

BUSINESS STUDIES (Updated October 2015)

This document must be read in conjunction with the IEB Manual for the Moderation of School Based Assessment (updated September 2015).

A. MEANS OF ASSESSMENT

Paper 1: Application of Business Knowledge	2 hours	[200]
Paper 2: Problem Solving and Analysis	2 hours	[100]
SBA		[100]

400 marks

B. REQUIREMENTS

1. Examination

Paper 1: 2 Hours – 200 marks	Paper 2: 2 Hours – 100 marks
Both papers will be written on the same day with a break between. A rigorous and broad selection of topics will be assessed across both Papers .	

Cognitive levels:

Mark allocations per cognitive level in external assessment:

Knowledge	30%
Understanding	15%
Application	15%
Analysis	10%
Synthesis	10%
Evaluation and Problem solving	20%

All questions in both papers are compulsory

PAPER 1: Application of Business Knowledge – 2 hours – 200 marks

Section A and some questions from section B will be answered on a pre-printed Answer Booklet.

Section A: **[50]**

- Different types of questions, e.g. multiple choice, true or false, matching columns and terminology.
- Allow for different questions to count different marks, e.g. a true answer may only count 1 mark but a false answer with a reason/correction of the statement may count 2 or 3 marks.

Section B: **[150]**

- This section will consist of THREE questions of 50 marks each.
- Shorter type questions, e.g. list, explain and discuss.
- Case studies or source based questions will be included and learners will be expected to use these to demonstrate that cognitive skills across the spectrum have been mastered.

PAPER 2: Problem Solving and Analysis – 2 hours – 100 marks

The focus will be on the use of scenarios which lend themselves to higher cognitive questions, while still allowing for lower order thinking to be examined. The responses required are longer in nature and rubrics, together with marking guidelines, will be used to assess these answers.

Business Studies FET is a THREE year course and therefore the word *RECAP* means that learners should have an understanding of all terminology and aspects from previous grades where this forms the basis of work in the next grade(s).

2. School Based Assessment (SBA) [100]

The following SBA requirements, and their later elaboration in this document, apply to schools that have chosen the conventional option for SBA. Those schools that have chosen the One Research Task Option must refer to the IEB Manual for the One Research Task Option for the relevant SBA requirements.

Each candidate must submit a Learner's File which contains the following pieces of evidence:

SBA Item	Weighting (%)
Preliminary Examination that includes Paper I and Paper II	25
Controlled Tests: <ul style="list-style-type: none"> • 1 x Paper I format • 1 x Paper II format 	2 × 15
Tasks: Task 1: Compulsory Research Task Tasks 2 and 3: Chosen from the following categories: A. Media Review (Film; Book; TV Series/Episode) B. Oral/Debate/Role Plays C. Business Simulations D. Indepth Case Study OR News Article Analysis E. Entrepreneurship OR Business Plan	3 × 15
TOTAL	100

C. INTERPRETATION OF THE REQUIREMENTS

1. Examination

1.1 Rationale for two papers

An outcomes based assessment should use assessment methods that are able to accommodate divergent contextual factors. Having two differently structured papers allows the examiners the opportunity to use a variety of assessment instruments and methods to more accurately assess the competencies, knowledge, skills and values of the learners in the context of Business Studies, while incorporating Developmental and Critical Outcomes.

Paper 1 will focus to a greater extent on assessing theoretical knowledge which underpins the understanding and application thereof.

Paper 2 will involve the analysis and interpretation of case studies, and, for example, the writing of reports and the solving of problems that requires critical and creative thinking. Despite the theory that underpins the answering of this paper, it demands more time and necessitates the higher time-mark ratio allocated.

1.2 Assessment Syllabus

The purpose of this Assessment Syllabus is to assist IEB teachers in reaching a common understanding of the scope of the Topics that will be assessed and therefore support schools in planning their Assessment Programs consistently; as well as to make the IEB examination and SBA requirements at Grade 12 explicit for teachers, assessors and moderators.

The document is not meant to be a teaching syllabus. Individual teachers and schools are not restricted to the contents of the Assessment Syllabus; they are free to enlarge on these in their own curriculum delivery. The teaching and learning programme should be rich, stimulating and challenging, while assessment is focused on the requirements of the qualification. **The Grade 10 and 11 assessment syllabi are included for information and guidance, but only the Grade 12 assessment syllabus is mandatory.**

The Assessment Syllabus follows the SBA requirements.

2. School Based Assessment (SBA)

2.1 SBA Items

Preliminary Examination/ Trial Paper (25 marks out of 100)

The examination should mimic the final external examination in its design, rigour and format. Whilst all the content may not have been covered by the date of the Preliminary Examination, there should be two papers (Paper 1 and Paper 2 format) that are set to the time and rigour of the final external examination.

NOTE: Past IEB / DBE Papers may NOT be used in their entirety as these are freely available to learners. Caution should also be taken with cluster papers that are circulated too often as learners share these as well.

Controlled Tests (two tests: each to count 15 marks out of 100)

Controlled tests are written by the entire grade (preferably at the same time). These should count at least 50 marks each and must assess deeply within one Learning Topic or across Learning Topics. 60% of the marks should relate to lower order thinking skills (knowledge, comprehension and application) and 40% to higher order thinking skills (analysis, synthesis and evaluation). One of the tests should follow the format of Paper I and the other the format of Paper II.

Tasks

Each learner is required to do three tasks in total. (Each task counts 15 marks out of 100 in the final SBA.)

Task 1: Compulsory Research Task

Learners are required to do a research task. This must be done INDIVIDUALLY and can include any of the following:

- Primary Research OR
- Secondary Research OR
- A combination of Primary and Secondary Research

NOTE: The **scope of this task must be limited to a MINI-RESEARCH task** which accounts for 15% of the total SBA mark.

Task 2 and 3: Both these tasks must be chosen from the following categories:

- A. Media Review (Film; Book; TV Series/Episode)
- B. Oral/Debate/Role Plays
- C. Business Simulations
- D. In depth Case Study/New Article Analysis
- E. Entrepreneurship/Business Plan

Educators have the choice to set, or learners have the choice to do, any combination of tasks from the above categories. However:

- choices must come from TWO DIFFERENT categories to ensure that different skills are assessed. For example, a learner may not do a Book Review and Film Study – both of which fall under Media Review.
- at least ONE of the two tasks must be individually done.
- a group task, if appropriate, must be completed in groups of not more than FOUR learners. Group tasks must, however, allow each person in the group to participate and contribute to the overall mark.

TASK 1: Research	DESCRIPTION
	<p>Written formats should include the following aspects where appropriate:</p> <ul style="list-style-type: none"> • Front page with details of learner, school and subject • Index with page numbers • Rationale/Executive Summary • Reference List • Glossary provided • Anti-plagiarism statement • Anti-plagiarism checking statement (e.g. Turnitin) if available. <p>In addition to the requirements above, the research task must include:</p> <ul style="list-style-type: none"> • A focus question or research hypothesis • A comprehensive Reference List showing a variety of sources (e.g. internet, books, journals, interviews). At least THREE sources are recommended. • A conclusion which draws the research together which should include a discussion of limitations and personal reflection.
TASKS 2 & 3: Choice Tasks	DESCRIPTION
<p>A. Media Review</p> <p>NOTE: <i>Educators must ensure that books/films/etc. are of appropriate context and rigour.</i></p>	<p>Learners must read/watch one of the following:</p> <ul style="list-style-type: none"> • Book • Film • Episode/s from a TV Series <p>The task around reviewing whichever form of media is chosen must include:</p> <ul style="list-style-type: none"> • A summary of the storyline and context. • A detailed review which includes reference to the text, personal opinion and links to the appropriate Topics in the Business Studies Assessment Syllabus. This can include either a holistic business approach, or highlight appropriate sections. • A 40% HOT component showing insight, critique, comparisons or any other appropriate format. • Appropriate referencing.
<p>B. Oral/Debate/Role Plays</p> <p>NOTE:</p> <ul style="list-style-type: none"> • <i>Presentations can include PowerPoint, Prezi, Keynote, iMovie, Podcasts, Vodcasts or any other relevant presentation/ visual aids.</i> 	<p>Learners must do a presentation (in one of the format options).</p> <ul style="list-style-type: none"> • Written proof of Oral/Debate/Role Play must be provided e.g. key cards • Written component must include researched information and the appropriate referencing. • If the task is done as a group (maximum 4 members), all group members must participate in the oral component. • The allocation of roles and contributions of group members must be indicated in some format. Individual reflections are a good way to obtain an individual mark component if this is done as a group task.
<p>C. Business Simulation</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Commercial Business Simulation games or competitions such as JSE Challenge</i> 	<p>A school may run a Business Simulation and allow learners to analyse the exercise provided it complies with the following criteria:</p> <ul style="list-style-type: none"> • Simulation must be multi-faceted and cover at least TWO management functions in detail. • Planning and execution of Simulation must be written up. • Educators must ensure that external assessments used comply with SAG requirements, and where external marking is done that this is moderated.
<p>D. Case Studies</p> <p>(a) In Depth Case Study Analysis OR (b) Current Affairs News Article Analysis</p> <p>Examples: In Depth Case Study Analysis</p> <ul style="list-style-type: none"> • <i>Public Sector Labour Strikes</i> • <i>Car Manufacturer recalling a specific model</i> 	<p>a) In Depth Case Study Analysis</p> <p>A learner may choose a topic, issue or company of interest and do a detailed Case Study Analysis on it. This may include a site visit with the appropriate information gathered through interviews, talks, demonstrations etc. This evidence should include:</p> <ul style="list-style-type: none"> • A summary of the topic, issue or company and context. • A detailed analysis which includes reference to the texts, personal opinion and links to the appropriate Topics in the Business Studies Assessment Syllabus. • A 40% HOT component showing insight, critique, comparisons or any other appropriate format.

<ul style="list-style-type: none"> • <i>Effect of the recent global recession</i> • <i>Effect of global warming or other environmental issue on a specific company</i> <p>Examples: Current Affairs News Article Analysis</p> <ul style="list-style-type: none"> • <i>P²E²STLE format: Find and analyse an article relating to each P²E²STLE factor and explore the inter-relatedness and combined effect on the issue/company.</i> • <i>Time-capsule: Do a P²E²STLE time-capsule to reflect the current macro environment in your matric year.</i> 	<ul style="list-style-type: none"> • A comparison of texts, preferably texts with contrasting opinions. • Referencing of all sources used. <p>b) News Article Analysis</p> <p>A learner may choose a topic, issue or company of interest and do a detailed News Article Analysis on it. This should include:</p> <ul style="list-style-type: none"> • A variety of articles (of appropriate depth). • A summary of the topic, issue or company and context • A detailed analysis which includes reference to the texts, personal opinion and links to the appropriate Topics in the Business Studies Assessment Syllabus. • A 40% HOT component showing insight, critique, comparisons or any other appropriate format. • A comparison of texts, preferably texts with contrasting opinions. • Referencing of all sources used.
<p>E. Entrepreneurship Tasks</p> <p>(a) Running a business OR (b) Writing a Business Plan</p> <p>NOTE: The SWOT analysis must cover the following:</p> <ul style="list-style-type: none"> – <i>SW of SWOT should cover elements of relevant Business Functions and other micro-environmental factors.</i> – <i>OT of SWOT should focus on relevant macro- and market environments.</i> – <i>Analysis must show how Threats and Weaknesses would be addressed in order to either neutralise or convert them to Strengths and Opportunities.</i> 	<p>This task is to accommodate learners running their own business or wanting to research a viable business opportunity.</p> <p>Educators must set this task to reflect Grade 12 standards.</p> <p>a) Running a business</p> <p>This must be documented in detail and include the following:</p> <ul style="list-style-type: none"> • Planning and rationale for the business • Summary Business Plan • SWOT Analysis of the business • Analysis of the business • Appendices including applicable documentation such as CVs, Partnership Agreement, Contracts (rental of stall or equipment, employment, loans) etc. <p><i>Note: Reference list, glossary etc. may be added as appendices to the task.</i></p> <p>Option b): Writing a Business Plan</p> <p>Detailed Business Plan which includes:</p> <ul style="list-style-type: none"> • Executive Summary • General Management Plan • Marketing Plan • Financial Plan • Human Resources Plan • Operations/Production Plan (This format would depend on whether the business is a service or retail operation) • Social Responsibility Plan • SWOT Analysis (including viability analysis) and Timeline for implementation of the business. • Contingency Plans • Appendices including applicable documentation such as CVs, Partnership Agreement etc. <p><i>Reference list, glossary etc. may be added as addenda to the task.</i></p>

2.2 General guidelines for tasks

- (a) **Written formats must include the following aspects where appropriate:**
- Front page with details of learner, school and subject
 - Index with page numbers
 - Rationale/Executive Summary
 - Introduction / Conclusion / Reflection of task
 - Reference List
 - Glossary provided
 - Anti-plagiarism statement
 - Appendix
- (b) **Data Analysis**
The written component should include both text and visual formats, e.g. graphs, pie charts, tables which must be appropriately referenced.
- (c) **Reference List**
- Include various types of sources (books, internet, interviews, new bulletins, etc.) presented in the HARVARD format.
 - DIRECT QUOTATIONS may not constitute more than 10% of the text and must be properly cited and referenced.
 - Citations and/or footnotes must be used in-text where appropriate.
- (d) **Design Grids**
Tasks must include a separate design grid or rubric or some other format that clearly shows the HOT/LOT ratios.
- (e) **Currency of information**
This is crucial in Business Studies where economic trends and other factors constantly change. All work should be dated to indicate time relevance.
- (f) **Plagiarism Checking:**
It is advisable to have written tasks submitted on clearly marked CDs as well as in hard copy in order to facilitate plagiarism checking. These CDs should be included for moderation purposes.
- Where Turnitin or other automated plagiarism checking facilities are available, these reports should also be included. (NOTE: Free plagiarism checkers are a valuable tool, but they often check only a limited amount of text and generally do not access paid websites, so these need to be used with caution, and not relied on as the only means of checking.)
- (g) **Tasks 2 & 3 may not include tests or examinations (including tasks marked using the Paper 2 rubric):**
These skills are already assessed in 55% of the SBA so it is important to give learners the opportunity to demonstrate a different set of skills. This is particularly important for those learners who are weak at test and examination writing.

(h) Criteria for assessing the design of tasks

- Validity: the task must assess one or more Topics to the requirements laid out in the SAGs.
- Sufficiency: the task must cover all cognitive levels in 60% LOT: 40% HOT ratio; at least 75% of the marks must assess Business Studies competence (as opposed to competence in oral communication, for example); the tasks should collectively assess across all Topics.
- Appropriateness: the task must be appropriate for the grade (age, language, contexts, etc.)
- Marking Guidelines: these should be fit for purpose (appropriate tools, sufficient rigour)
- Applied contexts: the tasks should require learners to work in unrehearsed/ unfamiliar contexts.
- Authenticity: the task must be designed in such a way that it ensures the evidence produced is the learner's own work.

2.3 Anti-Plagiarism Measures

Schools must have disciplinary procedures in place to deal with a learner who is suspected of plagiarism. If the learner is found guilty, the learner should be given the opportunity to re-do the task, or do another task that assesses similar knowledge and skills. This task should be of comparable rigor. The SBA mark for the task must be submitted in accordance with performance. If the incident occurs too late in the year to rectify the situation, a zero mark can be allocated, but a written motivation must accompany each zero mark allocated (See Section D1.3.1).

2.4 Moderation**Moderation at School Level**

It is expected that moderation of the assessment process has taken place at school level to ensure that assessment is valid, fair and reliable. This includes:

- moderation of assessments before they are done by learners;
- moderation of the process (e.g. are proper test conditions maintained?);
- moderation of the marking of the learners' work;
- and checking of the calculations of learners' results.

Evidence of this having taken place must be included in both the Teacher's and Learner's Files.

Task Moderation at Cluster Level

Teachers are expected to engage in some sort of moderation activity at cluster level. This could include, for example, moderation of the design of one or more tasks before they are given to learners, moderation of the marking of one or more tasks or the standardisation of marking guidelines for one or more tasks.

Evidence of this must be included in the Teacher's File. This process is in place to build consistency of standards across schools. Teachers should look for and comment on the positive aspects of the assessment process but also encourage improvements and make suggestions for future use. It is important to concentrate on the tasks, not the individuals, and criticism should be constructive.

NOTE: It remains the individual teacher's responsibility to check that Cluster tasks, tests and examinations comply with the SAG requirements.

ASSESSMENT SYLLABUS GRADE 10

PLEASE NOTE: These guidelines must be read in conjunction with the IEB manual for the moderation of School Based Assessment (SBA).

BUSINESS ENVIRONMENTS	
Demonstrate knowledge and analyse the impact of changing and challenging environments on business practice in all sectors.	
Topic	Scope
Business environments	<p>The learner should be able to :</p> <p>A. Differentiate between the macro, market and micro environments and describe the interrelation between the environments by using the following tools:</p> <p>Macro environment</p> <p>PESTLE (Application not required)</p> <ul style="list-style-type: none"> • Political factors and / or Physical Environment (extended version of PESTLE) • Economical factors and / or Ethical factors (extended version of PESTLE) • Social / Socio-Economical issues • Technological factors • Legal environment • Environmental factors <p>SWOT (Application not required)</p> <ul style="list-style-type: none"> • Strengths • Weaknesses • Opportunities • Threats <p>Market environment</p> <p>Porter's Five Forces model: Identify the elements</p> <ul style="list-style-type: none"> • Threat of new entrants • Substitute products available • Level of rivalry • Power of buyer • Power of supplier <p>Micro environment:</p> <p>Strategic planning: Identify the elements</p> <ul style="list-style-type: none"> • Vision • Mission • Strategy • Long term and short term goals • Organisational culture • Organisational structure

	<ul style="list-style-type: none"> Resources Business functions: Reference made to the Purchasing, Production, Administration, Human Resources (also known as Human Capital), Finance, Marketing, Public Relations and General Management (emphasis on management levels, styles and tasks of management) <p>B. Identify and explain the three sectors (primary, secondary and tertiary) and explain the interrelation between these sectors.</p> <p>C. Differentiate between the informal vs. formal sector</p> <p>D. Differentiate between the public and private sector</p>
The entrepreneur as a leader and manager	<p>Learners should be able to:</p> <p>Assess entrepreneurial qualities and identify business related success factors by:</p> <ul style="list-style-type: none"> Assessing various needs and wants in an identified environment through a research instrument (survey, observation, questionnaire). Performing a SWOT to identify business opportunities to identify viable business opportunities Discussing the critical qualities of what makes a business successful (risk taking, perseverance, good management). Explaining the importance of different factors that impact on a location decision. Explaining how the different general management levels and tasks impact on the business.
Forms of Ownership	<p>Learners should be able to:</p> <p>Explain the Sole Trader and Partnership as Forms of Ownership in full detail- This includes:</p> <ul style="list-style-type: none"> Definition Characteristics <ul style="list-style-type: none"> ✓ Legal persona ✓ Continuity of existence ✓ Owner's liability for debts ✓ Capital requirements based on size and nature of the enterprise ✓ Tax implications ✓ Management and control aspects ✓ Formation procedures Advantages and disadvantages
Business-related information	<p>Learners should be able to:</p> <ul style="list-style-type: none"> Distinguish between components such as data, information and management information as well as Primary (Field) Research and Secondary (Desk) Research. Demonstrate an understanding of the procedure and the importance of doing research in an ethical manner including but not limited to plagiarism.
Learners should be able to use the knowledge gained in this section to demonstrate the skills in unfamiliar/unrehearsed contexts and to solve problems.	

BUSINESS ROLES	
Demonstrate and apply contemporary knowledge and skills to fulfil a variety of business roles.	
Topic	Scope
Creative thinking	<p>Learners should be able to:</p> <p>A. Define and discuss the importance of creative thinking and problem solving by using a relevant technique. For example:</p> <ul style="list-style-type: none"> • PESTLE technique • SWOT analysis • Brainstorming <p>B. Consider how to overcome mental blocks.</p> <p>C. Explain the concept of Indigenous thinking (Local way of thinking vs. global way of thinking).</p>
Professionalism and ethics	<p>Learners should be able to:</p> <p>A. Discuss citizenships roles and explain:</p> <ul style="list-style-type: none"> • How organisation culture links to the promotion of ethical behaviour • Ethical vs. unethical behaviour when marketing products or services • Contracts and their relevance to the business world with reference to: <ul style="list-style-type: none"> ✓ Definition ✓ Requirements for a contract to be legal ✓ Types of contracts (e.g. outsourcing, leasing, instalment sale etc) and parties to the contracts ✓ Legal implications in different business contracts ✓ Franchising <p>B. Explain the concept of self-management in a business context by considering the following:</p> <ul style="list-style-type: none"> • Time management • Stress management • Personal goals • Definition of success and a balanced life style • A professional image • Access to resources to assist with professional image • Personal analysis of strengths, weaknesses, talents and interests. <p>C. Discuss of the following concepts:</p> <ul style="list-style-type: none"> • Self-knowledge • Self confidence • Adaptability
Team work	<p>Learners should be able to :</p> <p>A. Identify criteria for successful and collaborative team performance in a business context and assess a team against these criteria.</p> <p>B. Discuss</p> <ul style="list-style-type: none"> • Team roles • Team processes • Factors that influence relationships in teams (e.g. prejudice, beliefs, values, diversity)
Learners should be able to use the knowledge gained in this section to demonstrate the skills in unfamiliar/unrehearsed contexts and to solve problems.	

BUSINESS OPERATIONS

Demonstrate and apply a range of management skills and specialised knowledge to perform business operations successfully.

Topic	Scope
Performance improvement and business functions	<p>Learners should be able to:</p> <p>Explain the following business functions and the interrelation between them:</p> <p>A. Purchasing department – a detailed discussion of the purchasing function is required in grade 10</p> <ul style="list-style-type: none"> ✓ Activities and functions of the purchasing department. Omit documentation ✓ Choice of supplier and trade marks ✓ Stock control ✓ Economic ordering quantity ✓ JIT – Just In Time (inventory management system) ✓ Economy of scale and diseconomy of scale when buying in bulk ✓ Purpose and intent of the National Credit Act and Consumer Protection Act ✓ Cash vs. credit purchases <p>B. Production department – a detailed discussion of the production function is required in grade 10</p> <ul style="list-style-type: none"> ✓ Factors of production ✓ Production systems (Mass, batch, jobbing) ✓ Factory safety and workplace safety policy ✓ Costs calculations ✓ OHS-act (Occupational Health and Safety Act) ✓ SABS ✓ Criteria for factory layout ✓ Quality control <p>C. Financial function a detailed discussion of the Financial function is required in grade 10</p> <ul style="list-style-type: none"> ✓ Own vs borrowed capital ✓ Sources of finance, e.g. leasing ✓ Types of capital: long term vs short term capital and the factors that influence the demand for each ✓ Budgeting ✓ Basic interpretation of Income Statement and Balance Sheet ✓ Differences between cash and profit <p>D Human Resources / Human Capital function – a detailed discussion of this is done in grade 12</p> <p>E Marketing department – a detailed discussion of this is done in grade 11 and grade 12</p> <p>F Public Relations – a detailed discussion of this is done in grade 11</p> <p>G Administrative function – a detailed discussion of the Admin function is required in grade 10</p> <ul style="list-style-type: none"> ✓ Handling of information and data ✓ Management of information ✓ Office practice and information technology ✓ Centralisation vs. decentralisation <p>H General Management – a detailed discussion of this is done in grade 12</p>
Learners should be able to use the knowledge gained in this section to demonstrate the skills in unfamiliar/unrehearsed contexts and to solve problems.	

ASSESSMENT SYLLABUS GRADE 11

PLEASE NOTE: These guidelines must be read in conjunction with the IEB manual for the moderation of School Based Assessment (SBA).

BUSINESS ENVIRONMENTS	
Demonstrate knowledge and analyse the impact of changing and challenging environments on business practice in all sectors.	
Topic	Scope
Environments	<p>Learners should be able to:</p> <p>Recap Micro-, Market- and Macro- Environment elements from Grade 10 and be able to identify challenges (trends or crisis) and/or opportunities – including the extent of the business control over environments – using:</p> <ul style="list-style-type: none"> • SWOT (Strengths, Weaknesses, Opportunities and Threats) • Porter's Five Forces model. <ul style="list-style-type: none"> ✓ Threat of new entrants ✓ Substitute products available ✓ Level of rivalry ✓ Power of buyers ✓ Power of suppliers • P²E²STLE: <ul style="list-style-type: none"> ✓ Political factors and / or ✓ Physical Environment ✓ Economic factors and / or ✓ Ethical factors ✓ Social / Socio-Economical factors ✓ Technological factors ✓ Legal environment ✓ Environmental factors
Social Responsibility	<p>Learners should be able to:</p> <p>A. Identify challenges and opportunities regarding Corporate Social Responsibility by explaining::</p> <ul style="list-style-type: none"> • the concepts and importance of Corporate Social Responsibility and Corporate Social Investment with reference to factors such as: <ul style="list-style-type: none"> ✓ Poverty ✓ Crime ✓ Lack of Education ✓ Poor Health services ✓ Lack of / poor infrastructure ✓ Unemployment ✓ Inequalities / human rights issue ✓ Economic factors ✓ Environment <p>B. Differentiate between Primary and Broad Social Responsibility and the areas of involvement/types of activities by:</p> <ul style="list-style-type: none"> • Elaborating on the Interest groups and the demands placed on business by each interest group • Formulating arguments for and arguments against social responsibility. • Suggesting principles that should be taken into account when a CSR program is designed and implemented. • Understanding the concept of sustainability.
Learners should be able to use the knowledge gained in this section to demonstrate the skills in unfamiliar/unrehearsed contexts and to solve problems.	

BUSINESS VENTURES

Identify and research viable business opportunities and explore these and related issues through the creation of achievable business ventures.

Topic	Scope
Entrepreneurship, Management and Leadership	<p>Learners should be able to:</p> <p>A Explain and evaluate Entrepreneurship by:</p> <ul style="list-style-type: none"> • assessing the extent to which a business embraces entrepreneurial qualities: • differentiating between intrapreneurship and entrepreneurship • identifying and reflecting on management, leadership and entrepreneurial qualities and personal attitudes in terms of similarities and differences • producing a detailed and viable business plan which can be implemented • Interpreting a GANNT chart or developing other action plans <p>B Identifying, applying and evaluating:</p> <ul style="list-style-type: none"> • The difference between leadership and management • Generic Management task: Planning, Organising, Leading and Control
Research and presenting of data and information formats	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Present Business-related information clearly and accurately in a variety of Verbal and Non-verbal formats, including graphs and then to respond professionally to questions and feedback, and amend information as necessary. • Do both Primary Research and Secondary Research (including Harvard Referencing and citations). • Understand the concept of plagiarism and how to avoid it.
Forms of Ownership	<p>Learners should be able to:</p> <p>Discuss the benefits and challenges of establishing various forms of Ownership by:</p> <ul style="list-style-type: none"> • Recapping Grade 10 work (Sole Trader and Partnerships) • Discussing characteristics, advantages and disadvantages of Companies • Elaborating on the Companies Act No. 71 of 2008, with reference to: <ul style="list-style-type: none"> ✓ Formation Procedures ✓ Legal Persona and Liability ✓ Tax Implications ✓ Capital / shares ✓ Management and Control ✓ Size of Enterprise • Comparing different Forms of Ownership and making a choice on the most appropriate Form of Ownership in a specific situation
Learners should be able to use the knowledge gained in this section to demonstrate the skills in unfamiliar/unrehearsed contexts and to solve problems.	

BUSINESS ROLES	
Demonstrate and apply contemporary knowledge and skills to fulfil a variety of business roles.	
Topic	Scope
Creative Thinking and Problem Solving	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Apply Creative thinking techniques, such as the following to business problems and to improve business practice. <ul style="list-style-type: none"> – Force Field Analysis – SCAMPER • Understand and elaborate on the concepts and importance of Critical Thinking versus Creative Thinking • Discuss the relevance and importance of Indigenous Thinking
Professional, responsible, ethical and effective business practice	<p>Learners should be able to:</p> <p>A. Understand, discuss and interpret the relevance of the following Ethical Theories</p> <ul style="list-style-type: none"> • Principle based theory • Consequence based theory • Narrative theory • Utilitarian theory <p>B. Discuss the implications of Unethical Business Practices</p> <p>C. Elaborate on the importance of Professional Behaviour, including Codes of conduct and / or Codes of ethics.</p> <p>D. Explain the importance and practical implementation of Good Corporate Governance</p>
Teamwork and Conflict Management	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Understand team dynamic theory and use it in specific business-related case studies. • Understand Team Synergy • Explain how and why conflict management is important in a business environment • Explain and apply Stress-, Crisis- and Change- Management techniques.
Learners should be able to use the knowledge gained in this section to demonstrate the skills in unfamiliar/unrehearsed contexts and to solve problems.	

BUSINESS OPERATIONS**Demonstrate and apply a range of management skills and specialised knowledge to perform business operations successfully.**

Topic	Scope
Public Relations Function	Learners should be able to: Explain the importance and relevance of Public Relations by referring to: <ul style="list-style-type: none">• The role and importance of PR• The demands of stakeholders (Internal/External)• Internal marketing• Methods and Mediums used by the PR department• The inter-relatedness of PR with other functions and business aspects (e.g. CSR/ethics)
Finance Function	Learners should be able to: Discuss the role of the Financial Function by referring to: <ul style="list-style-type: none">• Feasibility studies when new products / businesses are developed• Costs and Revenue, Break-Even analysis• The importance of insurance and investment in a business context
Marketing Function	Learners should be able to: <ul style="list-style-type: none">• Discuss and elaborate on the 4 traditional Ps of Marketing (Product, Price, Place, Promotion)• Explain the purpose and implications of the Consumer Protection Act (CPA)• Evaluate the role of International Marketing(advantages and disadvantages)• Discuss the use of Technology in Marketing e.g. E-Marketing and social networks• Link the concepts of marketing and intellectual property
Learners should be able to use the knowledge gained in this section to demonstrate the skills in unfamiliar/unrehearsed contexts and to solve problems.	

ASSESSMENT SYLLABUS GRADE 12

PLEASE NOTE: These guidelines must be read in conjunction with the IEB manual for the moderation of School Based Assessment (SBA).

BUSINESS ENVIRONMENTS	
Demonstrate knowledge and analyse the impact of changing and challenging environments on business practice in all sectors.	
Topic	Scope
Environments	<p>Recap the following from Grade 11</p> <p>A. Learners should be able to: Identify and analyse challenges in the macro environment (local and where applicable international) using SWOT (Strengths, Weaknesses, Opportunities and Threats) and P²E²STLE:</p> <ul style="list-style-type: none"> • Political factors and / or • Physical Environment • Economical factors and / or • Ethical factors • Social / Socio-Economical factors • Technological factors • Legal environment • Environmental factors <p>(P²E²STLE analysis is not limited to the South African context. Also consider international and global trends)</p> <p>B. Learners should be able to: Identify and analyse challenges in the market environment using SWOT (Strengths, Weaknesses, Opportunities and Threats) and Porter's Five Forces model.</p> <ul style="list-style-type: none"> • Threat of new entrants • Substitute products available • Level of rivalry / power of competitors • Power of buyers • Power of suppliers <p>C. Learners should be able to: Identify and analyse challenges in the micro environment using SWOT (Strengths, Weaknesses, Opportunities and Threats), Resource Based Approach; Value Chain Analysis and Balanced Scorecard.</p> <p>Grade 12 Suggest strategies / plans of action (based on the abovementioned tools under point A – C) on how a business can respond to challenges (trends and crises) in the internal and external business environments and motivate the choice of strategy in different situations in order to create or defend the business' competitive advantage. Suggestions of strategies could be:</p>

	<p><u>STRATEGIES:</u></p> <p>A. Corporate strategies:</p> <ul style="list-style-type: none"> • Growth • Decline / Defensive (divesture, liquidation and retrenchment) • Corporate combination (joint venture, merge, take over) <p>B. Generic strategies:</p> <ul style="list-style-type: none"> • Low cost • Focus • Differentiation <p>C. Intensive strategies:</p> <ul style="list-style-type: none"> • Market penetration • Product development • Market development <p>D. Other strategies:</p> <ul style="list-style-type: none"> • Revise business mission • Establish or revise objectives • Allocate resources differently
Social responsibility	<p>Learners should display an understanding of and discuss the impact of the following:</p> <p>A. Corporate Governance:</p> <ul style="list-style-type: none"> • Foundation principals of the King report • Triple Bottom line reporting aka Integrated reporting • Primary characteristics of good governance (transparency, independence, accountability, integrity, responsible management, discipline, social issues, fairness in dealing with stakeholders as well as duties and responsibility of directors) • JSE SRI (Intent, purpose and benefits) • GRI (Global Reporting Initiative) (Intent, purpose and benefits) <p>B. Analyse and evaluate the relationship between management ethics and social responsibility when explaining the concept of corporate social responsibility, as well as its implication for both business and communities.</p>
Legislation in the business environment	<p>Learners should be able to evaluate how the following legislative processes have impacted on the process of redress and equity by discussing:</p> <p>⇒ the purpose and</p> <p>⇒ the implications (positive and negative) of the different Acts, as specified below:</p> <ul style="list-style-type: none"> • Constitution 108 of 1996 as amended - refer to the concepts of Human rights, Limitation clause, Inclusivity and Environmental issues • Labour Relations Act 66 of 1995as amended • Employment Equity Act 55 of 1998 (actions that are considered as discriminatory) • Broad Based Black Economic Empowerment Act 53 of 2003 (BBBEE) including the seven pillars

- Skills Development Act 97 of 1998 (refers to National Skills Development Strategy, i.e. SETA's – Sector Education and Training Authorities including but not limited to issues such as Workplace Skills Plan and Annual Training Report)
- Basic Conditions of Employment Act 75 of 1997 as amended specifying inter alia Minimum wages in the Sectional Determination

Learners should be able to use the knowledge gained in this section to demonstrate the skills in unfamiliar/unrehearsed contexts and to solve problems.

BUSINESS VENTURES

Identify and research viable business opportunities and explore these and related issues through the creation of achievable business ventures.

Topic	Scope
The Entrepreneur as a leader and manager	<p>Learners should be able to assess entrepreneurial qualities and identify its success factors by:</p> <p>Recap (Grade 11):</p> <ul style="list-style-type: none"> • differentiating between intrapreneurship and entrepreneurship • differentiating between leadership and management • identifying and reflecting on management, leadership and entrepreneurial qualities and personal attitudes in terms of similarities and differences <p>Grade 12:</p> <p>A Identify and apply / evaluate management tasks and competencies</p> <ul style="list-style-type: none"> • Management Tasks - Planning; Organisation; Leading, Control, Co-ordinating; Communication; Delegation; Discipline; Motivation and Decision making • Management Competencies – Organisational awareness, Global Awareness, Analysis, Strategic Action, Team work, Empowerment & talent development, Initiative, Judgement, Customer service orientation and Negotiation <p>B Evaluate the effectiveness of different management and leadership styles in different situations:</p> <ul style="list-style-type: none"> • Autocratic • Democratic • Laissez-faire • Transactional • Transformational • Situational <p>C Evaluate motivational factors</p> <ul style="list-style-type: none"> • Differentiate between monetary vs. non-monetary factors

Investment opportunities and Insurance

Learners should be able to:

A. Critically evaluate the following **investment opportunities**:

- Equities (increase in share price and dividends)
- Retirement Annuities / pension funds
- Endowments
- Off shore investments
- Debentures
- Unit trusts
- Collectibles e.g. coins, art, Kruger Rands
- Notice deposits (call account, fixed deposits, money market)

Use the following criteria when deciding on the above investment opportunities: risk, return on investment (ROI) and timelines.

B. Differentiate between **assurance** and **insurance** and how they relate to risk management for individuals and businesses. This should include the following:

- Insurable and non-insurable risks
- Types of insurance:
 - Non-compulsory: fire, vehicle, household, money in transit, fidelity, liability, crop
 - Compulsory: UIF, COIDA, RAF
- Requirements of a valid insurance contract (absolute good faith, insurable interest, contractual capacity)
- General concepts relating to insurance (e.g. indemnification, security, average clause, excess, proximate clause, subrogation, cession)
- Advantages and disadvantages of insurance
- Advantages and disadvantages of assurance

Learners should be able to use the knowledge gained in this section to demonstrate the skills in unfamiliar/unrehearsed contexts and to solve problems.

BUSINESS ROLES	
Demonstrate and apply contemporary knowledge and skills to fulfil a variety of business roles.	
Topic	Scope
Creative thinking and problem solving	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Define and discuss the importance of creative thinking in a business context. Apply any of following (or any other alternative) creative thinking techniques in order to solve problems: <ul style="list-style-type: none"> ○ Pro's and Con's chart, ○ Decision Tree, ○ Value Chain Analysis, ○ P²E²STLE, ○ SWOT analysis ○ The Delphi technique ○ RIMS (Rational Interaction for Moral Sensitivity) strategy.
Professionalism and ethics	<p>Learners should be able to:</p> <p>A. Discuss ethical behaviour in practice. Issues must include inter alia:</p> <ul style="list-style-type: none"> ○ Conflicts of interest ○ Bribes, corruption, inappropriate gifts ○ Sexual harassment ○ Unauthorised use of funds ○ Taxation, e.g. evasion. ○ Unfair advertising ○ Employment/labour issues (employer and employee abuse) ○ Pricing of goods (discrimination) ○ "Insider trading" ○ Piracy ○ Counterfeiting / Bootlegging <p>B. Discuss the relevance of Professional codes</p> <p>C. Explain how professional, responsible, ethical and effective business practice should be conducted, i.e. good business practice</p> <p>D. Evaluate ethical / unethical behaviour in different spheres of society:</p> <ul style="list-style-type: none"> ○ Ethical behaviour in the world of Business and Finance ○ Ethics in Government ○ Ethics in the international market ○ Ethics in different Professions and the associated codes of behaviour

Conflict management	<p>Learners should be able to: Define and discuss the following issues relating to conflict management:</p> <ul style="list-style-type: none"> • Functional vs. dysfunctional conflict • Reasons for conflict • Make recommendations regarding the management of conflict. • Possible outcomes of conflict determined by (inter alia) management skills. • Show an understanding of Third Party Interventions <ul style="list-style-type: none"> ↗ Workplace Forums (WPF) ↗ Trade Unions ↗ Commission for Conciliation, Mediation and Arbitration (CCMA) ↗ Employer organisations, e.g. NAPE (National Association of Private Employers)
Learners should be able to use the knowledge gained in this section to demonstrate the skills in unfamiliar/unrehearsed contexts and to solve problems.	

BUSINESS OPERATIONS	
Demonstrate and apply a range of management skills and specialised knowledge to perform business operations successfully.	
Topic	Scope
The Human Resource / Human Capital	<p>Learners should be able to show an understanding of the legislative requirements regarding the following:</p> <ul style="list-style-type: none"> • manpower planning as a prerequisite to recruitment and selection • recruitment • selection • employee contracts • placement • induction • remuneration / employee benefits - methods of calculations (cost plus benefits, cost to company), pension, medical aid, housing, fringe benefits, deductions such as PAYE, UIF, voluntary deductions • training and skills development • evaluation and retention
Industrial relations and contemporary business practice	<p>Learners should be able to evaluate Industrial actions in terms of:</p> <p><u>LRA – Labour Relations Act 66 of 1995 (as amended)</u></p> <ul style="list-style-type: none"> • Collective bargaining • Industrial action (strikes, lockouts, picketing and secondary action) • Unfair treatment in the workplace • Dismissals (incapacity, misconduct and operational reasons) and unfair dismissal • The importance of discipline, disciplinary procedures and grievance procedures in the workplace • Substantive and procedural fairness • The importance of setting work standards and the role of trade unions in worker discipline and industrial relations (purpose, role and functions) • The principle of a probation period

	<p><u>Basic Conditions of Employment Act 75 of 1997 as amended</u></p> <ul style="list-style-type: none"> • Purpose and impact of the act • Discuss the following issues are covered in the Act: working hours, public holidays, deductions, leave (sick leave, maternity leave, public holidays), notice periods <p><u>Dispute resolutions mechanisms:</u></p> <ul style="list-style-type: none"> • Trade unions • Collective bargaining • NEDLAC (National Economic Development and Labour Council) • Bargaining structures • CCMA
The Marketing Function	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • develop and evaluate marketing strategies for goods and / or services • examine the importance of ethical behaviour and government regulations in marketing <p>Consider the following:</p> <p>A. Role of marketing</p> <ul style="list-style-type: none"> ○ Strategic role / aim of marketing ○ Interdependence with key business functions ○ Impact of CPA on marketing <p>B. Influences on marketing</p> <ul style="list-style-type: none"> ○ Factors influencing the buying decision – psychological, socio-cultural, economic ○ Branding – Advantages of a strong brand, understanding how brand extension and brand stretching can be used to achieve business success, factors that are important in creating brand value / building a brand, understanding the buyers purchasing decision by looking at the stimulus-response model of buyer behaviour. ○ Service marketing – People, process and physical evidence ○ Ethical vs. unethical marketing (including ASA) <p>C. Franchising: from a marketing point of view in terms of advantages and disadvantages from both the franchisor and franchisee’s point of view.</p>
Performance Management	<p>Learners should be able to analyse the quality of performance in the:</p> <ul style="list-style-type: none"> • Purchasing department • Production department • Financial function • Human Resources / Human Capital function • Marketing department • Public Relations • Administrative function • General Management • Overall Organisation

In order to perform the above mentioned, the following may be used:

- Total Quality Management (TQM) and Total Customers Satisfaction
- Benchmarking
- Financial ratios (solvency, return on investment / profitability, liquidity such as current ratio and acid test ratio)
- Performance appraisals (360°) and self-evaluation
- Balanced Scorecard
- Sampling and inspection
- Continuous Skills Development
- Balanced Scorecard

For each of the above focus on the following:

- Definition
- Application as a strategy to improve the quality of performance of the business

Learners should be able to use the knowledge gained in this section to demonstrate the skills in unfamiliar/unrehearsed contexts and to solve problems.

D. ADMINISTRATIVE AND SUPPORT DOCUMENTATION

1. Administrative Documentation for SBA

1.1 Educator's SBA Documentation

- 1.1.1 Annexure A Educator's SBA Cover Sheet
- 1.1.2 Annexure B Rank Order Mark Sheet
- 1.1.3 Annexure C Example of Design Grid

1.2 Learner's SBA Documentation

- 1.2.1 Annexure D Learner's SBA Cover Sheet
- 1.2.2 Annexure E Statement of Authenticity
- 1.2.3 Annexure F Letter of Omission

1.3 Moderation Documentation

- 1.3.1 Guidelines for Moderation and the Compilation of SBA files
- 1.3.2 Regional Moderation Tools
 - A. Regional Moderation Tool for Educator's SBA file
 - B. Regional Moderation Tool for Learner's SBA file
- 1.3.3 Final Moderation Tools
 - A. Final Moderation Tool for Educator's SBA file
 - B. Final Moderation Tool for Learner's SBA file
 - C. Feedback form to the IEB

2. Support Documentation

- 2.1 The Rules of Evidence - Applying the Assessment Principles
- 2.2 Bloom's Taxonomy of Educational Objectives
(Adapted by the IEB)



NATIONAL SENIOR CERTIFICATE EXAMINATION
BUSINESS STUDIES
COVER SHEET EDUCATOR'S FILE

School: Centre No:

Educator's Name/s:

Item	Description	Cross-Reference to File Divider
Section 1: Organisational Aspects		
I.	IEB Moderation Selection List - Signed by Educator and Principal	
II.	IEB Rank Order List (for ALL Learners in the grade)	
III.	Proof of School Moderation	
V.	Other: Exclusion letters or any other information that needs to be communicated to SBA Moderators (e.g. when a learner gets zero, absent from SBA task).	
Section 2: Tasks		
This Section must contain:		
<ul style="list-style-type: none"> ❖ Evidence of pre-moderation per task ❖ Assessments as given to Learners ❖ Design grids for exams and tests ❖ Marking Guidelines (Memoranda, Rubrics, Rating Scales, etc.) ❖ Where Learners have a choice of tasks to include, copies of ALL TASKS and Marking Guidelines must be available in the Educator's File. ❖ Evidence of post-moderation per task 		
1.	Task 1: Research Task	
2.	Task 2	
3.	Task 3	
4.	Paper I Type Test	
5.	Paper II Type Test	
6.	Preliminary Examination	

1.1.2 ANNEXURE B: LEARNER RANK ORDER MARK SHEET

(NOTE: This is available on the IEB website as an Excel document.)

Business Studies - SBA Rank Order List														
Name of School:														
Date:														
Rank	Examination	Task 1: Research	Task 1	Task 2	Task 2	Task 3	Task 3	Test 1	Test 1	Test 2	Test 2	Prelim	Prelim	TOTAL
Order	Number													
		100	15	100	15	100	15	100	15	100	15	100	25	100
1			0		0		0		0		0		0	0
2			0		0		0		0		0		0	0
3			0		0		0		0		0		0	0
4			0		0		0		0		0		0	0
5			0		0		0		0		0		0	0
6			0		0		0		0		0		0	0
7			0		0		0		0		0		0	0
8			0		0		0		0		0		0	0
9			0		0		0		0		0		0	0
10			0		0		0		0		0		0	0
11			0		0		0		0		0		0	0
12			0		0		0		0		0		0	0
TOTAL			0		0		0		0		0		0	0
			0		0		0		0		0		0	0

We, the undersigned, declare that these marks are a true reflection of the Learners' achievements.

Principal

Educator

NATIONAL SENIOR CERTIFICATE EXAMINATION (SEE EXCEL VERSION)
BUSINESS STUDIES
LEARNER'S SBA COVER SHEET

Name:

School:

Exam Number:

Item Number:	Description:	Task/ Test Mark	Out of:	%	SBA Mark:	Weighting:	Level Achieved:
THREE TASKS							
TASK 1: Research						15	
TASK 2						15	
TASK 3						15	
Tests							
Paper 1 - Format						15	
Paper 2 - Format						15	
Preliminary Examination:							
Examination (Paper 1 and Paper 2 combined)						25	
Total SBA					0	100	

We, the undersigned, hereby verify that these marks have been checked and are correct.

Signatures: Learner: _____ Educator: _____ Principal: _____ on: _____

1.2.2 ANNEXURE E: STATEMENT OF AUTHENTICITY



NATIONAL SENIOR CERTIFICATE EXAMINATION
BUSINESS STUDIES
STATEMENT OF AUTHENTICITY

Non-Plagiarism Declaration

1. These declarations by both the Candidate and the Educator must be completed and filed immediately after the SBA Cover Sheet in the Learner's File.
2. This needs to be included with every Research Project done. It is more specific, and must be adapted to include all the names of team members working on the Research Project. It must cover the following:
 - A statement, in your own words, that states that you did not plagiarise in any way.
 - The SPECIFIC name of the project. (i.e. You may not refer to "in this project").
 - The name of the school and subject (this is for moderation purposes)
 - The full names and signatures of all those (Maximum 4) who worked on the project: **YOU MAY MAKE THIS DECLARATION INDIVIDUALLY OR COLLECTIVELY.**
 - The date you signed the declaration.
 - Signatures must be IN BLACK INK.

STATEMENT OF AUTHENTICITY

Centre Number: _____

Candidate's Examination number: _____

DECLARATION BY THE CANDIDATE:

I, _____ (print full names) declare that all external sources used in my SBA have been properly referenced and that the remaining work contained in this SBA is my own original work. I understand what plagiarism is, and accept the Plagiarism Policy of [Name of School] in this regard. I have also not allowed anyone to borrow or copy from my work. I understand that if this is found to be untrue, my SBA will be liable for disqualification.

Signed: _____ Date: _____
 Candidate

DECLARATION BY THE CANDIDATE'S EDUCATOR:

I _____ (print name and title of Educator) at _____ (print name of school) declare that the work provided by this candidate has been monitored and checked for plagiarism.

Signed: _____ Date: _____
 Educator

NOTE: REMEMBER that the only proof you have is in a detailed Reference List.

1.2.3 ANNEXURE F: LETTER OF OMISSION



**NATIONAL SENIOR CERTIFICATE EXAMINATION
BUSINESS STUDIES
LETTER OF OMISSION FOR MISSING SBA WORK
AND PLAGIARISED TASKS**

Missed SBA Tasks

Every effort should be made to allow the learner to catch up a missed SBA task. If a SBA file is submitted without a piece of work, the following should be in its place:

- A letter explaining the situation, on an official school letterhead.
- The letter must be signed by the Principal, the Educator and the Learner.
- Any other supporting documentation such as a doctor's certificate must be attached to the letter.

Lost SBA Tasks

If a piece of work is lost after it has been marked, the Educator must submit some proof of the mark – such as:

- a detailed mark-sheet for that term;
- the learner's overall ranking in the grade;
- ranking for that specific item.

Plagiarised Projects

Details are also required when a learner has been given zero for a plagiarised piece of work. In this case a copy of the piece of work can also be included, (even if no marks are included), as it does indicate to us that the Educator is vigilant regarding plagiarism.

1.3.1 GUIDELINES FOR MODERATION AND THE COMPILATION OF SBA FILES

A. Pre- and Post- assessment moderation

NOTE: This can be done at school, cluster or at an e-cluster level.

Aim: To moderate the design and rigour of tasks

Timing: Before being given to learners.

Process:

- If possible, this moderation should be done in groups so that suggestions can be discussed and tasks improved with a variety of input.
- Tasks with good potential should be adjusted and shared amongst cluster members.
- **NOTE: Pre-assessment moderation sheets must be completed and submitted with SBAs.**
- **Proof of post-assessment moderation must also be included.**

B. Guidelines for compilation of SBA Files**B.1 Compilation of Educators' SBA File**

The Educator's SBA File is to be set out in the following way:

- Educator's SBA cover sheet. Refer to Annexure A
- List of candidates selected by IEB. Sent to schools by IEB
- Rank Order mark sheet. Refer to Annexure B
- Assessment tasks with marking guidelines and design grids in the correct order. Refer to Annexure C

B.2 Compilation of Learner's SBA File

The learner's SBA File is to be set out in the following way:

- Learner's SBA cover sheet. Refer to Annexure D
- Marked assessment tasks with feedback in the correct order
- Statement of Authenticity. Refer to Annexure E

Component	Weighting	Please add exclusion letters immediately behind Cover Sheet for any missing work.
Task 1 (Research)	15%	
Task 2	15%	
Task 3	15%	
Two controlled tests	30%	
Mid-year or preliminary examination	25%	

1.3.2 A REGIONAL MODERATION TOOL: EDUCATOR'S SBA FILE

NATIONAL SENIOR CERTIFICATE EXAMINATION**BUSINESS STUDIES****REGIONAL MODERATION TOOL: EDUCATOR'S SBA FILE****To be returned to the school**

EXAMINATION CENTRE NUMBER:
SCHOOL NAME:

Compliance	YES	NO	Comments	
	PRESENTATION:			
IEB Educators Cover Sheet			Please file documents in the same order.	
Relevant information on cover			School Name, Examination Centre Number, Subject	
Marked File Dividers			Please cross-reference to Cover Sheet.	
Correct order of Sections			As per Cover Sheet.	
INFORMATION:				
Correct IEB Moderation Selection Sheet:			Marks inserted	Signed by Principal
Ranking Sheet for ALL learners				Signed by Principal
Proof of School (Pre-and Post-) Moderation?				
Proof of Cluster Moderation of Tasks?				
OTHER:				

Name of Moderator: _____ Signature: _____

Date: _____

1.3.2 A REGIONAL MODERATION TOOL – EDUCATOR’S SBA FILE continued:

Criteria	Apply these to the shaded blocks below:
A	Instructions included?
B	Compliance to SAG requirements?
C	Design Grid for tests/examinations (or indication of HOT/LOT %’s for tasks)?
D	Marking Guidelines or Memorandum included?

TASK 1: Research ----- ----- ----- ----- 15% Weighting	Only ONE of these may be a group task.	General Comment:			
		A	<input checked="" type="checkbox"/>		
		B	<input checked="" type="checkbox"/>		
		C	<input checked="" type="checkbox"/>		
		D	<input checked="" type="checkbox"/>		
TASK 2: Choice Task ----- ----- ----- ----- 15% Weighting	Only ONE of these may be a group task.	General Comment:			
		A	<input checked="" type="checkbox"/>		
		B	<input checked="" type="checkbox"/>		
		C	<input checked="" type="checkbox"/>		
		D	<input checked="" type="checkbox"/>		
TASK 3: Choice Task ----- ----- ----- ----- 15% Weighting	Only ONE of these may be a group task.	General Comment:			
		A	<input checked="" type="checkbox"/>		
		B	<input checked="" type="checkbox"/>		
		C	<input checked="" type="checkbox"/>		
		D	<input checked="" type="checkbox"/>		
TESTS ----- ----- ----- ----- IEB Format and Time ratio’s ----- 2 x 15% Weighting	Paper I: IEB Rubric Paper II: Design Grids / Paper II: IEB Rubric	General Comment Paper I:			
		General Comment Paper II:			
		A	P1	P2	
		B	P1	P2	
		C	P1	P2	
		D	P1	P2	
		General Comment Paper I:			
		General Comment Paper II:			
		A	P1	P2	
		B	P1	P2	
		C	P1	P2	
		D	P1	P2	
		PRELIMINARY EXAMINATION ----- ----- ----- ----- 25% Weighting	Paper I: IEB Rubric Paper II: Design Grids / Paper II: IEB Rubric	General Comment Paper I:	
General Comment Paper II:					
A	P1			P2	
B	P1			P2	
C	P1			P2	

1.3.2 B REGIONAL MODERATION TOOL: LEARNER'S SBA FILE



NATIONAL SENIOR CERTIFICATE EXAMINATION

BUSINESS STUDIES

REGIONAL MODERATION TOOL: LEARNER'S SBA FILE

To be returned to the school

EXAMINATION CENTRE NUMBER:	SCHOOL NAME:
LEARNER'S NAME:	
LEARNER'S EXAMINATION NUMBER:	

Compliance			Comments			
	YES	NO				
PRESENTATION:						
Relevant information on cover			Learner's Name, School, Subject			
SBA Cover Mark Sheet			If it is hand-written, calculations must be checked. Signed by:			
			<table border="1"> <tr> <td>Learner</td> <td>Educator</td> <td>Principal</td> </tr> </table>	Learner	Educator	Principal
Learner	Educator	Principal				
Correct order of Sections			Please file in order of SBA Cover Sheet			
Marked File Dividers			Please cross-reference to Cover Sheet			
INFORMATION:						
Correct transfer of marks from tasks to Cover Mark Sheet.						
Correct transfer of marks to Ranking List in Educators SBA.						
SBA Non-Plagiarism Statement			Must be signed.			
CD's included for: All relevant tasks						
OTHER:						

Name of Moderator: _____ Signature: _____

Date: _____

1.3.3 A FINAL MODERATION TOOL: EDUCATOR'S SBA FILE



NATIONAL SENIOR CERTIFICATE EXAMINATION

BUSINESS STUDIES

FINAL MODERATION TOOL: EDUCATOR'S SBA FILE

To be returned to the school

EXAMINATION CENTRE NUMBER:
SCHOOL NAME:

Compliance	YES	NO	Comments	
	PRESENTATION:			
IEB Educators Cover Sheet			Please file documents in the same order.	
Relevant information on cover			School Name, Examination Centre Number, Subject	
Marked File Dividers			Please cross-reference to Cover Sheet.	
Correct order of Sections			As per Cover Sheet.	
INFORMATION:				
Correct IEB Moderation Selection Sheet:			Marks inserted	Signed by Principal
Ranking Sheet for ALL learners				Signed by Principal
Proof of School OR Cluster Pre-Moderation?				
Proof of School OR Cluster Post Moderation?				
Proof of Regional Moderation?				
OTHER:				

Name of Moderator: _____ Signature: _____

Date: _____

1.3.3 A FINAL MODERATION TOOL – EDUCATOR’S SBA FILE continued:

Criteria	Apply these to the shaded blocks below:
A	Instructions included?
B	Compliance to SAG requirements?
C	Design Grid for tests/examinations (or indication of HOT/LOT %'s for tasks)?
D	Marking Guidelines or Memorandum included?

TASK 1: Research ----- ----- ----- ----- 15% Weighting	General Comment:				
	A	✓			
	B	✓			
	C	✓			
	D	✓			
TASK 2: Choice Task ----- ----- ----- ----- 15% Weighting	Only ONE of these may be a group task.	General Comment:			
		A	✓		
		B	✓		
		C	✓		
		D	✓		
TASK 3: Choice Task ----- ----- ----- ----- 15% Weighting	Only ONE of these may be a group task.	General Comment:			
		A	✓		
		B	✓		
		C	✓		
		D	✓		
TESTS ----- ----- ----- ----- IEB Format and Time ratio's ----- 2 x 15% Weighting	Paper I: Design Grids / Paper II: IEB Rubric	General Comment Paper I:			
		General Comment Paper II:			
		A	P1	P2	
		B	P1	P2	
		C	P1	P2	
		D	P1	P2	
		General Comment Paper I:			
		General Comment Paper II:			
		A	P1	P2	
		B	P1	P2	
		C	P1	P2	
		D	P1	P2	
		PRELIMINARY EXAMINATION ----- ----- ----- ----- 25% Weighting	Paper I: Design Grids / Paper II: IEB Rubric	General Comment Paper I:	
General Comment Paper II:					
A	P1			P2	
B	P1			P2	
C	P1			P2	

1.3.3 B FINAL MODERATION TOOL: LEARNER'S SBA FILE



NATIONAL SENIOR CERTIFICATE EXAMINATION

BUSINESS STUDIES

FINAL MODERATION TOOL: LEARNER'S SBA FILE

To be returned to the school

EXAMINATION CENTRE NUMBER:	SCHOOL NAME:
LEARNER'S NAME:	
LEARNER'S EXAMINATION NUMBER:	

Compliance	YES	NO	Comments			
PRESENTATION:						
Relevant information on cover			Learner's Name, School, Subject			
SBA Cover Mark Sheet			If it is hand-written, calculations must be checked. Signed by:			
			<table border="1"> <tr> <td>Learner</td> <td>Educator</td> <td>Principal</td> </tr> </table>	Learner	Educator	Principal
Learner	Educator	Principal				
Correct order of Sections			Please file in order of SBA Cover Sheet			
Marked File Dividers			Please cross-reference to Cover Sheet			
INFORMATION:						
Correct transfer of marks from tasks to Cover Mark Sheet.						
Correct transfer of marks to Ranking List in Educators SBA.						
SBA Non-Plagiarism Statement			Must be signed.			
CD's included for: All relevant tasks						
OTHER:						

Name of Moderator: _____ Signature: _____

Date: _____

1.3.3 B FINAL MODERATION TOOL – LEARNER’S SBA FILE continued:

Criteria	Apply these to the shaded blocks below:
A	Were Instructions followed?
B	State “I” for Individual Task and “G” for Group Task (Max 4 per group)
C	Was marking done according to Guidelines or Memorandum?

TASK 1: Research ----- ----- ----- ----- 15% Weighting		General Comment: <table border="1" data-bbox="499 607 1422 734"> <tr> <td>A</td> <td>✓</td> <td></td> </tr> <tr> <td>B</td> <td>✓</td> <td></td> </tr> <tr> <td>C</td> <td>✓</td> <td></td> </tr> </table>	A	✓		B	✓		C	✓				
A	✓													
B	✓													
C	✓													
TASK 2: Choice Task ----- ----- ----- ----- 15% Weighting	Only ONE of these may be a group task.	General Comment: <table border="1" data-bbox="499 909 1422 1041"> <tr> <td>A</td> <td>✓</td> <td></td> </tr> <tr> <td>B</td> <td>✓</td> <td></td> </tr> <tr> <td>C</td> <td>✓</td> <td></td> </tr> </table>	A	✓		B	✓		C	✓				
A		✓												
B		✓												
C	✓													
TASK 3: Choice Task ----- ----- ----- ----- 15% Weighting		General Comment: <table border="1" data-bbox="499 1189 1422 1339"> <tr> <td>A</td> <td>✓</td> <td></td> </tr> <tr> <td>B</td> <td>✓</td> <td></td> </tr> <tr> <td>C</td> <td>✓</td> <td></td> </tr> </table>	A	✓		B	✓		C	✓				
A	✓													
B	✓													
C	✓													
TESTS ----- ----- ----- ----- IEB Format and Time ratio's 2 x 15% Weighting	Paper I: Design Grids / Paper II: IEB Rubric	General Comment Paper I: General Comment Paper II: <table border="1" data-bbox="499 1621 1422 1742"> <tr> <td>A</td> <td>P1</td> <td>P2</td> <td></td> </tr> <tr> <td>B</td> <td>P1</td> <td>P2</td> <td></td> </tr> <tr> <td>C</td> <td>P1</td> <td>P2</td> <td></td> </tr> </table>	A	P1	P2		B	P1	P2		C	P1	P2	
A		P1	P2											
B		P1	P2											
C	P1	P2												
PRELIMINARY EXAMINATION ----- ----- ----- ----- 25% Weighting		General Comment Paper I: General Comment Paper II: <table border="1" data-bbox="499 1973 1422 2096"> <tr> <td>A</td> <td>P1</td> <td>P2</td> <td></td> </tr> <tr> <td>B</td> <td>P1</td> <td>P2</td> <td></td> </tr> <tr> <td>C</td> <td>P1</td> <td>P2</td> <td></td> </tr> </table>	A	P1	P2		B	P1	P2		C	P1	P2	
A	P1	P2												
B	P1	P2												
C	P1	P2												

1.3.3.C FEEDBACK FORM TO THE IEB



**NATIONAL SENIOR CERTIFICATE EXAMINATION
BUSINESS STUDIES**

IEB FINAL SBA MODERATION TOOL

To be completed and retained by the IEB

Subject: BUSINESS STUDIES

Date: _____

Examination Centre Number: _____ **SCHOOL:** _____

The candidates required to submit SBAs for moderation (names supplied by IEB)

Examination number	School Mark (%)	Moderated Mark (%)	Examination number	School Mark (%)	Moderated Mark (%)

Comments:

Recommendations:

SBA MARKS SHOULD BE ACCEPTED WITHOUT ALTERATION	<i>Yes</i>	<i>No</i>
---	------------	-----------

Change recommended by moderator:

Change to be implemented:

SBA Moderator's signature

Date:

2.1 THE RULES OF EVIDENCE – APPLYING THE ASSESSMENT PRINCIPLES

<p>Validity <i>The assessment measured what it said it did</i></p>	<p>Is the purpose of the assessment clear?</p> <p>Does the way in which the evidence is to be collected suit the purpose of the assessment?</p> <p>Are the Topics to be assessed clear?</p> <p>Is there a set of assessment criteria to measure evidence of the Topics?</p> <p>Do the assessment criteria match the Topics being assessed?</p> <p>Are the assessment criteria clearly stated in the assessment tool/s?</p> <p>Is the activity done by the learners directly related to the stated Topics and criteria?</p> <p>Does the assessment reflect internalisation of knowledge and skills allowing the learner to show application/adaptation in unfamiliar circumstances?</p> <p>Does the assessment cater for different levels of learner performance?</p> <p>Is the way in which the evidence is to be collected the best way to gather evidence of the stated outcome/s?</p>
<p>Authenticity</p>	<p>Is the evidence produced (process or product) the learner’s own work?</p>
<p>Consistency/ Reliability <i>The same assessor would make the same judgement again in similar circumstances./ The judgement made is similar to the judgement that would be made by other assessors.</i></p>	<p>Are the instructions to obtain the evidence clear?</p> <p>Are the criteria being used to measure performance clearly stated to avoid different interpretations by the same assessor or different assessors over time?</p> <p>Is the assessment tool(s) appropriate for the assessment?</p> <p>Is the assessment tool well-constructed?</p> <p>Are the judgments of learner performance consistent with the marking guidelines?</p> <p>Are the judgments consistent across learners?</p>

<p>Currency</p> <p><i>Evidence reflects that the skills required are still current</i></p>	<p>Is the evidence required current against the standard e.g. modern techniques, up to date apparatus?</p> <p>Does the evidence show that the learner can still perform to the level shown?</p>
<p>Sufficiency</p> <p><i>Enough evidence of an acceptable level or quality is presented</i></p>	<p>Does the assessment assess a cluster of Topics or depth within a Topic?</p> <p>Does the assessment cater for different levels of learner performance, i.e. is there sufficient rigour?</p> <p>Is there a variety of ways used to collect evidence to allow for valid judgments to be made?</p> <p>Does the assessment assess evidence of process as well as product?</p>
<p>Fairness</p> <p><i>The assessment does not present barriers for any one learner</i></p>	<p>Do all learners have access to the resources needed to complete the activity?</p> <p>Was the time allocated sufficient?</p> <p>Is the activity non-discriminatory in terms of race, gender religion, etc.?</p> <p>Is the activity relevant to the context of the learners?</p> <p>Is the language used appropriate to the level of the learners?</p> <p>Are the instructions clear?</p> <p>Is the stimulus material appropriate to the level of the learners?</p> <p>Is the expected embedded knowledge appropriate for the level of the learners?</p> <p>Are learners with special needs catered for in the assessment?</p>

2.2 BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES (ADAPTED BY THE IEB)

Reporting Level	Cognitive Level	Explanation	Skills demonstrated	Action verbs
7	Evaluation	Making judgments based on certain criteria	Compare and discriminate between ideas; assess value of theories, presentations; make choices based on reasoned arguments; verify value of evidence; recognise subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarise, critique, interpret, justify.
6	Synthesis	The ability to put elements together to form a new whole	Use old ideas to create new ones, generalise from given facts, relate knowledge from several areas, predict, draw conclusions	Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if? Compose, formulate, prepare, generalise, rewrite, categorise, combine, compile, reconstruct
5	Analysis	The ability to break down a whole into its component parts. Elements embedded in a whole are identified and the relations among the elements are recognised	Seeing patterns, organisation of parts, recognition of hidden meanings, identification of components.	Analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, infer, break down, contrast, distinguish, diagram, illustrate
4	Application	The ability to use (or apply) information in new situations	Use information, use methods, concepts, theories in new situations, solve problems using required skills or knowledge	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, construct, manipulate, prepare, produce
3	Comprehension	First level of understanding, recall and understand information, describe meaning	Understanding information, grasp meaning, translate knowledge into new context, interpret facts, compare, contrast, order, group, infer causes, predict consequences	Summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, comprehend, convert, defend, explain, generalise, give example, rewrite
2	Knowledge	Act of remembering facts. Only recall	Observation and recall of information	List, define, tell, describe, identify, show, know, label, collect, select, reproduce, match, recognise, examine, tabulate, quote, name
1	Fragmented knowledge	Recalls knowledge with errors	Unable to recall accurately or coherently; partial recall	-