basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

BUSINESS STUDIES P2

NOVEMBER 2023

MARKING GUIDELINE

MARKS: 150

This marking guideline consist of 28 pages.

NOTES TO MARKERS

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 candidates' scripts at the different levels
(c) Streamline the marking process considering the broad spectrum of markers across the country
(d) Implement appropriate measures in the teaching, learning and assessment of the subject at schools/institutions of learning

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1. For marking and moderation purposes, the following colours are recommended:

    Marker: Red
    Senior Marker: Green
    Deputy Chief Marker: Orange
    Chief Marker: Pink
    Internal Moderator: Black/Blue
    DBE Moderator: Turquoise

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

3. A comprehensive marking guideline has 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 guideline
    • Comes from another credible 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 guidelines. 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**: '*The autocratic leadership style provides strong leadership √ which makes new employees feel confident and safe* '√.

    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. '*The autocratic leadership style provides strong leadership√ which makes new employees feel confident and safe √, as expectations/roles are clearly explained to avoid confusion'.√*

    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 guideline 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, 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 assessing 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 are 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 (two marks will be allocated in Section C)

   The 'fact' and 'explanation' are given separately in the marking guideline 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 in particular (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/subheadings/interpret it correctly to show understanding of what is being asked? Marks to be allocated using this guide: All headings addressed: 1 (One 'A') Interpretation (16 to 32 marks): 1 (One 'A')	**2**

Synthesis	Are there relevant decisions/facts/responses made based on the questions?
	Option 1: **Only relevant facts: 2 marks (No '-S')**
	           Where a candidate answers 50% or more (two to 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.
	Option 2: **Some relevant facts: 1 mark (One '-S')**
	           Where a candidate answers 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.
	Option 3: **Some relevant facts: 1 mark (One '-S')**
	           Where a candidate answers FOUR sub-questions, but one/two/three sub-questions with no relevant facts; one '-S' appears in the left margin. Award a maximum of ONE (1) mark for synthesis.
	Option 4: **No relevant facts: 0 mark (Two '-S')**
	           Where a candidate answers less than 50% (only one sub-question) of the questions with no relevant facts; two '-S' appears in the left margin. Award a ZERO mark for synthesis.
		2

Originality	Is there evidence of one example in any TWO of the four sub-questions, not older than two (2) years, that are 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 guideline 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 subheadings. Remember, headings and subheadings are encouraged and contribute to insight (structuring/logical flow/sequencing) and indicate clarity of thought. (See MARK 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/subheadings 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

QUESTION 1

1.1   1.1.1 C √√
        1.1.2 B √√
        1.1.3 A √√
        1.1.4 D √√
        1.1.5 B √√

                                                                    (5 x 2)   **(10)**

1.2   1.2.1 under-insured √√
        1.2.2 partnership √√
        1.2.3 people √√
        1.2.4 decision-making √√
        1.2.5 expert √√

                                                                    (5 x 2)   **(10)**

1.3   1.3.1 D √√
        1.3.2 J √√
        1.3.3 F √√
        1.3.4 B √√
        1.3.5 H √√

                                                                    (5 x 2)   **(10)**

                                            TOTAL SECTION A: 30

BREAKDOWN OF MARKS

QUESTION 1	MARKS
1.1	**10**
1.2	**10**
1.3	**10**
TOTAL	**30**

SECTION B

Mark the answers to the FIRST TWO questions only.

QUESTION 2: BUSINESS VENTURES

2.1   **Examples of non-verbal presentations**
- Tables √
- Graphs/bar graph/line graph/histogram/pie chart/-graph√
- Diagrams √
- Illustrations/Pictures/Photographs/Scenarios/Models√
- Written/Business reports √
- Flip charts √
- Handouts/Print outs √
- Slide shows/PowerPoint √
- Any other relevant examples related to non-verbal presentations.

NOTE: Mark the first FOUR (4) only.

                                                                                                                    (4 x 1) (4)

2.2   **Role of personal attitude in successful leadership**
- Positive attitude releases leadership potential for personal growth. √√
- A leader's good attitude can influence the success of the business. √√
- Leaders must know their strengths and weaknesses to apply their leadership styles effectively. √√
- Great leaders understand that the right attitude will set the right atmosphere. √√
- Leaders' attitude may influence employees'/teams' thoughts/behaviour. √√
- Leaders should model the behaviour that they want to see in team members. √√
- Successful leaders consider the abilities/skills of team members to allocate tasks/roles effectively. √√
- Enthusiasm produces confidence in a leader and inspires them to work even harder. √√
- A positive attitude is critical for good leadership because good leaders will stay with the task regardless of difficulties/challenges. √√
- Successful leaders have a constant desire to work and achieve personal/ professional success. √√
- Leaders with a positive attitude know that there is always more to learn/space to grow. √√
- Any other relevant answer related to the role of personal attitude in successful leadership.   **Max (6)**

2.3   **Leadership styles**
2.3.1   **Leadership style from the scenario**
        Democratic leadership style √√   **(2)**

2.3.2   **Situations in which the democratic leadership style can be applied in the workplace**
        This leadership style can be used when:
        - group members are skilled/experienced/experts and eager to share their ideas. √√
        - the leader does not have all the information needed and employees have valuable information to contribute. √√

- the leader knows his/her limitations to make decisions and is open to new ideas/ innovative thinking . √√
- cooperation is needed between the leader and the team. √√
- decisions need to be looked at from several perspectives. √√
- innovative and creative ideas are needed. √√
- inputs of employees are valued/appreciated in promoting teamwork. √√
- Any other relevant answer related to situations in which the democratic leadership style can be applied in the workplace.

NOTE: Accept relevant facts if the leadership style was incorrectly identified as an answer in QUESTION 2.3.1.

Max (4)

2.4   **Impact of Government/RSA Retail Savings Bonds as a form of investment**
Positives/Advantages
- Guaranteed returns, √ as interest rate is fixed for the whole investment period. √
- Interest rates are market related √ and attract more investors. √
- Interest can be received twice a year √ making it a viable investment option.√
- Investment may be easily accessible, √ as cash may be withdrawn after the first twelve months. √
- Low risk/Safe investment, √ as it is invested with the South African Government which cannot be liquidated. √
- It is an affordable type of investment √ for all levels of income earners including pensioners. √
- Retail bonds are easily/conveniently obtained √ electronically/from any Post Office/directly from the National Treasury. √
- No charges/costs/commissions payable√ on this type of investment. √
- Interest is usually higher √ than on fixed deposits. √
- Retail bonds are listed √ on the capital bond markets/on the JSE. √
- Investors younger than 18 years/Minors may invest with the help of a legal guardian, √ which encourages saving from a young age. √
- Any other relevant answer related to the positive impact/advantages of Government/RSA Retail Savings Bonds as a form of investment.

AND/OR

Negatives/Disadvantages
- Retail bonds cannot be ceded to banks/financial institutions √ as security for obtaining loans. √
- A minimum of R500 must be invested, √ which may be difficult for some small investors to accumulate. √
- Retail bonds are not freely transferable √ amongst investors. √
- Investors need to have valid SA identification/should be older than 18 years √ which may discourage foreigners/young people to invest. √
- Penalties are charged for early withdrawals, √ if the savings is less than 12 months old. √
- Any other relevant answer related to the negative impact/disadvantages of Government/RSA Retail Savings Bonds as a form of investment.

Max (6)

2.5   **Investment**
2.5.1   **Factors considered for an investment decision from the scenario**
- Investment period √
- Risk √
  NOTE: 1.   Mark the first TWO (2) only.
  **   2.   Only award marks for investment decision factors that are**
  **   named in the scenario.**

(2 x 1) (2)

2.5.2   **Venture capital**
- Venture capital is given by investors/businesses to start up/expand a business √ in return to have a share in the new/expanded business. √
- Investors should know the type of business/market/economic conditions √ before a business is bought/started. √
- Buying a franchise/existing business will be successful, √ if the investors have done proper research/understand exactly what he/she is investing in.√
- Any other relevant answer related to venture capital as a type of investment opportunity.

Max (4)

2.6   **Unemployment Insurance Fund/UIF**
- The UIF provides short term benefits to workers who have been working √ and become unemployed for various reasons. √
- The UIF provides financial assistance for a limited period to the dependants √ of a deceased employee who was registered with/contributed to the UIF. √
- Businesses contribute 1% of basic wages towards UIF, √ therefore reducing the expense of providing UIF benefits themselves. √
- Employees contribute 1% √ of their basic wage to UIF. √
- Businesses are compelled to register their employees with the fund √ and pay the 2% levy contributions to SARS/UIF monthly. √
- The contribution of businesses towards UIF √ increases the amount paid out to employees who become unemployed. √
- All employees who work at least 24 hours per month √ are required to be registered for UIF/contribute to the UIF. √
- Employees who become unemployed must register with the Department of Labour, √ and all valid claims will be processed by the UIF. √
- It is an affordable contribution that makes it possible for businesses √ to appoint substitute workers in some instances.
- Businesses cannot be held responsible for unemployment cover √ as the UIF pays out to contributors directly/dependants of deceased contributors. √
- Employers will be held personally liable for unemployment cover √ if the UIF deductions are not made/paid timeously. √
- Employees who resigned/absconded or have been suspended from their jobs √ cannot claim from the UIF. √
- Any other relevant answer related to the UIF as a type of compulsory insurance.

Max (6)

2.7 **Contribution of the division of profits to the success and/or failure of a public company**

	SUCCESS FACTORS	AND/OR	FAILURE FACTORS
Division of profits	- High profits and good returns to shareholders indicate the success of a company, which increases the value of shares. √√		- Shareholders may sell their shares when dividends are low, resulting in a drop in share prices. √√
	- Profits generated can be re-invested to expand business operations. √√		- Dividends are taxable/not always paid out which may discourage new/small investors. √√
	- Shareholders receive profits according to the type and number of their shares. √√		-
	- Any other relevant answer related to how the division of profits could contribute to the success of a public company.		- Any other relevant answer related to how the division of profits could contribute to the failure of a public company.

NOTE: 1. The answer does not have to be in tabular format.
2. Mark either success AND/OR failure.

Max (6)
[40]

BREAKDOWN OF MARKS

QUESTION 2	MARKS
2.1	**4**
2.2	**6**
2.3.1	**2**
2.3.2	**4**
2.4	**6**
2.5.1	**2**
2.5.2	**4**
2.6	**6**
2.7	**6**
TOTAL	**40**

QUESTION 3: BUSINESS ROLES

3.1   **Problem-solving steps**
- Identify the problem. √
- Define the problem. √
- Identify possible solutions to the problem. √
- Evaluate alternative solutions. √
- Select the most appropriate alternative/solution. √
- Develop an action plan. √
- Implement the suggested solution/action plan. √
- Monitor the implementation of the solution/action plan√
- Evaluate the implemented solution. √
- Any other relevant answer related to the problem-solving steps.

     NOTE: 1.   Mark the first TWO (2) only.
     **   2.   Accept steps in any order.**

                                                                        (2 x 1) (2)

3.2   **Causes of conflict in the workplace**
- Lack of proper communication/misunderstanding between management and workers. √√
- Ignoring rules/procedures may result in disagreements/difference in opinions and conflict. √√
- Management and/or workers may have different personalities/backgrounds. √√
- Different values/levels of knowledge/skills/experience of managers/workers. √√
- Little/no co-operation between internal and/or external parties/stakeholders. √√
- Lack of recognition for good work such as a manager not showing appreciation for extra hours worked to meet deadlines. √√
- Lack of employee development may increase frustration levels as workers may repeat errors due to a lack of knowledge/skills. √√
- Unfair disciplinary procedures such as favouritism/nepotism. √√
- Little/no support from management with regard to supplying the necessary resources. √√
- Leadership styles used such as autocratic managers may not consider worker inputs. √√
- Unrealistic deadlines/Heavy/Unfair workloads lead to stress resulting in conflict. √√
- Lack of agreement on mutual matters such as remuneration/working hours. √√
- Unhealthy competition/Inter-team rivalry may cause workers to lose focus on team targets. √√
- Constant changes can cause instability. √√
- Lack of clarity regarding employee's roles/responsibilities. √√
- Lack of commitment/distracted by personal objectives which may lead to an inability to meet pre-set targets. √√
- Complaints/Criticism of performance/behaviour/attitudes may result in resentment between the employer and employee. √√
- Poor organisation/leadership/procedures resulting to confusion regarding set targets. √√
- Any other relevant answer related to the causes of conflict in the workplace.

                                                                        Max (6)

3.3   **Diversity issues from the scenario**

DIVERSITY ISSUES	MOTIVATIONS
1. Age √√	They encourage younger employees to respect older employees and to learn from them. √
2. Disability √√	ZT also built ramps for wheelchairs at the entrance of their office. √
Submax (4)	Submax (2)

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

Max (6)

3.4   **Advantages of creative thinking in the workplace**
   - Better/Unique/Unconventional ideas/solutions √ are generated. √
   - May give the business a competitive advantage √ if unusual/unique solutions/ ideas/strategies are implemented. √
   - Complex business problems √ may be solved. √
   - Productivity increases as management/employees may quickly generate multiple ideas √ which utilises time and money more effectively. √
   - Managers/Employees have more confidence √ as they can live up to their full potential. √
   - Managers will be better leaders √ as they will be able to handle/manage change(s) positively and creatively. √
   - Managers/Employees can develop a completely new outlook √, which may be applied to any task(s) they may do. √
   - Leads to more positive attitudes √ as managers/employees feel that they have contributed towards problem solving. √
   - Improves motivation √ amongst staff members. √
   - Managers/Employees have a feeling of great accomplishment √ and they will not resist/obstruct the process once they solved a problem/contributed towards the success of the business. √
   - Managers/Employees may keep up with fast changing technology √ which may lead to an increased market share. √
   - Stimulates initiative from employees/managers √, as they are continuously pushed out of their comfort zone. √
   - Creativity may lead to new inventions √ which improves the general standard of living/attract new investors. √
   - Businesses can continuously improve on product development √ by exploring new ways to enhance growth. √
   - Any other relevant answer related to the advantages of creative thinking in the workplace.

Max (6)

3.5   **Social responsibility**

3.5.1 **Ways in which businesses can contribute time and effort in improving the well-being of employees from the scenario**
- Eksteen Hotels provide transport for employees who work unusually long hours.√
- They pay fair bonuses to employees as acknowledgement for their hard work and commitment. √

    NOTE: **1.**   **Mark the first TWO (2) only.**
                2.   **Only award marks for responses that were quoted from the scenario.**

                                                        (2 x 1) (2)

3.5.2 **Other ways in which businesses could contribute time and effort in improving the well-being of employees**
- Pay fair wages/salaries to the workers √ based on the nature of their work/the prevailing economic conditions in the market. √
- Working conditions should include √ safety/medical/canteen facilities/benefits like housing/leave/retirement. √
- Provide for employees' participation √ in decision making that affects them.√
- Provide employees with recreational facilities√ to socialise and strengthen work relations. √
- Offer annual physical/medical assessments to workers√ to promote health awareness. √
- Encourage employees to stay fit and healthy √ by getting them involved in health activities to minimize stress/substance abuse/obesity. √
- Make trauma debriefing/counselling/therapy available √ to any employee who requires these services. √
- Offer financial assistance √ in the case of any hardship caused by unexpected medical costs. √
- Allow flexible working hours √ to enhance productivity. √
- Offer support programmes for employees √ infected and affected by HIV/Aids. √
- Make childcare facilities available on the premises √ for working mothers in the business. √
- Start a nutritional programme √ so that employees can enjoy one meal per day to keep them in a healthy condition. √
- Give time to staff √ to get involved in projects they choose√ /Allow staff to use some of the working hours √ to participate in the projects of their choice. √
- Establish coaching and mentoring programmes √ for junior employees. √
- Conduct team-building sessions √ to improve employees' morale. √
- Encourage employees to attend √ capacity-building workshops/training programmes/staff-development programmes/team-development programmes. √
- Any other relevant answer related to other ways in which businesses could contribute time and effort in improving the well-being of employees.

    NOTE: Do not allocate marks for responses provided in QUESTION 3.5.1.

                                                        Max (4)

3.6   **Application of King Code principles for good corporate governance**

3.6.1 **Transparency**
- Decisions/Actions must be clear √ to all stakeholders. √
- Staffing and other processes √ should be open and transparent. √
- Employees/Shareholders/Directors should be aware √ of the employment policies of the business. √
- Auditing and other reports must be accurate/available √ to shareholders/employees. √

- Regular audits should be done √ to determine the effectiveness of the business. √
- Business deals should be conducted openly √ so that there is no hint/sign of dishonesty/corruption. √
- Businesses should give details of shareholders' voting rights to them √ before/at the Annual General Meeting (AGM). √
- The board of directors must report on both the negative and positive impact √ of the business on the community/environment. √
- The board should ensure that the company's ethics √ are effectively implemented. √
- Any other relevant answer related to how businesses can apply transparency as a King Code principle for good corporate governance to improve ethical business conduct.   **Max (4)**

3.6.2 **Accountability**
- There must be regular communication √ between management and the stakeholders such as shareholders. √
- Company should appoint internal and external auditors √ to audit financial statements. √
- The board should ensure that the company's ethics √ are effectively implemented. √
- Businesses should be accountable/responsible √ for their decisions/actions. √
- Businesses should present accurate annual reports √ to shareholders at the Annual General Meeting (AGM). √
- Top management should ensure that other levels of management are clear √ about their roles and responsibilities to improve accountability. √
- Any other relevant answer related to how businesses can apply accountability as a King Code principle for good corporate governance to improve ethical business conduct.   **Max (4)**

3.7 **Dealing with pricing of goods in rural areas**
- A business may lobby with other businesses in the area to convince government to improve infrastructure in the rural area. √√
- Charge market related/fair/affordable prices for goods and services. √√
- Avoid unethical business practices to attract customer loyalty. √√
- Investigate cost-effective ways of transporting products/Hire a large truck to combine deliveries to shop-owners in the same area. √√
- Work together with suppliers to share delivery costs to remote rural areas. √√
- Businesses can buy in bulk to get a discount to avoid charging high prices. √√
- Any other relevant answer related to ways in which businesses could deal with pricing of goods in rural areas as a type of unethical business practice.
                                                                        Max (6)
                                                                        [40]

BREAKDOWN OF MARKS

QUESTION 3	MARKS
3.1	**2**
3.2	**6**
3.3	**6**
3.4	**6**
3.5.1	**2**
3.5.2	**4**
3.6.1	**4**
3.6.2	**4**
3.7	**6**
TOTAL	**40**

QUESTION 4: MISCELLANEOUS TOPICS

BUSINESS VENTURES

4.1 **Types of preference shares**
- Non-participating preference shares/Ordinary preference shares √
- Participating preference shares √
- Cumulative preference shares √
- Non-cumulative preference shares √
- Redeemable preference shares √
- Non-redeemable preference shares √
- Convertible preference shares √
- Non-convertible preference shares √

NOTE: Mark the first TWO (2) only.

(2 x 1) (2)

4.2 **Advantages of a non-profit company**
- Proceeds/Surplus funds are used solely for the primary objective of the organisation/further the goals of the business. √√
- They provide social services to various communities. √√
- Donors receive tax deductions which motivates them to invest in a non-profit company. √√
- There is a fixed management structure resulting in business stability. √√
- The liability of members is limited which may attract additional membership. √√
- Has continuity of existence which reduces the risk of closure. √√
- Most of the income of a non-profit company is free from income taxes. √√
- Can receive government funding/grants/aid to render their services. √√
- Any other relevant answer related to the advantages of a non-profit company.

Max (4)

4.3 **Insurable risks and advantages of insurance**

4.3.1 **Insurable risks in the scenario**
- Fire √
- Theft √

NOTE: 1. Mark the first TWO (2) only.
**   2. Only award marks for the insurable risks that were named in the scenario.**

(2 x 1) (2)

4.3.2 **Advantages of insurance for businesses**
- Transfers the risk from businesses/insured √ to an insurance company/insurer. √
- Transfer of risk is subject to the terms and conditions √ of the insurance contract. √
- Protects businesses against theft/loss of stock and/or damages √ caused by natural disasters such as floods/storm damage. √
- Protects businesses √ against dishonest employees. √
- Protects businesses from claims made by members of the public √ for damages that the business is responsible for. √
- Protects businesses against losses √ due to death of a debtor. √
- Businesses are protected against the loss of earnings √ such as strikes by employees which result in losses worth millions. √

- Businesses will be compensated for insurable losses √ such as destruction of property through fire. √
- Businesses' assets such as vehicles/equipment/buildings need to be insured √ against damage and/or theft. √
- Life insurance can be taken on the life of partners in a partnership √ to prevent unexpected loss of capital. √
- Should the services of key personnel be lost due to accidents/death, √ the proceeds of an insurance policy can be paid out to businesses/beneficiaries. √
- Replacement costs for damaged machinery/equipment are very high, √ therefore insurance can reduce/cover such costs. √
- Any other relevant answer related to the advantages of insurance for businesses.

Max (6)

4.4   **Functions of the Johannesburg Securities Exchange/JSE**
- Gives opportunities to financial institutions such as insurance companies investing their surplus funds in shares. √√
- Serves as a barometer/indicator of economic conditions in South Africa. √√
- Keeps investors informed by publishing share prices daily. √√
- Acts as a link between investors and public companies. √√
- Shares are valued and assessed by experts. √√
- Small investors are invited to take part in the economy of the country through the buying/selling of shares. √√
- Venture capital market is made possible on the open market. √√
- Strict investment rules ensure a disciplined/orderly market for securities. √√
- Raises primary capital by encouraging new investments in listed companies. √√
- Mobilises the funds of insurance companies and other institutions. √√
- Regulates the market for trading in shares. √√
- Plans, researches and advises on investment possibilities. √√
- Ensures that the market operates in a transparent manner. √√
- Provides protection for investors through strict rules/legislation. √√
- Encourages short-term investment as shares can be sold at any time. √√
- Facilitates electronic trading of shares/STRATE/Channels financial resources into productive economic activities. √√
- Enhance job creation and increases economic growth/development. √√
- Any other relevant answer related to the functions of the Johannesburg Securities Exchange/JSE.

Max (6)

BUSINESS ROLES

4.5   **Economic rights of employees in the workplace**
- Free from forced labour. √√
- Free to accept/choose work. √√
- Fair wages/Equal pay/Equal pay for work of equal value. √√
- Reasonable limitation of working hours. √√
- Fair labour practice. √√
- Safe/Healthy working conditions. √ √
- Join/Form trade unions. √√
- Right to participate in a legal strike. √√
- Any other relevant answer related to the economic rights of employees in the workplace.

Max (4)

4.6   **Problem-solving techniques**
4.6.1 **Problem-solving technique in the scenario**
       Nominal group technique √√   **(2)**

4.6.2 **Other ways in which the nominal group technique can be applied**
       - JE must divide the employees √ into smaller groups. √
       - Encourage group to clearly define the problem/to improve the quality of their products √ due to various complaints so that all the small groups can work on the same problem. √
       - Each employee in the small group will get the opportunity to present √ one of his/her ideas/solutions with a short explanation. √
       - Appoint one employee to write the ideas/solutions √ on a large sheet of paper/ capture solutions electronically on computer for all to see. √
       - Allow each employee to give a second solution √ until all possible solutions have been recorded. √
       - Encourage employees √ to ask clarity seeking questions. √
       - Discourage criticism of ideas/solutions √ as this may prevent others from giving their solutions. √
       - JE must eliminate ideas √ that are duplicated/similar. √
       - Each employee must read through all the suggestions √ and anonymously rate them by giving the highest points for the best solution. √
       - Collect the ratings √ and calculate total points. √
       - Small groups must present one solution to the large group √ that was deemed best according to the scores/votes in their small groups. √
       - Any other relevant answer related to other ways in which the nominal group technique can be applied.

       NOTE: Do not allocate marks for a response that is quoted from the scenario.

                                                                                    Max (4)

4.7   **Impact of corporate social responsibility/CSR on communities**
       Positives/Advantages
       - Community skills can be improved √ through the provision of bursaries. √
       - Better educational facilities are established √ in poor communities. √
       - The standard of living of the community √ is uplifted. √ /Quality of life of communities √ is improved. √
       - Investing in the medical infrastructure, √ will improve the health of communities. √
       - Socio-economic issues are attended to/addressed √ which will improve the welfare of the community. √
       - Training opportunities in the community √ increase the possibility of appointments of members of the community. √
       - Implementing developmental programmes in the community√ improves entrepreneurial skills of communities. √
       - Any other relevant answer related to the positive impact/advantages of CSR on communities.

                                            AND/OR

       Negatives/Disadvantages
       - Businesses are not always equipped √ to address social problems.√
       - Communities tend to be dependent on CSR programmes √ and struggle to take their own initiatives. √
       - Communities may not sustain infrastructure provided through CSR projects √ due to a lack of financial resources. √

- Distribution of scarce resources to selected beneficiaries in the community √ may cause problems such as discrimination. √
- Some businesses only participate in CSR initiatives to raise profit √ and do not really care for the community in which they operate. √
- Businesses cannot meet √ the longer-term needs of the society.√ /Businesses cannot deliver √ sustainable CSR programmes. √
- The benefits of the programmes may not filter √ to the intended persons within the community. √
- Spending money on CSR programmes means the business has to recover expenses through higher prices √ which have a negative impact on the economy. √
- Businesses tend to focus on CSR projects √ that do not directly benefit the community. √
- Consumers are not easily convinced √ that the business is acting in the best interest of the community/environment. √
- Less money is available for community projects √ during unfavourable economic conditions. √
- Any other relevant answer related to the negative impact/disadvantages of CSR on communities.   **Max (6)**

4.8   **Roles of the health and safety representatives in protecting the workplace environment**
- Ensure that protective clothing is provided/available to all workers. √√
- Identify potential dangers that could be harmful to their employees. √√
- Initiate/Promote/Maintain/Review measures to ensure the health and safety of workers. √√
- Ensure that employers conduct regular review of safety policies/rules/measures to prevent potential future accidents. √√
- Check/Monitor the effectiveness of health and safety measures with management. √√
- Ensure that all equipment that is necessary to perform the work is provided/ maintained regularly. √√
- Promote safety training so that employees may avoid potential dangers/act pro-actively. √√
- Ensure that dangerous equipment is used under the supervision of trained/ qualified workers. √√
- Ensure that workers' health and safety is not endangered by hazards resulting from production/processing/storage/transportation of material/equipment. √√
- Work together with the employer, to investigate any accidents/complaints from the workers concerning health and safety in the workplace. √√
- Ensure that employers comply with COIDA/OSHA. √√
- Any other relevant answer related to the roles of the health and safety representatives in protecting the workplace environment.   **Max (4)**
                                                                                            [40]

BREAKDOWN OF MARKS

QUESTION 4	MARKS
4.1	2
4.2	4
4.3.1	2
4.3.2	6
4.4	6
4.5	4
4.6.1	2
4.6.2	4
4.7	6
4.8	4
TOTAL	40

TOTAL SECTION B: 80

SECTION C

Mark the answers to the FIRST question only.

QUESTION 5:   BUSINESS VENTURES (PRESENTATION AND DATA RESPONSES)

5.1   **Introduction**
- A multimedia presentation enables presenters to have a logical flow of facts and correct errors before presenting. √
- Presenters use relevant information to keep the audience attentive until the end of the presentation. √
- Handouts can be used to provide the audience with additional information to enable them to conduct further research on the topic. √
- Flip charts provide the opportunity for presenters to group together common responses obtained from the audience. √
- Handling feedback in a non-aggressive and professional manner may enable the audience to give more input on the presentation. √
- Any other relevant introduction related to the aspects that must be considered when designing a multimedia presentation/factors to be considered while presenting/impact of handouts and flip charts/handling feedback in a non-aggressive and professional manner.

Any (2 x 1) (2)

5.2   **Aspects that should be considered when designing a multimedia presentation**
- Start with the text which forms the basis of the presentation. √√
- Select the background to complement/enhance the text. √√
- Choose images that may help to communicate the message. √√
- Include/Create graphics to assist the information which is conveyed. √√
- Add special effects/sound/pictures/animation to make it interesting for the audience. √√
- Create hyperlinks to allow quick access to other files/documents/video clips. √√
- Use legible font and font size so that it is easy to see/read. √√
- Keep slides/images/graphs/font simple by not mixing different styles/colours. √√
- Make sure there are no language/spelling errors. √√
- Use bright colours to increase visibility. √√
- Structure information in a logical sequence so that the audience can easily follow the content of the presentation. √√
- Limit the information on each slide by using key words and not full sentences. √√
- Any other relevant answer related to aspects that should be considered when designing a multimedia presentation.   **Max (10)**

5.3   **Factors that the presenter should consider while presenting**
- Establish credibility by introducing yourself √ as the presenter at the start. √
- Mention/Show the most important √ information first. √
- Make the purpose/main points of the presentation clear √ at the start of the presentation. √
- Use suitable √ section titles/headings/sub-headings/bullets. √

- Summarise the main points of the presentation √ to conclude the presentation. √
- Stand in a good position/upright, √ where the audience can clearly see the presenter/presentation. √
- Avoid hiding √ behind equipment. √
- Do not ramble on at the start √ to avoid losing the audience/their interest. √
- Capture listeners' attention/Involve the audience √ with a variety of methods such as short video clips/sound effects/humour.√
- Maintain eye contact √ with the audience. √
- Be audible/loud and clear √ to all listeners/audience. √
- Vary the tone of voice/tempo within certain sections √ to prevent monotony. √
- Make the presentation interesting √ with visual aids/anecdotes/examples/Use visual aids effectively. √
- Use appropriate gestures √ to emphasize certain points. √
- Speak with energy √ and enthusiasm. √
- Pace yourself/Do not rush √ or talk too slowly. √
- Keep the presentation √ short and simple. √
- Conclude/End with a strong/striking ending √ that will be remembered. √
- Ensure that the audience will leave √ with specific information. √
- Manage time effectively √ to allow time for questions. √
- Any other relevant answer related to the factors to be considered by the presenter while presenting.

Max (14)

5.4   **Impact of hand-outs and flip charts as visual aids**
5.4.1   **Impact of hand-outs**
        Positives/Advantages
- Meaningful hand-outs may be handed out at the start of the presentation √ to attract attention/encourage participation. √
- Notes/Hard copies of the slide presentation can be distributed at the end of the presentation √ as a reminder of the key facts of the presentation. √
- It is easy to update handouts √ with recent information/developments. √
- Notes may be compared with electronic slides /PowerPoint √ to validate/ compare the accuracy of the information. √
- Extra information such as contact details/price lists may be handed out √ to promote the services of the business. √
- Useful information for improving the next presentation may be obtained, √ when the audience completes feedback questionnaires after the presentation. √
- Any other relevant answer related to the positive impact/advantages of hand-outs as a visual aid.

AND/OR

Negatives/Disadvantages
- Handing out material at the start of the presentation √ may distract/lose audience attention. √
- As it only summarises key information, √ some details might be lost/omitted. √
- Printed material is expensive √ and it is easy to lose hard copies. √
- Increases the risk of unauthorised duplication √ and the use of confidential information. √
- Handouts cannot be combined with audio material, √ it only focuses on the visual aspects of the support material. √
- Any other relevant answer related to the negative impact/disadvantages of hand-outs as a visual aid.

Submax (6)

5.4.2 **Impact of flip charts**
Positives/Advantages
- Mainly used for a small audience √ to note down short notes/emphasise concepts/ideas. √
- Presenters can prepare sets of pages in advance √ to save time during the presentation. √
- Very effective in brainstorming sessions √ as suggestions are summarised or listed. √
- In a sales pitch it may be useful during the feedback session √ to summarise main facts/aspects that the presenter needs to follow up. √
- Presenters can record a summary of responses√ received from the stakeholders/audience. √
- Any other relevant answer related to the positive impact/advantages of flip charts as a visual aid.

AND/OR

Negatives/Disadvantages
- There may not be enough time during the presentation √ to make written notes, so some ideas may not be listed. √
- Handwriting may be illegible/untidy √ which may not contribute to a professional image/presentation. √
- It may not always be possible to prepare flip charts before the presentation, √ so it can become cluttered/chaotic. √
- A flip chart that is used during a presentation is often not well written√ and may confuse the stakeholders/audience. √
- Any other relevant answer related to the negative impact/disadvantages of flip charts as a visual aid.

Submax (6)
Max (12)

5.5 **Handling feedback in a non-aggressive and professional manner**
- The presenter should stand throughout the feedback session. √√
- Be polite/confident/courteous when responding to questions. √√
- Ensure that each question/comment is clearly understood before responding/re-phrase questions if uncertain. √√
- The presenter should first listen and then respond. √√
- Provide feedback as soon as possible after the question was asked or after the session. √√
- Be direct/honest/sincere when responding to questions. √√
- Use simple language to support the examples used in the presentation. √√
- Keep answers short and to the point. √√
- Apologise/acknowledge errors/mistakes if pointed out by the audience. √√
- Encourage questions from the audience. √√
- Always address the question and not the person. √√
- Acknowledge good questions to motivate audience to ask more questions. √√
- The presenter should not involve himself in a debate when responding to questions. √√
- The presenter should not avoid the questions if he/she does not know the answer, but rather promise feedback on it. √√

- Address the full audience and not only the person who posed the question. √√
- Any other relevant answer related to ways in which presenters can handle feedback in a non-aggressive and professional manner.

Max (10)

5.6 **Conclusion**
- A multimedia presentation provides a comprehensive guideline on how presenters should cater for different types of audiences. √√
- A well-researched presentation will enable the presenter to use different approaches while presenting. √√
- Hand-outs enable presenters and the audience to use information for future references. √√
- Flip charts can be used to clarify some issues raised by the audience in a simplified manner. √√
- Responding to questions in a non-aggressive and professional manner displays the level of experience and maturity of the presenter. √√
- Any other relevant conclusion related to the aspects that must be considered when designing a multimedia presentation/factors to be considered while presenting/impact of handouts and flip charts/handling feedback in a non-aggressive and professional manner.

Any (1 x 2) (2)
[40]

QUESTION 5: BREAKDOWN OF MARK ALLOCATION

DETAILS	MAXIMUM	TOTAL
Introduction	2	
Aspects that should be considered when designing a multimedia presentation	10	
Factors that should be considered by the presenter while presenting	14	**Max 32**

Impact of the following visual aids:
  ○ Hand-outs
  ○ Flip charts
	12	

Ways in which the presenter can handle feedback in a non-aggressive and professional manner	10	
Conclusion	2	
INSIGHT		
Layout	2	
Analysis, interpretation	2	
Synthesis	2	**8**
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: BUSINESS ROLES (TEAM PERFORMANCE ASSESSMENT AND CONFLICT MANAGEMENT)

6.1 **Introduction**
- Conflicts and grievances may interrupt business operations and create stressful work environments if not handled timeously. √
- The correct procedure to deal with grievances must be applied to create harmony and healthy work relations. √
- The stages of team development enable team leaders to improve understanding of their team member's strengths and abilities. √
- The team dynamic theories provide a framework for the establishment of highly effective teams. √
- Any other relevant introduction related to the differences between grievance and conflict /correct procedure to deal with grievances in the workplace/ storming/norming/importance of team dynamic theories.

Any (2 x 1) (2)

6.2 **Differences between grievance and conflict**

GRIEVANCE	CONFLICT
- When an employee is unhappy/ has a problem/complaint in the workplace.√√	- Clash of opinions/ideas/viewpoints in the workplace. √√
- It is when an/a individual/group has a work-related issue. √√	- Disagreement between two or more parties in the workplace. √√
- It is a formal complaint which requires employees to follow a grievance procedure. √√	- Can be resolved through following proper conflict resolution steps. √√
- Offers employees a channel to express their dissatisfaction in the workplace. √√	
- **Examples:** Discrimination/unfair treatment/poor working conditions. √	- **Examples:** Lack of trust/miscommunication/ personality clashes/different values. √
- Any other relevant answer related to grievance.	- Any other relevant answer related to conflict.
Submax (4)	Submax (4)

> **NOTE:** 1. **The answer does not have to be in tabular format.**
> 2. **The differences do not have to link, but must be clear.**
> 3. **Award a maximum of FOUR (4) marks if the differences are not clear/Mark either grievance or conflict only.**
> 4. **Award ONE (1) mark each for an example of grievance and conflict.**

Max (8)

6.3 **Correct procedure to deal with grievances**
- An aggrieved employee must verbally report the incident/grievance √ to his/her supervisor/manager. √
- Supervisor/manager needs to resolve the issue √ within three to five (3 to 5) working days. √
- Should the employee and supervisor not be able to resolve the grievance, √ the employee may take it to the next level of management. √

- The employee may move to a more formal process √ where the grievance must be lodged in writing/completes a grievance form. √
- The employee must receive a written reply √ in response to the written grievance. √
- A grievance hearing/meeting must be held √ with all relevant parties present. √
- Minutes of the meeting must be recorded √ and any resolution passed must be recorded on the formal grievance form. √
- Should the employee not be satisfied, √ then he/she could refer the matter to the highest level of management. √
- Top management should arrange a meeting √ with all relevant parties concerned. √
- Minutes of this meeting should be filed/recorded √ and the outcome/decision must be recorded on the formal grievance form. √
- Should the employee still not be satisfied, he/she may refer the matter to the CCMA √ who will make a final decision on the matter. √
- The matter can be referred to the Labour Court/Labour Appeal Court/ Constitutional Court √ if the employee is not satisfied with the outcome taken by the lower courts. √
- Any other relevant answer related to the correct procedure to deal with grievances in the workplace.
  NOTE: The procedure may be in any order.

Max (16)

6.4   **Stages of team development**
6.4.1   **Storming**
- Teams go through a period of unease/conflict √ after formation. √
- Different ideas from team members will compete √ for consideration. √
- Team members open up to each other √ and confront each other's ideas/ perspectives. √
- Tension/struggle/arguments occur and upset the team members, √ there may be power struggles for the position of team leader. √
- In some instances, storming can be resolved quickly √ while in others the team never leaves this stage. √
- Many teams fail during this stage √ as they are not focused on their task. √
- This phase can become destructive for the team/will negatively impact on team performance, √ if allowed to get out of control. √
- This stage is necessary/ important √ for the growth of the team. √
- Some team members tolerate each other √ to survive this stage. √
- Any other relevant answer related to storming as a stage of team development.
Sub max (6)

6.4.2   **Norming**
- The conflict during the storming stage must be resolved √ to allow the team to move to the norming stage. √
- Team members come to an agreement √ and reach consensus. √
- Roles and responsibilities are clear √ and accepted. √
- Processes/Working style and respect develop √ amongst members. √
- Team members have the ambition to work √ for the success of the team. √
- Conflict may occur, √ but commitment and unity are strong. √
- Any other relevant answer related to norming as a stage of team development.
Sub max (6)
Max (12)

6.5 **Importance of team dynamic theories in improving team performance**
- Team dynamic theories explain how effective teams work/operate. √√
- Businesses are able to allocate tasks according to the roles of team members. √√
- Team members can maximise performance as tasks are allocated according to their abilities/skills/attributes/personalities. √√
- Team members with similar strengths may compete for team tasks/ responsibilities that best suit their abilities/competencies. √√
- Theories assist team leaders to understand the personality types of team members so that tasks are assigned more effectively. √√
- Conflict may be minimised when team members perform different roles. √√
- Any other relevant answer related to the importance of team dynamic theories in improving team performance.

Max (10)

6.6 **Conclusion**
- An aggrieved employee should not be ignored as he/she can report the matter to higher authorities resulting in a bad image of the business. √√
- Businesses that are well-informed on the causes of conflict are able to resolve it timeously and minimise potential conflicts from reoccurring. √√
- The grievance procedure must be applied immediately in order for businesses to continue with the smooth running of their operations. √√
- Teams must be given the opportunity to reflect on the outcome of the project in order to identify areas of improvement for future projects. √√
- Businesses should be well-conversant with the team dynamic theories to avoid project failure. √√
- Any other relevant conclusion related to the differences between grievance and conflict/correct procedure to deal with grievances in the workplace/ storming/norming/ team development/importance of team dynamic theories.

Any (1 x 2) (2)
[40]

QUESTION 6: BREAKDOWN OF MARK ALLOCATION

DETAILS	MAXIMUM	TOTAL
Introduction	2	
Differences between grievance and conflict	8	
Correct procedure to deal with grievances	16	

Stages of team development:
  o Storming
  o Norming
	12	Max 32

Importance of team dynamic theories in improving team performance	10	
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 some requirements are met.
Allocate 0 marks where requirements are not met at all.

TOTAL SECTION C: 40
GRAND TOTAL: 150