**GAUTENG PROVINCE**
EDUCATION
REPUBLIC OF SOUTH AFRICA

# GAUTENG DEPARTMENT OF EDUCATION

## EXEMPLAR

# 2023

### BUSINESS STUDIES

### CONTROLLED TEST2

### MARKING GUIDELINE

### GRADE : 10

Duration: 1 hour

**NUMBER OF PAGES : 23**

## NOTES TO MARKERS

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**PREAMBLE**

The notes to markers are provided for quality assurance purposes to ensure the following:
(a)   Fairness, consistency, and reliability in the standard of marking
(b)   Facilitate the moderation of learners' scripts at the different levels
(c)   Streamline the marking process considering the broad spectrum of markers across the province.
Implement appropriate measures in the teaching, learning and assessment of the subjects at schools/institutions of learning

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1.    For marking and moderation purposes, the following colours are recommended:
       Marker:                              Red
        Departmental Head:           Black

2.    Candidates' responses must be in full sentences for SECTIONS B and C. However, this would depend on the nature of the question.

3.    Comprehensive marking guidelines have been provided but this is by no means exhaustive. Due consideration should be given to an answer that is correct, but:

      •      Uses a different expression from that which appears in the marking guidelines
      •      Comes from another source
      •      Original
      •      A different approach is used

      **NOTE:** There is only ONE correct answer in SECTION A.

4.    Take note of other relevant answers provided by candidates and allocate marks accordingly. (In cases where the answer is unclear or indicates some understanding, part-marks should be awarded, for example, one mark instead of the maximum of two marks.)

5.    The word 'Sub-max' is used to facilitate the allocation of marks within a question or sub-question.

6.    The purpose of circling marks (guided by 'max' in the breakdown of marks) on the right-hand side is to ensure consistency and accuracy in the marking of scripts as well as for calculation and moderation purposes.

7.    Subtotals to questions must be written in the right-hand margin. Circle the subtotals as indicated by the allocation of marks. This must be guided by 'max' in the marking guideline. Only the total for each question should appear in the left-hand margin next to the appropriate question number.

8. In an indirect question, the theory as well as the response must be relevant and related to the question.

9. Correct numbering of answers to questions or sub-questions is recommended in SECTIONS A and B. However, if the numbering is incorrect, follow the sequence of the candidate's responses. Candidates will be penalised if the latter is not clear.

10. No additional credit must be given for repetition of facts. Indicate with an R.

11. The differentiation between 'evaluate' and 'critically evaluate' can be explained as follows:

11.1 When 'evaluate' is used, candidates are expected to respond in either a positive/negative manner or take a neutral (positive and negative) stance, e.g., **Positive**: 'COIDA eliminates time and costs spent√ on lengthy civil court proceedings.'√

11.2 When 'critically evaluate' is used, candidates are expected to respond in either a positive/negative manner or take a neutral (positive and negative) stance. In this instance, candidates are also expected to support their responses with more depth, e.g., 'COIDA eliminates time and costs spent√ on lengthy civil court proceedings√, because the employer will not be liable for compensation to the employee for injuries sustained during working hours as long as it can be proved that the business was not negligent.'√

**NOTE:** 1. The above could apply to 'analyse' as well.
2. Note the placing of the tick (√) in the allocation of marks.

12. The allocation of marks must be informed by the nature of the question, cognitive verb used, mark allocation in the marking guidelines and the context of each question.

Cognitive verbs, such as:

12.1 Advise, name, state, outline, motivate, recommend, suggest, (list not exhaustive) do not usually require much depth in candidates' responses. Therefore, the mark allocation for each statement/answer appears at the end.

12.2 Define, describe, explain, discuss, elaborate, compare, distinguish, differentiate, compare, tabulate, analyse, evaluate, critically evaluate (list not exhaustive) require a greater depth of understanding, application, and reasoning. Therefore, the marks must be allocated more objectively to ensure that assessment is conducted according to established norms so that uniformity, consistency, and fairness are achieved.

13. Mark only the FIRST answer where candidates offer more than one answer for SECTION B and C questions that require one answer.

14. **SECTION B**

14.1 If for example, FIVE facts are required, mark the candidate's FIRST FIVE responses, and ignore the rest of the responses. Indicate by drawing a line across the unmarked portion.

**NOTE:** 1**.** This applies only to questions where the number of facts is specified.
2. The above also applies to responses in SECTION C (where applicable)

14.2 If two facts are written in one sentence, award the candidate FULL credit. Point 14.1 above still applies.

14.3 If candidates are required to provide their own examples/views, brainstorm this at the marking centre to finalise alternative answers and consult with the Internal Moderator at the DBE for approval.

14.4 **Use of the cognitive verbs and allocation of marks:**

14.4.1 If the number of facts is specified, questions that require candidates to 'describe/discuss/explain' may be marked as follows:
- Fact 2 marks (or as indicated in the marking guidelines)
- Explanation 1 mark

The 'fact' and 'explanation' are given separately in the marking guidelines to facilitate mark allocation.

14.4.2 If the number of facts required is not specified, the allocation of marks must be informed by the nature of the question and the maximum mark allocated in the marking guideline.

14.5 **ONE mark may be awarded for answers that are easy to recall, requires one-word answers or is quoted directly from a scenario/case study. This applies to SECTIONS B and C (where applicable).**

15. **SECTION C**

15.1 The breakdown of the mark allocation for the essays is as follows:

| | |
|---|---|
| Introduction | **Maximum: 32** |
| Content | |
| Conclusion | |
| Insight | **8** |
| **TOTAL** | **40** |

15.2 Insight consists of the following components:

| **Layout/Structure** | Is there an introduction, paragraphs, and a conclusion? | **2** |
|---|---|---|

| Analysis and interpretation | Is the candidate able to break down the question into headings/sub-headings/interpret it correctly to show understanding of what is being asked?<br><br>Marks to be allocated using this guide:<br><br>All headings addressed: 1 (One 'A')<br>Interpretation (16 to 32 marks): 1 (One 'A') | 2 |
|---|---|---|
| Synthesis | Are there relevant decisions/facts/responses made based on the questions?<br><br>**Option1:**<br>**Only relevant facts: 2 marks (No 'S')**<br><br>Where candidates answer 50% or more **(Two – Four sub-questions)** of the question with only relevant facts: no **'-S'** appears in the left margin. Award the maximum of TWO (2) marks for synthesis.<br><br>**Option 2:**<br>**Some relevant facts: 1 mark (ONE '-S'**<br><br>Where candidates answer less than 50% (only one sub-question) of the question with only OR some relevant facts: one '-S' appears in the left margin. Award a maximum of ONE (1) mark for synthesis.<br><br>**Option 3:**<br>**Some relevant facts: 1 mark (ONE '-S')**<br><br>Where a candidate answers Four sub-questions, but one/two/three sub-question with no relevant facts: one'-S' appears in the left margin. Award a of ONE (1) mark for synthesis.<br><br>**Option 4:**<br>**No relevant facts: 0 mark (Two '-S')**<br><br>Where candidates answer less than 50% (only One sub-question) of the questions with no relevant facts; TWO '-S' appears in the left margin. Award a ZERO (0) mark for synthesis. | 2 |
| Originality | Is there evidence of examples based on recent information, current trends, and developments? | 2 |
| | **TOTAL FOR INSIGHT:** | 8 |
| | **TOTAL MARKS FOR FACTS:** | 32 |

| | |
|---|---|
| **TOTAL MARKS FOR ESSAY (8 + 32)** | **40** |

**NOTE:**
1. **No marks will be awarded for contents repeated from the introduction and conclusion.**
2. **The candidate forfeits marks for layout if the words INTRODUCTION and CONCLUSION are not stated.**
3. **No marks will be awarded for layout, if the headings INTRODUCTION and CONCLUSION are not supported by an explanation.**

15.3     Indicate insight in the left-hand margin with a symbol e.g.
**('L, A, -S and/or O').**

15.4     The breakdown of marks is indicated at the end of the suggested answer/ marking guidelines to each question.

15.5     Mark all relevant facts until the **SUB-MAX/MAX** mark in a subsection has been attained. Write **SUB-MAX/MAX** after maximum marks have been obtained but continue reading for originality **('O').**

15.6     At the end of each essay, indicate the allocation of marks for facts and marks for insight as follows: (L – Layout, A – Analysis, S – Synthesis, O – Originality) as in the table below.

| CONTENT | MARKS |
|---|---|
| Facts | 32 (max.) |
| L | 2 |
| A | 2 |
| S | 2 |
| O | 2 |
| **TOTAL** | **40** |

15.7     When awarding marks for facts, take note of the sub-maxima indicated, especially if candidates do not make use of the same sub-headings. Remember headings and sub-headings are encouraged and contribute to insight **(structuring/logical flow/sequencing)** and indicate clarity of thought. (See MARKS BREAKDOWN at the end of each question.)

15.8     If the candidate identifies/interprets the question INCORRECTLY, then he/she may still obtain marks for layout.

15.9     If a different approach is used by candidates, ensure that the answers are assessed according to the mark allocation/sub-headings as indicated in the marking guideline.

15.10   15.10.1    Award TWO marks for complete sentences. Award ONE mark for phrases, incomplete sentences, and vague answers.

15.10.2    With effect from November 2015, the TWO marks will not necessarily appear at the end of each completed sentence. The ticks **(√)** will be separated and indicated next to each fact, e.g., 'Product development is a growth strategy√ where businesses aim to introduce new products into existing markets.'√

This will be informed by the nature and context of the question, as well as the cognitive verb used.

15.11    With effect from November 2017, the maximum of TWO (2) marks for facts shown as headings in the marking guidelines, will not necessarily apply to each question. This would also depend on the nature of the question.

## SECTION A (COMPULSORY)
## QUESTION 1

### 1.1 Multiple choice

1.1.1 B√√

1..1.2 D√√

1.1.3 A√√

1.1.4  C√√

1.1.5 A√√

**(2x5=10)**

### 1.2 Missing words

1.2.1    Labour Relation Act. √ √

1.2.2    Price√ √

1.2.3    Creative thinking. √√

1.2.4    Indigenous knowledge √ √

1.2.5    External market research. √√

**(5x2=10)**

**Total: [20]**

## SECTION B

## ANSWER ANY TWO QUESTIONS IN THIS SECTION

## QUESTION 2 CREATIVE THINKING & PROBLEM SOLVING AND BUSINESS OPPORTUNITY AND RELATED FACTORS

### 2.1 Steps of problem-solving
- Identify the problem √
- Define the problem √
- Formulate the strategies/solutions √
- Choose the best strategy/solution √
- Allocate the resources √

- Implement the strategies √
- Monitor the problem-solving √
- Evaluate the problem-solving process √
- Any other relevant answers related to problem-solving steps
  **Note: mark the first FIVE only**                                                  **(5)**

## 2.2 Problem-solving techniques
- Delphi technique √√                                                                  **(2)**
- **Motivation:** They invited expects from different places to help with the problem. √
                                                                                       **(1)**
                                                                                  **Max (3)**

## 2.3 Advantages of creative thinking
- Creative thinking improves the quality of solutions √ to business problems √
- Products and services √ can be marketed creatively √
- Stimulates profitable new ideas √ for products/marketing campaign and public relations. √
- Managers can come up with creative strategies √ for the business √
- Employees can think for themselves √ and come up with creative solutions. √
- Motivates employees and improves their skills √ resulting to a happy workforce. √
- Improves productivity √ and reduces voluntary turnover. √
- Creative public relations strategies √ can be designed and implemented. √
- Helps businesses to respond to the threat of competition √ and to remain leaders in the field. √
- Helps businesses to provide its clients with the best possible products or services, √ which improves client loyalty. √
- Leads to the development of better methods of production √ to save on costs. √
- Allows businesses to extend its range of services √ like offering better customer services or credit facilities. √
- New products/services can be designed √ to meet changing needs of customers. √
- Managers can motivate and manage staff √ in creative ways to get the best from them. √
  Any other relevant answer related to the advantages of creative thinking
                                                                                  **Max (4)**

## 2.4 The importance of assessing needs and desires in identifying a business opportunity

- Needs and desires are keys√ to successful business opportunities. √
- Entrepreneur should create a desire for the product √ through a well-designed advertising and marketing campaign. √
- Needs and desires form guarantee √ of a possible market. √
- When people have needs or desires that are not fulfilled, √ then a business opportunity is presented to fulfill those needs and desires. √
  Any other relevant answer related to the importance of assessing needs and desires in identifying a business opportunity. **Max (4)**

## 2.5 Importance of conducting a SWOT analysis

- It is a useful planning tool and helps people to make decisions by setting out information clearly. √√
- Businesses use this tool when making important decisions √√
- Entrepreneurs use when making decisions about the viability of a business opportunity √√
- It is useful to assess business opportunities because it assesses businesses strengths and weaknesses √√
- Helps business owners to identify ways in which their business can grow and identify potential threats √√
- Businesses can use this tool during any stage of development √√
- Helps a business to determine its position to fulfil the needs and wants of their prospective customers √√
- It is useful if there are changes in the market environment or when considering starting a new business venture. √√
  Any other relevant answers related to the importance of conducting a SWOT analysis **Max (4)**

**[20]**

## QUESTION 3 PRESENTATION OF BUSINESS INFORMATION AND BUSINESS PLAN

### 3.1 Importance of the business report

- Business reports enable management to keep track of every activity done in each department. √√
- It enables senior management with information on how each department is doing. √√
- It provides information that leads to decision making. √√
  Any other relevant answer related to the importance of the business report
  **Max (4)**

### 3.2.1 Type of presentation

Non-verbal √√ **(2)**

- **Motivation:** Students communicate by using body language and they understand each other. √ **(1)**

**Max (3)**

### 3.2.2 Other examples

- Facial expressions √
- Handouts √
- Visual aids √
- Any other relevant answers related to examples of non-verbal communication

  **Note: mark the first ONE only** **(1)**

### 3.3 Business plan

- A business plan is a written description √ of a prospective business √
- It explains how the prospective business owner √ will obtain funding √
- Analysis √ potential strength, weaknesses, opportunities, and threats √
- Describes how the business will deal with threats √ and market its goods/service √
- It is prepared for presentation √ to any interested stakeholder e.g., the bank manager usually requests a business plan when the entrepreneur applies for finance and refers to the business plan before granting him/her a loan. √
- The business plan includes, among others, √ the marketing and financial plans. √
- It is a good idea to show data in tables and graphs √ to make the plan easier to understand. √
  Any other relevant answer related to the meaning of a business plan **Max (4)**

### 3.4 Differences between management plan and operational plan

| Management plan | Operational plan |
|---|---|
| • Outlines who will oversee the running of the business √ as well as skills of the entrepreneur and others in the business. √<br>• Discusses the hierarchy √ and roles of the employees. √<br>Any relevant answer related to the management plan. | • Includes √ where the business will be located. √<br>• Describes the daily operation √ of the business. √<br>• Includes a description of a product, √ how and where it will be manufactured. √<br>• Provides details √ of the equipment and suppliers. √ |

| | |
|---|---|
| | • Any other relevant answer related to the operational plan. |
| **Sub-max (2)** | **Sub-max (2)** |

**NOTE: 1   The differences may not be in an in tabular format'**
**2 The differences do not have to link but must be clear**
**3 Award a maximum of TWO (2) marks if the differences are not clear.**
**4 Mark either the management plan or operational plans.**

**Max (4)**

**3.5 Strategies to overcome competition in the market**

- Sell quality products and services. √√
- Offer after-sales services. √√
- Charge reasonable prices. √√
- Conduct intensive marketing campaigns. √√
- Make use of clever advertising slogans. √√
- Make your product unique. √√
- Provide attractive product displays. √√
- Any other relevant answer related to the strategies to overcome competition in the

  market                                                                                      **Max (4)**

**TOTAL [20]**

**QUESTION: 4 MISCELLANEOUS**

4.**1 Types of legal requirements of a business to comply with**
- Trading Licenses and permits to operate legally √
- Taxation regulations √
- International trading /Exporting & Importing requirements/ Exchange rates √
- Registration fees. √
- Registration. √
- Basic conditions of Employment Act. √
- Labour relations Act. √
- National Credit Act. √
- Environmental Conservation Act. √
- Patents and copyrights √
- Any other relevant answer related to the types of legal requirements of a business to
  **NOTE: Mark only the first FOUR**                                                          **Max (4)**

**4.2 Components of business plan and their motivations**

| BUSINESS PLAN COMPONENTS | MOTIVATION |
|---|---|
| • Marketing plan √√ | • He already has plans in place for marketing his business. √ |
| • SWOT analysis √√ | • Thoriso is a qualified financial advisor and currently working as a financial advisor with a 4 years' experience. √ |
| **Sub-max (4)** | **Sub-max (2)** |

**NOTE:**
1. **Mark the first TWO (2) only.**
2. **The answer does not have to be in tabular format.**
3. **Award marks for the components of business plan even if the quotes were incomplete.**
4. **Do not award marks for the motivations if the components of business plan factors were incorrectly identified**

**Max (6)**

**4.3 The purpose of the Executive Summary**

- It is included to satisfy those who do not have time √ to go through the entire plan in detail. √
- Most lenders and investors read it first √ before the entire business plan. √
- It gives readers an idea √ of what is contained in the business plan. √
  Any relevant answer related to the purpose of the executive summary.

**Max (4)**

**4.4 Decision-making**

- Often done by one person √ with managerial authority e.g., senior management. √
- Existing alternatives are considered √ and choosing a best solution to a problem. √
- It does not form part of the problem-solving √ since decisions need to be taken for each step of the business process. √
  Any relevant answer related to the meaning of decision-making.

**Max (2)**

**4.5    Ways in which businesses can use creative thinking to generating entrepreneurial opportunities**
- Successful entrepreneurs use creative thinking to come with new products/services. √√
- They create a new market for their products that never existed before. √√
- Creative thinking can be applied to continuously improve products and to stay ahead of competition. √√
- Designing environments that stimulate creative thinking √√
- Any relevant answer related to the ways in which businesses can use creative thinking to generating entrepreneurial opportunities.

**Max (4)**

**TOTAL [20]**

**TOTAL SECTION B: [40]**

## SECTION C

**QUESTION 5: BUSINESS OPPORTUNITY AND RELATED FACTORS**

**5.1 INTRODUCTION**
- Businesses must be conversant with the business opportunities that may help business to succeed in their operations. √
- They must ensure that they follow protocol to conduct any form of research in industry, where they can identify their target market. √
- The research instrument that will be used should be designed in a way that they will get data about their products and services. √
- Any other relevant answer related to the introduction

**Max (2X1) (2)**

**5.2 THE MEANING OF BUSINESS OPPORTUNITY**
- A business opportunity is an idea for a product /service that will meet needs/desires, √ and that can be sold or leased to earn an income. √
- Entrepreneurs should be constantly on the lookout√ for new business opportunities to be competitive. √
- It is an idea that can be converted√ into viable income-producing business. √
- Each need and desire√ are possible business opportunity. √
- It is a gap in the market√ when peoples' needs, and desires are unfulfilled. √
- Any other relevant answer related to the meaning business opportunity

**Max (10)**

**5.3 THE PROTOCOL FOR CONDUCTING RESEARCH**

- The researcher must obtain consent (permission) from the participants before interview takes place. √√
- The research must first be approved if it is taking place within an organisation. √√
- If a face-to-face interview is to be conducted prior arrangements must be made for the participant's convenience√√
- The person conducting the research should not influence the opinions of the participants. √√
- The researcher must start by introducing himself/herself. √√
- Interviewee/Respondent need to be told that their names will not be mentioned if that is what they want. √√
- Interviewee/Respondent must be informed about the purpose and intentions of the interview. √√
- Interviewee/Respondent should be informed about the duration of the interview. √√
- Information collected from the participants should be kept confidential. √ √
- Interviewee/Respondent should be free to refuse to answer a particular question. √√
- The responses should not be used for any purpose other than the market research being conducted. √√
- Research findings must be reported accurately and not used to mislead any person. √√
- Ensure that the research is within the ethical standards of the industry by obtaining clearance from relevant persons or bodies. √√
- The researcher must obtain consent (permission) from the participants before interview takes place. √√
- Any other relevant answer related to protocol for conducting research

**Max (12)**

**5.4   THE STEPS IN DEVELOPING A RESEARCH INSTRUMENT**

- Entrepreneurs must be clear about what they want√ to know about potential customers' thoughts/ behaviors √habits/need/desires/financial status etc. √
- Give clear, concise instructions on how to answer each section. √
- Questions must be short, simple, and easy√ to read. √
- Ask simple /unambiguous/clear questions√ that will lead to an excellent data collection. √
- Avoid leading people with the question as a true reflection√ of what people want or feel may not be obtained. √
- Participants/Respondents√ must not be confused nor offended. √
- Any other relevant answer related to steps in developing a research instrument

**Max (12)**

## 5.5 TYPES OF RESEARCH INSTRUMENT
**Questionnaires**
- Questionnaires are designed to collect information from people about their attitudes/preference/level of knowledge/personalities/beliefs etc.√√
- A questionnaire consists of a series of questions that are developed to gain information from respondents. √√
- Respondents give answers in writing√√
- Responses may be immediate/direct or need to be emailed. √√
- Any other relevant answer related to questionnaire

**Sub-max (6)**

**Interviews**
- Business situations provide opportunities for interviews with employers, customers, analysts etc. √√
- The interviewer leads the interview by asking questions and the interviewee responds to the questions√√
- Responses are collected from an individual or a group and may be recorded√√
- Questions should be carefully prepared and selected to avoid any biasness. √√
- Questions should be carefully prepared to avoid anything that might be sensitive and offensive√√
- Helps businesses to collect the same type of information from many people. √√
- Businesses do not require processing assistants as they are able to analyse responses/data. √√
- Any other relevant answer related to interview

**Sub-max (6)**
**Max (12)**

## 5.6 CONCLUSION
- Prospective businessmen must ensure that the business plan is developed which will later inform the startup of the business plan. √√
- Researchers must follow the protocol procedures to show respect and creating more chances of being granted permission for conducting research. √√
- Researchers must ensure that they know exactly how the questionnaire and interview should be conducted. √√
- Any other relevant answers related to conclusion

**Max (1X 2) (2)**

**TOTAL (40)**

**BREAK DOWN OF MARKS ALLOCATION**

| DETAILS | MAXIMUM | TOTAL |
|---|---|---|
| Introduction | **2** | |
| The meaning of business opportunity | **10** | |
| The protocol for conducting research | 12 | **MAX 32** |
| The steps in developing a research instrument | **12** | |
| Types of research instrument | **12** | |
| Conclusion | **2** | |
| **INSIGHT** | | |
| Layout | **2** | |
| Analysis /Interpretation | **2** | **8** |
| Synthesis | **2** | |
| Originality/examples | **2** | |
| **TOTAL MARKS** | | **40** |

*LASO – For each component:
Allocate 2 marks if all requirements are met.
Allocate 1 mark if only some of the requirements are met.
Allocate 0 marks where requirements are not met at all.

**QUESTION 6 PRESENTATION OF BUSINESS INFORMATION**

**6.1 INTRODUCTION**

- Presenters must use guidelines to prepare a professional report and they will never go wrong with their presentations. √
- A well written report enables the readers to go through it with understanding of what was presented, it is therefore important for the presenter o follow the steps of writing a report. √
- It is important for business-related information to be presented and validated. √
- The information can be validated through proper use of audio-visual aids√
- Information on a flyer must be simple, clear, and attractive to attract the readers and promote the image of the business. √
- Any other relevant answers related to the introduction

**Max (2X1) (2)**

**6.2    GUIDELINES ON WRITING AN EFFECTIVE BUSINESS REPORT**
- Determine the scope of the report √√
- Determine the target audience of the report √√
- Determine how the report should be presented √√
- Collect the necessary information √√

- Prepare an overview of what the audience to know and details that should be included in the report. √√
- Write concisely/briefly and only include important information√√
- Use regular/basic language/simple grammar and clear short sentences√√
- Use accurate/meaningful visual aids such as tables, graphs, drawings etc. √√
- Spend time revising the report and correct spelling mistakes and grammatical errors√√
- Get someone to look at the report and to make suggestions for improvement. √√
- Any other relevant answer related to guidelines on writing an effective business report

**Max (10)**

## 6.3 FACTORS THAT MUST BE CONSIDERED WHEN PREPARING FOR A VERBAL PRESENTATION

- Write down the purpose of the presentation √ and list the objectives √
- Consider the audience √ e.g., who are they /what do they already know/what you want them to know √
- Prepare the structure of your presentation √ e.g., introduction/body/conclusion. √
- Be fully conversant √ with the content of your presentation. √
- Create visual aids √ that will assist in getting the points across effectively and memorably. √
- Practice the presentation √ and time your presentation. √
- Practice in front of someone who will provide honest opinion √ on the purpose and objectives of the presentation. √
- Information to be presented √ should be relevant and accurate √
- Have pre-knowledge of your audience √ to determine the appropriate visual aids √
- Visit the venue and ensure that visual aids will be used easily√ as long there are equipment and a generator to be used in case of load shedding or electricity. √
- Any other relevant answer related to the factors that must be considered when preparing for a verbal presentation

**Max (12)**

## 6.4 FOUR TYPES OF VISUAL AIDS

Data projector √√
- o It is usually used √ for large groups √
- o Projects images from a computer √ to a screen √
- o Shows √ summaries/ graphs/relationships/diagrams /process steps etc. √
- o Can be used to create a mood √ through showing images and videos √
- o Slides summarises information √ to increase understanding √
- o Any other relevant answer related to the data projector

Heading (2)
Explanation (2)
Sub-max (4)

Handouts √√
  o Use for small √ or large groups √
  o Used to give summary of the presentation √ and provides follow-up activities √
  o They are given to the audience when they leave √ after the presentation √
  o Provide details √ that cannot be included in the presentation such as financial statement √
  o Contains summary √ of the most important points √
  o They provide structure √ and focus for the presentation √
  o Any other relevant answer related to handouts

Heading (2)
Explanation (2)
Sub-max (4)

Interactive whiteboard √√
  o Can be used for small √ or large groups √
  o Can be used in brainstorming sessions √ to capture feedback and ideas √
  o Can be linked √ to other whiteboards in other venues. √
  o Use coded pens √ to write new information and feedback √
  o Any other relevant answer related to interactive whiteboards

Heading (2)
Explanation (2)
Sub-max (4)

Video conferencing √√
  o Can be used for groups √ in different venues √
  o Shows √ summaries/graphs/relationships/diagrams/process steps √
  o Provides face-to-face contact √ even with international meetings √
  o It uses audio and video to connect people in different places √ as if they are in the same room √
  o Any other relevant answer related to video conferencing

Heading (2)
Explanation (2)
Sub-max (4)

Flyers/Borchers √√
  o Can be used for √ as effective marketing tool. √
  o Can be used for attracting people √ to an advert √

Heading (2)
Explanation (2)
Sub-max (4)

Posters/signs/banners/flags √√
  o Are used to communicate √ with potential customers √
  o Can be used √ as a marketing strategy √
  o They summarise information √ and discussions to stakeholders √
  o It can be decorated to attract attention √ to the information on it. √
  o Any other relevant answer related to posters/signs/flags/banners

Heading (2)
Explanation (2)
Sub-max (4)

Overhead projectors (OHP) √√
- o Used √ for a large group √
- o Uses √ transparencies √
- o Needs a special screen √ mounted at an angle to a wall √
- o Display √ charts, show summaries, graphs, relationships, diagrams, and process steps √
- o It can sometimes be difficult √ to focus √
- o Any other relevant answer related to overhead projectors

Heading (2)
Explanation (2)
Sub-max (4)

Charts/flip charts √√
- o A flip chart is a board with a paper attached at the top and can be flipped over √ to present information sequentially √
- o Charts can be used√ for a small group √
- o Used √ to summarise discussions √
- o Record ideas and feedback √ given by the group √
- o It does not need electricity √ and therefore cheaper visual aid. √
- o Management may show the organisation' s structure √ in the form of an organisational chart. √
- o Any other relevant answer related to charts and flip charts

Heading (2)
Explanation (2)
Sub-max (4)

Graphs √√
- o Graphs summarise information √ and communicate trends and patterns √
- o There are different types of graphs, √ and each is suited to a particular purpose. √
- o Types of graphs √ are line graphs, bar graphs, and pie charts. √
- o Any other relevant answers related to graphs.

Heading (2)
Explanation (2)
Sub-max (4)

Tables √√
- o Useful in summarizing √ and showing statistical information clearly √
- o Tables present detailed √ information √
- o Any other relevant answer related to tables

Heading (2)
Explanation (2)
Sub-max (4)

Diagrams and illustrations √√
- o They make it easier for the reader to follow √ by showing relationships within an organization √
- o Any other relevant answer related to diagrams and illustrations

Heading (2)
Explanation (2)

Sub-max (4)

**Note: Mark the first FOUR only**                                    **Max (16)**

### 6.5 THE PURPOSES OF AUDIO-VISUL AIDS
- They add value and clarity of the presentation. √√
- They make the presentation more interesting and memorable. √√
- Visual aids reinforce what the presenter have said. √√
- They create an atmosphere such as showing videos. √√
- Helps get the message across more easily. √√
- Keeps the audience engaged during the presentation. √√
- They add power and punch to the presentation√√
- Enhance presentation√√
- Create excitement√√
- Help the audience to remember the presentation√√
- Any other relevant answer related to the purpose of audio-visual aids

**Max (8)**

### 6.6 CONCLUSION
- Businesses must ensure that their stakeholders are informed with whatever that takes place within the business. √√
- Presenters must never undermine the power of using guidelines to prepare a professional report and they will never go wrong with their presentations. √√
- It is very important for presenters to be thoroughly prepared for the presentation, to minimize boredom and too many questions. √√
- They must remain professional and ethical even for something that seems to be vague/impossible/obvious/unnecessary. √√
- Presenters must use only suitable audio-visual aids corresponding to what they are presenting. √√
- Any other relevant answer related to conclusion

**(1X2) (2)**

### BREAK DOWN OF MARKS ALLOCATION

| DETAILS | MAXIMUM | TOTAL |
|---|---|---|
| Introduction | 2 | |
| Guidelines on writing an effective report | 10 | |
| Factors to be considered for a verbal presentation | 12 | **MAX 32** |
| Types of visual aids | 16 | |
| Purposes of audio-visual aids | 8 | |
| Conclusion | 2 | |
| **INSIGHT** | | |
| Layout | 2 | |

| | | |
|---|---|---|
| Analysis /Interpretation | **2** | **8** |
| Synthesis | **2** | |
| Originality/examples | **2** | |
| **TOTAL MARKS** | | **40** |

*LASO – For each component:

Allocate 2 marks if all requirements are met.

Allocate 1 mark if only some of the requirements are met.

Allocate 0 marks where requirements are not met at all.

**TOTAL [40]**

**GRAND TOTAL: [100]**