



## 2023/24 ANNUAL TEACHING PLANS: BUSINESS STUDIES: GRADE 11 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPIC</b>	<b>INFLUENCES ON, AND CONTROL FACTORS RELATING TO THE BUSINESS ENVIRONMENTS</b>	<b>CHALLENGES OF THE BUSINESS ENVIRONMENTS</b>	<b>ADAPTING TO CHALLENGES OF BUSINESS ENVIRONMENTS</b>	<b>IMPACT AND CHALLENGES OF CONTEMPORARY SOCIOECONOMIC ISSUES ON BUSINESS OPERATIONS</b>	<b>BUSINESS SECTORS</b>	<b>BENEFITS OF A COMPANY VERSUS OTHER FORMS OF OWNERSHIP</b>	<b>AVENUES OF ACQUIRING BUSINESS</b>	<b>REVISION</b>	<b>SBA TASK 1 CONTROLLED TEST</b>		
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<p>Ways to be involved in business environments if beneficial to business: (Recap components of business environments)</p> <p><b>Micro environment</b> The business vision, mission statement, goals and objectives, organisational resources, management and leadership, eight functions and activities of the business</p> <p><b>Market environment</b> The consumers/customers, suppliers, intermediaries, competitors, other organisations/civil society (e.g., community-based organisations – CBOs, non-governmental organisations – NGOs, regulators, strategic allies, and unions)</p> <p><b>Macro environment</b> The physical/natural environment/economic environment/social, cultural, and demographic environment/technological environment/legal and political environment/international/global environment/institutional environment Examination of control factors, e.g. more control over micro environment, less control over market environment and no control over macro environment</p>	<p>The challenges of the micro (internal), market and macro business environments</p> <ul style="list-style-type: none"> <li>Challenges of the microenvironment</li> <li>Challenges of the market environment</li> <li>Challenges of the macro environment</li> </ul>	<p>How a business constantly needs to adapt to the challenges of the micro (internal), market and macro business environments</p> <ul style="list-style-type: none"> <li>Ways in which a business can adapt to challenges of the business environment, and whether this is to the benefit of the business</li> <li>Information management, strategic responses, mergers, takeovers, acquisitions and alliances, organisation design and flexibility, direct influence of the environment and social responsibility</li> <li>Lobbying, networking and power relations</li> <li>Lobbying, e.g. hedging against inflation, bargaining sessions between management and unions, influencing supervisory body/regulators, etc.</li> <li>Networking, e.g. finding new customers etc.</li> <li>Power relationships e.g. strategic alliance agreements, persuasion of large investors, company representatives' influence, etc.</li> </ul>	<p>The impact of contemporary socio-economic issues on business operations, and their challenges, decisions for specific business situations</p> <ul style="list-style-type: none"> <li>The impact of contemporary socio-economic issues on business operations and productivity, e.g. income, inflation, social, cultural and demographic issues, economic crime, population growth, illiteracy, lack of skills, unavailability of natural resources, inefficiency in the use of resources, dumping, exhaustion of natural resources, piracy, strikes</li> </ul> <p>Possible business solutions/contributions to deal with the piracy:</p> <ul style="list-style-type: none"> <li>The nature and definition of each intellectual property right</li> <li>Copyright</li> <li>Patent</li> <li>Trademark</li> <li>Investigation of developments in industrial relations that relate to contemporary business practice</li> <li>Labour strikes, go-slows, and lockouts</li> <li>Labour Relations Act (nature and purpose)</li> <li>What is a trade union?</li> <li>History of trade unions</li> <li>Roles of trade unions</li> <li>Functions of trade unions</li> </ul>	<p>The links between various primary, secondary, and tertiary enterprises</p> <p>Examination of the links between:</p> <ul style="list-style-type: none"> <li>Primary sectors</li> <li>Secondary sectors</li> <li>Tertiary sectors</li> </ul>	<ul style="list-style-type: none"> <li>The benefits and challenges of establishing a company versus other forms of ownership (including taxation issues)</li> <li>Recap the characteristics, advantages, and disadvantages of the forms of ownership</li> <li>The benefits and challenges of establishing a company versus other forms of ownership i.e. sole trader, partnership, co-operatives, (including taxation issues)</li> <li>Formation of companies</li> <li>The company's charter – Memorandum of Incorporation</li> <li>Name of the company incorporation and commencement of the company</li> <li>Prospectus</li> </ul>	<ul style="list-style-type: none"> <li>Avenues of acquiring businesses (e.g. franchising, outsourcing, leasing)</li> <li>Their advantages and disadvantages as well as contractual implications (e.g. royalties, legalities)</li> </ul>	Revision			

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>REQUISITE PRE-KNOWLEDGE</b>	Grade 10 knowledge of the three business environments and their components		How each component/feature of the macro business environment poses challenges to businesses.			Grade 10 knowledge of socio-economic issues	Grade 10 knowledge on the business sectors	Grade 10 knowledge of the different forms of ownership	Knowledge of different types of businesses	Understanding the meaning of action verbs, analysis of scenarios/statements methods of marking.	Controlled test, marking guidelines and grid Understanding the meaning of action verbs, analysis of scenarios/statements methods of marking
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Grade 11 Bus Studies notes, 2020 paper 1 & 2 exemplars, past question papers, telematics video etc.										
<b>INFORMAL ASSESSMENT</b>	Section A-type questions, contextual questions: direct and indirect questions including scenarios and case studies and essay questions										
<b>SBA (FORMAL ASSESSMENT)</b>	<b>TASK 1: Case study</b> Marks: 50 Covering at least 4 sub-topics as per the ATP in term 1 topics						<b>TASK 2: Control test 1</b> Marks: 100 controlled test must cover at least 5 topics as per the ATP for term 1 Complete: Assessment framework & cognitive levels grid				

## 2023/24 ANNUAL TEACHING PLANS: BUSINESS STUDIES: GRADE 11 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPIC</b>	<b>CREATIVE THINKING AND PROBLEM SOLVING, STRESS, CRISIS AND CHANGE MANAGEMENT</b>		<b>MARKETING FUNCTION</b>		<b>PRODUCTION FUNCTION</b>			<b>PROFESSIONALISM AND ETHICS</b>	<b>REVISION</b>	<b>SBA TASK 4: CONTROLLED TEST 2</b>	
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	Creative thinking to address business problems and to improve business practice <ul style="list-style-type: none"> <li>• Application of creative thinking to address business problems and to improve business practice</li> <li>• Routine vs. creative thinking, mental blocks to creativity and idea generation</li> <li>• Problem-solving skills in a business context</li> <li>• More complex problem-solving techniques (e.g. Delphi technique and force-field analysis revision)</li> <li>• Working with others to solve problems and generate ideas</li> <li>• Creative solutions to business problems, assess these against the reality of the business environment</li> </ul>	The concepts relating to stress, crisis and change management <ul style="list-style-type: none"> <li>• How to manage stress</li> <li>• Explain the importance of stress management in pressurised work environments</li> <li>• Crisis and change management</li> <li>• Dealing with business-related crises (e.g. tight deadlines, loss of property, illness)</li> <li>• Dealing with and adapting to change (e.g. unemployment, retrenchment, globalisation, affirmative action)</li> </ul>	The aspects of the marketing function: Marketing activities, product policy, pricing policy, distribution, marketing communication <ul style="list-style-type: none"> <li>• <b>Marketing: Activities</b> (Locating the consumer standardisation and grading, storage, transport, financing, risk-bearing, and buying &amp; selling)</li> <li>• <b>Marketing mix</b> <ul style="list-style-type: none"> <li>- Product policy: Product development, design, packaging and trademarks</li> <li>- Pricing policy: Importance of pricing, pricing techniques, price determination, factors influencing pricing, price adjustments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Distribution policy: channels of distribution, intermediaries, direct and indirect distribution</li> <li>• Communication policy: sales promotion, advertising, publicity and personal selling</li> </ul>	The aspects of the production function: <ul style="list-style-type: none"> <li>• Production planning (information about production planning and control)</li> <li>• Production planning: planning, routing, scheduling and loading</li> <li>• Production control: dispatching, following up, inspection and corrective action</li> </ul>	Safety management: Knowledge about factory safety, machinery and Occupational Health and Safety Act	Quality control: Quality management systems (SABS), quality control bodies and policies	<ul style="list-style-type: none"> <li>• The theories and principles of professionalism and ethics, explore how they relate to the business environment</li> <li>• Application of the principles and skills of professional, responsible, ethical and effective business practice</li> <li>• The concept of ethics and different perspectives on ethics, as well as ethical business ventures</li> </ul>	Revision	<i>Term 2 topics</i>	
<b>REQUISITE PRE-KNOWLEDGE</b>	Grade 10 knowledge of creative-thinking and problem solving		Grade 10 knowledge of the marketing function		Grade 10 knowledge of the production function				Understanding the meaning of action verbs, analysis of scenarios/statements and methods of marking	Controlled test, marking guidelines and grid Understanding the meaning of action verbs, analysis of scenarios/statements methods of marking.	
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Grade 11 Bus Studies notes, 2020 paper 1 & 2 exemplars, past question papers and marking guidelines, telematics video, etc.										
<b>INFORMAL ASSESSMENT</b>	Section A-type questions, contextual questions: Direct and indirect questions including scenarios and case studies and essay questions										
<b>SBA (FORMAL ASSESSMENT)</b>	Task 3: Presentation Marks :50 Covering at least FOUR term 2 topics as per the ATP					SBA Task 4: JUNE EXAMINATION: 150 x 2 papers = 300 marks, 2 hours each					

## 2023/24 ANNUAL TEACHING PLANS: BUSINESS STUDIES: GRADE 11 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPIC</b>	<b>ASSESSMENT OF ENTREPRENEURIAL QUALITIES IN BUSINESS</b>	<b>TRANSFORM A BUSINESS PLAN INTO AN ACTION PLAN</b>	<b>START A BUSINESS VENTURE-BASED ON AN ACTION PLAN</b>		<b>PRESENTATION OF BUSINESS INFORMATION</b>		<b>TEAM STAGES AND DYNAMICS THEORIES AND CONFLICT MANAGEMENT</b>		<b>REVISION</b>	<b>SBA TASK 6: CONTROLLED TEST 3</b>	
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	The degree to which a business embraces entrepreneurial qualities <ul style="list-style-type: none"> <li>• Identification and assessment of a business against the entrepreneurial qualities (e.g. risk taking, perseverance, good management, etc.)</li> <li>• Critical reflections on a business venture, and identification of its success factors and areas for improvement</li> <li>• Exploration and identification of what makes a business successful</li> </ul> Key success factors, e.g. sustainability, profitability, customer base, etc. Identify areas for improvement	Transformation of a business plan into an action plan (including Gantt charts and timelines) collaboratively or independently <ul style="list-style-type: none"> <li>• Transformation of a business plan into an action plan (e.g. planning tools: Gantt charts or work breakdown structure (WBS) with timelines and responsibilities, project planning)</li> </ul>	Collaboratively or independently starting a business venture based on an action plan <ul style="list-style-type: none"> <li>• Initiating and setting up business ventures to generate income, basing this on an action plan</li> <li>• Acquiring funding (equity capital/loans/debt, considering other sources of funding/capital), if needed</li> </ul>		Accurate and concise verbal and non-verbal presentation of a variety of business-related information (including graphs), respond professionally to questions and feedback <ul style="list-style-type: none"> <li>• Presentation and validation (support) of business-related information in verbal and non-verbal format (including tables, graphs, diagrams and illustrations, posters and hand-outs) (recap)</li> <li>• Design and layout of the presentation using different visual aids (e.g. show how to prepare/set out slides, posters and hand-outs) (recap)</li> </ul>	<ul style="list-style-type: none"> <li>• Written information – reports, business plans, business information and analysis, e.g. steps in report-writing, composing a flyer, etc.</li> <li>• Responding in a non-aggressive and professional manner to questions about work and presentations, e.g. answer all questions, make notes, do not argue, apologise for errors, etc.</li> </ul>	<b>Stages of team development/building a team:</b> <ul style="list-style-type: none"> <li>• Forming stage/getting to know each other</li> <li>• Storming stage true character starts to</li> <li>• Show/first round conflict</li> <li>• Norming stage/settling and reconciliation</li> <li>• Performing stage/working as a team towards the goal</li> </ul>	<b>Conflict management</b> <ul style="list-style-type: none"> <li>• Definition of conflict</li> <li>• Causes of conflict in the business</li> <li>• Definition of conflict management</li> <li>• Conflict management skills to resolve differences in business situation</li> </ul>		<b>TERM 3 TOPICS</b>	
<b>REQUISITE PRE-KNOWLEDGE</b>	GET EMS knowledge of entrepreneurship qualities	Grade 10 knowledge of a business plan	Grade 10 knowledge of financial function and sources of funding and types of capital		Grade 10 knowledge of presentation of business information		Grade 10 knowledge of the relationships and team performance		Understanding the meaning of action verbs, analysis of scenarios/statements methods of marking	Controlled test, marking guidelines and grid Understanding the meaning of action verbs, analysis of scenarios/statements methods of marking	
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Grade 11 Bus Studies notes, 2020 paper 1 & 2 exemplars, past question papers and marking guidelines, telematics video, etc.										
<b>INFORMAL ASSESSMENT</b>	Section A-type questions, contextual questions, direct and indirect questions including scenarios and case studies and essay questions										
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Task: Project</b> <b>Marks: 50</b> <b>Covering at least FOUR term 3 topics as per the ATP</b> <b>Project must be given to learners towards the end of the second term for submission during the third term</b>					<b>TASK: Controlled Test- 100 Marks</b> <b>Control test should cover topics as per the ATP for Term 3</b>					

## 2023/24 ANNUAL TEACHING PLANS: BUSINESS STUDIES: GRADE 11 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<b>CAPS TOPIC</b>	<b>INTRODUCTION TO HUMAN RESOURCES FUNCTION</b>		<b>REVISION</b>				<b>EXAMINATIONS</b>			
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>Human resources activities (e.g. recruitment and selection, contracts, induction, salaries, and other benefits)</li> <li>Procedures related to recruitment, selection and interviewing</li> <li>Legalities of employment contracts</li> <li>Procedures of induction and placements</li> </ul>	Discussion of the <ul style="list-style-type: none"> <li>Interviewing, selection and induction</li> <li>Salary determination (piecemeal and time-related), including personal tax, link to basic conditions of employment</li> <li>Employee benefits: Pension, medical, other</li> </ul>					<b>PAPER 1</b> <b>Time 2 hrs</b> <b>150 marks</b> <b>Section A [compulsory]</b> <b>Question 1:</b> MCQs, Matching column: choose correct answer: business environments & business operations: 30 <b>Section B [answer 2 questions]</b> <b>Question 2:</b> Business environments: 40 <b>Question 3:</b> Business operations:40 <b>Question 4:</b> Business environments & Business operations: 40 <b>Section C: [answer 1 question]</b> <b>Question 5:</b> Business environments: 40 <b>Question 6:</b> Business operations: 40 <b>Cognitive levels:</b> Lower order – 30% Middle order – 50% Higher order – 20% Complete: Assessment framework & cognitive levels grid	<b>PAPER 2</b> <b>Time 2 hrs</b> <b>150 marks</b> <b>Section A [compulsory]</b> <b>Question 1:</b> MCQs, matching column: choose correct answer business ventures & business roles :30 <b>Section B [answer 2 questions]</b> <b>Question 2:</b> Business ventures 40 <b>Question 3:</b> Business roles 40 <b>Question 4:</b> Business ventures & roles: 40 <b>Section C: [answer 1 question]</b> <b>Question 5:</b> Bus ventures 40 <b>Question 6:</b> Bus roles –40 <b>Cognitive levels:</b> Lower order – 30% Middle order – 50% Higher order – 20% Complete: Assessment framework & cognitive levels grid		
<b>REQUISITE PRE-KNOWLEDGE</b>	Grade 10 knowledge of the human resource function		Understanding of the meaning of action verbs, analysis of scenarios/statements and methods of marking							
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Grade 11 Bus Studies notes, 2020 paper 1 & 2 exemplars, past question papers and marking guidelines, telematics video, etc.									
<b>INFORMAL ASSESSMENT</b>	Section A-type questions, contextual questions, Direct and indirect questions including scenarios and case studies and essay questions									
<b>SBA (FORMAL ASSESSMENT)</b>	Final examinations									