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**GAUTENG DEPARTMENT OF EDUCATION**

**BUSINESS STUDIES**

**CASS PORTFOLIO GUIDELINES**



**2008**

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## 1. INTRODUCTION

This document provides guidelines for continuous assessment in the National Curriculum Statement Grade 12. The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4* on the National Qualifications Framework (NQF) and the Business Studies Subject Assessment Guidelines.

Assessment is an integral part of teaching and learning. For this reason assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- Develop learners' knowledge, skills and values
- Assess learners' strengths and weaknesses
- Provide additional support to learners
- Revisit and revise certain sections of the curriculum and
- Motivate and encourage learners.

In Grade 12 the Internal Programme of Assessment weighs 25%. It is set and marked internally and is externally moderated. The remaining 75% of the final mark for certification in Grade 12 is an externally set examination which is marked and moderated externally as well.

## 2. CONTENT OF CASS PORTFOLIO

A variety of items are organized in a certain format which will then form the learner's portfolio. The collection of portfolio items from the different components of the curriculum makes the portfolio an instrument for documentation and analysis of the learner's progress throughout the year.

The Business Studies portfolio for Grade 12 must include the following: Three tasks, two tests, a mid-year exam and a trial exam. Refer to page 13 of the Business Studies Subject Assessment Guideline (SAG).

Each Educator portfolio must also contain the formal programme of assessment for the year. The programme of assessment should include the dates for the specific activities; e.g. Mid-year exam – June.

**PROGRAMME OF INTERNAL ASSESSMENT  
(100 MARKS- 25% OF PROMOTION MARK)**

| ASSESSMENT TASKS                 | TERM 1 | TERM 2 | TERM 3 | TERM 4 | FINAL PROMOTION MARK |
|----------------------------------|--------|--------|--------|--------|----------------------|
| Tests                            | 1      |        | 1      |        | 21 (5.3%)            |
| Examination (mid-year and trial) |        | 1      | 1      |        | 64 (16 %)            |
| Research Assignments:            | 1      |        |        |        | 5 (1.25%)            |
| Project                          |        | 1      |        |        | 5 (1.25%)            |
| Presentation                     |        |        | 1      |        | 5 (1.25%)            |
| Final CASS Component             |        |        |        |        | 100 (25%)            |

**3. BREAKDOWN OF THE COMPONENTS OF CASS**

**3.1 Tests**

The tests in Business Studies must be substantive in terms of time and marks. For example, a test should be 60 minutes and count 100 marks. Tests should include the levels in Bloom’s taxonomy as guidance when setting the different questions of the paper. Refer to page 15 of the Business Studies Subject Assessment Guideline (SAG). These tests must be written under controlled conditions. The test for the second term should cover LO2 and LO3.

**3.2 Tasks**

All tasks should be done under controlled conditions, under the supervision of the Educator. All the resource material must be brought to the classroom. These tasks must be completed in the classroom, in the learner’s own handwriting.

**3.3 Examinations**

The mid-year and trial examinations for Grade 12 should each consist of a three hour paper counting 300 marks each. All examinations should have the same format as the final external paper. Refer to the Business Studies Subject Assessment Guideline (SAG) Page 14. (Bloom’s Taxonomy)

#### 4. THE EDUCATOR PORTFOLIO (Master file / Memorandum file)

The Educator's portfolio must accompany the Learner's portfolio when moderation takes place.

The following information should be in the Educator's Portfolio

- The Name of the school, teacher and subject
- Index
- The Programme of Assessment
- The Working Mark Sheet
- Evidence of school and cluster moderation (Annexure C)
- The Control List (Signed) (Annexure B)
- Controlled tests and Memoranda
- The three tasks and their marking tools
- Mid-year exam and Memo
- Preparatory Examination and Memo

#### 5. LEARNER PORTFOLIO

The following information should be in the Learner's Portfolio

- Index
- Consolidation Mark Sheet and Declaration (Annexure A)
- All tests
- Tasks
- Mid year Examination
- Preparatory Examination

#### 6. MODERATION OF THE ASSESSMENT TASKS

Moderation of the assessment tasks take place at **three** levels.

| LEVEL                | MODERATION REQUIREMENTS   |
|----------------------|---|
| School               | The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Tests and examinations are to be moderated internally, before being attempted by the learners. A sample of portfolio tasks, tests and exams to be used as part of Assessment, should be submitted to the HOD / subject head for moderation after it has been assessed.<br>Teacher portfolios and evidence of learner performance should be moderated <b>at least once a term</b> by the HOD, or his/her delegate.<br>There must be evidence of the school moderation in the educator portfolio. |
| Cluster / District   | Teacher portfolios and a sample of evidence of learner portfolios must be moderated <b>once every term</b> .<br>There must be evidence of the cluster moderation in the educator portfolio.   |
| Provincial/ National | Teacher portfolios and selected learner portfolios will be moderated <b>once a year</b> .<br>Evidence of school and cluster moderation must be included in the educator portfolio.  |

## BUSINESS STUDIES CONSOLIDATION SCHEDULE

NAME OF LEARNER:.....

EXAMINATION NUMBER.....

SCHOOL:.....

|                           | TOTAL | OBTAINED | MOD. MARK |  |
|---------------------------|-------|----------|-----------|--|
| Controlled Test 1         | 100   |          |           |  |
| Controlled Test 2         | 100   |          |           |  |
| Research Assignment       | 50    |          |           |  |
| Project                   | 50    |          |           |  |
| Presentation              | 50    |          |           |  |
| Mid-year Exam             | 300   |          |           |  |
| Preparatory Exam          | 300   |          |           |  |
| TOTAL                     | 950   |          |           |  |
| FINAL CASS MARK (950/9.5) | 100   |          |           |  |

Each learner is required to present his/her portfolio activities in a file, without any plastic sleeves, for moderation. This consolidation schedule must be placed in front of the file before being submitted for moderation.

| We hereby certify that these marks are a true reflection of above learners' work |           |      |
|--|-----------|------|
|  | SIGNATURE | DATE |
| LEARNER  |           |      |
| EDUCATOR   |           |      |
| PRINCIPAL  |           |      |

SCHOOL STAMP

**BUSINESS STUDIES  
CONTROL LIST**

NAME OF SCHOOL .....

CENTRE NO. ....


| <b>1</b>         | <b>EDUCATOR FILE</b>   | <b>Yes</b> | <b>No</b> |
|------------------|--|------------|-----------|
|                  | The Name of the school, teacher and subject                  |            |           |
|                  | Index  |            |           |
|                  | The Programme of Assessment                                  |            |           |
|                  | The Working Mark Sheet                                       |            |           |
|                  | Evidence of school and cluster moderation (Annexure C)       |            |           |
|                  | Controlled tests and Memoranda                               |            |           |
|                  | The three tasks and their marking tools                      |            |           |
|                  | Mid-year exam and Memo                                       |            |           |
|                  | Preparatory Examination and Memo                             |            |           |
| <b>2</b>         | <b>LEARNER FILE</b>  |            |           |
|                  | Index  |            |           |
|                  | Consolidation Mark Sheet and Declaration (Annexure A)        |            |           |
|                  | 3 Tasks  |            |           |
|                  | 2 Controlled Tests   |            |           |
|                  | Mid-year Examination   |            |           |
|                  | Preparatory Examination                                      |            |           |
|                  | All test mark allocations correspond with working mark sheet |            |           |
|                  | Examination and centre number indicated                      |            |           |
|                  | All work marked  |            |           |
| <b>COMMENTS:</b> |  |            |           |
|                  |  |            |           |
|                  |  |            |           |
|                  |  |            |           |
|                  |  |            |           |

|                    | Name and Signature | Date |
|--------------------|--------------------|------|
| Head of Department |                    |      |
| Educator           |                    |      |
| Moderator          |                    |      |
|                    |                    |      |

## SCHOOL MODERATION TOOL

## EVIDENCE OF GRADE 10, 11 &amp; 12 MODERATION

| GAUTENG DEPARTMENT OF EDUCATION |  |
|---------------------------------|--|
| <b>SUBJECT</b>                  |  |
| <b>GRADE</b>                    |  |
| <b>NAME OF SCHOOL</b>           |  |
| <b>NAME OF EDUCATOR (S)</b>     |  |
| <b>NAME OF HOD</b>              |  |
| <b>DATES</b>                    |  |



| STANDARD OF ASSESSMENT TASK / TEST  | YES  | NO | COMMENTS  |
|---|--|----|-----------|
| Does the task reflect the <b>LO's</b> and <b>AS's</b> for the grade?  |  |    |           |
| Is the <b>duration</b> of the paper indicated?  |  |    |           |
| Are the <b>instructions</b> clear?  |  |    |           |
| Is the <b>mark allocation</b> in accordance with Subject Assessment Guideline Document?   |  |    |           |
| Does the paper cater for a variety of questions?  |  |    |           |
| ASSESSMENT TOOLS  | YES  | NO | COMMENTS  |
| Are the <b>assessment tools</b> for every assessment task included in the educator's portfolio file e.g. rubric, memoranda, checklists, etc.? |  |    |           |
| Are the marks <b>appropriately allocated</b> ?  |  |    |           |
| MARKING   | YES  | NO | COMMENTS  |
| Is <b>marking</b> done according to the assessment tool?  |  |    |           |
| Are the marks correctly added?  |  |    |           |
| RECORDS   | YES  | NO | COMMENTS  |
| Is the <b>subject working mark sheet</b> included in the educator's portfolio file?   |  |    |           |
| Are the <b>learners' marks</b> corresponding with the mark sheet?   |  |    |           |
| Are the marks correctly converted according to Subject Assessment Guideline Document?   |  |    |           |
| Is there evidence of <b>cluster</b> moderation?   |  |    |           |
| Number of activities completed out of 7   | <input type="checkbox"/> No <input type="checkbox"/> |    | Specify : |
| NAMES OF LEARNERS WHOSE PORTFOLIOS WERE MODERATED   |  |    |           |
| 1   |  |    |           |
| 2   |  |    |           |
| 3   |  |    |           |
| 4   |  |    |           |



| AREAS OF GOOD PRACTICE |
|------------------------|
|                        |

| CHALLENGES |
|------------|
|            |

| RECOMMENDATIONS |
|-----------------|
|                 |

\_\_\_\_\_  
**HOD/ SUBJECT HEAD**

\_\_\_\_\_  
**SIGNATURE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**EDUCATOR**

\_\_\_\_\_  
**SIGNATURE**


\_\_\_\_\_  
**DATE**

| SCHOOL STAMP                 |             |
|------------------------------|-------------|
| _____                        | _____       |
| <b>PRINCIPAL'S SIGNATURE</b> | <b>DATE</b> |

## CLUSTER MODERATION TOOL

### EVIDENCE OF GRADE 10, 11 & 12 MODERATION

| GAUTENG DEPARTMENT OF EDUCATION |  |
|---------------------------------|--|
| <b>SUBJECT</b>                  |  |
| <b>GRADE</b>                    |  |
| <b>NAME OF SCHOOL</b>           |  |
| <b>NAME OF EDUCATOR (S)</b>     |  |
| <b>NAME OF HOD</b>              |  |
| <b>DATES</b>                    |  |



| STANDARD OF ASSESSMENT TASK   | YES   | NO | COMMENTS  |
|---|---|----|-----------|
| Does the task reflect the <b>LO's</b> and <b>AS's</b> for the grade?  |   |    |           |
| Is the <b>duration</b> of the paper indicated?  |   |    |           |
| Are the <b>instructions</b> clear?  |   |    |           |
| Is the <b>mark allocation</b> in accordance with Subject Assessment Guideline Document?   |   |    |           |
| Does the paper cater for a variety of questions?  |   |    |           |
| ASSESSMENT TOOLS  | YES   | NO | COMMENTS  |
| Are the <b>assessment tools</b> for every assessment task included in the educator's portfolio file e.g. rubric, memoranda, checklists, etc.? |   |    |           |
| Are the marks <b>appropriately allocated</b> ?  |   |    |           |
| MARKING   | YES   | NO | COMMENTS  |
| Is <b>marking</b> done according to the assessment tool?  |   |    |           |
| Are the marks correctly added?  |   |    |           |
| RECORDS   | YES   | NO | COMMENTS  |
| Is the <b>subject working mark sheet</b> included in the educator's portfolio file?   |   |    |           |
| Are the <b>learners' marks</b> corresponding with the mark sheet?   |   |    |           |
| Are the marks correctly converted according to Subject Assessment Guideline Document?   |   |    |           |
| Is there evidence of <b>school</b> moderation?  |   |    |           |
| Number of activities completed out of 7   | <b>No</b> <input style="width: 40px;" type="text"/> |    | Specify : |
| NAMES OF LEARNERS WHOSE PORTFOLIOS WERE MODERATED   |   |    |           |
| 1   |   |    |           |
| 2   |   |    |           |
| 3   |   |    |           |
| 4   |   |    |           |

| AREAS OF GOOD PRACTICE |
|------------------------|
|                        |

| CHALLENGES |
|------------|
|            |

| RECOMMENDATIONS |
|-----------------|
|                 |

\_\_\_\_\_  
**MODERATOR**

\_\_\_\_\_  
**SIGNATURE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**EDUCATOR**

\_\_\_\_\_  
**SIGNATURE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**CLUSTER LEADER**

\_\_\_\_\_  
**SIGNATURE**

\_\_\_\_\_  
**DATE**

**BUSINESS STUDIES GRADE 12  
RESEARCH ASSIGNMENT  
(LO 1, AS 3)**

**ASSIGNMENT 1 (FIRST TERM)**

**UNEMPLOYMENT**

- 1.1 Define “social responsibility” by businesses. (3)
- 1.2 What is meant by the term “socio-economic” issues? Explain by referring to THREE examples of such issues. (5)
- 1.3 Expose at least THREE reasons / causes for unemployment. (6)
- 1.4 Discuss THREE possible solutions to unemployment. (6)
- 1.5 What strategies were employed by government to alleviate unemployment? List any THREE. (6)
- 1.6 Give THREE examples of how businesses address their social responsibility function. In other words, what programmes do businesses run to fulfil this function? E.g. “Winning Teams Project” on financial literacy, sponsored by Standard Bank. (6)
- 1.7 How does “social responsibility” by businesses affect the consumer community
  - 1.7.1. positively? (2)
  - 1.7.2. negatively? (2)
- 1.8. What impact does this “social responsibility” have
  - 1.8.1. on the business itself? (2)
  - 1.8.2. on other businesses? (2)

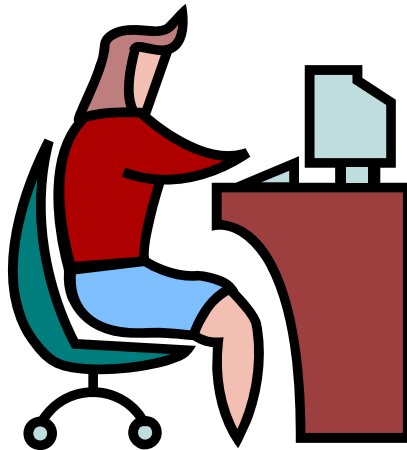
**SKILLS DEVELOPMENT ACT**

- 1.9 Explain THREE purposes of the Skills Development Act. (6)
- 1.10 The Skills Development Act makes provision for an authority to provide training to gain the skills needed for employment. What is the name of this authority? (2)
- 1.11 List FIVE functions of a SETA. (10)
- 1.12.1 Explain how skills development is financed. (5)
- 1.12.2 Who administers this fund? (2)
- 1.13 Under which conditions may a SETA establish a learnership? (3)
- 1.14 Discuss the procedure regarding disputes about learnerships. (10)
- 1.15 Which TWO actions constitute an offence in a Labour Court? (4)
- 1.16 Do you think the Skills Development Act helps to alleviate unemployment? Motivate your answer. (5)

## THE EMPLOYMENT EQUITY ACT

- 1.17 Outline TWO main aims of the Employment Equity Act. (4)
- 1.18 What are the implications of this Act for businesses? (Discuss TWO implications only). (4)
- 1.19 In order to fill a vacancy in a business (assuming that all factors like qualifications and experience are equal between the prospective candidates), what will the DECIDING FACTOR be? (2)
- 1.20 What, in your opinion, are the shortcomings of Affirmative Action? (3)

TOTAL: [100]



**PROJECT  
LO2 AS4  
BUSINESS PLAN**

**INSTRUCTION**

**Discuss the entrepreneurial qualities of a good entrepreneur. Critically analyse the extract below, of the Junior Business Man of the Year. Discuss the success factors and areas for improvement for Andries' business. This must be presented in the written report. [50]**

**JUNIOR BUSINESSMAN OF THE YEAR**

Extracted from "Avizandum - May 2005"  
"Hobby vs Business" Andries Opperman (16 years)

Each bird farm has a history. My bird farming enterprise hatched when I was thirteen. From when I was small, I was the one in our family who always wanted to save money. Later I decided I rather wanted to earn my own money. Entrepreneurs' days at primary school stimulated me as well. In 2001 a friend of my parents offered me the opportunity to buy some of his cages. And so I started bird farming.

As the money trickled in, I was able to expand my bird farming enterprise slowly but surely. I also joined the local bird club. There were people that made me feel welcome. But the impression I got from the "big" bird farmers was that they functioned like "elite societies".

One day I met Oom Sakkie Visagie. He is the one who got me going and who introduced me to the "elite society". He also helped me to transform my hobby to a hobby/business.

Unfortunately I began losing the pure love for the birds aspect in 2003. I only regarded the birds as a means to making money. This caused me to make quite a few mistakes in judgement.

In March 2004 I entered the ABSA Top Entrepreneur Competition and was chosen as one of the finalists. My business subject? Exotica Bird Farming! .... The prize money gave my hobby/business a real boost. The award also made me much more acceptable as member of the "elite" club.

I think one can learn something from this whole experience. To run your bird farm as a pure hobby is fine. It is however very uneconomical. If it is only a hobby it is inclined to slowly run down.....

To run your birdfarm purely as a business is however very dangerous – for you as birdfarmer and for your fellow birdfarmers. Most important of all, it is dangerous for the birds themselves. If you look at the birds you see only money. You make sums to the last cent as if it should mean that (if) a few birds have to be sacrificed in the process, it is not a problem for you.

.....many birdfarmers appear to be going in that direction:..... They buy or build cages and stuff them full of birds. Before the year is out, that farming enterprise is nearly destroyed. If the rats have not bitten all the birds to death, the bees have stung them to death, and if its not the bees, it is the food.

Actually the established birdfarmers play a part in the downfall of those small bird collections. If a young beginner comes to buy from us, we think, “Which pairs do I have that has not laid fertile eggs in the last five years? .....

We must not just want to quickly make money. We have the responsibility to act ethically. ....The problem does not lie so much with the price. Ask whatever your price is, but be honest. Another big problem is “sick” birds. One sick bird can annihilate a beginner’s whole bird collection. I know we all experience such a problem for time to time, but a newcomer is particularly defenceless.

Another thing one could try at club or provincial level is an e-mail chat line. This costs nothing. Information would be exchanged, questions asked or you could just chat about birds.....

Therefore: help the young and old entrepreneurs that look to you for leadership. The bit of advice that you may be able to give them, could save a whole bird collection. The baby bird of today is the bird of tomorrow!



**BESIGSHEIDSTUDIES GRAAD 12**  
**PROJEK**  
**LO2 AS4**  
**BESIGHEIDSPAN**

**JUNIOR BESIGHEIDSMAN VAN DIE JAAR**

Uittreksel uit "Avizandum - Mei 2005"  
"Hobby vs Business" Andries Opperman (16 jaar oud)

Elke voëlboerdery het 'n geskiedenis. My voëlboerdery het *uitgeborei* toe ek omtrent dertien was. Vandat ek klein was, was ek die een in ons gesin wat altyd graag my geld wou spaar. Later het die behoefte by my ontstaan om my eie geld te verdien. Entrepreneurs-dae op laerskool het my ook gestimuleer. In 2001 kry ek toe'n aanbod van 'n vriend van my pa-hulle dat ek van sy hokke kan koop. So het ek dan begin om met voëls te boer.

Soos die geld ingesypel het, het my boerdery stadig maar seker uitgebrei. Ek het ook by die plaaslike klub aangesluit. Daar was wel mense wat my ingetrek en welkom laat voel het. Maar die indruk wat ek van die "groot" voëlboere gekry het, was dat hulle soos een van daardie "elite societies" funksioneer....

Een goeie dag het ek met Oom Sakkie Visagie kennis gemaak. Hy het my grotendeels op die been gebring en my aan die "elite society" voorgestel. Hy het my ook gehelp om my boerdery van 'n stokperdjie na 'n besigheid/stokperdjie te transformeer.

Ongelukkig het ek in 2003 van die liefde-aspek begin vergeet. Ek het die voëls net as 'n besigheidsoepsie gesien. Daardeur het ek 'n hele paar oordeelsfoute gemaak....

In Maart 2004 skryf ek vir 'n ABSA Topentrepreneur-kompetisie in ... en word toe gekies as finalis. Wat is my Besigheid? Exotica voëlboerdery!... Die prysgeld het my stokperdjie/besigheid 'n goeie hupstoot gegee. Die toekenning het my ook meer "aanvaarbaar" as voëlboer by die "elite" klub gemaak.

Ek dink mens kan uit hierdie stukkie geskiedenis iets leer. Om jou boerdery net as stokperdjie te bedryf, is glad nie 'n probleem nie. Dis net baie onekonomies. As dit net 'n stokperdjie is, dan is dit geneig om stadig af te plat.....

Om dit net as 'n besigheid te probeer bedryf, is egter baie gevaarlik – vir jou as voëlboer en vir jou medevoëlboere. Die belangrikste van alles is dat dit gevaarlik is vir die voëls self. As jy na die voëls kyk, sien jy geld. Jy maak presiese sommetjies en as dit sou beteken dat 'n paar voëls in die proses seerkry, is dit nie vir jou 'n probleem nie.



...dit wil voorkom of al hoe meer voëlboere in daardie rigting neig. ...Hulle koop/bou dadelik hokke en stop dit vol voëls. Nog voor 'n jaar verloop het, is daardie boerdery so te se vernietig. As dit nie die rotte is wat al die voëls doodbyt nie, dan is dit bye en as dit nie die bye is nie, dan is dit die kos.

Eintlik het die gevestigde voëlboere 'n aandeel in die mislukking van meeste van daardie voëlboerderytjies. As 'n jong beginervoëlboer by ons kom koop, dan dink ons dadelik: "Watter pare het ek wat nou al die afgelope vyf jaar net geil eiers lê?" ...

Ons moenie net vinnig 'n paar rand probeer maak nie. Ons het 'n verantwoordelikheid om eties op te tree. ... Die probleem lê ook nie soseer by die prys nie. Vra jou prys, maar wees eereelik. Nog 'n groot probleem is "siek" voëls. Een siek voël kan 'n nuweling se boerdery heeltemaal uitwis. Ek weet ons almal het van tyd tot tyd met daardie probleem te kampe, maar 'n nuweling is ekstra weerloos.

'n Ander ding wat 'n mens dalk op klub - of op provinsiale vlak moet probeer, is om e-posgespreksgroepe te begin. Dit kos niks nie. Daarop kan die toegewydes inligting uitruil, vrae vra, of sommer net oor voëls gesels....

Dus: Help die jong en oujong-entrepreneurs wat na jou opkyk om leiding. Die bietjie raad wat u vir hulle kan gee, kan 'n hele voëlboerdery red. Die kuiken van vandag is die voël van môre!



**BUSINESS PLAN PROJECT  
LO2 AS4**

| <b>CRITERIA</b>                                      | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>  | <b>5</b>  |
|--|--|--|--|---|---|
| Recognise entrepreneurial qualities                  | Learner has a limited ability to recognise entrepreneurial qualities in the case study provided.   | Learner has some ability to recognise entrepreneurial qualities in the case study provided                   | Learner has adequate ability to recognise entrepreneurial qualities in the case study provided | Learner has very good ability to recognise entrepreneurial qualities in the case study provided | Learner has excellent ability to recognise entrepreneurial qualities in the case study provided   |
| Identify factors that contribute to business success | Learner is able to only identify ONE contributory factor   | Learner can identify TWO factors that contribute to business success.  | The learner is able to correctly identify THREE factors contributing to success.               | The learner is able to correctly identify FOUR factors contributing to success.                 | The learner is able to correctly identify FIVE factors contributing to success.   |
| Identify areas for improvement in business venture   | Unable to identify key areas.<br>Little or no understanding of areas that are weak.<br>Not able to suggest solutions to combating areas of weakness. | Struggles to express areas that require improvement, or to make suggestions to combat the areas of weakness. | Able to identify areas that require attention, and able to suggest some type of solution.      | Identifies all the areas of weakness and suggests viable solutions.                             | Learner has an excellent understanding of the areas that require improvement, and is able to make valuable suggestions for improvement. |
| Final Presentation                                   | Very untidy. Little or no effort made to present the report in an acceptable manner.   | Reasonable presentation.<br>Not very neat.   | Good presentation.<br>Could be improved with suggestions from educator.                        | Evidence of fair amount of effort, very well presented and neat                                 | Excellent presentation.<br>Evidence of extra effort by learner to put together an extremely neat project.                               |
| <b>TOTAL</b>   |  |  |  |   |   |
| <b>20x2.5=50</b>                                     |  |  |  |   |   |

**BUSINESS STUDIES GRADE 12  
RESEARCH PRESENTATION  
LO3 AS7  
CAREERS**

**ASSIGNMENT 3 (THIRD TERM)**

Tebogo and Katleho are learners at “DO-WELL HIGH SCHOOL”. Tebogo excels in Mathematics and Physical Science. His interests lie in solving problems and playing number games. He spends his spare time inventing little gadgets and he is very creative.

Katleho has a flair for Languages and obtains good grades in these. He is an avid reader and spends a large portion of his allowance on magazines. He is a member of the school’s debating team. He also loves working with people.

**REQUIRED:**

1. Draw up a SWOT analysis for Tebogo and Katleho, indicating each of their personal character traits and interests.
2. Select a possible career for Tebogo and one for Katleho and also motivate your suggestion. Indicate a career path associated with each of these careers. The career paths must indicate at least three progression levels.
3. Draw up another SWOT analysis for each of them, indicating the character traits and strength needed for the career you have selected for each of them.
4. Present your assignment in your OWN HANDWRITING. Marks will be deducted for untidy work and for late submission.

[50]



**ASSESSMENT RUBRIC: ASSIGNMENT 3 (CAREERS PRESENTATION)**

|   | <b>1</b>                              | <b>2</b>  | <b>3</b>  | <b>4</b>  |
|---|---------------------------------------|---|---|---|
| <b>TEBOGO:<br/>Characteristics<br/>/Interests</b>               | Two identified from scenario          | Three identified from scenario                              | Four identified from scenario                               | All five identified from scenario                           |
| <b>KATLEHO:<br/>Characteristics<br/>/Interests</b>              | Two identified from scenario          | Three identified from scenario                              | Four identified from scenario                               | All five identified from scenario                           |
| <b>TEBOGO:<br/>Requirements<br/>for the selected<br/>career</b> | Not applicable to the selected career | Indicated at least 2 requirements applicable to this career | Indicated at least 3 requirements applicable to this career | Indicated at least 4 requirements applicable to this career |
| <b>KATLEHO:<br/>Requirements<br/>for selected<br/>career</b>    | Not applicable to the selected career | Indicated at least 2 requirements applicable to this career | Indicated at least 3 requirements applicable to this career | Indicated at least 4 requirements applicable to this career |
| <b>TEBOGO:<br/>Career Path</b>                                  | Only 1 progress level indicated       | 2 progress levels are identified                            | More than 2 progression levels are identified               |   |
| <b>KATLEHO:<br/>Career Path</b>                                 | Only 1 progress level indicated       | 2 progress levels are identified                            | More than 2 progression levels are identified               |   |
| <b>WRITTEN<br/>PRESENTATION</b>                                 | Untidy,<br>Handed in late.            | Neat and presentable.<br>Handed in timeously.               | Very neat presentation,<br>Handed in timeously              |   |
| <b>TOTAL (25 x 2 )</b>  |                                       |   |   |   |

|           |
|-----------|
|           |
| <b>50</b> |

BUSINESS STUDIES GRADE 12 – WORKING MARKSHEET

SCHOOL: \_\_\_\_\_

EDUCATOR: \_\_\_\_\_

CLASS: \_\_\_\_\_

|    |                 | TERM 1              |                 |            |        | TERM 2  |               |            |        | TERM 3       |                 |                  |            | TOTAL CASS | 25% FINAL CASS COMPONENT |        |
|----|-----------------|---------------------|-----------------|------------|--------|---------|---------------|------------|--------|--------------|-----------------|------------------|------------|------------|--------------------------|--------|
|    |                 | RESEARCH ASSIGNMENT | CONTROLLED TEST | TERM TOTAL | REPORT | PROJECT | MID YEAR EXAM | TERM TOTAL | REPORT | PRESENTATION | CONTROLLED TEST | PREPARATORY EXAM | TERM TOTAL |            |                          | REPORT |
|    | LEARNERS' NAMES | 50                  | 100             | 150        | 100    | 50      | 300           | 350        | 100    | 50           | 100             | 300              | 450        | 100        | 950                      | 100    |
| 1  |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 2  |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 3  |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 4  |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 5  |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 6  |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 7  |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 8  |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 9  |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 10 |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 11 |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 12 |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 13 |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 14 |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 15 |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 16 |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 17 |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 18 |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 19 |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 20 |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 21 |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 22 |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 23 |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 24 |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |
| 25 |                 |                     |                 |            |        |         |               |            |        |              |                 |                  |            |            |                          |        |