Define/Elaborate on the meaning of recruitment ● Outline/Explain/Discuss the recruitment procedure. ● Discuss/Explain the components of job analysis ● Differentiate/Distinguish between job description and job specification as components of job analysis ● Explain/Discuss the internal and external methods of recruitment. **SELECTION** ● Outline/Explain/Discuss the selection procedure. ● Outline/Explain/Discuss the purpose of an interview ● Outline/Explain/Discuss the role of the interviewer during the interview. ● Name/ Outline aspects/content of the employment contract. ● Outline/Explain/Discuss the legalities/legal requirements of an employment contract	**4**

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			● Analyse an employment contract from given scenarios and make recommendations for improvement. **INDUCTION** ● Define/Elaborate on the meaning of induction. ● Outline/Explain/Discuss the purpose of induction. **PLACEMENT** ● Elaborate on the meaning of placement ● Outline/ Explain/Discuss the placement procedure **SALARY DETERMINATION METHODS** ● Outline/Explain/Discuss-different system of salary determination methods e.g. piecemeal and timerelated ● Distinguish between piecemeal and time-related salary determination methods. **EMPLOYEE BENEFITS** ● Outline/Mention/Explain employee benefits. **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/TV/magazines) to understand the human resources activities and the impact of legislation on this function. **Make notes using different resources and textbooks.**	

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

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CLASSIFICATION OF SUBTOPICS ACCORDING TO MAIN TOPICS FOR PAPER 2

BUSINESS VENTURES	TERM	BUSINESS ROLES	TERM
Benefits of a company over other forms of ownership	**1**	Creative thinking and problem solving	**2**
Avenues of acquiring a business	**1**	Stress, crisis and change management **Excluding: John Kotter's theory of change**	**2**
Transformation of a business plan into an action plan	**3**	Professionalism and ethics	**2**
Setting up/starting a business	**3**	Team dynamics and conflict management **Excluding team dynamic and conflict management theories**	**3**
Presentation of business information	**3**		
Entrepreneurial qualities and success factors	**3**		

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1. BUSINESS VENTURES	**1.1 Benefits of a company over other forms of ownership**	**1.1** The benefits and challenges of establishing a company versus other forms of ownership (including taxation issues) ● Recap the characteristics, advantages and disadvantages of the forms of ownership ● The benefits and challenges of establishing a company versus other forms of ownership i.e. sole trader, partnership, Close Corporation, co-operatives, (including taxation issues) ● Formation of companies ○ The company's charter - Memorandum of Incorporation ○ Name of the company incorporation and commencement of the company ○ Prospectus	**1.1** ● **rners should be able to:** ● **Recap**: Outline/Explain/Describe/Discuss the characteristics, advantages and disadvantages of the forms of ownership. ● Distinguish/Differentiate the differences between forms of ownership. Discuss/Explain the benefits of establishing a company versus other forms of ownership e.g.: ○ Legal status and liability ○ Profit sharing ○ Ownership and management ○ Capital and cash flow ○ Life span and continuity ○ Taxation ● Explain/Discuss/the challenges of establishing a company versus other forms of ownership according to the above-mentioned aspects. ● Explain/Describe/Discuss the procedure for the formation of companies. ● Explain/Discuss the legal requirements of the name of the company, e.g.: ○ A company is not allowed to use a misleading name, ○ A name reservation is valid for six months, etc. Define the following concepts: ○ ● Memorandum of incorporation ○ Notice of incorporation ○ Prospectus, i.e. initial & secondary offer ● Outline/Describe aspects that must be included in the prospectus. **wledge of this topic should enable a learner to:** wer in short paragraphs/longer and essay type stions. **es of questions:**	**1**

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			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/TV/magazines) to understand the benefits of a company over other forms of ownership. **Make notes using different resources and textbooks.**	

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1. BUSINESS VENTURES	**1.2 Avenues of acquiring a business**	**1.2** Avenues of acquiring businesses (e.g. franchising, outsourcing, leasing); discuss their advantages and disadvantages as well as their contractual implications ● Avenues of acquiring businesses (e.g. franchising, outsourcing, leasing) ● Their advantages and disadvantages as well as contractual implications (e.g. royalties, legalities)	**1.2** **Learners should be able to:** ● Explain/Discuss the reason why entrepreneurs may decide to purchase an existing business. ● Define/Elaborate on the meaning of franchising, outsourcing and leasing ● Outline/Explain/Describe/Discuss the advantages, disadvantages and contractual implications of the following business avenues: ○ Franchising ○ Outsourcing ○ Leasing ● Identify/Name business avenues from scenarios/case studies/statements. ● Conduct research on the viability and benefits of franchising, outsourcing and leasing **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/TV/magazines) **Make notes using different resources and textbooks**	**1**

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1 BUSINESS VENTURES	**1.3 Transformation of a business plan into an action plan**	**1.3** Transformation of a business plan into an action plan (including Gantt charts and timelines) collaboratively or independently ● Transformation of a business plan into an action plan (e.g. planning tools: Gantt charts or Work Breakdown Structure (WBS) with timelines and responsibilities, project planning)	**1.3** **Learners should be able to**: ● **Recap:** Explain/ Discuss the purpose of a business plan ● Define/Elaborate the meaning of an action plan. ● Discuss/Explain/Describe the importance of an action plan. ● Outline/Name the stages of action plan/Steps to follow when drawing up an action plan. ● Outline/ Explain/Discuss the project planning steps. ● Define the following planning tools: ○ Gantt charts or Work Breakdown Structure (WBS ○ Timelines ○ Project planning ● Outline/Explain/Discuss the importance of timelines and Gantt charts/WBS. ● Draw up a Gantt charts using the information given in scenarios/case studies. ● Transform a business plan into an action plan using the grade 10 business plan. **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/TV/magazines) to understand how to transform a business plan into an action plan **Make notes using different resources and textbooks**	**3**

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1 **BUSINESS VENTURES**	**1.4** **Setting up/ Starting a business plan**	**1.4** Collaboratively or independently starting a business venture based on an action plan ● Initiating and setting up business ventures to generate income, basing this on an action plan. ● Acquiring funding (Equity capital/loans/debt, considering other sources of funding/capital), if needed	**1.4** **Learners should be able to:** ● Outline/State/Explain/Discuss aspects that must be considered when initiating a business e.g.: ○ Strategy ○ Operations ○ Productivity ○ Size of a business etc. ● Outline/State/Explain/Discuss factors that must be considered before start-up e.g.: ○ Culture of the organisation ○ Environmental changes ○ customer services ○ Business growth ○ Cost saving etc. ● Analyse the above-mentioned factors from scenarios/case studies and make recommendations for improvement. ● Explain/Discuss reasons why businesses need funding. ● Outline/ State//Explain sources of funding. ● Explain/ Describe/Discuss factors that influence the choice of funding e.g. nature of finance, amount of capital needed, risk, cost of finance etc. **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/TV/magazines) **Make notes using different resources and textbooks.**	**3**

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1 BUSINESS VENTURES	**1.5 Presentation of business information**	**1.5** Accurate and concise verbal and non-verbal presentation of a variety of business-related information (including graphs); respond professionally to questions and feedback ● Presentation and validation (support) of businessrelated information in verbal and non-verbal format (including tables, graphs, diagrams and illustrations); posters and hand-outs (recap) ● Design and layout of the presentation using different visual aids (e.g. show how to prepare**/**set out slides, posters and hand-outs) (recap) ● Written information – reports, business plans, business information and analysis, e.g. steps in report-writing, composing a flyer, etc. ● Responding in a non-aggressive and professional manner to questions about work and presentations, e.g. answer all questions, make notes, do not argue, apologise for errors, etc.	**1.5** **Learners should be able to:** ● Outline/Explain the importance of presenting business information. ● Differentiate/Distinguish between verbal and nonverbal presentation and give examples of each. ● Outline/State/Explain/Discuss types of visual aids e.g. tables/graphs/diagrams/posters/handouts etc. ● Identify the above-mentioned visual aids from given scenarios/case studies/statements. ● Explain/Discuss how the presenter must prepare the following visual aids: ○ Slides ○ Posters ○ Handouts ● Discuss/Explain/Recommend factors that the presenter must consider when preparing a presentation e.g.: ○ Know your audience ○ Use simple language ○ Include visual aids, etc. ● Explain the reasons why business presentations must be in a written format. ● Outline/State/Explain types of written information, e.g. business reports, business plans, information, analyses etc. ● Outline/State/Explain/Recommend steps in report writing. ● Critically analyse a business report and recommend areas for improvement. ● Outline/State/Explain factors that must be considered when composing a flyer. ● Explain how to respond to questions about work and presentations/handle feedback after a presentation in a non-aggressive and professional manner. **Knowledge of this topic should enable a learner to** answer in short paragraphs/longer and essay type questions.	**3**

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			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/TV/magazines) to gain insight on the presentation of business information **Make notes using different resources and textbooks.**	

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1 BUSINESS VENTURES	**1.6 Entrepreneurial qualities and success factors**	**1.6** The degree to which a business embraces entrepreneurial qualities ● Identification and assessment of a business against the entrepreneurial qualities (e.g. risk taking, perseverance, good management, etc ● Critical reflections on a business venture, and identification of its success factors and areas for improvement ● Exploration and identification of what makes a business successful. Key success factors, e.g. sustainability, profitability, customer base, etc. Identify areas for improvement. ***Note:*** *In the absence of an identified business, use a case study.*	**1.6** **Learners should be able to:** ● Outline/Explain the qualities of an entrepreneur. ● Identify the qualities of an entrepreneur from given scenarios/case studies/statements/etc. ● Assess a business against these qualities ● Identify/State /Name key success factors etc. sustainability/profitability/customer base etc. ● Recommend/Suggest areas for improvement from given scenarios/case studies/statements. ● Suggest strategies that businesses can use to ensure that they remain profitable and sustainable e.g. ○ Thorough planning ○ Sound managing finances ○ Effective management of scarce resources and employees ○ Maintaining a solid customer base ○ Behaving ethically and	

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			○ Being social responsible **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/TV/magazines) to understand. **Make notes using different resources and textbooks.**	

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2. BUSINESS ROLES	**2.1 Creative thinking & problem solving**	**2.1** Creative thinking to address business problems and to improve business practice -Application of creative thinking to address business problems and to improve business practice. -Routine vs. creative thinking, mental blocks to creativity and idea generation -Creative thinking skills and conventional vs. nonconventional solutions (include indigenous approach and solutions) -Problem-solving skills in a business context - More complex problem-solving techniques (e.g. Delphi technique and force-field analysis revision) -Working with others to solve problems and generate ideas	**2.1 Learners should be able to:** ● Define/Elaborate on the meaning of creative thinking. ● Differentiate/Distinguish between routine versus creative thinking. ● Differentiate/Distinguish between conventional versus non-conventional solutions. ● **Recap**: Recommend ways in which businesses can create an environment that stimulate creative thinking. ● Explain/Discuss the benefits/advantages of creative thinking in the workplace ● Define/Elaborate on the meaning of problem solving ● **Recap**: Explain the meaning of a Delphi and ForceField analysis. ● Application of Delphi technique and Force-Field analysis from given scenarios/case studies.	**2**

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		● Creative solutions to business problems; assess these against the reality of the business environment	● Explain/Discuss the advantage of working with others to solve problems. ● Interview a business and find out about the following aspects: ○ What are the business problems? ○ Create solutions to solve the problems. ○ Assess the solutions against the reality of the business. **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/TV/magazines) to understand how businesses use creative thinking to solve complex business problems. **Make notes using different resources and textbooks.**	
2. BUSINESS ROLES	**2.2 Stress and crisis management**	**2.2** ● The concepts relating to stress, crisis and change management - Concepts relating to stress ○ How to manage stress ○ Explain the importance of stress management in pressurised work environments ○ Crisis and change management ○ Dealing with business-related crises (e.g. tight deadlines, loss of property, illness, etc.)	**2.2** **Learners should be able to:** ● Define/Elaborate on the meaning of stress. ● Outline/State/Explain the causes of stress in the business environment e.g. work overload/long working hours/time pressures and deadlines/incompetent managers etc. ● Outline/Explain/Discuss the importance of stress management in the workplace. ● Suggest/Recommend ways employees can manage stress in the workplace.	**2**

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		○ Theories of change management ● Dealing with and adapting to change (e.g. unemployment, retrenchment, globalisation, affirmative action)	● Define the term crisis and give typical examples of crisis in the workplace. ● Recommend/Suggest ways businesses can deal with crisis in the workplace. ● Outline/Mention internal/external causes of change. ● Identify the causes of change from given scenarios/ case studies etc. ● Discuss/Explain/Describe major changes that people and businesses deal with e.g. unemployment, retrenchment, globalisation and affirmative action. ● Suggest strategies business can use to deal with globalisation and affirmative action. ● Recommend ways businesses can deal with/manage change in the workplace. **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/TV/magazines) **Make notes using different resources and textbooks.**	

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2. BUSINESS ROLES	**2.3 Professionalism and ethics**	**2.3** ● The theories and principles of professionalism and ethics; explore how they relate to the business environment ● Application of the principles and skills of professional, responsible, ethical and effective business practice - The definitions of and differences between *professionalism* and *ethics* - The theories and principles of professionalism and ethics; explore how they relate to the business environment - The difference between good and bad decisions	**2.3** **Learners should be able to:** ● Define ethical and professional behaviour ● Differentiate/Distinguish between the differences between professionalism and ethics ● Outline/State/Explain the principles of professionalism and ethics ● Briefly explain the following theories of ethics that are applicable to the workplace:	**2**

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		- The principles and skills of professional, responsible, ethical and effective business practice The concept of ethics and different perspectives on ethics, as well as ethical business ventures	○ Consequential theory ○ The common good approach ○ The rights approach ● Differentiate/Distinguish between good and bad decisions and give examples of each. ● Suggest/Recommend ways in which professional, responsible, ethical and effective business practice should be conducted, e.g. payment of fair wages, providing quality goods and services, not starting a business venture at someone else's expense, etc. ● Explain/Discuss the advantages/benefits of ethical business ventures. ● Evaluate a code of ethics for any business and make recommendations for improvement. ● Discuss different perspectives on ethics **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/TV/magazines) to understand how businesses undertake CSI projects and the impact of CSI projects on businesses and communities.	

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			Make notes using different resources and textbooks.	

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2. BUSINESS ROLES	**2.4 Team dynamics and conflict management**	**2.4** Description of team dynamics theories; use them to ● analyse specific business-based case studies - **Stages of team development/building a team:** ○ Forming stage/getting to know each other ○ Storming stage/true character starts to show/first round conflict ○ Norming stage/settling and reconciliation ○ Performing stage/working as a team towards the goal - **Team dynamics theories** ○ Belbin role theory (action-oriented role, people-oriented role, cerebral role) ○ Insights based on Jungian theory ○ MTR-I approach ○ Margerison-McCann profiles ○ Group consensus - **Conflict management** ○ Definition of conflict ○ Causes of conflict in the business ○ Definition of conflict management ○ Conflict management theories – apply these to both individual and group scenarios (include workplace forums, strikes, trade unions, etc.) ○ Conflict management skills to resolve differences in business situations (including workplace forums) ○ The function of workplace forums (refer to trade unions)	**2.4** **Learners should be able to:** **TEAMWORK** ● Explain/discuss the importance of teamwork ● Outline/Mention/Name/Explain the stages of team development, e.g.: ○ Forming ○ Storming ○ Norming ○ Performing ● Identify the stages of team development from given scenarios/statements/case studies. **CONFLICT MANAGEMENT** ● Define the term conflict ● Identify and discuss causes of conflict from given scenarios/case studies. ● Outline/Mention/Explain/Discuss the function of workplace forums. ● Explain the differences between trade unions and workplace forums. **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/TV/magazines) to stay informed about the various (and latest) methods that businesses apply to resolve conflict in the workplace, as well as the advantages of teamwork. **Make notes using different resources and textbooks.**	**4**

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Note:

The '*Term*'-column indicates the term in which a topic is to be covered as per the CAPS document.
The main topics are numbered from 1 to 4, e.g.
Business Environment (1), Business Ventures (2), Business Roles (3) and Business Operations (4) to simplify the layout of the document.

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GUIDELINES FOR ANSWERING THE BUSINESS STUDIES QUESTION PAPER

Planning and organisation are 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-theyear 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 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 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 must 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.

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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:

<table>
<tr><th>CONTENT</th><th colspan="2"></th><th>MARKS</th></tr>
<tr><td>Facts</td><td colspan="2">Core content equivalent to 50 marks, including introduction and conclusion, but marked to a maximum of 32 marks.</td><td>32</td></tr>
<tr><td>Layout</td><td colspan="2">Introduction, body and a conclusion</td><td>2</td></tr>
<tr><td>Analysis</td><td colspan="2">All headings addressed: 1 (One ‘A’)

Interpretation (16 to 32 marks): 1 (One ‘A’)</td><td>2</td></tr>
<tr><td rowspan="3">Synthesis
(marks to be allocated based on the guide shown here)</td><td>Factual marks</td><td>Synthesis marks</td><td rowspan="3">2</td></tr>
<tr><td>No relevant facts</td><td>0</td></tr>
<tr><td>Some relevant facts</td><td>1</td></tr>
</table>

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	Only relevant facts were given in the essay	**2**	
Originality	Is there evidence of one example per topic/subtopic based on recent information, current trends and developments.		**2**
		Total Marks	**40**

Mark allocation for SYNTHESIS:

1. Indicate TWO '**-S**' ('minus S') marks, if no relevant facts were given. NO synthesis marks will be awarded.
2. Indicate ONE '**-S**' if some irrelevant facts were given. ONE (1) synthesis mark will be awarded.
3. Indicate NO '**-S**', if ONLY relevant facts were given. Award TWO (2) marks for synthesis.

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.

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