



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

BUSINESS STUDIES

EXAMINATION GUIDELINES

GRADE 12

2009

This guideline consists of 26 pages.

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1. INTRODUCTION

Teachers are required to ensure that teaching and learning takes place within the Framework of the National Curriculum Statement for Business Studies.

Teachers must take note that these are guidelines and changing markets and developments in the business environment should be taken into consideration when topics are taught.

New/Recent or changed legislation, new developments or changing economic conditions which affect the business environment should inform the teaching of Business Studies.

TEACHERS MUST CONSULT THE FOLLOWING DOCUMENTS ON BUSINESS STUDIES:

- National Curriculum Statement (NCS) (Business Studies) Grades 10 – 12
- Learning Programme Guidelines (LPG) for Business Studies dated January 2008
- Subject Assessment Guideline (SAG) Business Studies 2008

RESOURCE MATERIAL (NATIONAL CURRICULUM STATEMENTS – NCS) FOR USE BY TEACHERS AND LEARNERS:

- Textbooks listed on the national catalogue of approved textbooks
- Study guides
- Exemplar Papers Grades 12
- National Trial/Preparatory examination paper
- Final Examination Business Studies question paper
- Supplementary Business Studies question paper
- Study Mate
- Media, newspaper and business magazines
- Internet

2. GUIDELINES WHEN 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 of quality responses.

- Use the exemplar and examination papers to prepare for the answering of different TYPES of questions. Study each question in relation to the expected responses.

- Remember that each Learning Outcome/Assessment Standard can be tested with either an objective, short question, paragraph or essay type of question.
- Learning Outcomes/Assessment Standards can be integrated in a question.
- An essay question may include a combination of Learning Outcomes and Assessment Standards.
- Take careful note of the **KEY WORDS** used in the question:
 - ✓ Mention/List/Name means learners should provide direct answers without discussion.
 - ✓ Discuss/Evaluate (or other higher cognitive verbs) means you have to give more information on the fact/s you have mentioned/listed/named. Give reasons, examples, etc. to substantiate your answer.
- Note the principle of progression with respect to Assessment Standards from Grades 10 to 12.
- Familiarise learners with the relevant parts of the “Notes to Markers” from the national examination memorandum.
- Attention must be given to the analysis of Assessment Standards in relation to the content.
 - **The mark allocation will determine the length and time to be spent on the question.**
 - Learners must keep abreast of current developments in legislation and industry.

3. TYPES OF QUESTIONS:

SECTION A

Multiple-choice, matching, fill in the blanks, choosing the correct concept/terminology, etc. objective questions:

To be able to answer multiple-choice questions learners must have a very good knowledge of the subject. These questions require learners to exercise logic and good insight as well as have a thorough knowledge of the subject.

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 Learning Outcomes and Assessment Standards to be able to substantiate, motivate, provide reasons etc.
- Learners will be required to provide **their opinion, solve problems and make recommendations related to the question.**

SECTION C

Longer/Essay type of questions

Learners must be able to organize information on a topic systematically and logically so as to be able to evaluate, motivate and elaborate on topics in the form of case studies, scenarios etc.

ESSAY QUESTIONS CONSIST OF:

1. An Introduction
2. Core Content – Body (Headings, sub headings, paragraphs)
3. Conclusion (Learners opinion in response to the question)

The mark allocation for essays generally is as follows (an example) :

CONTENT	MARKS
Facts	32
Layout	2
Analysis	2
Synthesis	2
Originality	2
Total Marks	40

INSIGHT consists of the following components:

Layout/Structure (Is there an introduction, body using paragraphs and conclusion / is there logical flow/link in the discussion. Has the learner been able to illustrate the concepts with examples)	2
Analysis and interpretation (Learners' ability to break down the question to show understanding of what is being asked)	2
Synthesis (What parts to the question would you have included in the answer? Are there relevant points included?)	2
Originality, examples, recent information, current trends and developments.	2
TOTAL FOR INSIGHT	8
TOTAL MARKS FOR FACTS	32
TOTAL MARKS FOR ESSAY (8 + 32)	40

PLEASE NOTE:

Higher Order Questions could be drawn from the Contents Section of the Study Guide. This can take the form of application type questions e.g. correlation with practice, justification with reasoning, make predictions, suggest improvements, compile reports, provide recommendations, deduce, establish, etc.

3. Grade 12: Summary Format/outline of the formal end of the year Examination Question Paper.

	TYPE OF QUESTIONS	MARKS	TIME (minutes)	COGNITIVE LEVEL/S (Bloom's taxonomy)
SECTION A	Compulsory Covers ALL the LOs. Different objective, shorter types of questions including multiple choice questions, choose the correct answer, match the column etc. (20 x 2 = 40)	40	30	Mostly 1 – 2 to test: Knowledge and comprehension.
SECTION B	Learners must answer ALL questions in this section Covers all the LOs. Paragraph/short questions, questions set on case studies, application type questions etc. Answers should be in paragraph style or as per requirement of each question.	180	90	1 – 4 Add application and analysis 3 - 4 Applicable verbs: motivate, discuss, differentiate, compare, explain, etc.
SECTION C	Answer any TWO questions from this section. Four questions set covering all four LOs. Longer type of questions such as essay type of questions. Higher cognitive questions to assess insight and interpretation of theoretical knowledge in addition to contents itself.	80	60	1 – 6 Add Synthesis & evaluation 5 – 6. Applicable verbs: evaluate, motivate, elaborate, design, interpret etc.
	Total	300	180	

Source: Subject Assessment Guidelines, Department of Education

NOTE: The distribution of cognitive levels will appear as follows: 30% (level 1 and 2), 50% (level 3 and 4) and 20 % (level 5 and 6)

5. BUSINESS STUDIES GRADE 12 NSC EXAMINATION GUIDELINES

INTRODUCTION

Nature of this Document:

This is a supporting document to assist teachers in preparing learners for the Grade 12 NSC Business Studies Examination Paper.

CONTENT AND CONTEXT GUIDELINES

Interpretation of the National Curriculum Statement for Business Studies – Grade 12

LEARNING OUTCOMES (LO's)	ASSESSMENT STANDARDS(AS)	CORE CONTENT THAT MUST BE COVERED BY GRADE 12 BUSINESS STUDIES TEACHERS	GUIDE TO CORE CONTENT
<p>LO1</p> <p>BUSINESS ENVIRONMENTS</p> <p>The learner is able to demonstrate knowledge and analyse the impact of changing and challenging environments on business practice in all sectors.</p>	<p>12.1.2</p> <p><i>Devise strategies of how a business can respond to the challenges of the macro business environment, critically evaluate such strategies and make recommendations as required.</i></p>	<ul style="list-style-type: none"> ➤ Develop strategies in response to challenges in business environments <ul style="list-style-type: none"> ○ SWOT analysis of the business environments, ○ Formulation of strategies. ○ Implementing strategies. ○ Evaluation of strategies. ➤ Types of business strategies e.g. <ul style="list-style-type: none"> ○ Integration Strategies Forward integration, backward integration and horizontal integration. ○ Intensive Strategies Market penetration, market development and product development. 	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • identify challenges, and devise/develop/analyze strategies to overcome challenges from given scenarios of business undertakings and make recommendations to the business. • evaluate the impact of the conditions prevailing in business environment (macro/ micro/market). • determine the nature, effectiveness and use of each type of business strategy. <p>Knowledge of this assessment standard should enable a learner to:</p> <ul style="list-style-type: none"> • answer short, paragraph/longer and essay type of questions.

		<ul style="list-style-type: none"> ○ Diversification Strategies Concentric diversification, horizontal diversification and conglomerate diversification. ○ Defensive strategies Retrenchment, divestiture and liquidation. ○ Other strategies The company repositions itself by replacing one or more individuals, revising a business mission, establishing or revising objectives, devising new policies, issuing stock to raise capital, adding additional salespersons, allocating resources differently, or developing new performance incentives. ➤ Evaluate these strategies and make recommendations for their improvement. Three activities of strategy evaluation: <ol style="list-style-type: none"> 1. Examine the underlying bases of business strategy. 2. Compare expected performance (measure business performance) and 3. Take corrective action. 	<p>Additional Resources:</p> <p>Teachers and learners must make use of:</p> <ul style="list-style-type: none"> ● recent business news from the media (newspapers, radio and television) and magazines to understand the current economic climate and background in which a business is operating to enable them to make informed business decisions. ● make notes using different resources and textbooks.
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	<p>12.1.3 <i>Critically examine the concept of social responsibility and its implications for both business and communities</i></p>	<ul style="list-style-type: none"> ➤ Corporate Citizenship / Corporate Social Responsibility (CSR) ➤ Examine and analyse the nature and process of Corporate Social Investment, how it works, and the benefit and/or problems for both business and communities. ➤ Assess corporate social investment projects, including human rights issues. ➤ Discuss and understand responsible business practice. ➤ Challenges to the business. ➤ A challenge to meet the longer term needs of the society within which they operate. ➤ Legislative requirements for e.g. Employment Equity Act, Skills Development Act and BEE and compliance – integration with LO4 AS3. 	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • Describe what Corporate Social Responsibility (CSR) means and critically evaluate and assess the role of CSR in both the business world and in different communities. • Identify and discuss in detail the structures/legislation available towards development of human resources and empowerment of all parties involved in order to address challenges to businesses. • Describe and interpret the concept Social Responsibility Index/Investment or Corporate Welfare Investment. • Identify and discuss socio-economic issues that warrant Social Responsibility e.g. HIV/Aids, Unemployment, Poverty, Human Rights aspects etc. • Discuss the role/benefits of Social Responsibility Investment for business and communities. • Evaluate corporate social investment projects. Assess human rights issues. • Study all aspects of Broad Based Black Economic Empowerment (BBBEE). • Assess the compliance of businesses to BEE according to the BBBEE Act No. 53 of 2003. • BEE strategies, aims and principles of BEE. • Discuss the implications of BBBEE.
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			<p>Knowledge of this topic should enable a learner to:</p> <ul style="list-style-type: none"> • answer all kinds of questions (short/indirect questions, longer/paragraph questions based on a Case Study and essay questions).
	<p>12.1.4 Analyse the impact on small and big business operations of recent legislation developed in response to demands for redress and equity.</p>	<ul style="list-style-type: none"> ➤ The key points of Employment Equity Act. and the Skills Development Act. (e.g. Skills Levies and their implications for small and large business). ➤ The National Skills Development Strategy and the Human Resource Development Strategy. ➤ Sector Education and Training Authority (SETAs) – integration with LO4 AS3 ➤ The National Credit Act. 	<p>Learners must:</p> <ul style="list-style-type: none"> • Know the provisions of every Act mentioned in the proposed content. • Recognize and analyze the impact of recent legislation on all business operations. • Explain the Broad Based Black Economic Empowerment Act No. 53 of 2003 (BBBEE) – purpose, implementation and benefits – integrate with LO1AS3. • Analyze the impact of all legislation pertaining to Human Resources development and equal opportunities. • Analyse and explain the role of the Sector Education and Training Authorities (SETA) - including Skills Levies and Learnerships. • Explain the purpose/benefits and funding of the SETAs . • Discuss the purpose, advantages/benefits/disadvantages of the National Credit Act (NCA) to credit providers, consumers and the country as a whole. • Explain the NCA in terms of Consumer Rights.

			<p>Additional resources to textbooks:</p> <ul style="list-style-type: none"> • Government Gazettes issued on all legislation pertaining to Acts mentioned under the core contents to cover all provisions. • Internet • Business news and magazines • Court cases where disputes settled in terms of legislation not adhered to by the parties involved. • National Credit Act No. 34 of 2005.
	<p>12.1.5 Select a business from each sector, and describe the three environments related to these sectors and the extent to which a business can control these environments.</p>	<ul style="list-style-type: none"> ➤ Select a business from each sector, and describe the environments related to these sectors and the extent to which a business can control these environments. 	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • Describe each business sector against the background of the three Business Environments in order to critically discuss/evaluate/ motivate the extent of control of businesses over these business environments. <ul style="list-style-type: none"> ➤ Apply models such as SWOT analysis (strengths, weaknesses, opportunities and threats), Pestle(political, economical, social, technological, legal and environmental), Porters Five Forces (Barriers to entry-threats to entry into industries take various forms), Power of Buyers, Power of supplies, Threat of substitutes and competitive rivalry.) and the Balance Score Card (BSC). • Integrate with LO1AS2

			<p>Additional resources to textbooks: Teachers and learners must make use of:</p> <ul style="list-style-type: none"> • recent business news from the media (newspapers, radio and television) and magazines to understand the current business climate and background from which a business is operating to enable them to make informed business decisions.
<p>LO2</p> <p>BUSINESS VENTURES</p> <p>The learner is able to identify and research viable business opportunities and to explore these and related issues through the creation of achievable business ventures.</p>	<p>12.2.4</p> <p><i>Critically reflect on a business venture, assess its entrepreneurial qualities, and identify its success factors and areas for improvement.</i></p>	<ul style="list-style-type: none"> ➤ Evaluate the concept of entrepreneurial qualities and assessing a business venture according to these qualities. ➤ Explore what makes a business successful – key success factors. Case Studies (e.g. Sustainability, Profitability, Customer Base). Identify areas for improvement. 	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • Identify the concept of ‘Business Venture’. • Identify and evaluate entrepreneurial qualities and assess the business venture. • Research/explore key success business factors from case studies, identify areas for improvement and identify creative opportunities. • Differentiate, compare and discuss business related issues from the different business sectors(primary, secondary and tertiary), operating in the micro, macro and market business environments – integrate with LO1AS5. • Evaluate and motivate areas of improvement for business/contexts/situational challenges. • Business Opportunities to be linked with Business Environments LO1AS2

			<p>Additional resources to textbooks:</p> <ul style="list-style-type: none"> • A variety of case studies/scenarios of businesses in the macro/micro and market environment from the different business sectors (primary/secondary/tertiary). <p>Knowledge of this assessment standard should enable learners to answer: Short/indirect, paragraph and essay type of questions using the acquired knowledge.</p>
	<p style="text-align: center;">12.2.5</p> <p><i>Analyse and evaluate the extent to which a business venture addresses issues such as human rights, inclusivity, and environmental issues.</i></p>	<p>➤ Know how to assess a business venture against criteria to measure human rights, inclusivity, and environmental issues. Can do this through informal surveys, interviews, etc. – integration with LO1</p>	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • Discuss the criteria of human rights, inclusivity and environmental issues. • Critically discuss the concepts of human rights, inclusivity and environmental issues. • Analyze and evaluate a business venture through measuring the extent of inclusion of these concepts in the business. • Apply relevant sections of the Constitution of RSA and Bill of Rights, Labour Laws as well as the Occupational Health and Safety Act (OHSA) • Study different case studies/scenarios of how these issues are handled in the workplace. <p>Additional resources:</p> <ul style="list-style-type: none"> • Liaise with the Life Orientation teacher for additional material on these issues.

			<p>Real life scenarios from newspapers</p> <ul style="list-style-type: none"> • Television and articles from magazines/newspapers addressing these issues. <p>Knowledge of this assessment standard should enable learners to answer: Short/indirect paragraph(longer) and essay type of questions using acquired knowledge.</p>
	<p>12.2.6 <i>Present a variety of business-related information clearly and accurately in verbal and non verbal format (including graphs), respond professionally to questions and feedback, and amend information as necessary.</i></p>	<ul style="list-style-type: none"> ➤ Present and support business information with tables, graphs, diagrams and illustrations. ➤ Respond in a non-aggressive and professional manner to questions about work and presentations. ➤ Handle feedback, amend plans and documents accordingly and integrate these into future plans and activities. ➤ Identify areas for improvement. 	<p>Learners must develop the following skills:</p> <ul style="list-style-type: none"> • Presentation of business information (verbally and non-verbally) in a professional manner. • Representation or interpretation and evaluation of business information in a non-verbal formal manner – this includes a variety of types of graphs e.g. line, pie, bar charts etc., and other non-verbal types of information e.g. pictures and photographs. • Representation or interpretation and evaluation of business information in a verbal formal manner – this includes written reports, scenarios and case studies or any other written information. • Professional feedback and adjustment of information.

			<ul style="list-style-type: none"> • Motivate/make recommendations/decisions for future improvements based on information deduced from business information.
	<p>12.2.7 <i>Investigate a range of available business investment opportunities, distinguish between assurance and insurance (both compulsory and non-compulsory), and discuss the viability and relevance of these to both individuals and businesses.</i></p>	<ul style="list-style-type: none"> ➤ Understand life insurance and retirement annuities, insurance of goods (compulsory and non-compulsory), ➤ Unemployment Insurance Fund (UIF) ➤ Road Accident Fund (RAF) ➤ Business Investments, the Johannesburg Stock/Security Exchange, shares, unit trusts and calculation of interest. 	<p>Learners must:</p> <ul style="list-style-type: none"> • Know and understand the concept, principles and importance of insurance. • Be able to differentiate between types of insurance. • Identify insurable and non-insurable risks. • Calculate payments/premiums • Understand provisos of the Government Unemployment Insurance Act. • Know the rights of workers registered for UIF. • Calculate claims for under-insurance • Understand provisos of the Act regulating the RAF • Know the rights of road users in terms of the RAF. • Keep abreast of the changes in legislation from time to time e.g. the RAF is currently undergoing changes. • Explain the different Business investment opportunities. The following should be considered: <ul style="list-style-type: none"> ○ Investment choices and decisions. ○ Investment factors such as Return of Investment (ROI), investment term/period, tax implications, influence of the inflation rate on investment.

			<ul style="list-style-type: none"> ○ Risk and liquidity factors. ○ Investment planning factors. ○ Budgets and investments. ○ Calculation of return on investment (interest- compound and simple, dividends, earnings) ● Evaluate the different types of investments to make investment decisions such as shares and unit trusts, retirement annuities(RA's), endowments, off shore investments as well as short term investments (notice deposits) and fixed deposits, stokvels and business ventures. ● The Johannesburg Stock Exchange (JSE) – functions/services and current developments such as STRATE.
	<p>12.2.8 <i>Determine the extent to which a particular form of ownership can contribute to the success or failure of a business.</i></p>	<p>Determine how a particular form of ownership (e.g. sole trader, company) can impact on the success or failure of a business, issues of capacity, taxation, management, capital, division of profits and legislation.</p>	<p>To determine business success or failure learners must:</p> <ul style="list-style-type: none"> ● Know the characteristic of management of the Sole trader, company(private and public), close corporation or partnership in order to: <ul style="list-style-type: none"> ➤ Determine/compare/evaluate the extent of control and authority each form of business has in legal terms e.g. distinguish between businesses with a legal personality, and without. ➤ Determine/compare how a particular form of business, can impact on the success or failure of a business

			<p>Important issues to consider within each form of ownership:</p> <ul style="list-style-type: none"> - Capacity, based on a business plan determine the capacity/potential of the management to start the business in the planned form and its influence on business success/failure. - Know and understand the legal requirements for each form of ownership. - Explain the composition of each form of ownership and the influence of it on the life span of the business and its influence on business success/failure. - Know the Income tax Act to understand how the different forms of ownership of businesses will be influenced. Each form of business and the different tax requirements should be well understood to determine the impact of taxation of the different forms of ownership on business success/failure. - management, analyse the impact of ownership of each form of ownership on management functions. - capital, understand/evaluate/compare the different sources of capital for the different forms of ownership and its impact on business success/failure. - Explain/Discuss/compare how the division of profits of the different forms of ownership influence business success/failure.
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			<ul style="list-style-type: none"> - Discuss how legislation of each form of ownership can impact on business success/failure. - Evaluate the impact of the different forms of ownership on business success/failure. <p>Additional resources:</p> <ul style="list-style-type: none"> • Acts that impact on business namely: The Companies Act No. 61 of 1973, the Income Tax Act No. 58 of 1962 as amended and the National Credit Act No. 34 of 2005. • Case studies, company/business reports, real business situations.
<p>LO3</p> <p>BUSINESS ROLES</p> <p>The learner is able to demonstrate and apply contemporary knowledge and skills to fulfill a variety of business roles.</p>	<p>12.3.2</p> <p><i>Apply creative thinking to respond to challenges in dynamic and complex business contexts.</i></p>	<ul style="list-style-type: none"> ➤ Acquire advanced problem-solving skills. ➤ Apply creative thinking to solve complex business problems in case studies and given scenarios. 	<p>Learners must:</p> <ul style="list-style-type: none"> • Know the steps in problem-solving. • Understand how to identify and address a challenge through the application of advanced problem solving skills. • Identify barriers from a given scenario/case study in the way of solving problems. • Apply the knowledge acquired in Grade 11 in terms, of problem-solving techniques (e.g. Delphi technique, Force Field analysis) to enhance problem-solving skills. • Apply creative thinking to solve complex business problems.

			<p>Be able to apply:</p> <ul style="list-style-type: none"> • problem solving techniques – Delphi, Force – Field, Scamper, Empty Chair, Simplex and Brainstorming • steps in problem solving. • above techniques/steps to solve complex business problems.
	<p>12.3.3 <i>Discuss and debate how professional, responsible, ethical and effective business practice should be conducted in changing and challenging business environments.</i></p>	<ul style="list-style-type: none"> ➤ Re-examine the meaning of ethical behavior and business practice, and explore the relationship between ethical and professional behavior. ➤ How professional, responsible, ethical and effective business practice should be conducted, eg. not starting a venture at the expense of someone else, payment of fair wages, regular payment of tax, etc. 	<p>Learners must be able to:</p> <ul style="list-style-type: none"> ○ Explain ethical and professional behaviour in business and explore the relationship between them. ○ Be able to apply the King's Code which is the Code of Best Practices for Corporate Governance. ○ Be able to apply knowledge of ethics and develop a code of ethics for an organisation. Behaviour which is unethical should be identified from given case studies/business scenarios. ○ Explain unethical advertising in a South African context.
	<p>12.3.4 <i>Reflect on situations and activities and make recommendations for improvement.</i></p>	<ul style="list-style-type: none"> ➤ Reflect on business environment and identify issues that could challenge ethical and professional behaviour (eg. taxation, sexual harassment, pricing of goods in rural areas, unfair advertising, unauthorized use of funds, abusing work time etc.). Make recommendations for improvement. 	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Evaluate situations and reflect on issues/situations that pose challenges to the business environments in terms of ethical/professional behavior. <p>Make a detailed study of the following:</p> <ul style="list-style-type: none"> ○ Ethical and professional behavior in the workplace ○ Sexual harassment

			<ul style="list-style-type: none"> ○ Unauthorised use of workplace funds and resources ○ Business Practices ○ Unfair advertising – definition and examples. ○ Pricing of goods in rural areas ○ Taxation ○ Unfair advertising ○ Unauthorised use of funds ○ Abuse of work time <ul style="list-style-type: none"> ● Make recommendations for the improvement of the challenges caused due to issues and situations mentioned above.
	<p>12.3.5</p> <p><i>Differentiate between management and leadership styles and approaches.</i></p>	<ul style="list-style-type: none"> ➤ Understand the difference between leadership and management, different theories of management and leadership, eg. leaders and followers, situational leadership, transactional and transformational leadership etc. ➤ The role of personal attitude in success and leadership. 	<p>Learners must be able to:</p> <ul style="list-style-type: none"> ● Define and differentiate between leadership and management. ● Discuss and differentiate between the different theories of leadership and management styles. <ul style="list-style-type: none"> ● Autocratic/Authoritarian/Boss centered, Democratic/Participative/Consultative/Consensus, Laissez-Faire/Free Reign/Subordinate centered. ● Situational, Transactional, Transformational, Charismatic ● Evaluate personal attitude in success and leadership.

	<p>12.3.6 <i>Apply conflict management skills to resolve differences in business situations (including workplace forums).</i></p>	<ul style="list-style-type: none"> ➤ Apply conflict management skills to resolve differences in business situations (including workplace forums). ➤ Examine problem solving and management problems that arise from working with others or in teams. 	<p>Learners must make a detailed study of:</p> <ul style="list-style-type: none"> • Workplace forums – purpose and functions. • Types and causes of conflict. • The identification of management problems that arise from working with others or in teams – integrate with LO3AS8 • The application of conflict resolution techniques (steps and procedures)
	<p>12.3.7 <i>Select and motivate choice of possible business careers and associated career paths.</i></p>	<ul style="list-style-type: none"> ➤ Explore career pathing ➤ Plot paths on how to follow some of the business careers (eg. study, training, employment) ➤ Choose two to three business careers and motivate the reasons for your choice. 	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • Consider issues and factors such as financial implications, risk, morals, culture, ethics, religion in relation to the chosen career, family ties, relocation, etc. • Determine paths to follow when considering business careers such as learnerships, training, employment (self and industry-formal vs informal), tertiary study etc. • Select and motivate possible careers and associate career paths.

	<p>12.3.8</p> <p><i>Collaborate with others to contribute towards the achievement of specific objectives.</i></p>	<ul style="list-style-type: none"> ➤ Assess self and team according to team criteria. ➤ Class work, business assignments and projects in which learners work in teams or pairs to accomplish these tasks. ➤ Learners assess themselves and team according to team criteria. ➤ How to effectively perform a specific role within a team. ➤ Examine workplace scenarios where workers are expected to complete projects in teams, work together on the line etc. 	<p>Learners must be able to:</p> <ul style="list-style-type: none"> ● Assess and evaluate team dynamics in the workplace. ● Define and discuss teams ● Identify and evaluate types of teams ● Motivate the reasons for the use of teams ● Discuss the characteristics of successful teams ● Critically assess team performance. <p>Types of questions: Questions based on case study/scenarios, or direct /indirect short questions, or essay questions.</p>
	<p>12.3.10</p> <p><i>Meaningfully contribute time and effort to advancing the well - being of others in a business context.</i></p>	<ul style="list-style-type: none"> ➤ Meaningfully contribute time and effort to advancing the well - being of others in a business context. ➤ Ways in which a business project can contribute towards the community. 	<p>Learners must be able to:</p> <ul style="list-style-type: none"> ● Investigate and discuss alternative methods of improving the well being of employees ● Discuss and evaluate the role of the following towards the improvement of the performance of employees namely: <ul style="list-style-type: none"> - coaching and mentoring - performance appraisal

			<ul style="list-style-type: none"> - motivation of employees - stress reduction - rewards and incentives - staff development programs - training programs - counseling - rehabilitation (aids, substance abuse), personal problems - team building exercises, <p>Types of questions: Questions based on case studies/scenarios or direct/indirect short questions or essay questions</p>
<p>LO4 BUSINESS OPERATIONS</p> <p>The learner is able to demonstrate and apply a range of management skills and specialized knowledge to perform business operations successfully</p>	<p>12.4.3 <i>Analyse and discuss the relevant legislation and the following aspects of human resource function: recruitment and selection, employee contracts, induction and placement, salary administration, employee benefits</i></p>	<ul style="list-style-type: none"> ➤ Analyse human resource activities, (eg. recruitment and selection, contracts, induction, salaries and other benefits) ➤ Procedures related to recruitment, selection and interviewing. <p>Discuss the following:</p> <ul style="list-style-type: none"> ➤ Human Resource: Labour Relations Act, Basic Conditions of Employment Act (BCEA) and Employment Equity Act (EEA) 	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • Discuss and apply the following human resource activities: <ul style="list-style-type: none"> - Recruitment - Selection - Employment contracts - Induction - Salary determination and personal tax (link to BCEA) - Employee benefits: pension, medical aid, provident fund, allowances, etc • Discuss the following human resources processes and procedures. <ul style="list-style-type: none"> - Recruitment - Selection/short listing

	<p>and skills development.</p>	<ul style="list-style-type: none"> ➤ Legalities of employment contracts. ➤ Procedures for induction and placement. ➤ Interviewing, selection and induction. ➤ Salary determination (piecemeal and time related) including personal tax. Link to basic conditions of employment. ➤ Employee benefits: pension, medical, other. ➤ Skills Development Act and link to SETAs ,learnerships, skills programmes, qualifications, National Qualifications Framework, SAQA, etc. – integration with LO1 	<ul style="list-style-type: none"> - Interviews - Induction - Placement -Training -Retrenchment -Succession Planning • Analyse and discuss the main provisions of the following legislation on business operations in terms of What (nature and conditions), Why (reasons, purpose, significance), Whom (targeted stakeholders, How (process) and Is it working? (implementation-success/failure). - Labour Relations Act. - Basic Conditions of the Employment Act. - Employment Equity Act. - Skills Development Act (Integrate with LO1)
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			<p>Types of questions: Questions based on case study/scenarios, or direct/indirect short questions, or essay questions.</p>
	<p>12.4.4 <i>Select a human resource activity and carry it out to achieve an identified business objective.</i></p>	<p>➤ Select a human resource activity and carry it out to achieve an identified business objective. Practical component – complete project linked to human resource (e.g. develop and facilitate training program).</p>	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • Analyze human resources needs • Identify, and apply human resources activities to achieve business objectives. • Evaluate the application of human resources activities. • Link with LO3AS10 <p>Types of questions: Questions based on case study/scenarios, or direct short questions, or essay questions.</p>
	<p>12.4.5 <i>Investigate developments in industrial relations that relate to contemporary business practice.</i></p>	<p>➤ Discuss industrial relations, including the history of trade unions, functions and role of trade unions and grievance procedures (e.g. arbitration)</p>	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • Discuss industrial relations – concept and recent developments. • Outline the history of trade unions. • Discuss the functions and roles of trade unions. • Identify and explain/apply steps in grievance procedures and dispute resolution (CCMA). • Evaluate the role of trade unions in grievance procedures e.g. arbitration.

			<p>Types of questions: Questions based on case study/scenarios, or direct/indirect short questions, or essay questions.</p>
	<p>12.4.6 Analyse how the quality of performance within the business functions can influence the success or failure of a business.</p>	<p>➤ Understand the concept of quality, how it relates to the various business functions, and how it impacts on different business structures (e.g. sole traders versus large business).</p>	<p>Learners must be able to discuss in detail the concepts and quality of performance of the following business functions:</p> <ul style="list-style-type: none"> • General Management • Purchasing • Marketing • Production • Financial • Human Resources • Public Relations • Administration • Risk Management • Information Technology/ Management Information Systems/ Knowledge Systems. <p>Types of questions: Questions based on case study/scenarios, or direct/indirect short questions, or essay questions.</p>