

Aligned to DBE
Revised ATPs

Platinum



Business Studies

Navigation pack



**FET PHASE
GRADE 12**

Platinum

Navigation Pack

Business Studies Grade 12

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Offices in Johannesburg, Durban, East London, Polokwane, Bloemfontein, Rustenburg and Mbombela.

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Business Studies Grade 12 Grade Navigation Pack

Print ISBN: 9781485720461

Print GUID: 1E825F38-96AA-465C-836B-171777E49117

EPDF ISBN: 9781485720508

EPDF GUID: A52B3D52-9269-4502-9BBE-2FE895FCA0FE

Cover design by Pearson Media Hub

Typesetting by The Icon Agency

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Dear Teacher

The National State of Disaster due to the COVID-19 pandemic has resulted in the disruption of Education in South Africa, the loss of valuable teaching time and the disruption of the school calendar.

As a result of this, the DBE has created and released revised Annual Teaching Plans (ATPs) to assist schools and teachers in ensuring the 2021 school year is completed. The 2021 ATPs are based on the revised ATPs that were developed in 2020. It is important to note that fundamental and core topics are retained in the 2021 ATPs. Some of the strategies that have been used in the process of developing the 2021 DBE ATPs are:

- reduction of content covered in certain topics
- merging of topics
- deleting topics
- revising the assessment guidelines
- reduction in teaching time for certain topics
- resequencing of topics/concepts

At Pearson South Africa, we believe that education is the key to every individual's success. To ensure that despite the challenges, teachers and learners can meet all the necessary learning outcomes for the year, we have created the Navigation Pack, a free resource to support teachers and learners during this challenging time.

The Navigation Pack aims to summarise and highlight the changes in the 2021 DBE ATP and provide teachers and learners with worksheets that focus on impacted topics in the curriculum.

Due to resequencing of topics, the order of topics in the textbook that is currently used in the classroom may not be aligned to the new sequence of topics in the ATP. Pearson has included page numbers from one of our tried and tested series, Platinum, to guide the teacher and learners as they navigate through the textbook, with the 2021 ATP. The Navigation Pack has a set of assessments based on the Section 4 changes and the revised assessment guidelines.

COVID-19 safety guidelines for teachers and learners

Gatherings at school

Where schools are open for learning, it is up to management to take decisive action to ensure sites are not simultaneously used for other functions such as shelters or treatment units in order to reduce the risk.

Implement social distancing practices that may include:



- A staggered timetable, where teachers and learners do not arrive/leave at the same time for the beginning and end of the school day.
- Cancelling any community meetings/events such as assemblies, cake sales, market day, tuckshop, after-care classes, matric dance, Eisteddfod and other events.
- Cancelling any extra-mural activities such as ballet classes, swimming lessons, sport games, music class and other events that create a crowd gathering.
- Teaching and modeling creating space and avoiding unnecessary touching.
- Limiting movement and interaction between classes.
- Schools with an established feeding scheme plan are to ensure that hygiene and social distancing is always implemented. Teachers and staff members assisting with food distribution are to wear masks, sanitise prior to issuing food items and learners are to stand 1,5m apart in the queue.

Wear a mask at all times.



1. Restrooms/toilets

Hand washing

Washing hands with soap and water  or using alcohol-based hand sanitisers  is one of the most important ways to help everybody stay healthy at school. Critical to this is preparing and maintaining handwashing stations with soap and water at the toilet and in each classroom.



Teachers and learners should always wash their hands after:

- eating
- entering the classroom
- using the toilet
- blowing your nose or coughing
- touching tears, mucous, saliva, blood or sweat.

2. Premises and classroom setting

When schools open, classroom settings should be altered in order to promote hygiene, safety and social distancing.

Changed classroom settings may include:

- Cleaning and disinfecting school buildings, classrooms and especially sanitation of facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning tools etc.).
- Ensuring the proper ventilation and fresh flow of air through classrooms.
- Providing learners with vital information about how to protect themselves by incorporating the importance of hygiene, handwashing and other measures of protecting themselves, into the lessons.
- Promoting best handwashing and hygiene practices and providing hygiene supplies.

- Prepare and maintain handwashing stations with soap and water, and if possible, place alcohol-based hand sanitisers in each classroom, at entrances and exits, and near lunchrooms and toilets.



- Ensure teachers and learners wear a mask at all times.



Social distancing

- Space the learners out in the classroom (or outdoors) – try to keep learners separated by a minimum of 1,5m.



- Create space for learners' desks to be at least 1,5m apart

- Learners should not share cups, eating utensils, or food
- Do not let learners eat items that fall on the floor or chew on pencils or other objects

- Learners are not to exceed 30 per class or 50% of original class size



- Avoid close contact, like shaking hands, hugging or kissing



3. Social behaviour

It is extremely vital during a pandemic that focus is not only directed towards optimal physical health and hygiene but finding ways to facilitate mental health support.

- Treat everybody with respect and empathy – no teasing about COVID-19.
- Encourage kindness towards each other and avoid any stereotyping when talking about the virus.
- Stay home if you have a temperature or are ill.
- Do not touch people who are ill, but be empathetic.


Wear a mask at all times.



How to use this Navigation Pack

Revised DBE Teaching Plan: Comprehensive summary of the CAPS topics according to the revised ATPs.

Navigation Plan: Link to the Platinum series, as well as additional resources in the Navigation Pack.

REVISED DBE ANNUAL TEACHING PLAN				NAVIGATION PLAN	
Themes	Topic	Unit	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
WAVES, SOUND AND LIGHT	Electromagnetic radiation [9 hrs] *10	The nature of electromagnetic radiation	2 hrs	Plat LB Plat TG	Page 84–90 Page 46–48
		The electromagnetic spectrum	3 hrs		
		The electromagnetic radiation as particle – Photon	4 hrs	Navigation Pack: Targeted Worksheet 1	Page 15
	Consolidation and revision [16 hrs]		16 hrs		
HYDROSPHERE *11					
ASSESSMENT		End of year exam		Navigation Pack: Paper 1 Physics	Page 45
		End of year exam		Navigation Pack: Paper 2 Chemistry	Page 56
 TOTAL HOURS = 25					

*10 This topic has been moved from term 1 to term 4. This topic is on pages 84–90 in the Platinum LB, and pages 46–48 in the Platinum teacher's guide book.

*11 The whole topic has been removed.

Assessments for the Term as per the revised ATPs and the Section 4 amendments.

Footnotes provide any additional information.

Link to a targeted worksheet in the Navigation Pack, that focuses on impacted or challenging topics in the curriculum.

Link to an exemplar assessment in the Navigation Pack, that was created with Section 4 and curriculum changes in mind.

Navigation Guide

Business Studies

TERM	GRADE 10	GRADE 11	GRADE 12
1	Micro environment; Market environment; Macro environment; Business functions; Interrelationship between the environments; Business sectors	Influences on, and control factors relating to the business environment; Challenges of the business environment; Adapting to challenges of the business environment; Impact and challenges of contemporary socio-economic issues on business operations; Business sectors; Benefits of a company versus other forms of ownership; Avenues of acquiring a business.	Impacts of recent legislation; Human Resources function; Professionalism and Ethics; Creative thinking and problem solving; Business strategies
2	Contemporary socioeconomic issues; Social responsibility; Forms of ownership; Concept of quality	Assessment of entrepreneurial qualities in business; Transform a business plan into an action plan; Start a business venture based on an action plan; Presentation of business information	Business sectors and their environments; Quality of performance; Management & leadership; Investment: securities; Investment: insurance; Team performance and conflict management
3	Creative thinking & problem solving; Business opportunity & related factors; Presentation of business information; Business plan	Assessment of entrepreneurial qualities in business; Transform a business plan into an action plan; Start a business venture based on an action plan; Presentation of business information	Human rights, inclusivity & environmental issues; Social responsibility; Corporate social responsibility & corporate social investment; Presentation and data response; Forms of ownership
4	Relationship & team performance	Introduction to Human Resources function; Team stages and dynamics theories and conflict management.	No new content

Term 1

REVISED DBE ANNUAL TEACHING PLAN			NAVIGATION PLAN	
Topic	Core concepts, skills and values	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
Baseline assessment	<ul style="list-style-type: none"> Baseline assessment to determine the learning losses in Grade 11 	2 Hours Completed in week 1 of Term 1	N/A	N/A
Impacts of recent legislation	<ul style="list-style-type: none"> Skills Development Act Labour Relations Act Employment Equity Act Basic Conditions of Employment Act Compensation for Occupational Injuries and Diseases Act Broad Based Black Economic Empowerment Differences between BEE and BBBEE *1 Application of the five BBBEE pillars *2 National Credit Act Consumer Protection Act 	12 Hours Completed in weeks 2–4 of Term 1	Platinum LB Platinum TG	<ul style="list-style-type: none"> Pages 1–41 Pages 1–11
Human Resources function	<ul style="list-style-type: none"> Recruitment Selection *3 Induction Placement Salary determination Fringe benefits Impact of LRA, BCEA, EEA & SDA in the HR function *4 	8 Hours Completed in weeks 5 and 6 of Term 1	Platinum LB Platinum TG	<ul style="list-style-type: none"> Pages 42–63 Pages 12–20
Professionalism and ethics	<ul style="list-style-type: none"> Ethical behaviour including examples of unethical behaviour Professional behaviour including examples of professional and unprofessional behaviour Application of the three King Code principles Types of unethical/unprofessional business practices Strategies to deal with types of unethical/unprofessional business practices 	4 Hours Completed in week 7 of Term 1	Platinum LB Platinum TG	<ul style="list-style-type: none"> Pages 64–85 Pages 21–27

Term 1

Creative thinking and problem solving	<ul style="list-style-type: none">• Problem solving and decision making• Steps in problem solving• Application and impact of four problem-solving techniques: Delphi technique; Force-field analysis; Brainstorming and Nominal group technique *5• Application and advantages of creative thinking	4 Hours Completed in week 8 of Term 1	Platinum LB Platinum TG	<ul style="list-style-type: none">• Pages 86–102• Pages 28–34
Business strategies	<ul style="list-style-type: none">• Steps in developing a strategy• Strategic management process to solve business-related problems• Application of industrial analysis tools: SWOT analysis, Porter's Five Forces Model and PESTLE analysis• Different types of business strategies to address challenges and the advantages of each strategy• Steps in strategy evaluation	8 Hours Completed in weeks 9 and 10 of Term 1	Platinum LB Platinum TG	<ul style="list-style-type: none">• Pages 103–131• Pages 35–40
Assessments: Task 1: Case Study for 50 marks. The case study must include content covering at least 4 of the 5 sub-topics.		Task 2: Controlled Test for 100 marks. The test must include content from at least 4 of the 5 sub-topics.		
<div> TOTAL HOURS = 38</div>				

- *1: Teachers will need to provide learners with additional information as this is not covered explicitly in the Learner's Book.
- *2: Teachers will need to provide learners with additional information as this is not covered explicitly in the Learner's Book. This information does appear in the WCED core notes.
- *3: Teachers must note interviewing and contracts are separate sections in the Learner's Book, but these sub topics form part of the selection unit in the Human Resources function.
- *4: The Learner's Book also mentions the impact of COIDA which does not form part of the revised ATP and teachers do not need to teach this.
- *5: Teachers do not need to focus on the other techniques mentioned in the Learner's Book.

Term 2

REVISED DBE ANNUAL TEACHING PLAN			NAVIGATION PLAN	
Topic	Core concepts, skills and values	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
Business sectors and their environments	<ul style="list-style-type: none"> Three types of business sectors Classification of challenges according to the three business environments *6 	2 Hours Completed in week 1 of Term 2	Platinum LB Platinum TG	<ul style="list-style-type: none"> Pages 187–204 Pages 66–72
Quality of performance *7	<ul style="list-style-type: none"> Quality concepts and differences Benefits of a good quality management system Contribution of quality of performance to the success or failure of each business function Quality indicators of each business function Meaning of Total Quality Management (TQM) Impact of five TQM elements on large businesses Importance of quality circles Application of the PDCA model Impact of TQM if poorly implemented by the business Ways in which TQM can reduce the cost of quality 	8 Hours Completed in weeks 2 and 3 of Term 2	Platinum LB Platinum TG Navigation Pack: Targeted Worksheet 1	<ul style="list-style-type: none"> Pages 224–238 Pages 79–83 Pages 24–25
Management & leadership	<ul style="list-style-type: none"> Differentiate between management and leadership Application of five leadership styles Impact of democratic, autocratic, laissez-faire, charismatic and transactional leadership styles *8 Leadership theories Role of personal attitude in success and leadership 	8 Hours Completed in weeks 4 and 5 of Term 2	Platinum LB Platinum TG	<ul style="list-style-type: none"> Page 205–223 Page 73–78
Investment: securities	<ul style="list-style-type: none"> Functions of the JSE Investment decision factors Types of investment opportunities and risk factors of each type of investment Impact of the four forms of investments Types of preference shares Differentiate between ordinary and preference shares Meaning of four investment concepts Differentiate between simple and compound interest Calculations for simple and compound interest Recommend types/forms of investments based on the calculations 	8 Hours Completed in weeks 6 and 7 of Term 2	Platinum LB Platinum TG	<ul style="list-style-type: none"> Pages 243–259 Pages 111–116

Term 2

Investment: insurance	<ul style="list-style-type: none"> • Meaning of non-compulsory insurance • Meaning of four insurance concepts, differences and examples • Insurable and non-insurable risks • Four principles of insurance • Calculations of the average clause • Advantages of insurance for businesses • Meaning of compulsory insurance • Types of compulsory insurance • Types of benefits paid by the UIF • Differentiate between compulsory and non-compulsory insurance 	4 Hours Completed in week 8 of Term 2	Platinum LB Platinum TG Navigation Pack: Targeted Worksheet 2	<ul style="list-style-type: none"> • Pages 260–272 • Pages 117–120 • Pages 27–28
Team performance and conflict management	<p><u>Team performance assessment</u></p> <ul style="list-style-type: none"> • Four criteria and characteristics for successful teams: interpersonal attitudes and behaviours, shared values, communication and collaboration • Five stages of team development *9 • Importance of team dynamic theories <p><u>Conflict resolution</u></p> <ul style="list-style-type: none"> • Causes of conflict • Conflict resolution techniques/steps <p><u>Dealing with grievances and difficult people</u></p> <ul style="list-style-type: none"> • Difference between grievance and conflict • Dealing with seven types of difficult personalities • Dealing with difficult employees in the workplace 	6 Hours Completed in weeks 9 and 10 of Term 2	Platinum LB Platinum TG Navigation Pack: Targeted Worksheet 3	<ul style="list-style-type: none"> • Pages 167–186 • Pages 60–65 • Pages 30–31
Assessment *10: Task 3: Presentation for 50 marks. The presentation must include content covering at least 4 of the 5 sub topics. Note that investments is one sub-topic consisting of two parts (securities and insurance).				
 TOTAL HOURS = 36				

*6: This is not explicitly covered in the Learner's Book. Learners need to be able to identify challenges and classify them according to the three business environments from scenarios that they are given.

*7: Importance of quality circles, application of the PDCA model, impact of TQM if poorly implemented by the business and ways in which TQM can reduce the cost of quality is not explained in the Learner's Book. Teacher will need to provide learners with this information. This information does appear in the WCED core notes. Worksheet 1 in the navigation guide will cover these sections of work.


*8: Charismatic leadership is not covered in the Learner's Book. Teachers will need to provide learners with additional information on this aspect. This information does appear in the WCED core notes.

*9: The Learner's Book only highlights four stages. Teachers need to provide learners with additional information on stage 5 (adjournment). This information does appear in the WCED core notes.

*10: Take note that the second quarter has only one assessment that forms part of the SBA. This is the presentation. Papers 1 and 2 of the June examination were removed from the ATP for 2021. Originally this was replaced with a controlled test for 100 marks, which still appears in the revised ATP. However, at the Curriculum Strengthening Meeting and the Curriculum Roadshow it was highlighted that the controlled test in the revised ATP will also be removed for 2021. Any schools that choose to write examinations of controlled tests must be aware that those marks cannot be used as part of the SBA mark. They can only be used informally to measure learners' exam readiness.


REVISED DBE ANNUAL TEACHING PLAN			NAVIGATION PLAN	
Topic	Core concepts, skills and values	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
Human rights, inclusivity & environmental issues	<ul style="list-style-type: none"> Dealing with six human rights in the workplace: Privacy; dignity; equity; freedom of speech and expression; information; and safety, security and protection of life Economic rights of employees in the workplace Social rights of employees in the workplace and how they can be promoted Dealing with cultural rights in the workplace <u>Diversity</u> <ul style="list-style-type: none"> Meaning of diversity in the workplace Dealing with seven diversity issues in the workplace Benefits of diversity in the workplace <u>Environmental factors</u> <ul style="list-style-type: none"> Responsibilities of employer and employees in promoting human health and safety in the workplace Role of the health and safety representatives in protecting the workplace environment Strategies a business may use to protect the environment and human health *11 	8 Hours Completed in weeks 1 and 2 of Term 3	Platinum LB Platinum TG	<ul style="list-style-type: none"> Pages 152–166 Pages 56–59
Social responsibility	<ul style="list-style-type: none"> Meaning of social responsibility Relationship between social responsibility and triple bottom line Ways in which a business project can contribute towards the community Identification of three socio-economic issues from scenarios/ statements Ways in which a business can deal with the three socio-economic issues Ways in which a business can contribute time and effort in improving the well-being of employees and communities 	2 Hours Completed in the first half of week 3 of Term 3	Platinum LB Platinum TG	<ul style="list-style-type: none"> Pages 132–134 Pages 51

Term 3

Corporate Social Responsibility & Corporate Social Investment	<u>Corporate Social Responsibility (CSR)</u> <ul style="list-style-type: none">• Meaning, purpose and components of CSR• Impact of CSR on businesses and communities <u>Corporate Social Investment (CSI)</u> <ul style="list-style-type: none">• Meaning and purpose of CSI• CSI focus areas• Difference between CSR and CSI• Impact of CSI on businesses and communities	6 Hours Start in the second half of week 3 and complete by the end of week 4 of Term 3	Platinum LB Platinum TG	<ul style="list-style-type: none">• Pages 135–151• Pages 52–55
Presentation and data response	<u>Presentation</u> <ul style="list-style-type: none">• Factors that must be considered before, during and after the presentation• Responding to questions after a presentation in a non-aggressive and professional manner• Areas of improvement in the next presentation <u>Data response</u> <ul style="list-style-type: none">• Designing a multimedia presentation• Difference between verbal and non-verbal• Examples of verbal and non-verbal presentations• Impact/effectiveness of each type of visual aid	4 Hours Completed in week 5 of Term 3	Platinum LB Platinum TG	<ul style="list-style-type: none">• Pages 295–311• Pages 126–130
Forms of ownership	<ul style="list-style-type: none">• Characteristics of each form of ownership• Meaning of limited liability and unlimited liability• Impact of different forms of ownership• How the six criteria could contribute to the success and/or failure of each form of ownership	6 Hours Completed in weeks 6 and 7 of Term 3	Platinum LB Platinum TG	<ul style="list-style-type: none">• Pages 273–294• Pages 121–125
Assessments: Task 4: Research Project for 50 marks.		Task 5: Trial Examination with 2 exam papers for 150 marks each. Exam papers may not be written on the same day. *12		
<div> TOTAL HOURS =26</div>				

*11: This information is not covered in the Learner's Book. Teachers will need to provide learners with additional information on this aspect. This information does appear in the WCED core notes.

*12: On page 17 in this Navigation Pack there is a summary of topics that form part of examination Paper 1 and Paper 2. In the Navigation Pack, there are exemplar papers and memos for the two trial examinations from page 41.

REVISED DBE ANNUAL TEACHING PLAN		NAVIGATION PLAN	
Topic	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
All subtopics/content must be revised in a revision programme in preparation for the final NSC examination.	8 Hours Revision during weeks 1 and 2 of Term 4	Platinum LB Platinum TG	<ul style="list-style-type: none"> • Pages 319–347 • Pages 163–214
Assessments: Final NSC examination with 2 exam papers for 150 marks each. These exam papers have the same format as the trial examination papers. *13		 TOTAL HOURS =8	

*13: The examination structure used in the Learner's Book on pages 330–331 is outdated and therefore incorrect. It shows the structure of one exam paper for 300 marks. As of 2020, the learners wrote two examination papers for Business Studies. The questions can still be used as part of the revision programme, but the learners must know which content forms part of Papers 1 and 2.

Summary of topics in each examination paper

Paper 1		Paper 2	
Business environments	<ul style="list-style-type: none"> • Impact of recent legislation on the business • Business strategies • Business sectors and their environments 	Business ventures	<ul style="list-style-type: none"> • Investment: securities • Investments: insurance • Management and leadership • Forms of ownership and their impact on businesses • Presentation of information and data response
Business operations	<ul style="list-style-type: none"> • Human Resources function • Quality of performance 	Business roles	<ul style="list-style-type: none"> • Ethics and professionalism • Creative thinking • Team performance and conflict management • Concept of social responsibility • CSR and CSI • Human rights, inclusivity and environmental issues

Summary of SBA tasks and their weightings

Task number	Task Type	Mark allocation	% of SBA
Task 1	Case Study	50	15%
Task 2	Controlled Test	100	20%
Task 3	Presentation	50	15%
Task 4	Research Project	50	20%
Task 5	Trial examination: Papers 1 and 2	300 (150 x 2)	30% (15% x 2)
Total		550	100%

Note: The SBA will count 25% of the learners' final mark and the final examinations will count 75% of the learners' final mark.

Format of the Trial and Final NSC examination papers

<p>Paper 1</p> <p>Time: 2 Hours</p> <p>Marks: 150</p> <p>Section A (Compulsory)</p> <p>Question 1: MCQ, Matching columns and Choose the correct answer – Business environments and Business operations (30 marks)</p> <p>Section B (Answer 2 questions)</p> <p>Question 2: Business environments (40 marks)</p> <p>Question 3: Business operations (40 marks)</p> <p>Question 4: Miscellaneous topics (40 marks) *14</p> <p>Section C (Answer only 1 essay question)</p> <p>Question 5: Business environments (40 marks)</p> <p>Question 6: Business operations (40 marks)</p>	<p>Paper 2</p> <p>Time: 2 Hours</p> <p>Marks: 150</p> <p>Section A (Compulsory)</p> <p>Question 1: MCQ, Matching columns & Choose the correct answer – Business ventures and Business roles (30 marks)</p> <p>Section B (Answer 2 questions)</p> <p>Question 2: Business ventures (40 marks)</p> <p>Question 3: Business roles (40 marks)</p> <p>Question 4: Miscellaneous topics (40 marks) *15</p> <p>Section C (Answer only 1 essay question)</p> <p>Question 5: Business ventures (40 marks)</p> <p>Question 6: Business roles (40 marks)</p>
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*:14 Miscellaneous topics in Paper 1 need to be split according to Business environments (20 marks) and Business operations (20 marks).

*:15 Miscellaneous topics in Paper 2 need to be split according to Business ventures (20 marks) and Business roles (20 marks).

Cognitive levels for all assessments

Low order questions/ basic thinking skills	30%
Middle order questions/ moderately high thinking skills	50%
Higher order questions/ advanced analytical skills, synthesis and evaluation	20%

Tip: Use cognitive grids when setting assessments to ensure that correct cognitive levels are achieved.

Action verbs and awarding of marks

Pages 332–335 in the Learner’s Book explain how to use the action verbs, but do not show how the marks are allocated for each verb. The action verb used in the question will determine how

marks are allocated. For some questions, only 1 mark may be awarded. For other questions, 2 marks are awarded. However, the 2 marks may be awarded at the end of the statement/answer or the 2 marks may be split. It is important that learners know how to identify when the two marks are awarded at the end of the statement/answer or when the marks are split. The following tables provide clarity on how marks are allocated.

Single marks: Only 1 mark will be awarded for each fact when the following action verbs are used. These answers will usually be short answers not requiring a full sentence.

- | | |
|------------|-----------|
| • Give | • Name |
| • Identify | • State |
| • List | • Mention |

2 Marks: Two marks will be awarded for the statement/answer when the following action verbs are used.

- | | |
|------------|-------------|
| • Classify | • Define |
| • Suggest | • Outline |
| • Advise | • Recommend |
| • Propose | • Motivate |

Split marking: For the following action verbs, the marks will be split. This means that the learners' response should contain a fact and a clarifying statement. One mark will be awarded for the fact and the second mark will be awarded for the clarifying statement. Learners who do not know how to identify split marking often lose the second mark for the clarifying statement. This is why it is important to teach learners these action verbs.

- | | |
|------------------|---------------------|
| • Describe | • Apply a technique |
| • Explain | • Evaluate |
| • Distinguish | • Differentiate |
| • Discuss | • Compare |
| • Analyse | • Tabulate |
| • Elaborate | • Justify |
| • Showing impact | |

Tip: Teachers should insist that learners study these tables so that they know how to answer questions effectively. Teachers should encourage learners to redraw these tables in their notebooks and use them whenever they are answering activities/worksheets/assignments. Teachers should use these tables when setting assessments to ensure that action verbs are used correctly and that marks are allocated correctly.

Marking grid for essay questions

The essay marking grid shows how marks are allocated for essay questions. The Learner's Book explains this marking grid on page 346 and the Teacher's Guide explains the marking grid on page 172. However, there have been a few changes in terms of how the 'insight' marks are awarded since the Learner's Book and Teacher's Guide were published. Therefore, teachers must make use of the following information when teaching learners essays and when marking them.

F= Facts (32 marks)	32 marks are awarded for facts throughout the essay.
L= layout (2 marks)	Award one L for an introduction and one L for a conclusion.
A= Analysis and interpretation (2 marks)	Award one A if all aspects of the essay have been addressed. Award one A if the learner achieves at least 16/32 for facts.
S= Synthesis (2 marks)	<p>If the learner has no relevant facts, award no S.</p> <p>If the learner answers 50% or more of the question with relevant facts, then they must get 2 marks for Synthesis and two S will appear on the script.</p> <p>If the learner answers less than 50% of the question with some relevant facts, then the learner must receive 1 mark and only one S will appear on the script.</p>
O= Originality (2 marks)	Learners need to have two recent and relevant real-life examples somewhere in the body of the essay. Award an O for each example a learner gives to a maximum of 2 marks.

Navigation Pack: Targeted worksheets

Three worksheets have been designed for teachers to use as consolidation activities once they have completed the relevant section of work. The topics for the three worksheets are highlighted in the table below:

Targeted worksheet	Topic in CAPS
1	Quality of performance
2	Investment: insurance
3	Team performance and conflict management

Navigation Pack: Exemplar Assessments

Two exemplar trial examination papers/memos have been developed for teachers to use as part of their revision programmes to prepare learners for their trial examinations and final examinations. These can also be used for teachers to remind learners about the format of the two examination papers.

Targeted Worksheets

Targeted Worksheets

Targeted Worksheet	Topic in CAPS
1	Quality of performance
2	Investment: insurance
3	Team performance and conflict management

TARGETED WORKSHEET 1

Topic 1: Quality of performance (Content summary)

Quality

- Learners must be able to differentiate between quality control and quality assurance.
- Learners must be able to differentiate between quality management and quality performance.
- Learners should be able to discuss the benefits of a good quality management system.
- Learners must be able to explain how quality of performance can impact each of the business functions positively or negatively and indicate the quality indicators of each function.

Total Quality Management (TQM)

- Learners should be able to define the concept of TQM.
- Learners should be able to identify TQM elements from scenarios: continuous skills development, total client satisfaction, continuous improvement of processes and systems, adequate financing and capacity, monitoring and evaluation of quality processes.
- Learners should be able to discuss the impact of TQM elements on large businesses.
- Learners should be able to explain how the business can apply the PDCA model to improve the quality of products.
- Learners should be able to explain the role of quality circles as part of the continuous improvement to processes and systems.
- Learners should be able to discuss the impact of TQM if poorly implemented by the business.
- Learners should be able to explain how TQM can reduce the cost of quality in the business.

Impact of TQM if poorly implemented

- Workers may be insufficiently trained resulting in poorly produced products.
- There may be a decrease in productivity when there are stoppages in production for various reasons.
- Production of poor-quality products will ruin the image/reputation of the business.

- Sales may decline if customers return goods that they are unhappy with.
- A decrease in profits may drive potential investors away and cause current investors to withdraw their investment.
- There may be a high staff turnover if there is poor skills development.

Impact of TQM in reducing the cost of quality

- Quality circles may be introduced to discuss methods of improving the quality of work.
- Activities can be planned to ensure that duplication of activities or mistakes are avoided.
- Management and workers share the responsibility of ensuring quality in the workplace.
- Systems may be developed to encourage employees to find new and improved ways of improving quality.
- Ensures that the business works closely with suppliers to ensure inputs/supplies are of a high quality.

Importance of quality circles TQM

- May help solve problems associated with quality and improvements needed.
- Help to investigate problems and recommend potential solutions to management.
- Make sure that activities are not duplicated in the workplace.
- Regularly review the quality process of production, service and productivity.
- Monitor/reinforce strategies that ensure business operations are running smoothly.
- Decrease the cost of redundancy in the long run.

PDCA Model

Plan	<ul style="list-style-type: none"> • The business must identify the problem and plan a method/approach to solve it. • The business must develop a plan for improving systems and processes by asking questions like "What" and "How" to do things.
Do	<ul style="list-style-type: none"> • The business must first implement changes on a small scale to see the impact of the change.
Check	<ul style="list-style-type: none"> • The business must use stats and data to analyse the effects of the changes. • The business must determine whether changes made a difference and see if processes are working according to the plans.
Act	<ul style="list-style-type: none"> • The business must implement the successful changes throughout the business on a large scale. • The business must develop methods of continuously improving and revising systems and processes.

Targeted Worksheet 1

Time: 55 minutes

Topic 1: Quality of performance (Questions)

Name:
Surname:

Question 1 – Multiple-choice questions

(10 marks, 10 minutes)

Four possible answers are provided to the following questions. Choose the answer and write the letter (A–D) next to the question number (1.1–1.5), for example 1.6 C.

- 1.1 Peter had an idea that if he rotates the lunch breaks of staff over three sessions, then he would be able to always have enough staff working so that productivity doesn't decline too much during lunch times. He implemented this strategy in one section of the factory with the aim to see how it works before applying it throughout the factory. Which element of the PDCA model does the scenario relate to?
 - A. Plan
 - B. Do
 - C. Check
 - D. Act
- 1.2 This management function is responsible for ensuring that there is always enough material/inputs available when needed in the production process.
 - A. Finance
 - B. Marketing
 - C. Administration
 - D. Purchasing
- 1.3 Identify the description that best describes quality assurance.
 - A. Inspection carried out during and after production to ensure that quality is met throughout the production process.
 - B. An inspection of the final product to ensure it meets the required standards.
 - C. Techniques used to improve the quality of products.
 - D. Total performance of each department measured against set standards.
- 1.4 Identify the incorrect statement regarding the impact of quality circles.
 - A. Solves problems related to quality.
 - B. Ensures there is no duplication of activities.
 - C. Increases costs of redundancy in the long run.
 - D. Reduces costs of redundancy in the long run.
- 1.5 Which TQM element encourages staff to improve their levels of education, training and skills?
 - A. Total client satisfaction
 - B. Continuous improvements of processes and systems
 - C. Continuous skills development
 - D. Adequate financing and capacity

Question 2 – Section B type question

(14 marks, 15 minutes)

Read the following scenario and answer the questions that follow.

Custom Car Designs (CCD)

Custom Car Designs specialises in custom spray-paint designs as well as custom vinyl designs for cars. The owner, Michael, knows the benefits of providing a quality product and service. He ensures that staff are always sent for training when new techniques are introduced to the market. He also asks customers to rate their experience and provide suggestions about how Custom Car Designs can improve their customers' experiences.

- 2.1 Quote TWO benefits of a good quality management system from the scenario above. (2)
- 2.2 Relate ONE of your quotes in Question 2.1 to an element of Total Quality Management. (2)
- 2.3 Differentiate between *Quality control* and *Quality assurance*. (4)
- 2.4 Evaluate the impact of Total Quality Management if poorly implemented. (6)

Question 3 – Essay type question

(40 marks, 30 minutes)

Customers will always demand that they receive a quality product or service. If a business delivers a quality product or service, they may manage to gain more customers through word of mouth or positive publicity. Similarly, businesses who offer a poor-quality product or service may lose customers. It is therefore important to develop a good quality management system in your business. For large businesses, it is advisable to implement Total Quality Management.

Consider the statement and write an essay in which you discuss the following aspects:

- Elaborate on the concept of Total Quality Management.
- Discuss the benefits of a good quality management system.
- Evaluate the impact of TQM on large businesses.
- Outline the impact of TQM in reducing the cost of quality.
- Analyse the importance of quality circles in TQM.

Targeted Worksheets

TARGETED WORKSHEET 2

Topic 2: Investment insurance (Content summary)

Note: Learners should be able to differentiate between non-compulsory and compulsory insurance and provide examples of each. We have provided a summary of each type of insurance below. Learners must also prepare their own examples of these types of insurance that they could use for originality marks in the essay questions.

Non-compulsory insurance

- Learners must be able to explain the meaning of non-compulsory insurance.
- Learners must be able to explain the following insurance concepts: *over-insurance*, *under-insurance*, *average clause* and *reinstatement*.
- Learners must be able to differentiate between over-insurance and under-insurance.
- Learners need to be able to differentiate between insurance and assurance as well as give examples of each.
- Learners need to be able to give examples of short-term insurance and long-term insurance.
- Learners need to be able to name and explain the principles of insurance: *indemnification*, *security/certainty*, *utmost good faith* and *insurable interest*.
- Learners need to explain the average clause to apply the calculation to calculate the compensation for insurance claims.
- Learners must be able to explain the meaning of *insurable* and *non-insurable* risks and give examples.

Compulsory insurance

- Learners must be able to explain the meaning of *compulsory insurance*.
- Learners should be able to discuss the different types of compulsory insurance: Road Accident Fund (RAF), Compensation for Occupational Injuries and Diseases Act (COIDA) and the Unemployment Insurance Fund (UIF).
- Learners must be able to explain the benefits of being paid out by the UIF: unemployment benefits, illness benefits, maternity benefits, adoption benefits and dependents benefits.
- Learners must keep up to date with the changes in legislation. For example, the RAF is in the process of changing to the Road Accident Benefit Scheme (RABS).

Targeted Worksheet 2

Time: 40 minutes

Topic 2 – Investment insurance (Questions)

Name: _____

Surname: _____

Question 1 – Match the column

(10 marks, 10 minutes)

Choose a description from COLUMN B that matches a term in COLUMN A. Write only the letter (A–F) next to the question number (1.1–1.5) in the ANSWER BOOK, for example 1.6 G.

Column A		Column B	
1.1	Under-insurance	A	A monthly payment made by the insured party to ensure that the insurance remains valid
1.2	Excess	B	Calculation to calculate how much the insurance company will pay for a claim
1.3	Premium	C	Possessions are insured for less than market value
1.4	Average clause	D	The insurer will replace the item rather than reimbursing the insured party financially
1.5	Reinstatement	E	A payment made by the insured party when submitting an insurance claim
		F	Possessions are insured for more than the market value

Question 2 – Fill in the missing word

(10 marks, 10 minutes)

Complete the following statements by using the word(s) in the list below. Write only the word(s) next to the question number (1.2.1–1.2.5) in the ANSWER BOOK.

indemnification; natural disasters; insurance; utmost good faith; policy; insurable interest; assurance; certainty; annuity; fashion changes

- 2.1 means that the insured party has something of value to insure.
- 2.2 Non-insurable risks such as will not be covered by an insurance company as the risks associated with it are too high.
- 2.3 means that the insured party is compensated when a specific event occurs.
- 2.4 A retirement is an example of long-term insurance.
- 2.5 is based in the principle of indemnity which covers an insured party in the event that something happens and a loss is incurred.

Question 3 – Section B type question

(6 marks, 5 minutes)

Read the following statements and identify the type of compulsory insurance that is applicable to each statement.

- 3.1 Monique was knocked over by a taxi where the driver was on his phone while driving. Fortunately, her injuries were minor and all her medical bills were covered.
- 3.2 Thabisa took four months' maternity leave and applied for compensation as her work gave her four months' unpaid maternity leave.
- 3.3 Marcus was injured on duty due to a breakdown of equipment and was unable to work for three weeks. He was able to get some compensation for the time he was at home recovering from his injuries.

Question 4 – Section B type question

(22 marks, 15 minutes)

Read the following scenario and answer the questions that follow.

Due the recent Table Mountain fires, many homes were either damaged or destroyed. The library at UCT was completely destroyed. The building as well as all the resources in the building were destroyed beyond recognition. Fortunately, UCT had the building as well as the contents of the building insured with Safe Insurance. It was estimated that the damages caused by the fire was equal to R10 million. Upon reviewing the insurance policy, it was estimated that the UCT Campus was valued at R100 million and UCT was covered up to an amount of R85 million.

- 4.1 Who is UCT insured with? (1)
- 4.2 Is UCT under-insured or over-insured? Provide a reason for your answer. (3)
- 4.3 What is the name of the calculation that is used to calculate the insurance claim? (2)
- 4.4 Calculate the amount that UCT will receive as compensation for their claim. (4)
- 4.5 Evaluate how the answer to Question 4.4 will impact UCT's ability to rebuild the library. (4)
- 4.6 Recommend ONE piece of advice to UCT regarding their insurance. (2)
- 4.7 Discuss the importance of insurance for a business. (6)

Targeted Worksheets

TARGETED WORKSHEET 3

Topic 3: Team performance and conflict management (Content summary)

Note: Learners should be able to explain content related to team performance assessment, conflict resolution and dealing with grievances and difficult personalities.

Team performance assessment

- Learners need to be able to discuss the characteristics of successful team performance: interpersonal attitudes and behaviours, shared values, communication and collaboration.
- Learners should be able to identify the characteristics of successful teams from given scenarios or statements.
- Learners should be able to outline/discuss the characteristics of successful teams.
- Learners need to be able to identify, name and explain the five stages of team development: forming, storming, norming, performing and adjourning.
- Learners should be able to discuss the importance of team dynamic theories and how they impact on improving team performance: Belbin Role Theory, Jungian Theory, MTR-i Approach, Margerison-McCann Team Management Systems and Group Consensus.

Conflict resolution

- Learners need to be able to list/explain the causes of conflict in the workplace.
- Learners need to be able to evaluate scenarios/statements and identify the causes of conflict from those scenarios/statements.
- Learners need to be able to explain to/advise businesses how to handle conflict in the workplace.

Dealing with grievances and difficult people/personalities

- Learners need to be able to distinguish between a grievance and conflict.
- Learners need to explain the correct procedures to follow when dealing with grievances in the workplace.
- Learners need to identify six difficult personalities from scenarios/statements: complainer, indecisive, over-agree, negativity, expert and quiet people.
- Learners need to recommend strategies to deal with the difficult personalities in the workplace.
- Learners need to recommend/explain ways that businesses can deal with difficult employees in the workplace.

Targeted Worksheet 3

Time: 50 minutes

Topic 3 – Team performance and conflict management (Questions)

Name: _____

Surname: _____

Question 1 – Multiple-choice questions

(10 marks, 10 minutes)

Four possible answers are provided to the following questions. Choose the answer and write the letter (A–D) next to the question number (1.1–1.5), for example 1.6 C.

- 1.1 The following are all benefits of teamwork, except ...
 - A. tasks take longer but the work is of greater quality
 - B. greater synergy
 - C. creative solutions
 - D. team members keep each other motivated
- 1.2 A manager should be firm with a person who has this difficult personality trait and make sure that he or she has double-checked the facts before addressing issues.
 - A. Quiet
 - B. Expert
 - C. Complainer
 - D. Aggressive
- 1.3 Arbitration occurs when ...
 - A. a third neutral party intervenes, who does not decide what is right or wrong, but merely helps parties come to an agreement.
 - B. a third neutral party assists in resolving conflict by making suggestions which are not binding.
 - C. a third neutral party listens to both parties to decide who is right or wrong and provides a solution that is binding.
 - D. all of the above relate to arbitration.
- 1.4 This team dynamic theory uses the idea that people are either introverts or extroverts and must be managed accordingly.
 - A. Belbin Role Theory
 - B. Jungian Theory
 - C. Group consensus
 - D. MTR-i approach
- 1.5 A task team has managed to complete their task successfully. They are attending a farewell function tonight as the team will be disbanded in the morning. Identify the stage of team development that this team is in.
 - A. Storming
 - B. Norming
 - C. Performing
 - D. Adjourning

Question 2 – True or false

(10 marks, 10 minutes)

State whether the following statements are true or false. Simply write the letters T/F next to the question number, e.g. 2.6 F.

- 2.1 An introvert will feed off the energy of others and will look for external motivation.
- 2.2 Consensus may be reached despite a few individuals not agreeing with a decision.
- 2.3 Managers must encourage indecisive people to think and make decisions independently.
- 2.4 Grievances that are not resolved at the CCMA may be taken to the Labour Court.
- 2.5 The Labour Court has the final say on labour issues and is the final option for employees and employers to manage labour disputes.

Question 3 – Essay question

(40 marks, 30 minutes)

We have all heard the phrase “teamwork makes the dream work”. Every team that is formed will pass through a number of stages as they work towards achieving their goals. The ability of teams to reach their goals and objectives depends on the dynamics that exist within the team. Even the best teams in the world will experience conflict. If this conflict is not managed it will lead to difficulties within the team and inhibit their ability to achieve their goals. Good managers will try to identify potential causes of conflict before they arise and prepare solutions for when the conflict does arise.

In light of the above statement, write an essay in which you address the following aspects:

- Discuss the characteristics of successful teams.
- Explain the stages of team development.
- Outline potential causes of conflict in the workplace.
- Recommend strategies for dealing with conflict in the workplace.

Targeted Worksheet 1 Memorandum

Topic 1: Quality of performance

Question 1 – Multiple-choice questions

- 1.1 B ✓✓
 1.2 D ✓✓
 1.3 A ✓✓
 1.4 C ✓✓
 1.5 C ✓✓ (10)

Question 2 – Section B type question

- 2.1 “staff are always sent for training when new techniques are introduced to the market”✓
 “He also asks customers to rate their experience and provide suggestions about how Custom Car Designs can better their customers’ experiences” ✓ (2)

2.2

“staff are always sent for training...”	Continuous skills development✓✓
“asks customers to rate their experience...”	Total client satisfaction✓✓

(Mark first answer only) (2)

2.3

Quality control	Quality assurance
An inspection of the final product✓ to ensure it meets the required standards✓ (Sub max 2)	Carried out during and after the production✓ to ensure quality is met throughout the process✓ (Sub max 2)

(4)

- 2.4
- Employees may not be adequately trained✓ resulting in poor quality products.✓
 - Decline in productivity✓, because of stoppages.✓
 - Business reputation/image may suffer✓ because of poor quality/defective goods.✓
 - Investors might withdraw investment✓, if there is a decline in profits.✓
 - Decline in sales✓ as more goods are returned by unhappy customers.✓
 - High staff turnover✓, because of poor skills development.✓

(Mark to a maximum of 6) (6)

Question 3 – Essay type question

Introduction

- TQM does not benefit small businesses as much as it does large businesses.✓
- Ensuring quality is a continuous process.✓

- Any other relevant introduction

(Maximum 2)

Concept of Total Quality Management

- A system applied throughout the organisation✓, which helps to ensure customers get quality products or services.✓
- Enables businesses to continuously improve on the delivery of products or services✓ in order to satisfy the needs of customers.✓
- Management ensures ✓that each employee is responsible for the quality of their actions.✓

(Mark to a maximum of 6)

Benefits of a good quality management system

- Effective customer services are rendered✓, resulting in increased customer satisfaction.✓
- Time and resources are used efficiently✓, reducing costs.✓
- Productivity increases✓ through proper time management/using high quality resources.✓
- Products/Services are constantly improved✓ resulting in increased levels of customer satisfaction.✓
- Profits are increased✓ due to improved customer satisfaction and less wastage.✓
- Vision/Mission/Business goals✓ may be achieved.✓
- Business may develop a competitive advantage ✓over its competitors.✓

(Mark to a maximum of 10)

Evaluate the impact of TQM on large businesses

Positive	Negative
<ul style="list-style-type: none"> Continuously promotes✓ a positive company image/reputation.✓ Businesses may be able to gain access✓ to the global market.✓ May lead to increased competitiveness✓ in the market.✓ 	<ul style="list-style-type: none"> Some employees seldom encounter customers✓ and cannot contribute to TQM.✓ Not all employees may be committed✓ to total client satisfaction.✓

(Mark to a maximum of 10)

Outline the impact of TQM in reducing the cost of quality

- Introduce quality circles to discuss ways of improving the quality of work/workmanship.✓✓
- Schedule activities to eliminate mistakes or duplication of tasks.✓✓
- Share responsibility for quality output amongst management and workers.✓✓
- Train employees at all levels, so that everyone understands their role in quality management.✓✓
- Develop work systems that empower employees to find new ways of improving quality.✓✓
- Work closely with suppliers to improve the quality of raw materials/inputs.✓✓

(Mark to a maximum of 10)

Analyse the importance of quality circles in TQM

- Solve problems✓ related to quality and implement improvements✓
- Investigate problems✓ and suggest solutions to management✓
- Ensure that there is no duplication✓ of activities/tasks in the workplace✓
- Make suggestions✓ for improving systems and processes in the workplace✓
- Improve the quality of products/services/productivity✓ through regular reviews of quality processes✓
- Monitor/Reinforce strategies✓ to improve the smooth running of business operations✓
- Reduce costs✓ of redundancy in the long run✓

(Maximum 10)

Conclusion

- TQM can be an expensive process, but the additional profits earned through the successful implementation of TQM may outweigh the cost of implementing it.✓✓
- Any other relevant conclusion

(Maximum 2)

DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Concept of TQM	6	
Benefits of a good quality management system	10	
Impact of TQM on large businesses	10	
Impact of TQM in reducing the cost of quality	10	
Importance of quality circles in TQM	10	
Conclusion	2	8
INSIGHT		
Layout	2	
Analysis, interpretation	2	
Synthesis	2	
Originality, examples	2	40
TOTAL MARKS		

Targeted Worksheet 2 Memorandum

Topic 2: Investment insurance

Question 1 – Match the column

- 1.1 C ✓✓
 1.2 E ✓✓
 1.3 A ✓✓
 1.4 B ✓✓
 1.5 D ✓✓ (10)

Question 2 – Fill in the missing word

- 2.1 insurable Interest ✓✓
 2.2 fashion changes ✓✓
 2.3 certainty ✓✓
 2.4 annuity ✓✓
 2.5 insurance ✓✓ (10)

Question 3 – Section B type question

- 3.1 RAF/RABS ✓✓
 3.2 UIF ✓✓
 3.3 COIDA ✓✓ (6)

Question 4 – Section B type question

- 4.1 Safe insurance ✓ (1)
 4.2 • Under-insured ✓
 • The value of the building is R100 million, but they are only covered up to R85 million. ✓✓ (3)
 4.3 Average clause ✓✓ (2)
 4.4 R85 million ✓ X R10 Million ✓
 R100 million ✓
 = R8,5 million ✓ (4)
 4.5 • UCT will not receive enough money from the insurance company ✓ to replace the building and its contents. ✓
 • UCT will have to use their own money ✓ to pay the shortfall and get the library back to its original condition ✓
 • Any other relevant answer (Maximum 4) (4)
 4.6 • UCT must make sure that they are adequately insured by reviewing their insurance policy each year ✓✓
 • Any other relevant recommendation (Maximum 2) (2)

- 4.7
- Transfers the risk from the business ✓ to an insurance company ✓
 - Transfer of the risk is subject to the terms and conditions ✓ of the insurance contract ✓
 - Protects the business against theft/loss ✓ of stock and/or damages caused by natural disasters, such as floods, storm damage, etc. ✓
 - Businesses will be compensated for insurable losses ✓, e.g. destruction of property through fire ✓
 - Business assets ✓, such as vehicles/equipment/buildings, need to be insured against damage and/or theft ✓
 - Businesses are protected against the loss of earnings ✓, e.g. strikes by employees which result in losses worth millions ✓
 - Protects businesses ✓ against dishonest employees ✓
 - Life insurance can be taken on the life of partners ✓ in a partnership to prevent unexpected loss of capital ✓
 - Protects businesses against losses ✓ due to death of a debtor ✓

(Maximum 6) (6)

Targeted Worksheet 3 Memorandum

Topic 3: Team performance and conflict management

Question 1 – Multiple-choice questions

- 1.1 A ✓✓
- 1.2 B ✓✓
- 1.3 C ✓✓
- 1.4 B ✓✓
- 1.5 D ✓✓

(10)

Question 2 – True or false

- 2.1 F ✓✓
- 2.2 F ✓✓
- 2.3 T ✓✓
- 2.4 T ✓✓
- 2.5 F ✓✓

(10)

Question 3 – Essay question

Introduction

- Managers need to know how to manage their teams to get the best out of them.✓
- Teams must develop a set of criteria to use to measure their performance.✓
- Any other relevant introduction

(Maximum 2)

Discuss the characteristics of successful teams

- Successful teams share a common goal✓ and vision.✓
- They share a set of team values✓ and implement group decisions.✓
- Teams value the contributions of individual members✓ and reach consensus on differences.✓
- There is a climate✓ of respect/trust and honesty.✓
- Team members enjoy open communication ✓and deal with items of conflict immediately.✓
- Teams are accountable✓ for their decisions.✓
- Teams pay attention to the needs✓ of the individual team members.✓
- Successful teams have sound✓ intra-team relations.✓
- Any other relevant answer

(Maximum 8)

Explain the stages of team development

Stage 1: Forming✓✓	Individuals gather information about each other.✓ First impressions are made.✓ People tend to be polite and not showing true colours yet.✓	(Sub max 3)
Stage 2: Storming✓✓	People start working on the task and conflict arises.✓ Conflict occurs due to people challenging each other's ideas.✓	(Sub max 3)
Stage 3: Norming✓✓	Team members learn to work well with each other.✓ Roles and responsibilities are clear.✓ Conflict does occur, but conflict resolution processes are in place.✓	(Sub max 3)
Stage 4: Performing✓✓	Processes are in place and structured.✓ Each team member has direction without leader's interference.✓ Team members are working well towards achieving the goal. ✓	(Sub max 3)
Stage 5: Adjourning✓✓	The focus is on the completion of the task.✓ Once the task is complete, the team may dissolve/break-up.✓ The break-up may be stressful as individuals may struggle to work independently.✓	(Sub max 3)

(Maximum 15)

Outline potential causes of conflict in the workplace

- Difference in backgrounds/cultures/values/beliefs/language✓✓
- Limited resources in the business✓✓
- Different goals or objectives within the business✓✓
- Personality differences between teams or individuals✓✓
- Differences in opinions amongst team members✓✓
- Unfair distribution of workload✓✓
- Stress that is not managed well✓✓
- Unrealistic expectations from teams✓✓
- Lack of communication between managers and workers✓✓
- Ignoring the rules or procedures that have been set✓✓
- Unfair treatment of staff✓✓
- Any other relevant answer

(Maximum 12)

Recommend strategies for dealing with conflict in the workplace

- Acknowledge that there is conflict in the workplace.✓✓
- Identify the cause of the conflict.✓✓
- Pre-negotiations may be arranged where complainants will be allowed to state their case/ views separately.✓✓

- A time and place are arranged for negotiations where all employees involved are present.✓✓
- Arrange a meeting between conflicting employers/employees.✓✓
- Make intentions for intervention clear so that parties involved may feel at ease.✓✓
- Each party has the opportunity to express his/her own opinions/feelings. Conflicting parties may recognise that their views are different.✓✓
- Discuss and find solutions to conflict.✓✓
- Monitor solutions to see if conflict has improved.✓✓
- Any other relevant answer (Maximum 12)

Conclusion

- Ill-managed conflict can damage the reputation of a business.✓✓
- Any other relevant conclusion (Maximum 2)

DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Discuss the characteristics of successful teams	8	
Explain the stages of team development	15	
Outline potential causes of conflict in the workplace	12	
Recommend strategies for dealing with conflict in the workplace	12	
Conclusion	2	
INSIGHT		8
Layout	2	
Analysis, interpretation	2	
Synthesis	2	
Originality, examples	2	
TOTAL MARKS		40

Exemplar Assessments

Exemplar Assessments

Time: 2 Hours for 150 marks

Trial Examination: Paper 1

Name:

Surname:

Instructions and information

Read the following instructions carefully before answering the questions.

- This question paper consists of THREE sections and covers TWO main topics.
 SECTION A: COMPULSORY
 SECTION B: Consists of THREE questions.
 Answer any TWO of the three questions in this section.
 SECTION C: Consists of TWO questions.
 Answer any ONE of two questions in this section.
- Read the instructions for each question carefully and take note of what is required.
 Note that ONLY the first TWO questions in SECTION B and the FIRST question in SECTION C will be marked.
- Number the answers carefully according to the numbering system used in this question paper. NO marks will be awarded for answers that are numbered incorrectly.
- Except where other instructions are given, answers must be in full sentences.
- Use the mark allocation and nature of each question to determine the length and depth of an answer.
- Use the table below as a guide for mark and time allocation when answering each question.

SECTION	QUESTION	MARKS	TIME (minutes)
A: Objective-type questions COMPULSORY	1	30	30
B: THREE direct/indirect-type questions CHOICE: Answer any TWO.	2	40	30
	3	40	30
	4	40	30
C: TWO essay-type questions CHOICE: Answer any ONE.	5	40	30
	6	40	30
TOTAL		150	120

7. Begin the answer to EACH question on a NEW page, e.g. QUESTION 1 – new page, QUESTION 2 – new page.
8. You may use a non-programmable calculator.
9. Write neatly and legibly.

SECTION A (COMPULSORY)

Question 1

- 1.1 Various options are provided as possible answers to the following questions. Write down the question number (1.1.1–1.1.5), choose the correct answer and write the letter (A–D) next to the number on your answer sheet, e.g. 1.1.6 A.
 - 1.1.1 The filling of vacancies in a business with existing employees is known as...
 - A. advertising.
 - B. internal recruitment.
 - C. external recruitment.
 - D. job specification.
 - 1.1.2 Cape Painters operate in the ... sector as they specialise in the painting of peoples' buildings.
 - A. primary
 - B. secondary
 - C. tertiary
 - D. economic
 - 1.1.3 A small group of voluntary workers that meet regularly to discuss quality-related matters in the workplace.
 - A. Shop stewards
 - B. Workplace forum
 - C. Quality managers
 - D. Quality circles
 - 1.1.4 The ... function ensures reliable capturing and storing of data and information.
 - A. administration
 - B. purchasing
 - C. production
 - D. general management
 - 1.1.5 Patricia, a vegetable farmer, implemented the ... integration strategy when she bought the fruit and vegetable stall that sells her products.
 - A. backward
 - B. forward
 - C. intensive
 - D. horizontal

(5x2) (10)

- 1.2 Complete the following statements by using the word(s) in the list below. Write only the word(s) next to the question number (1.2.1–1.2.5) in the ANSWER BOOK.

eight; micro; conglomerate; fringe; tertiary; nine; horizontal; market; workplace; secondary

- 1.2.1 Management has full control in the ... environment.
- 1.2.2 Car allowances and medical aids are all examples of ... benefits.
- 1.2.3 Ferrari used ... diversification when they decided to sell perfumes and clothing in addition to their cars.
- 1.2.4 Employees who work five days a week must not work more than ... hours per day (normal time).
- 1.2.5 The ... sector is regarded as the manufacturing sector. (5x2) (10)

- 1.3 Choose a description from COLUMN B that matches a term in COLUMN A. Write only the letter (A–F) next to the question number (1.3.1–1.3.5) in the ANSWER BOOK, for example 1.3.6 K.

Column A		Column B	
1.3.1	Strength	A	Techniques/tools used to design/improve the quality of products.
1.3.2	Quality performance	B	The application documents are checked against the requirements of the job.
1.3.3	Market penetration	C	The ability of the product or service to satisfy a specific need.
1.3.4	Quality	D	Total performance of each department measured against set standards
1.3.5	Screening	E	A business decided to add Facebook marketplace as another technique to advertise its products to more people.
		F	A business has a competitive advantage/ability that other companies do not have.

(5x2) (10)

TOTAL SECTION A: [30]

SECTION B

Answer **ANY TWO** questions in this section.

NOTE: Clearly indicate the QUESTION NUMBER of each question that you choose. The answer to EACH question must start on a NEW page, for example QUESTION 2 on a NEW page, QUESTION 3 on a NEW page, etc.

Question 2: Business environments

- 2.1 List FOUR types of leave provided for by the Basic Conditions of Employment Act. (4)
- 2.2 Outline ways businesses can comply with Broad Based Black Economic Empowerment. (6)
- 2.3 Identify the legislation/act that would be consulted in the following scenarios.
 - 2.3.1 Martin and Louise are both employed as marketing managers for PPE clothing. They both have the same qualifications and levels of experience; however, Martin gets paid 15% more than Louise. (6)
 - 2.3.2 Luyanda purchased a television set on credit. When she purchased the television set, she did not meet the requirements of the credit check – however the business sold the television to Luyanda on credit anyway. (6)
 - 2.3.3 Karen purchased goods from SD Wholesalers online. When her goods were delivered, they were not the correct colour and size as per her order. She phoned the manager at SD Wholesalers and demanded that the goods be swapped for the correct goods or a refund on her purchase. (6)
- 2.4 Explain the provisions of the Basic Conditions of Employment Act regarding maternity leave. (4)
- 2.5 Read the scenario below and answer the questions that follow.

Pecker Woods Manufacturers (PWM)

Pecker Woods Manufacturers (PWM) manufactures all types of plastic household items. They then sell these items to Primary Wholesalers who sell and distribute the goods to customers. The management of PWM have decided that they will be opening a physical store as well as an online store that will allow customers to purchase items directly from PWM. Management believes that by marketing and selling the products themselves (and cutting out the middle-man) they will be able to sell their products at a cheaper price, attract more customers and increase their profits.

- 2.5.1 Name the type of integration strategy that was implemented by PWM. (2)
- 2.5.2 Discuss the level of control the business has in the micro, market and macro environment. (6)
- 2.5.3 Distinguish between a *defensive strategy* and a *growth strategy*. (4)
- 2.5.4 Suggest possible reasons why the strategy implemented by PWM may result in higher profits. (4)
- 2.6 Analyse the impact of the COVID-19 pandemic on the restaurant industry. What strategies have restaurants had to develop to sustain themselves? (4)

[40]

Question 3: Business operations

- 3.1 Name the FOUR elements of the PDCA model. (4)
- 3.2 Explain the importance of quality circles in Total Quality Management. (6)
- 3.3 Identify the business function that is responsible for ensuring quality in the following scenarios.

- 3.3.1 Thando selects reliable suppliers with excellent quality and tries to buy materials in bulk in order to get a trade discount.
- 3.3.2 Priyanka ensures that her department adheres to all ethical advertising practices when promoting products.
- 3.3.3 Michelle ensures that all relevant information and data is captured on the business's computer system so that managers have access to information as quickly as possible. (6)
- 3.4 Evaluate the impact of Total Quality Management in reducing the cost of quality in large businesses. (4)
- 3.5 Read the job advertisement below and answer the questions that follow.

VACANCY: MARKETING MANAGER	
Job title:	Senior Marketing Manager
Qualifications:	Relevant B. Com Degree with marketing as a major
Level of experience:	At least 5 years' experience at a middle management level
Key performance areas:	The successful candidate will be managing the marketing department who are responsible for creating advertisements for television, radio and social media platforms.
Total package:	R420 000 – R600 000 per annum (negotiable)
Other:	Pension fund, medical aid, and housing subsidy

- 3.5.1 List any TWO fringe benefits offered by the business. (2)
- 3.5.2 Discuss the benefits of an induction programme. (6)
- 3.5.3 Differentiate between *job description* and *job specification*. (4)
- 3.5.4 Top management wants to remove the fringe benefits from the employees' remuneration package as they feel it is a waste of money. Critically evaluate the reason why the business should keep the fringe benefits as part of the remuneration package. (4)
- 3.6 Discuss the legal requirements of a contract. (4)

[40]

Question 4: Miscellaneous

BUSINESS ENVIRONMENTS

- 4.1 Name any TWO revised pillars of the Broad Based Black Economic Empowerment Act. (2)
- 4.2 Discuss the purpose of the Compensation for Occupational Injuries and Diseases Act. (6)
- 4.3 Read the scenarios below and identify the right of the consumer according to the Consumer Protection Act.
- 4.3.1 Ayanda purchased an iPhone X and when she got home she realised they gave her a phone with a cracked screen. She returned to the store which offered to replace the broken phone with a new one or give her a refund.

- 4.3.2 Bradley was assisted by a sales rep who was very rude and didn't provide much advice during the sale. Bradley went to customer care to lay an official complaint about the sales rep. (2x1) (2)

4.4 Read the scenario below and answer the questions that follow.

When South Africa was placed into a national lockdown, economists predicted that South Africa might enter into a recession at some point during 2020. The South African government implemented a number of laws and policies that South Africans were obliged to follow. A ban on alcohol and cigarettes placed heavy strain on businesses producing/selling these products and they have had to become creative in order to keep their companies open.

- 4.4.1 Besides the PESTLE analysis, list TWO other industry analysis tools. (2)
- 4.4.2 Identify TWO elements of the PESTLE analysis highlighted in the scenario above. (4)
- 4.4.3 Recommend TWO legal strategies these businesses producing/selling alcohol and tobacco could adopt to ensure that their businesses do not close down. (4)
- [20]

BUSINESS OPERATIONS

- 4.5 Name any TWO functions of the business. (2)
- 4.6 Explain the difference between *quality control* and *quality assurance*. (6)
- 4.7 Identify the total quality element from the scenarios below:
- 4.7.1 During the COVID-19 lockdown period, many schools taught their staff how to use different technologies, which allowed remote teaching and learning to happen more successfully.
- 4.7.2 Solomon Stores has an email address where customers can make complaints and suggestions about the products or services they receive. Solomon Stores checks these emails every day, contacts unhappy customers, and implements good suggestions that lead to better customer satisfaction. (2x1) (2)
- 4.8 Read the scenario below and answer the questions that follow.

Sky Air Association

Sky Air Association is having financial difficulties and is running the risk of being liquidated. They do not have sufficient funds to continue employing all their staff. Peter, one of the pilots who has been working for Sky Air Association for the last 15 years, is one of the staff members who Sky Air Association was forced to let go of.

- 4.8.1 Identify the reason why Peter's contract of employment was terminated. Quote a line from the text to support your answer. (3)
- 4.8.2 List THREE other reasons why a contract may be terminated (other than the one mentioned in the answer to Question 4.8.1). (3)
- 4.9 Analyse the purpose of placement as a function of the human resources function. (4)
- [20]

TOTAL SECTION B: [40]**SECTION C**

Answer **ONE** question in this section.

NOTE: Clearly indicate the QUESTION NUMBER of the chosen question. The answer to the question must start on a NEW page.

Question 5: Business environments

The relationship between employers and employees is guided by the Labour Relations Act (LRA). Businesses who do not comply with this Act may face penalties. In addition to the penalties businesses will also have unhappy staff, which brings with it its own set of problems.

Support the above argument by referring to the following aspects in your answer:

- Discuss the purpose of the Labour Relations Act.
- Evaluate the impact of this Act on the business.
- Recommend ways that a business can comply with the LRA.
- Explain the actions that could be regarded as discriminatory to the LRA.

[40]

Question 6: Business operations

The role of an HR manager is an important one and is filled with many duties and responsibilities. They need to determine (amongst other duties) how positions will be advertised, how remuneration will be calculated, preparation of the interview process and so on. While conducting their duties, they also need to abide by the legislation of the country to ensure that policies are adhered to and implemented correctly. It is a tough task despite many people's beliefs that HR is simply responsible for recruiting new staff.

Bearing in mind the statement above, write an essay in which you include the following aspects:

- Evaluate the impact of internal and external recruitment.
- Differentiate between *time-related* and *piecemeal remuneration*. (Note: that these concepts may also be called *payment by time* and *payment by performance*.)
- Discuss the role of the interviewer during the presentation.
- Analyse the implications of the Skills Development Act on the HR Function.

[40]

Exemplar Assessments
Time: 2 Hours for 150 marks

Trial Examination: Paper 2

Name:
Surname:
Instructions and information

Read the following instructions carefully before answering the questions.

- This question paper consists of THREE sections and covers TWO main topics.
 SECTION A: COMPULSORY
 SECTION B: Consists of THREE questions.
 Answer any TWO of the three questions in this section.
 SECTION C: Consists of TWO questions.
 Answer any ONE of two questions in this section.
- Read the instructions for each question carefully and take note of what is required.
 Note that ONLY the first TWO questions in SECTION B and the FIRST question in SECTION C will be marked.
- Number the answers carefully according to the numbering system used in this question paper. NO marks will be awarded for answers that are numbered incorrectly.
- Except where other instructions are given, answers must be in full sentences.
- Use the mark allocation and nature of each question to determine the length and depth of an answer.
- Use the table below as a guide for mark and time allocation when answering each question.

SECTION	QUESTION	MARKS	TIME (minutes)
A: Objective-type questions COMPULSORY	1	30	30
B: THREE direct/indirect-type questions CHOICE: Answer any TWO.	2	40	30
	3	40	30
	4	40	30
C: TWO essay-type questions CHOICE: Answer any ONE.	5	40	30
	6	40	30
TOTAL		150	120

7. Begin the answer to EACH question on a NEW page, e.g. QUESTION 1 – new page, QUESTION 2 – new page.
8. You may use a non-programmable calculator.
9. Write neatly and legibly.

SECTION A (COMPULSORY)

Question 1

- 1.1 Various options are provided as possible answers to the following questions. Write down the question number (1.1.1–1.1.5), choose the correct answer and write the letter (A–D) next to the number on your answer sheet, e.g. 1.1.6 A.
- 1.1.1 Insurance covers the insured party against all of the following except ...
- A. fire.
 - B. burglary.
 - C. inflation in the economy.
 - D. storms.
- 1.1.2 The PC Company wants to introduce new products to its existing range of computer software. It needs a group decision-making technique to stimulate creative and imaginative ideas on new products. Group participants need to generate as many ideas as possible without evaluation by others.
- The most appropriate group decision-making technique is ____
- A. the nominal group technique.
 - B. brainstorming.
 - C. the Delphi technique.
 - D. an electronic meeting.
- 1.1.3 Which ONE of the following is an advantage of corporate social responsibility?
- A. Reduces the BBBEE ratings
 - B. Makes reporting in financial statements more difficult
 - C. Is not the main activity of the business
 - D. Attracts investors
- 1.1.4 James buys 2 000 shares at R12.00 each. The return on investments that he will receive is in the form of ...
- A. interest.
 - B. dividends.
 - C. premiums.
 - D. profit.
- 1.1.5 Martin invested R30 000 in a savings account at JOE Bank at 7% simple interest per year for two years. Martin will earn ... interest after two years.
- A. R34 200
 - B. R4 200

C. R34 347

D. R4 347

(5x2) (10)

- 1.2 Complete the following statements by using the word(s) in the list below. Write only the word(s) next to the question number (1.2.1–1.2.5) in the ANSWER BOOK.

Belbin; performance appraisal; laizzes-faire; management; Jungian; creative thinking; democratic; counselling; conflict management; staff development programmes; leadership

1.2.1 The process of generating something through developing new ideas that are valuable and useful is referred to as ...

1.2.2 A ... leader involves employees in the decision-making process.

1.2.3 ... deal(s) with the evaluation of employees in the workplace with a view to an increase in their wages and salaries.

1.2.4 The ... theory is based on the idea that people are born with preferences for certain attitudes and functions.

1.2.5 The ability to motivate and inspire individuals is known as (5x2) (10)

- 1.3 Choose a description from COLUMN B that matches a term in COLUMN A. Write only the letter (A–H) next to the question number (1.3.1–1.3.5) in the ANSWER BOOK, for example 1.3.6 K.

Column A		Column B	
1.3.1	Histogram	A	A sum of money paid to shareholders from the company's profits
1.3.2	Social right	B	Knowledge and skills that people in a particular geographical area possess
1.3.3	Dividend	C	A set of figures shown as a series of rectangles with spaces between each category
1.3.4	Inflation rate	D	The rate at which prices increase over time, resulting in a fall in the purchasing value of money
1.3.5	Indigenous knowledge	E	Converting the assets of the business into cash which will then be used to pay for the debts of the business
		F	Healthcare and social security
		G	A set of figures shown as a series of rectangles with no spaces between each category
		H	Branches of a business not performing well are closed down or sold

(5x2) (10)

TOTAL SECTION A: [30]

SECTION B

Answer **ANY TWO** questions in this section.

NOTE: Clearly indicate the QUESTION NUMBER of each question that you choose. The answer to EACH question must start on a NEW page, for example QUESTION 2 on a NEW page, QUESTION 3 on a NEW page, etc.

Question 2: Business ventures

- 2.1 Outline THREE requirements of a good presentation. (6)
- 2.2 Evaluate the effectiveness of using graphs when presenting information. (4)
- 2.3 Analyse the scenario and identify the type of leadership style in the following cases.
 - 2.3.1 The manager asks employees to give input to find the best method of producing television sets.
 - 2.3.2 The manager delegates tasks and gives clear and precise instructions. He does not allow others to give input in decision making.
 - 2.3.3 The manager allows employees to make their own decisions and has little involvement in the decision-making process.

(2x3) (6)

- 2.4 Read the scenario below and answer the questions that follow.

Morgan won R500 000 in the National Lottery. She decided to use 20% of her winnings to clear up her debt. The rest was invested at a commercial bank as a fixed deposit for two years at 12% compound interest per year with effect from 1 January 2018. Note that interest is compounded every 6 months.

- 2.4.1 Define the concept of compound interest. (2)
- 2.4.2 How much debt did Morgan have?
 - Note:** Show all workings. (3)
- 2.4.3 Calculate the compound interest that Morgan will earn on the fixed deposit.
 - Note:** Show all workings. Round off to two decimal places. (7)
- 2.5 Discuss the rights and limitations of Preference Shares. (6)
- 2.6 Define each of the following investment opportunities and mention the risk attached to each.
 - 2.6.1 Unit trusts (3)
 - 2.6.2 Shares (3)

[40]

Question 3: Business roles

- 3.1 Outline any TWO issues that cause conflict in the workplace. (4)
- 3.2 List the steps that a manager can use to resolve conflict in the workplace. (6)

- 3.3 Identify the correct team dynamic theory from the statements below:
- 3.3.1 A team management wheel is used which identifies eight roles that people prefer to take in a team.
 - 3.3.2 Based on the roles that people play in a team, the skills they contribute and the forces created by their interaction.
 - 3.3.3 This theory maximises team strengths and managing weaknesses to reduce their effect. (3x2) (6)
- 3.4 Read the scenario below and answer the questions that follow.
- Maxbuilder Building Society (MBS)**

Maxbuilder Building Society (MBS) is a large financial intermediary. They wish to expand their business to more countries and are trying to come up with the best strategy possible. They have decided to ask experts in the field to advise them and sent out questionnaires to a few knowledgeable people by email to help them make an informed decision. They came up with a number of solutions and then chose the correct one by weighing up the advantages and disadvantages of each.
- 3.4.1 Identify TWO creative thinking techniques used by MBS. Quote from the case study to motivate your answer. (6)
 - 3.4.2 Discuss how MBS should apply any ONE of the above techniques. (4)
 - 3.4.3 Critically discuss the benefits of creative thinking in businesses. (6)
- 3.5 Explain the differences between problem solving and decision making. (4)
- 3.6 Recommend ONE strategy to deal with EACH of the following difficult personalities:
- 3.6.1 Complainer (2)
 - 3.6.2 Aggressive person (2)
- [40]

Question 4: Miscellaneous

BUSINESS VENTURES

- 4.1 Name TWO requirements for a valid insurance contract. (2)
 - 4.2 Differentiate between life insurance and a retirement annuity. (8)
 - 4.3 Examine the following scenario and answer the questions that follow.
- Tsepiso owns a holiday house valued at R4 000 000. He insured his house with Trustsurance Insurers for a value of R3 200 000. A fire in the kitchen caused damages of R90 000.
- 4.3.1 Is Tsepiso under-insured or over-insured? Provide a reason for your answer. (3)
 - 4.3.2 Calculate the amount that Trustsurance will pay Tsepiso for the damage caused by the fire. (5)
 - 4.3.4 How will the amount, that will be paid by Trustsurance, affect Tsepiso's ability to complete the repairs? (2)

BUSINESS ROLES

- 4.5 List any TWO economic rights of employees in the workplace. (2)
- 4.6 Discuss THREE ways in which CSI programmes benefit the community. (6)
- 4.7 Read the scenario below and answer the questions that follow.

Beth's Computer Suppliers (BCS)

Beth's Computer Suppliers employ more female staff than male staff. In addition to this, the employees need to have a recognised qualification specialising in computer technology. Their building is on the second floor that is only accessible via a staircase and, therefore, does not accommodate for people with wheelchairs.

- 4.7.1 Indicate TWO diversity issues referred to in the scenario above. (4)
- 4.7.2 Suggest TWO solution to address any ONE of the diversity issues you have mentioned in Question 4.7.1. (4)
- 4.8 Recommend ways a business can promote inclusivity. (4)
- [40]

TOTAL SECTION B: [80]**SECTION C**

Answer **ONE** question in this section.

NOTE: Clearly indicate the QUESTION NUMBER of the chosen question. The answer to the question must start on a NEW page.

Question 5: Business ventures**LEADERS vs. MANAGERS**

The terms management and leadership are often confused as being the same thing, despite being very different. Businesses will try to appoint managers who are also good leaders to ensure that they get the best out of the employees that they are managing. Businesses are aware of the value of having good leaders, and will therefore also send their staff on leadership and management courses to develop skills that will make them even better leaders and managers.

With the above statement in mind, address the following issues:

- Differentiate between leadership and management.
- Discuss the autocratic, democratic and laissez-faire leadership styles.
- Recommend a situation in which these theories may be applied in the workplace.
- Evaluate the role of personal attitude in successful leadership.

[40]

Question 6: Business roles

The manner in which a business will conduct its day-to-day activities will depend on the professionalism and ethics that exist in the business. Businesses are also often judged on their level of professionalism and ethical considerations. The King Code guides businesses to ensure that they keep their level of ethics and professionalism to at least a minimum industry standard.

With reference to the above picture, write detailed notes on ethics and professionalism and refer to the following aspects:

- Differentiate between professional and ethical behaviour.
- Explain how the business should apply the King Code principles of transparency and accountability to improve their corporate governance.
- Suggest ways in which responsible, professional, ethical and effective business practice should be conducted.
- Recommend ways in which businesses may address abuse of work time and pricing of goods in rural areas as unethical business practices.

[40]

TOTAL SECTION C: [40]

Exemplar Assessments

Time: 2 Hours for 150 marks

Trial Examination: Paper 1 Memorandum

SECTION A

Question 1

- 1.1.1 B ✓✓
- 1.1.2 C ✓✓
- 1.1.3 D ✓✓
- 1.1.4 A ✓✓
- 1.1.5 B ✓✓ (10)
- 1.2.1 micro✓✓
- 1.2.2 fringe✓✓
- 1.2.3 conglomerate✓✓
- 1.2.4 nine✓✓
- 1.2.5 secondary✓✓ (10)
- 1.3.1 F ✓✓
- 1.3.2 D ✓✓
- 1.3.3 E ✓✓
- 1.3.4 C ✓✓
- 1.3.5 B ✓✓ (10)

Total Section A: [30]

SECTION B

Question 2: Business environments

- 2.1
- Sick leave✓
 - Annual leave✓
 - Maternity leave✓
 - Family responsibility leave✓
 - Unpaid leave✓
 - Paternity leave ✓ (Mark first four answers only.) (4)
- (Do not accept normal leave and family leave as answers.)
- 2.2
- Businesses must appoint people of different races into managerial positions to ensure the demographics of the country is represented.✓✓
 - Businesses must sell shares to employees/people of different races.✓✓
 - Invite people of colour to attend skills development training.✓✓
 - Businesses must outsource their services to BEE compliant suppliers.✓✓

- Implement affirmative action when employing new staff.✓✓
- Any other relevant answer. (Maximum 6) (6)

2.3 2.3.1 Employment Equity Act/ EEA✓✓

2.3.2 National Credit Act/ NCA✓✓

2.3.3 Consumer Protection Act/ CPA✓✓ (6)

- 2.4
- A pregnant worker may not be allowed to perform work✓ that is dangerous to her unborn child.✓
 - A pregnant worker is entitled to four months' consecutive maternity leave✓ which may be unpaid leave.✓
 - The start of maternity leave is usually any time from four weeks before the expected date of birth✓or according to the advice of a doctor/midwife.✓
 - A worker on maternity leave has job security✓ while she is on maternity leave.✓
 - Any other relevant answer (Maximum 4) (4)

2.5 2.5.1 Forward integration✓✓ (2)

2.5.2	micro	The business has full control✓ and influence over all the elements in the micro environment.✓
	market	The business does not control any of the elements✓, but can exert influence over the elements in the market environment.✓
	macro	The business has no control✓ or influence in this environment.✓

(Maximum 2 marks per environment) (6)

2.5.3

Defensive strategy	Growth strategy
<ul style="list-style-type: none"> • A defensive strategy is put in place as a preventative measure✓ to ensure the business does not close down.✓ 	<ul style="list-style-type: none"> • A growth strategy is put in place to expand✓ or grow the business.✓
(Sub max 2)	(Sub max 2)

(4)

- 2.5.4
- The product will be cheaper, which means that more people can afford the product, resulting in more customers and profits.✓✓
 - PWM can sell the products at higher prices compared to the prices they were charging Prime Wholesalers.✓✓
 - Customers will be purchasing the products at cheaper prices, because the mark-up that Prime Wholesalers charged is no longer applicable.✓✓
 - There will be a direct relationship between PWM and the customers, so PWM can learn about the needs of the customers and improve customer satisfaction. This then leads to repeat customers.✓✓
 - Any other relevant answer (Maximum 4) (4)

- 2.6
- Restaurants have had to create a service where they do online orders and delivery services.✓✓
 - Restaurants have had to make special menus that attract customers and minimise costs.✓✓
 - Restaurants have had to create special deals to convince customers to buy from them.✓✓
 - Restaurants have had to add their businesses to apps like Mr Delivery and Uber Eats.✓✓
 - Restaurants have had to employ drivers to do their deliveries to customers that order online.✓✓
 - Any other relevant answer (Maximum 4) (4)
- [40]

QUESTION 3: Business operations

- 3.1
- Plan✓
 - Do✓
 - Check✓
 - Act✓ (4)
- 3.2
- Quality circles help to solve problems related to quality✓ and implement improvements to solve problems.✓
 - Quality circles help investigate problems✓ and suggest solutions to management.✓
 - Quality circles ensure that there is no duplication✓ of activities/tasks in the workplace.✓
 - Quality circles make recommendations for improving/upgrading systems✓ and processes in the workplace.✓
 - Quality circles improve the quality of products/services/productivity✓ through regular reviews of quality processes.✓
 - Quality circles monitor and reinforce strategies✓ to improve the smooth running of business operations.✓
 - Quality circles reduce costs of redundancy✓ in the long run.✓
 - Any other relevant answer (Maximum 6) (6)
- 3.3
- 3.3.1 Purchasing✓✓
- 3.3.2 Marketing✓✓
- 3.3.3 Administration✓✓ (6)
- 3.4
- Introduce quality circles✓ to discuss ways of improving the quality of work/workmanship.✓
 - Schedule activities to ensure that no mistakes are made✓ or no tasks are duplicated.✓
 - Share responsibility✓ for quality output amongst management and workers.✓

- Train employees at all levels✓, so that everyone understands their role in quality management.✓
 - Develop work systems that empower employees✓ to find new ways of improving quality.✓
 - Work closely with suppliers✓ to improve the quality of raw materials/inputs.✓
 - Any other relevant answer (4)
- (Mark to a maximum of 4 marks.)

- 3.5 3.5.1
- Pension fund✓
 - Medical aid✓
 - Housing subsidy✓ (Mark first two answers only.) (2)

- 3.5.2
- Increases quality✓ and productivity.✓
 - Allows new employees to settle in quickly✓ and work effectively.✓
 - Ensures that new employees understand✓ rules and restrictions in the business.✓
 - New employees may establish relationships✓ with fellow employees at different levels.✓
 - Minimises the need✓ for ongoing training and development.✓
 - Make new employees feel at ease in the workplace✓, which reduces anxiety/insecurity/fear.✓
 - The results obtained during the induction process✓ provide a base for focused training.✓
 - Any other relevant answer (Maximum 6) (6)

3.5.3

Job description	Job specification
<ul style="list-style-type: none"> • Written description of the job✓ and the requirements for the job.✓ 	<ul style="list-style-type: none"> • Written description of the characteristics of the job✓ and qualifications required to do the job.✓
(Sub max 2)	(Sub max 2)

(4)

- 3.5.4
- Attractive fringe benefit packages/incentives✓ may result in higher employee retention or reduce employee turnover.✓
 - It increases employee satisfaction/loyalty✓ as workers may be willing to work under pressure/improve personal performance.✓
 - Leads to higher productivity✓, as workers work for longer hours/more days if they are incentivised.✓
 - Attracts good/qualified/highly skilled employees to the business✓ who do not always need extra training.✓
 - Any other relevant positive aspect related to fringe benefits (Maximum 4) (4)

- 3.6
- The employment contract is an agreement between the employer and the employee✓ and is legally binding on both parties.✓
 - Both the employer and employee✓ must agree to any changes to the contract.✓
 - Aspects of the employment contract can be renegotiated✓ during the course of employment.✓
 - No party may unilaterally✓ change aspects of the employment contract.✓
 - The employer and employee✓ must both sign the contract.✓
 - The employment contract should include a code of conduct✓ and code of ethics.✓
 - The employer must explain the terms and conditions✓ of the employment contract to the employee.✓
 - It may not contain any requirements that are in conflict✓ with the BCEA.✓
 - Any other relevant answer (Maximum 4) (4)
- [40]

QUESTION 4: Miscellaneous

BUSINESS ENVIRONMENTS

- 4.1
- Management control✓
 - Skills development✓
 - Ownership✓
 - Enterprise and supplier development✓
 - Socio-economic development/ social responsibility✓ (Mark first two answers only.) (2)
- 4.2
- Provides a comprehensive protection to employees✓ who are injured in the course of performing their duties.✓
 - COIDA applies to all casual and full-time workers✓ who become ill/injured/ disabled/ killed due to a workplace accident/disease✓
 - It excludes employees who are guilty of misconduct✓, workers working outside South Africa for at least twelve months✓ and members of the SA Defence Force/Police Services.✓
 - It provides for the establishment of a Compensation Board✓ whose function is to advise the Minister of Labour on the application/provisions of COIDA.✓
 - Any other relevant answer (Maximum 6) (6)
- 4.3
- 4.3.1 The right to return goods/ have goods replaced/get a refund.✓
- 4.3.2 The right to complain✓ (2x1) (2)
- 4.4
- 4.4.1
- SWOT analysis✓
 - Porter's Five Forces model✓ (2)
- 4.4.2
- Legal✓✓
 - Economic✓✓ (4)

- 4.4.3
- Those companies selling alcohol and tobacco can choose to change their business to sell other products.✓✓
 - Companies can take pre-orders where customers buy now and get the goods after the restrictions are lifted.✓✓
 - The business can take a loan to cover their expenses during the period where restrictions apply.✓✓
 - The business can apply for relief from the COVID relief fund.✓✓
 - Any other relevant answer (Mark first two answers only.) (4)
- [20]

BUSINESS OPERATIONS

- 4.5
- General management✓
 - Purchasing✓
 - Financing✓
 - Administration✓
 - Production✓
 - Marketing✓
 - Public relations✓
 - Human resources✓
- (Mark first two answers only.) (2)

4.6

Quality control	Quality assurance
<ul style="list-style-type: none"> An inspection of the final product✓ to ensure it meets the required standards✓ Includes setting targets/measuring performance✓ and taking corrective measures✓ Checking raw materials, employees, machinery, workmanship, etc.✓ to ensure high standards are maintained✓ This process happens after✓ the product is completed✓ <p>(Sub max 3)</p>	<ul style="list-style-type: none"> Carried out during and after the production✓ to ensure quality is met throughout the process✓ Ensures that all processes are working✓ and preventing mistakes from reoccurring✓ Quality control is built into the process✓ rather than checking after the process✓ Continuous process✓ <p>(Sub max 3)</p>

(6)

- 4.7
- 4.7.1 Continuous skills development/ Education and training✓
- 4.7.2 Total client/customer satisfaction✓ (2)
- 4.8
- 4.8.1
- Retrenchment✓✓
 - "They do not have sufficient funds to continue employing all their staff"✓ (3)
- 4.8.2
- Dismissal due to unsatisfactory performance or misconduct✓
 - Voluntary resignation✓
 - Retirement✓
 - Promotion✓
 - Demotion✓ (Mark first three answers only.) (3)
- 4.9
- Selected candidates are placed where they will function optimally✓ and add value to the business.✓
 - A specific job✓ is assigned to the selected candidate.✓

- The qualifications/skills/personality of the selected candidate✓ is matched with the requirements of the job.✓
- Any other relevant answer

(Maximum 4) (4)

[20]

TOTAL SECTION B: [40]

SECTION C

QUESTION 5: Business environments

Introduction

- Businesses are compelled to abide by the regulations as stipulated in the LRA.✓
- Businesses may be fined if they fail to comply with the LRA.✓
- Any other relevant introduction

(Maximum 2)

The purpose of the Labour Relations Act

- The LRA provides a framework/structure for developing labour relations✓ between employers and employees.✓
- The LRA encourages collective bargaining✓ in the workplace.✓
- The LRA encourages workplace forums✓ to help employees in decision-making processes.✓
- The LRA created the Labour Courts✓ and Labour Appeal Courts.✓
- The LRA promotes simple procedures for the registration✓ of trade unions and employer organisations.✓
- Any other relevant introduction

(Maximum 10)

Impact of this Act on the business

Positives/Advantages

- Encourages a healthy/productive relationship✓ between employers and employees.✓
- Promotes and recognises✓ the rights and responsibilities of employers.✓
- Promotes and recognises✓ the rights and responsibilities of employees.✓
- Protects the rights of businesses or employees✓ in labour-related issues.✓
- Labour disputes are settled quicker✓ and are less expensive.✓
- Protects employers who embark on lawful lock-outs✓ when negotiations between parties fail.✓
- LRA provides for the principles of collective bargaining✓ and puts structures in place with which disputes in the workplace can be settled.✓
- Provides specific guidelines for employers✓ on correct and fair disciplinary procedures.✓
- Any other relevant answer

Negatives/Disadvantages

- Productivity may decrease✓ if employees are allowed to participate in the activities of trade unions during work time.✓
- Labour costs increase✓ when there are legal strikes.✓
- There is decreased global competitiveness✓ when there is lower productivity.✓
- Employers may have to disclose information about workplace issues to union representatives✓ that could be the core of their competitive advantage.✓
- Employers may not dismiss employees at will✓, as procedures have to be followed.✓
- Any other relevant answer

(Learners may be awarded marks for positives and/or negatives, no sub max) (Maximum 16)

How a business can comply with the LRA

- Businesses must allow employees to form trade unions/participate in union activities/legal strikes.✓✓
- Allow/Support the establishment of workplace forums.✓✓
- Employees should not be unfairly/illegally dismissed.✓✓
- Employers should not breach/ignore any collective agreement.✓✓
- Businesses must disclose all relevant information required by trade union representatives to do their jobs effectively.✓✓
- Any other relevant answer

(Maximum 10)

Actions that could be regarded as discriminatory

- Cancellation of employees' contracts✓ by a new employer when a business is sold✓
- Unfair/illegal✓ dismissal of employees✓
- Refusing the establishment✓ of workplace forums✓
- Refusing to give workplace forum members paid time off✓ for attending meetings during working hours✓
- Forcing employees to give up✓ trade union membership✓
- Preventing employees✓ from joining trade unions✓
- Any other relevant answer

(Maximum 10)

Conclusion

- Businesses that do not comply with the LRA may be fined.✓✓
- Any other relevant conclusion

(Maximum 2)

DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
The purpose of the Labour Relations Act	10	
Impact of this Act on the business	16	
How a business can comply with the LRA	10	
Actions that could be regarded as discriminatory	10	
Conclusion	2	
INSIGHT		8
Layout	2	
Analysis, interpretation	2	
Synthesis	2	
Originality, examples	2	
TOTAL MARKS		40

QUESTION 6: Business operations

Introduction

- Human resources is one of the eight business functions.✓
- The HR manager needs to decide whether to use internal or external recruitment to find suitable candidates for a job.✓
- Any other suitable introduction (Maximum 2)

The impact of internal and external recruitment

Internal

Positive	Negative
<ul style="list-style-type: none"> Placement is easy✓, as management knows the employees' skills/personality/experience/strengths.✓ Cheaper✓ and quicker to fill the post.✓ Provides opportunities for career paths✓ within the business.✓ The employee already has an understanding✓ of how the business operates.✓ Induction/training✓ is not always necessary.✓ Any other relevant answer 	<ul style="list-style-type: none"> The promotion of an employee could cause resentment✓ among other employees.✓ The number of applicants from which to choose is limited✓ to existing staff only.✓ It may close the door to new ideas✓ from outsiders.✓ The business has to spend more money✓ on training/developing existing employees on the new position.✓ Employees who are not promoted✓ may feel demotivated.✓ Any other relevant answer

(Learners can mention positive and/or negative impacts) (Sub max 10)

External

Positive	Negative
<ul style="list-style-type: none"> • New candidates✓ bring new talents/ideas/ experiences/skills into the business.✓ • There is a larger pool of candidates✓ to choose from.✓ • It may help the business to meet affirmative action✓ and BBBEE targets.✓ • Minimises unhappiness/conflict amongst current employees✓ who may have applied for the post.✓ • Any other relevant answer 	<ul style="list-style-type: none"> • External sources can be expensive,✓ e.g. recruitment agencies' fees/advertisements in newspapers/magazines.✓ • The selection process may not be effective✓ and an incompetent candidate may be chosen.✓ • Information on CV's/referees✓ may not be reliable.✓ • Recruitment process takes longer/is more expensive✓ as background checks must be conducted.✓ • New candidates generally take longer to adjust✓ to a new work environment.✓ • Any other relevant answer

(Sub max 10) (Maximum 10)

Time-related and piecemeal remuneration/ Payment by time and performance

Time-related/ Payment by time	Piecemeal/ Payment by performance
<ul style="list-style-type: none"> • Workers are paid for the amount of time they spend at work✓ or on a task.✓ • Workers with the same experience/qualifications✓ are paid on a salary scale regardless of the amount of work done.✓ • Any other relevant answer <p>(Sub max 4)</p>	<ul style="list-style-type: none"> • Workers are paid according to the number of items✓/units produced/ actions performed.✓ • Workers are not remunerated for the number of hours worked✓, regardless of how long it takes them to complete the task.✓ • Any other relevant answer <p>(Sub max 4)</p>

(Maximum 8)

The role of the interviewer during the presentation

- Allocate the same amount of time✓ to each candidate.✓
- Introduce members of the interviewing panel✓ to each candidate.✓
- Make the interviewee feel at ease✓ and comfortable at the start of the interview.✓
- Explain the purpose of the interview ✓ to the panel and the interviewee.✓
- Record interviewees' responses✓ for future reference and to compare candidates.✓
- Do not misinform✓ or mislead the interviewee during the interview.✓
- Give an opportunity✓ for the interviewee to ask questions.✓
- End the interview✓ by thanking the interviewee for attending the interview.✓
- Inform the interviewee of when they can expect to get a response✓ about the success/ failure of their application.✓
- Any other relevant answer

(Maximum 10)

Implications of the SDA in HR

- The human resources manager should interpret the aims and requirements of the SDA✓ and adapt workplace skills training programmes accordingly.✓
- Identify the training needs of the employees✓ and provide them with training opportunities so that they will perform their tasks efficiently.✓
- Contribute 1% of their salary bill✓ to the Skills Development Levy/SDL.✓
- Ensure training in the workplace✓ is formalised/structured.✓
- Appoint a full-/part-time consultant✓ as a Skills Development Facilitator.✓
- Any other relevant answer (Maximum 10)

Conclusion

- Many of the labour laws that exist present implications for the HR function and must be considered by the HR department.✓✓
- Any other suitable conclusion (Maximum 2)

DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
The impact of internal and external recruitment	20	
Time-related and piecemeal remuneration/ payment by time and performance	8	
The role of the interviewer during the presentation	10	
Implications of the SDA in HR	10	
Conclusion	2	
INSIGHT		8
Layout	2	
Analysis, interpretation	2	
Synthesis	2	
Originality, examples	2	
TOTAL MARKS		40

TOTAL SECTION C: [40]

TOTAL: [150]

Exemplar Assessments

Time: 2 Hours for 150 marks

Trial Examination: Paper 2 Memorandum

SECTION A

Question 1

- 1.1.1 C ✓✓
- 1.1.2 B ✓✓
- 1.1.3 D ✓✓
- 1.1.4 B ✓✓
- 1.1.5 B ✓✓ (10)
-
- 1.2.1 creative thinking ✓✓
- 1.2.2 democratic ✓✓
- 1.2.3 performance appraisal ✓✓
- 1.2.4 Jungian ✓✓
- 1.2.5 leadership ✓✓ (10)
-
- 1.3.1 G ✓✓
- 1.3.2 F ✓✓
- 1.3.3 A ✓✓
- 1.3.4 D ✓✓
- 1.3.5 B ✓✓ (10)

Total Section A: [30]

SECTION B

Question 2: business ventures

- 2.1
- Identify the method of presentation to be used, for e.g. written information, electronic information, visual presentation, oral presentation. ✓✓
 - Consider the audience, for e.g. the shareholders, and prepare accordingly. ✓✓
 - Consider the venue and facilities available, for e.g. electrical outlets, flipcharts, data projectors, etc., so that you can plan accordingly. ✓✓
 - Be clear about the objectives of your representation, for e.g. the financial position of the company to be presented to shareholders. ✓✓
 - Obtain all the information that is necessary and ensure that the figures you present are accurate, relevant and up to date. ✓✓
 - You must also consider time and allow for questions and discussion. ✓✓
 - You can plan the format of your presentation which could include welcome/ introduction, the body of the presentation and conclusion. ✓✓

- Ensure that you are mentally prepared for the presentation by rehearsing to ensure that the presentation is successful.✓✓
- Any other relevant answer relating to presentation of information

(Mark first three answers only) (6)

- 2.2
- Used when information✓ needs to be shown in parts.✓
 - Graphs are visual summaries✓ which enhance better understanding of the presentation.✓
 - Graphs are useful to show trends✓, because they show which parts are bigger relative to others.✓
 - More visually appealing✓, meaning facts will be remembered better.✓
 - Communicates information better✓ than simply reading the information in words.✓
 - Any other relevant answer

(Maximum 4) (4)

2.3 2.3.1 Democratic✓✓

2.3.2 Autocratic✓✓

2.3.2 Laissez-faire/ free-reign✓✓

(2x3) (6)

2.4 2.4.1 Interest that is earned on both the invested amount as well as on the interest✓✓ (2)

2.4.2 $R500\ 000 \times 20/100 = R100\ 000$ ✓

(Award all 3 marks if learner only writes the correct answer.) (3)

2.4.3 $A = 400\ 000$ ✓ $A = R\ 504\ 990,78$ ✓Interest = $R504\ 990,78 - R400\ 000$ ✓ $= R104\ 990,78$ ✓

(Award all 7 marks if learner only writes the correct answer.) (7)

2.5

Rights	Limitations
<ul style="list-style-type: none"> • Paid a fixed rate dividend✓ before dividend is paid to ordinary shareholders.✓ • If company is profitable✓, shareholders are guaranteed a specified percentage dividend.✓ • If company is liquidated✓, preference shareholders share in proceeds after the creditors have been paid.✓ <p>(Sub max 4)</p>	<ul style="list-style-type: none"> • Preference shareholders have no voting rights ✓ at the AGM.✓ <p>(Sub max 2)</p>

(6)

2.6 2.6.1 Unit trusts

Unit trusts refer to the pooling of investors' money that can be invested in a wide portfolio of shares or equity.✓✓

Risk

Investment of funds in unit trusts is regarded as low or medium risk.✓

(2 marks for description and 1 for the type of risk) (3)

2.6.2 Shares

Units of ownership in a company sold to investors who then become part owners of the company.✓✓

Risk

Investment in shares is generally regarded as low, medium or high risk.✓

(2 marks for description and 1 for the type of risk) (3)

[40]

Question 3: business roles

- 3.1
- Personal differences between colleagues✓
 - Poor communication in the workplace✓
 - Competition amongst staff✓
 - Ignoring rules in the workplace✓
 - Poor organisation in the workplace✓
 - Heavy workloads in the workplace✓
 - People experiencing stress✓
 - Any other relevant answer (Mark first two answers only) (4)
- 3.2
- A time and place for discussion must be arranged✓
 - Parties involved in the conflict must recognise that their views about the situation are different✓
 - The problem must be clearly defined✓
 - Each party must get the opportunity to express their opinions and feelings✓
 - Brainstorming is one way to find possible solutions✓
 - The conflicting parties must agree on the criteria to evaluate alternatives✓
 - The best solution must be selected and implemented✓
 - The solution must be evaluated and monitored✓ (Mark to a maximum of 6 marks) (6)
- 3.3
- 3.3.1 Margerison-McCann profile✓✓
- 3.3.2 MTR-i approach✓✓
- 3.3.3 Belbin Role theory✓✓ (3x2) (6)
- 3.4
- 3.4.1
1. Delphi Technique✓✓
- “They have decided to ask experts in the field to advise them and sent out questionnaires to a few knowledgeable people by e-mail to help them make an informed decision”✓ (Sub max 3)

2. Force-field analysis✓✓

“They came up with a number of solutions and then chose the correct one by weighing up the advantages and disadvantages of each.”✓ (Sub max 3) (6)

3.4.2 Delphi technique

- MBS must invite a panel of experts✓ to research the options for expansion.✓
- Experts do not have to be in one place✓ and will be contacted individually.✓
- Design a questionnaire consisting of questions regarding expansion options✓ and distribute it to the panel members/experts.✓
- Request the panel to individually respond to the questionnaire✓ and return it to MBS.✓
- Summarise the responses from the experts✓ in a feedback report.✓
- Send the feedback report and a second set of questions/questionnaire✓ based on the feedback report to the panel members.✓
- Request panel members to provide further input/ideas on how manage the expansion✓ after they have studied the results/documentation.✓
- Distribute a third questionnaire✓ based on previous feedback from the second round.✓
- Prepare a final summary/feedback report✓ with all the relevant options.✓
- MBS should choose the best solution/proposal✓ after reaching consensus.✓
- Any other relevant answer related to the application of the Delphi technique by MBS.

NOTE: Do not allocate marks for advantages and disadvantages as the question focuses on the process/application of the technique.

Force-Field analysis

- MBS should write the problem statement✓ in the middle of the page.✓
- They should then separate the forces for✓ and forces against on opposite sides of the page.✓
- A rating should then be assigned✓ to each force and the total should be calculated.✓
- A discussion should take place✓ and scores must be re-assigned/re-evaluated.✓
- The decision with the highest aggregate score✓ is then the correct decision.✓
- Any relevant answer

NOTE: Do not award marks for advantages and disadvantages.

(Mark FIRST technique only, to a maximum of 4 marks.) (4)

- 3.4.3
- 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 utilise 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.✓
- Management/employees may keep up✓ with fast changing technology.✓
- 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✓
- Any relevant answer (Maximum 6) (6)

3.5

Decision making	Problem solving
<ul style="list-style-type: none"> • It is often done by one person/a member of senior management✓ who makes it authoritarian.✓ • Various alternatives are considered✓ before choosing the best one.✓ • It is part of the problem-solving cycle✓ as decisions need to be made in each step.✓ <p>(Sub max 2)</p>	<ul style="list-style-type: none"> • Problems can be solved by a group/ team✓ or an individual team member.✓ • Alternative solutions are generated/ identified✓ and critically evaluated.✓ • Process of analysing a situation✓ to identify strategies to bring about change.✓ <p>(Sub max 2)</p>

(4)

3.6 3.6.1 Complainer

- Listen to the complaints but do not acknowledge them.✓✓
- Interrupt the situation and move to the problem-solving process as soon as possible.✓✓
- Any other relevant strategy to deal with a complainer

(Mark first answer only) (2)

3.6.2 Aggressive person

- Allow them time to speak and blow off steam.✓✓
- Be firm, but do not attack them.✓✓
- Do not allow them to be hostile towards others.✓✓
- Any other relevant strategy to deal with an aggressive personality

(Mark first answer only) (2)

[40]

Question 4: miscellaneous

BUSINESS VENTURES

- 4.1
- Indemnification✓
 - Security/certainty✓
 - Utmost good faith✓
 - Insurable risk✓

(Mark first two answers only) (2)

4.2

Life insurance	Retirement annuity
<ul style="list-style-type: none"> • Pays out when a policy holder dies✓, becomes disabled✓ or suffers from dread disease✓ • Aims to provide for the family✓ if the breadwinner passes away✓ • Benefits the family✓ of the deceased✓ <p>(Sub max 4)</p>	<ul style="list-style-type: none"> • Person receives income✓ upon retirement✓ • Aims to create wealth✓ for retirement✓ • For the benefit✓ of the retirement annuity holder✓ <p>(Sub max 4)</p>

(8)

- 4.3
- 4.3.1
- Under-insured✓✓
 - The property is insured at an amount that is less than the value of the property.✓

(3)

4.3.2 $(R3\ 200\ 000✓ \times R90\ 000✓) / R4\ 000\ 000✓ = R72\ 000✓✓$

or

$R3\ 200\ 000 / R4\ 000\ 000✓ \times 100 = 80\%✓$

$R90\ 000 \times 80\%✓ = R72\ 000✓✓$

(Award all 5 marks if learner only writes the correct answer.) (5)

- 4.3.4 Tsepiso will have to cover the difference out of his own pocket as the insurance did not cover the full amount.✓✓

(2)

BUSINESS ROLES

- 4.5
- Free from forced labour✓
 - Free to accept or choose work✓
 - Fair wages/ Equal pay✓
 - Reasonable limitation of working hours✓
 - Safe and healthy working conditions✓
 - Join/form trade union✓
 - Right to participate in a legal strike✓
 - Any other relevant answer related to the economic rights of employees

(Mark first 2 answers only) (2)

- 4.6
- Early childhood development✓ enabling members of the community to get a good education✓
 - Supporting high-potential maths and science learners✓ with supplementary tutorials to ensure exempted entry to university.✓
 - English, maths and science programmes at primary and high schools✓ to encourage learning development✓
 - Bursaries and grants to high-performing students at tertiary institutions✓ to give deserving learners the opportunity to study further and get better careers✓
 - Learnership and apprenticeships✓ help increase the skills development in communities.✓
 - Community skills development✓ helps increase the skills development in communities.✓
 - Programme for “Women in Surface Mining”✓ allows equal opportunities to previously disadvantaged.✓
 - Poverty alleviation✓ to help break the poverty trap in communities✓
 - Job creation✓ to help increase the standard of living✓

(Mark first three answers only) (6)

- 4.7
- 4.7.1
- Gender✓✓
 - Education✓✓
 - Disability✓✓

(Mark first two answers only) (4)

4.7.2

Gender	<ul style="list-style-type: none"> • If it is a conscious decision to employ more female staff than male staff, then they need to adjust their thinking.✓✓ • They should employ people based on their expertise, rather than their gender.✓✓ • Any other valid argument
Education	<ul style="list-style-type: none"> • Allow people with experience in the field, but not a qualification, to apply for the job.✓✓ • Any other valid argument
Disability	<ul style="list-style-type: none"> • Get a new location with easier access for people with disabilities.✓✓ • Any other valid argument

(Mark first two answers only) (2)

- 4.8
- Redress the imbalances of the past by implementing affirmative action.✓✓
 - Address the gender discrimination by appointing all genders in all positions.✓✓
 - Avoid disability discrimination by appointing people with different intensions.✓✓
 - Allow equal access and equal opportunities for people to apply for positions.✓✓
 - Show mutual respect for colleagues, superiors and subordinates.✓✓
 - Make sure the demographics in the business are represented in the business.✓✓
 - Any other relevant answer

(Maximum 4) (4)

[40]

TOTAL SECTION B: [80]

SECTION C

Question 5: Business ventures

Introduction

- Leaders and managers can create opportunities and motivate people to be productive which leads to successful business.✓
- Some managers are task driven which may result in conflict if employees' interests are neglected.✓
- Any other relevant introduction (Maximum 2)

Differentiate between leadership and management

Leadership	Management
<ul style="list-style-type: none"> • The ability of an individual or group✓ to influence other members of an organisation✓ • Inspiring subordinates✓ to achieve their goals✓ • Leadership is an inborn trait✓ and a management position is not required to influence others.✓ <p>(Sub max 6)</p>	<ul style="list-style-type: none"> • Coordinates the planning, organising, leading and controlling of employees✓ to achieve goals.✓ • A person is appointed✓ into a management position✓ • The management position✓ gives the manager some power or control.✓ <p>(Sub max 6)</p>

(Maximum 2)

Discuss the autocratic, democratic and laissez-faire leadership styles

Autocratic	<ul style="list-style-type: none"> • Leader has all the authority✓ and makes the decisions on his/her own.✓ • Gives instructions✓ on how tasks must be executed.✓ • Strict rules✓ with no input from employees.✓ • Any other relevant answer <p>(Sub max 4)</p>
Democratic	<ul style="list-style-type: none"> • Leader allows employees to participate✓ in decision-making process.✓ • Two-way communication✓ ensures the group is dedicated to the final decision.✓ • Any other relevant answer <p>(Sub max 4)</p>
Laissez-faire	<ul style="list-style-type: none"> • Employees have a maximum freedom✓ and work independently.✓ • Leader motivates workers✓ by trusting them to do things on their own.✓ • Leader supports workers✓ by providing advice and resources.✓ • Any other relevant answer <p>(Sub max 4)</p>

(Maximum 12)

Recommend a situation in which these theories may be applied in the workplace

Autocratic	<ul style="list-style-type: none"> • It is used in crisis situations, e.g. disaster relief management✓✓ • Is applied with the implementation of business policies or government legislation✓✓ • It is used when all information to solve the problem is available✓✓ • Is used to deal with employees who are not co-operating in the workplace✓✓ • Any other relevant answer <p>(Sub max 4)</p>
Democratic	<ul style="list-style-type: none"> • In situations when the leader does not have all the necessary information to make decisions✓✓ • When employees have valuable information or know-how✓✓ • When employees have skills and knowledge to contribute✓✓ • Any other relevant answer <p>(Sub max 4)</p>
Laissez-faire	<ul style="list-style-type: none"> • In a business where employees are experienced and skilled✓✓ • When workers can be trusted to do the work✓✓ • In a business requiring flexibility, creativity and innovation✓✓ • Any other relevant answer <p>(Sub max 4)</p>

(Maximum 12)

Evaluate the role of personal attitude in successful leadership

- Positive attitude✓ releases leadership potential.✓
- A leader's good or bad attitude✓ can influence the success of the team.✓
- Leaders must know their strengths and weaknesses✓ to apply leadership styles effectively.✓
- Leaders' attitudes may influence✓ the thoughts and behaviour of employees.✓
- Leaders must model the behaviour✓ they want to see in team members.✓
- Successful teams understand team members' abilities and skills✓ so that they can be allocated tasks effectively.✓
- Enthusiasm✓ produces confidence in a leader.✓
- Any other relevant answer

(Maximum 10)

Conclusion

- Any relevant conclusion

(Maximum 2)

DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Differentiate between leadership and management	12	
Discuss the autocratic, democratic and laissez-faire leadership styles	12	
Recommend a situation in which these theories may be applied in the workplace	12	
Evaluate the role of personal attitude in successful leadership	10	
Conclusion	2	

INSIGHT		8
Layout	2	
Analysis, interpretation	2	
Synthesis	2	
Originality, examples	2	
TOTAL MARKS		40

Question 6: Business roles

Introduction

- The King Code principles were developed by judge Mervyn King.✓
- Responsibility also forms part of the King Code principles.✓
- Any other relevant introduction

(Maximum 2)

Differentiate between professional and ethical behaviour

Professional behaviour	Ethical behaviour
<ul style="list-style-type: none"> • Refers to what is right/wrong/acceptable✓ in a business✓ • Set of standards✓ of acceptable behaviour✓ • Applying a code of conduct✓ of a profession or business✓ • Focused on upholding the reputation✓ of a business/ profession✓ • Includes guidelines✓ on employees' appearance/ communication/attitude/responsibility etc.✓ <p>(Sub max 4)</p>	<ul style="list-style-type: none"> • Refers to what is right/wrong/acceptable✓ in society✓ • Conforms to a set of values✓ that are morally acceptable✓ • Forms part of a code of conduct✓ to guide employees to act ethically✓ • Focused on developing a moral compass✓ for decision-making✓ • Involves following the principles of right and wrong✓ in business activities✓ <p>(Sub max 4)</p>

(Maximum 8)

Explain how a business should apply the King Code principles of transparency and accountability to improve their corporate governance

Transparency	Accountability
<ul style="list-style-type: none"> • 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 and available to shareholders/employees.✓ • Regular audits should be done✓ to determine the effectiveness of the business.✓ <p>(Sub max 6)</p>	<ul style="list-style-type: none"> • There must be regular communication✓ between management and stakeholders.✓ • Companies 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).✓ <p>(Sub max 6)</p>

(Maximum 12)

Suggest ways in which responsible, professional, ethical and effective business practice should be conducted

- Businesses should treat all their employees equally, regardless of their race/colour/age/ gender/disability, etc.✓✓
- Mission statement should include values of equality/respect.✓✓
- Treat workers with respect/dignity by recognising work well done/ the value of human capital.✓✓
- Pay fair wages/salaries which are in line with the minimum requirements of the BCEA/ Remunerate employees for working overtime/ during public holidays.✓✓
- All workers should have access to equal opportunities/positions/resources.✓✓
- Plan properly and put preventative measures in place.✓✓
- Ensure that employees work in a work environment that is conducive to safety/fairness and is free from embarrassment.✓✓
- Refrain from starting a venture using other businesses' ideas that are protected by law.✓✓

(Maximum 10)

Recommend ways in which businesses may address abuse of work time and pricing of goods in rural areas as unethical business practices

Abuse of work time	<ul style="list-style-type: none"> • Speak directly to those employees who abuse work time.✓✓ • Code of conduct/ethics should contain clear rules about abuse of work time.✓✓ • Conduct training on the contents of the code of conduct/ethics.✓✓ • Code of conduct/ethics should be signed by all employees so that they are aware of its contents.✓✓ • Monitor employees to ensure that tasks are completed.✓✓ <p>(Sub max 6)</p>
Pricing of goods in rural areas	<ul style="list-style-type: none"> • A business may lobby with other businesses in the area to convince government to improve infrastructure in rural areas.✓✓ • Charge fair/market-related prices for goods and services.✓✓ • Avoid unethical business practices to attract customer loyalty.✓✓ • Work together with suppliers to share delivery costs to remote rural areas.✓✓ <p>(Sub max 6)</p>

(Maximum 12)

Conclusion

- Different people will have different ethical viewpoints based on their upbringing and experiences.✓✓
- Any other relevant conclusion

(Maximum 2)

DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Differentiate between professional and ethical behaviour	8	
Applying the King Code principles of transparency and accountability to improve corporate governance	12	
Suggest ways in which responsible, professional, ethical and effective business practice should be conducted	10	
Ways in which businesses may address abuse of work time and pricing of goods in rural areas as unethical business practices.	12	
Conclusion	2	8
INSIGHT		
Layout	2	
Analysis, interpretation	2	
Synthesis	2	
Originality, examples	2	40
TOTAL MARKS		

TOTAL SECTION C: [40]

TOTAL: [150]

Notes

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1E825F38-96AA-465C-836B-171777E49117

ISBN 978-1-4857-2046-1