

Aligned to DBE
Revised ATPs

Platinum



Business Studies

Navigation pack



**FET PHASE
GRADE 11**

Platinum

Navigation Pack

Business Studies Grade 11

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Business Studies Grade 11 Navigation Pack

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



- 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

- 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

FET PHASE

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 learning losses in Grade 10 	3 Hours Completed in week 1 of Term 1	N/A	N/A
Influences on, and control factors relating to the business environment	<ul style="list-style-type: none"> Examination of control factors Ways to be involved in macro environment if it is beneficial to businesses Micro environment Market environment Macro environment 	4 Hours Completed in week 2 of Term 1	Platinum LB Platinum TG	<ul style="list-style-type: none"> Pages 7–14 Pages 3–8
Challenges of the business environment	<ul style="list-style-type: none"> Challenges of the micro, market and macro business environments Challenges of the micro environment Challenges of the market environment Challenges of the macro environment 	4 Hours Completed in week 3 of Term 1	Platinum LB Platinum TG	<ul style="list-style-type: none"> Pages 15–24 Pages 9–15
Adapting to challenges of the business environment	<ul style="list-style-type: none"> Ways in which a business can adapt to challenges of the macro environment, and whether this is beneficial to the business Information management, strategic responses, mergers, takeovers, acquisitions and alliances, organisation design and flexibility, direct influence of the environment and social responsibility Lobbying, networking and power relations 	4 Hours Completed in week 4 of Term 1	Platinum LB Platinum TG	<ul style="list-style-type: none"> Pages 25–34 Pages 16–20
Impact and challenges of contemporary socio-economic issues on business operations	<ul style="list-style-type: none"> The impact of contemporary socio-economic issues on business operations, and their challenges as well as decision making in specific situations The impact of contemporary socio-economic issues on business operations and productivity Possible business solutions/ contributions to deal with the socio-economic issues Investigation of developments in industrial relations that relate to contemporary business practice 	8 Hours Completed in weeks 5 and 6 of Term 1	Platinum LB Platinum TG	<ul style="list-style-type: none"> Pages 35–48 Pages 21–27

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
Business sectors	<ul style="list-style-type: none"> The links between various primary, secondary, and tertiary enterprises Examination of the links between the sectors 	2 Hours Completed in first half of week 7 of Term 1	Platinum LB Platinum TG	<ul style="list-style-type: none"> Pages 49–54 Pages 28–31
Benefits of a company versus other forms of ownership	<ul style="list-style-type: none"> Recap the characteristics, advantages and disadvantages of the forms of ownership The benefits and challenges of establishing a company versus other forms of ownership Formation of companies The company's charter - Memorandum of Incorporation The name of the company, incorporation and commencement of the company Prospectus of a private company 	6 Hours Started in first half of week 7 and completed in week 8 of Term 1	Platinum LB Platinum TG	<ul style="list-style-type: none"> Pages 55–70 Pages 32–40
Avenues of acquiring a business	<ul style="list-style-type: none"> Avenues of acquiring businesses, their advantages and disadvantages as well as the contractual implication (e.g. royalties, legalities etc.) 	4 Hours Completed in week 9 of Term 1	Platinum LB Platinum TG	<ul style="list-style-type: none"> Pages 71–85 Pages 41–46
Assessments Task 1: Case Study for 50 marks. The case study must include content covering at least 4 sub-topics.	<ul style="list-style-type: none"> Task 2: Controlled Test for 100 marks. The test must include content from at least 5 of the sub-topics. 			
TOTAL HOURS = 35				

REVISED DBE ANNUAL TEACHING PLAN			NAVIGATION PLAN	
Topic	Core concepts, skills and values	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
Creative thinking and problem solving	<ul style="list-style-type: none"> Application of creative thinking to address business problems and to improve business practice Creative thinking to address business problems and to improve business practice Creative solutions to business problems; assess these against the reality of the business environment 	3 Hours Completed in week 1 of Term 2	Platinum LB Platinum TG Navigation Pack: Targeted Worksheet 1	<ul style="list-style-type: none"> Pages 89–96 Pages 52–56 Pages 23–24
Stress, crisis, and change management *1	<ul style="list-style-type: none"> How to manage stress Explain the importance of stress management in pressured work environments Crisis and change management Dealing with business related crises (e.g. tight deadlines, loss of property, illness, etc.) Dealing with and adapting to change (e.g. unemployment, retrenchment, globalisation, affirmative action) 	4 Hours Completed in week 2 of Term 2	Platinum LB Platinum TG	<ul style="list-style-type: none"> Pages 97–108 (Exclude the theories of change from LB pages 102–105) Pages 57–61
Business operations: marketing function *2	<ul style="list-style-type: none"> Marketing activities Marketing: locating the customer, standardisation and grading, storage, transport, financing, risk-bearing, and buying and selling Product policy: product development, design, packaging and trademarks Distribution policy: channels of distribution, intermediaries, direct and indirect distribution Communication policy: sales promotion, advertising, publicity and personal selling Pricing policy: importance of pricing, pricing technique, price determination, factors influencing pricing and price adjustments 	6 Hours Completed in weeks 3 and 4 of Term 2	Platinum LB	<ul style="list-style-type: none"> Pages 169–202 (Exclude marketing in the formal and informal sector, the use of technology for marketing and foreign marketing from LB pages 195–200 and TG pages 122–124) Pages 115–127
Business operations: production function *3	<ul style="list-style-type: none"> Aspects of the production function Production planning: safety management Quality control; production planning (information about production planning and control) Production planning: planning routing, scheduling and loading Production control: dispatching, following up, inspection and corrective action Quality control: quality management systems (SABS), quality control bodies and policies 	10 Hours Completed during weeks 5, 6 and 7 of Term 2	Platinum LB Platinum TG	<ul style="list-style-type: none"> Pages 203–227 (exclude workplace safety policy on LB page 214 and production costs on LB pages 219–224 and TG pages 133–134) Pages 128–137

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 operations: professionalism and ethics	<ul style="list-style-type: none"> Theories and principles of professionalism and ethics and how they relate to the business environment Application of the principles and skills of professional, responsible, ethical and effective business practice The concept of ethics and different perspectives on ethics, as well as ethical business ventures 	4 Hours Completed in week 8 of Term 2	Platinum LB Platinum TG	<ul style="list-style-type: none"> Pages 127–136 Pages 73–77
Assessments: Task 3: Presentation for 50 marks. The case study must include content covering at least 4 of the 5 sub topics.		Task 4: Controlled Test for 100 marks. The test must include content from Term 2.		
		Navigation Pack: Exemplar Controlled Test from pages 39–43.		
TOTAL HOURS = 27				

- *1: Within the topic of stress and crisis management, theories of change management were excluded in the 2021 revised ATP. This content is not to form part of any assessment in 2021. Page numbers for excluded content in the Platinum Learner’s Book are highlighted in the table.
- *2: Within the marketing function, marketing in the formal and informal sectors, the use of technology for marketing, imports and exports, foreign marketing, the alignment of foreign marketing and the production function were excluded in the 2021 revised ATP. This content is not to form part of any assessment in 2021. Page numbers for excluded content in the Platinum Learner’s Book and Teacher’s Guide are highlighted in the table.
- *3: Within the production function, production systems, workplace safety policy and production costs were excluded in the 2021 revised ATP. This content is not to form part of any assessment in 2021. Page numbers for excluded content in the Platinum Learner’s Book and Teacher’s Guide are highlighted in the table.

REVISED DBE ANNUAL TEACHING PLAN		NAVIGATION PLAN		
Topic	Core concepts, skills and values	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
Assessment of entrepreneurial qualities in business	<p>The degree to which a business embraces entrepreneurial qualities</p> <ul style="list-style-type: none"> • Identification and assessment of a business against the entrepreneurial qualities (e.g. risk taking, perseverance, good management, etc.) (recap entrepreneurship qualities from Grade 10 and assess a business against the qualities) <p>Critical reflections on a business venture, and identification of its success factors and areas for improvement</p> <ul style="list-style-type: none"> • Exploration and identification of what makes a business successful. Key success factors, e.g. sustainability, profitability, customer base, etc. Identify areas for improvement. 	<p>7 Hours</p> <p>Completed during weeks 1 and 2 of Term 3</p>	<p>Platinum LB</p> <p>Platinum TG</p>	<ul style="list-style-type: none"> • Pages 151–158 • Pages 104–108
Transform a business plan into an action plan	<p>Transformation of a business plan into an action plan (including Gantt charts and timelines) collaboratively or independently</p> <ul style="list-style-type: none"> • Transformation of a business plan into an action plan (e.g. planning tools: Gantt charts or Work Breakdown Structure (WBS) with timelines and responsibilities, project planning) <p>Collaboratively or independently starting a business venture based on an action plan</p> <ul style="list-style-type: none"> • Initiating and setting up business ventures to generate income, basing this on an action plan • Acquiring funding (Equity capital/loans/debt, considering other sources of funding/capital), if needed 	<p>7 Hours</p> <p>Completed during weeks 3 and 4 of Term 3</p>	<p>Platinum LB</p> <p>Platinum TG</p>	<ul style="list-style-type: none"> • Pages 109–118 • Pages 62–67
Start a business venture based on an action plan	<p>Collaboratively or independently starting a business venture based on an action plan</p> <ul style="list-style-type: none"> • Initiating and setting up business ventures to generate income, basing this on an action plan • Acquiring funding (Equity capital/loans/debt, considering other sources of funding/capital), if needed 	<p>8 Hours</p> <p>Completed during weeks 5 and 6 of Term 3</p>	<p>Platinum LB</p> <p>Platinum TG</p>	<ul style="list-style-type: none"> • Pages 119–126 • Pages 68–72
Presentation of business information	<p>Accurate and concise verbal and non-verbal presentation of a variety of business-related information (including graphs);</p> <ul style="list-style-type: none"> • Respond professionally to questions and feedback • Presentation and validation (support) of business-related information in verbal and non-verbal format • Design and layout of the presentation using different visual aids • Written information • Responding in a non-aggressive and professional manner to questions about work and presentations 	<p>8 Hours</p> <p>Completed during weeks 7 and 8 of Term 3</p>	<p>Platinum LB</p> <p>Platinum TG</p> <p>Navigation Pack: Targeted Worksheet 2</p>	<ul style="list-style-type: none"> • Pages 137–146 • Pages 78–82 • Pages 26–27

Term 3

REVISED DBE ANNUAL TEACHING PLAN		NAVIGATION PLAN	
Topic	Core concepts, skills and values	Time	Page reference
Assessments *4: Task 5: Research Project for 50 marks. The research project must be allocated 2 hours and must be done under controlled supervision. Topic of research project must be based on content from Term 3.		Task 6: Controlled Test for 100 marks. The test must include content from at least 3 of the sub-topics covered in Term 3.	
TOTAL HOURS = 30			

*4: The entire sub-topic of citizenship roles and responsibilities has been trimmed from the 2021 revised ATP. Teachers are not required to teach this content. This content is not to form part of any assessment in 2021. Page numbers for excluded content in the Platinum Learner’s Book are pages 159–168 and in the Teacher’s Guide are pages 109–113.

REVISED DBE ANNUAL TEACHING PLAN		NAVIGATION PLAN		
Topic	Core concepts, skills and values	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
Introduction to Human Resources function	<p><u>Human Resources activities</u></p> <ul style="list-style-type: none"> Procedures related to recruitment Procedures related to selection and interviewing Procedures of induction and placement <p><u>Human Resources</u></p> <ul style="list-style-type: none"> Labour Relations Act (LRA) Basic Conditions of Employment Act (BCEA) Employment Equity Act (EEA) Compensation for Occupational Injuries and Diseases Act (COIDA) Legalities of employment contracts Employee benefits: pension, medical aid, etc. 	<p>7 Hours</p> <p>Completed in weeks 1 and 2 of Term 4</p>	<p>Platinum LB</p> <p>Platinum TG</p> <p>Navigation Pack: Targeted Worksheet 3</p>	<ul style="list-style-type: none"> Pages 249–265 Pages 158–163 Pages 29–30
Team stages and dynamics theories and conflict management *5	<p><u>Stages of team development/building a team</u></p> <ul style="list-style-type: none"> Forming stage/getting to know each other Storming stage/true character starts to show/first round conflict Norming stage/settling and reconciliation Performing stage/working as a team towards the goal <p><u>Conflict management</u></p> <ul style="list-style-type: none"> Definition of conflict Causes of conflict in the business Definition of conflict management Conflict management skills to resolve differences in business situations 	<p>8 Hours</p> <p>Completed in weeks 3 and 4 of Term 4</p>	<p>Platinum LB</p> <p>Platinum TG</p>	<ul style="list-style-type: none"> Pages 235–248 (Exclude team dynamic theories, conflict management theories and the function of workplace forums from LB pages 238–241, 243 and 245 and TG pages 151–152) Pages 149–157
All topics	<ul style="list-style-type: none"> All sub-topics/content must be revised in a revision programme in preparation for the final NSC examination. 	<p>4 Hours</p> <p>Revision completed in week 5 of Term 4</p>		
Assessments: Final November examination with 2 exam papers for 150 marks each. Exam papers must cover all content covered throughout the year.				
Navigation Pack: Exemplar Exam Papers 1 and 2 on pages 50–63 and memos from page 80.				
TOTAL HOURS = 19				

*5: Within the topic of team stages and dynamics theories and conflict management, team dynamic theories, conflict management theories and the function of workplace forums are excluded from the 2021 revised ATP. This content is not to form part of any assessment in 2021. Page numbers for excluded content in the Platinum Learner's Book and Teacher's Guide are highlighted in the table.

Summary of topics in each examination paper

Paper 1		Paper 2	
Business environments	<ul style="list-style-type: none"> • Influences of business environments • Challenges of the business environment • Adapting to challenges of the business environment • Contemporary socio-economic issues • Business sectors 	Business venture	<ul style="list-style-type: none"> • Benefits of a company over other forms of ownership • Avenues of acquiring a business • Transformation of a business plan into an action plan • Setting up/starting a business • Presentation of business information • Entrepreneurial qualities
Business operations	<ul style="list-style-type: none"> • Marketing function • Production function • Introduction to Human Resources 	Business roles	<ul style="list-style-type: none"> • Creative thinking and problem solving • Stress, crisis and change management • Professionalism and ethics • Team dynamics and conflict management

Summary of SBA tasks and their weightings

Task number	Task Type	Mark allocation	% of SBA
Task 1	Case Study	50	10%
Task 2	Controlled Test 1	100	20%
Task 3	Presentation	50	10%
Task 4	Controlled Test 2	100	20%
Task 5	Research Project	50	20%
Task 6	Controlled Test 3	100	20%
Total		450	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 November examination papers

<p>Paper 1 Time: 2 Hours Marks: 150</p> <p style="text-align: center;">Section A (Compulsory)</p> <p>Question 1: MCQ; Matching columns; Choose the correct answer – Business environments and Business operations (30 marks)</p> <p style="text-align: center;">Section B (Answer 2 questions)</p> <p>Question 2: Business environments (40 marks) Question 3: Business operations (40 marks) Question 4: Miscellaneous topics (40 marks) *6</p> <p style="text-align: center;">Section C (Answer only 1 essay question)</p> <p>Question 5: Business environments (40 marks) Question 6: Business operations (40 marks)</p>	<p>Paper 2 Time: 2 Hours Marks: 150</p> <p style="text-align: center;">Section A (Compulsory)</p> <p>Question 1: MCQ; Matching columns; Choose the correct answer – Business ventures and Business roles (30 marks)</p> <p style="text-align: center;">Section B (Answer 2 questions)</p> <p>Question 2: Business ventures (40 marks) Question 3: Business roles (40 marks) Question 4: Miscellaneous topics (40 marks) *7</p> <p style="text-align: center;">Section C (Answer only 1 essay question)</p> <p>Question 5: Business ventures (40 marks) Question 6: Business roles (40 marks)</p>
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*6: Miscellaneous topics in Paper 1 need to be split according to Business environments (20 marks) and Business operations (20 marks).

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

Action verbs and awarding of marks

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. Memoranda in the Teacher’s Guide do not take split marks into account. Teachers must use this guide to help them when marking learners’ work from the textbook.

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.

<ul style="list-style-type: none"> • Give • Identify • List 	<ul style="list-style-type: none"> • Name • State • Mention
----------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------

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

- | | |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Classify • Suggest • Advise • Propose | <ul style="list-style-type: none"> • Define • Outline • Recommend • 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.

- | | | | |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Describe • Explain • Distinguish • Discuss | <ul style="list-style-type: none"> • Apply a technique • Evaluate • Differentiate | <ul style="list-style-type: none"> • Compare • Tabulate • Justify | <ul style="list-style-type: none"> • Analyse • Elaborate • 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. There have been a few changes in terms of how the "insight" marks are awarded. 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	Creative thinking and problem solving
2	Presentation of business information
3	Introduction to Human Resource function

Navigation Pack: Exemplar Assessments

The Grade 11 learners are required to write three controlled tests that form part of their SBA marks for the year. They are also required to write two examination papers at the end of the year. Two controlled tests/memos as well as November Papers 1 and Paper 2 examinations/memos have been developed and included in this Navigation Pack. These can be used as part of the revision programme to prepare learners for their controlled tests and examinations. They can also be used by teachers to emphasise the format of the controlled tests and examinations.

Targeted Worksheets

Targeted Worksheets

Targeted Worksheet	Topic in CAPS
1	Creative thinking and problem solving
2	Presentation of business information
3	Introduction to the Human Resources function

TARGETED WORKSHEET 1

Topic 1: Creative thinking and problem solving (Content summary)

What learners need to know about creative thinking

- Learners need to elaborate on the meaning of creative thinking.
- Learners need to be able to explain the difference between routine thinking and creative thinking.
- Learners need to be able to distinguish between conventional vs non-conventional solutions.
- Learners will recap the different ways that a business can create an environment that stimulates creative thinking in the workplace.
- Learners need to be able to discuss the benefits of creative thinking in the workplace.

What learners need to know about problem solving

- Learners need to be able to explain the meaning of problem solving.
- Learners will need to recap the description of the Delphi technique and Force-field analysis.
- Learners will need to be able to apply the Delphi technique and Force-field analysis.
- Learners will need to identify and answer questions about the Delphi technique and Force-field analysis from given scenarios, case studies or statements.
- Learners will need to be able to explain the advantage of working with others to solve problems.

Targeted Worksheet 1

Time: 35 minutes

Topic 1: Creative thinking and problem solving (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 steps in the problem-solving cycle except ...
- A. identifying a problem.
 - B. analysing potential causes of a problem.
 - C. finding multiple solutions to a problem.
 - D. implementing multiple solutions to a problem.
- 1.2 Identify the technique that will involve the use of experts.
- A. Delphi technique
 - B. Nominal group technique
 - C. SCAMPER
 - D. Force-field analysis
- 1.3 The ... technique weighs up the pros and cons to a decision and allocates a score to each to assist in decision making.
- A. Delphi technique
 - B. Nominal group technique
 - C. SCAMPER
 - D. Force-field analysis
- 1.4 The following all apply to mental blocks, except
- A. the belief that you are not a creative person.
 - B. following rules too strictly can limit creative thought processes.
 - C. logical thinking can promote creativity and limit mental blocks.
 - D. the belief the being wrong is bad.
- 1.5 Working with colleagues to solve problems makes it easier to
- A. get distracted by others.
 - B. generate creative ideas.
 - C. show what information you know.
 - D. encourage others to do the thinking for you.

Question 2 – Choose the correct words(s)

(10 marks, 10 minutes)

weak; creative; overcome; common knowledge; average; routine, stimulate; mental;
strong; indigenous knowledge

- 2.1 thinking involves applying old patterns of thinking to current situations.
- 2.2 Thought processes that prevent you from being creative are known as blocks.
- 2.3 In the Force-field analysis a rating of 5 (on a scale ranging from 1–5) represents a force.
- 2.4 Performing recreational activities to reenergise the body and mind will help mental blocks.
- 2.5 is local knowledge that is unique to a particular society.

Question 3 – Section B type question

(20 marks, 15 minutes)

Study the following information and answer the questions that follow.

Forces for/pros	Rating	Key Question: Should workers be allowed to continue working from home.	Forces against/cons	Rating	
1. Flexibility and agility	4			1. Working from home doesn't suit everyone	4
2. Improved employee retention	4			2. Staff feeling isolated	4
3. Attracting new talent	3			3. Difficulty monitoring performance	4
4. Increased productivity	3			4. Home distractions	3
5. Increased staff retention	3			5. Potential burnout	3
6. Improved staff health and wellbeing	4			6. Cost of working from home	3
7. Financial benefits	4			7. Problems with staff development	4
8. Convenience	4			8. Information security risk	3
9. Better work/life balance	4			9. Negative impact on mental health	3
10. Technology makes it easier	4			10. Decreased staff morale	3
11. Less sickness/absenteeism	4			11. Not all jobs suit home working	4
12. Less need for regular holidays	3			12. Poor broadband connectivity and speed	3
Total	44		Total	41	
Decision: Workers will be allowed to continue working from home					

- 3.1 Differentiate between routine thinking and creative thinking. (4)
- 3.2 Name the problem-solving technique used above. (2)
- 3.3 Identify the problem the business is trying to solve. (2)
- 3.4 Explain how the information above will be used to come up with a solution to the problem. (6)
- 3.5 Recommend strategies a business can employ to stimulate or develop creative thinking in the workplace. (6)

Targeted Worksheets

TARGETED WORKSHEET 2

Topic 2: Presentation of business information (Content summary)

What learners need to know about the presentation of business information

- Learners should be able to explain the importance of presenting business information.
- Learners should be able to distinguish between verbal and non-verbal presentations and provide examples of each.
- Learners should be able to discuss the different types of visual aids including tables, graphs, diagrams, posters, handouts, etc.
- Learners should be able to identify visual aids from given scenarios/statements.
- Learners should be able to explain how presenters must be prepared and use transparencies/slides, posters and visual aids.
- Learners should be able to explain or recommend factors that presenters need to consider when preparing for the presentation (before the interview) such as knowing your audience, using simple language, using visual aids effectively, etc.
- Learners should be able to discuss why business presentations need to be in a written format.
- Learners should be able to outline/discuss different types of written information, such as business reports, business plans, analyses, etc.
- Learners should be able to recommend steps in report writing.
- Learners should be able to analyse a business report and recommend areas for improvement.
- Learners should be able to outline factors to consider when designing flyers.
- Learners need to be able to recommend to presenters how to respond to questions about work and feedback of presentations in a non-aggressive and professional manner. Examples include making notes, not arguing, apologising for errors, etc.

Targeted Worksheet 2

Time: 55 minutes

Topic 2 – Presentation of business information (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 Verbal presentation	A Useful for comparing information
1.2 Venn diagram	B Used to show how something will look and is usually scaled down compared to the actual size
1.3 Non-verbal presentation	C Presentation is usually heard and information cannot be stored to be used another time
1.4 Models	D Visual aid that shows how different components are interrelated
1.5 Graphs and tables	E Shows how something is organised, for example the management structure
	F Presentation is usually typed so that it can be read and stored to be used at another time

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 A PowerPoint slideshow is an example of a verbal presentation.
- 2.2 Graphs are useful for showing trends.
- 2.3 Charts with spelling mistakes could be classified as being unprofessional.
- 2.4 Presenters must engage in dialogue/debate issues with the audience at the moment it is brought up during the feedback session of a presentation.
- 2.5 Visual aids are only included in presentations to keep the attention of the audience.

Question 3 – Section B type question

(6 marks, 5 minutes)

Read the following scenarios and identify if the presenter is responding to feedback in a professional or unprofessional manner.

- 3.1 The presenter indicated to the audience that he would like for them to hold all questions until the feedback session and not interrupt him during the presentation. (2)

- 3.2 The presenter did not know how to respond to a question and moved on to the next question by telling the audience member he will get back to him. He did not get back to the audience member. (2)
- 3.3 The presenter did not understand the question from the audience and asked them to rephrase their question. (2)

Question 4 – Essay type question

(40 marks, 30 minutes)

Presentations need to be planned in such a way that the desired information is transferred from the presenter(s) to the audience. Presenters need to plan the wording that they will use and use various visual aids to enhance the presentation and keep audience members captivated. This therefore means that presenters need to consider a number of factors before, during and after the presentation. We can therefore argue that presenters must use a good mix of verbal and non-verbal aids to ensure information is relayed to the audience.

Consider the above statement and write an essay in which you document the following information:

- Differentiate between verbal and non-verbal presentations.
- Discuss the information that needs to be considered before the presentation.
- Suggest how presenters should respond to feedback in a professional manner.
- Recommend visual aids/audio aids that can be used to enhance the presentation.
- Outline what to consider when designing a PowerPoint slide.

Targeted Worksheets

TARGETED WORKSHEET 3

Topic 3: Introduction to the Human Resources function (Content summary)

Note: Learners should be able to identify/discuss the activities of the Human Resources function.

Human Resource activities

Recruitment	<ul style="list-style-type: none"> Learners should be able to explain the meaning of recruitment. Learners should be able to outline/discuss the recruitment procedure. Learners should be able to differentiate between job description and job specification and be able to identify examples from scenarios. Learners should be able to discuss internal and external methods of recruitment.
Selection	<ul style="list-style-type: none"> Learners should be able to outline/explain the selection procedure. Learners should be able to discuss the purpose of an interview. Learners should be able to discuss the role of the interviewer before and during the interview. Learners should be able to discuss the role of the interviewee during the interview. Learners should be able to name/outline aspects of the employment contract and make recommendations for improvement.
Induction	<ul style="list-style-type: none"> Learners should be able to explain the meaning of induction. Learners should be able to explain the purpose of induction.
Placement	<ul style="list-style-type: none"> Learners should be able to explain the meaning of placement. Learners should be able to explain the purpose of placement.
Salary determination methods	<ul style="list-style-type: none"> Learners should be able to differentiate between piecemeal and time-related remuneration.
Employee benefits	<ul style="list-style-type: none"> Learners should be able to outline/explain the impact of employee/fringe benefits on the business.

Note: Learners should be able to explain the impact of labour legislation on the Human Resources function.

Legislation

- Learners should be able to identify Acts from a scenario and make necessary recommendations.
- Learners should be able to discuss the impact of the Labour Relations Act, Basic Conditions of Employment Act, Employment Equity Act and the Compensation for Occupational Injuries and Diseases Act on the Human Resources function.

Targeted Worksheet 3

Time: 55 minutes

Topic 3 – Introduction to the Human Resources function (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	Recruitment	A	A process where applicant's information is evaluated to see if they are suitable for a job
1.2	Head hunting	B	People are let go from their employment due to insolvency issues in the business
1.3	Screening	C	Additional benefits received as part of the remuneration package of the employee
1.4	Retrenchment	D	A process used to identify vacancies in the business and attract suitable candidates for them
1.5	Fringe benefits	E	Businesses no longer have sufficient work for employees to justify their employment
		F	A person is approached directly and asked to apply for a vacant position

Question 2 – Choose the correct word(s)

(10 marks, 10 minutes)

placement; internal; job description; interviewer; time related; induction; job specification; external; piecemeal; interviewee

- 2.1 The describes the duties and responsibilities of a particular job.
- 2.2 Advertising a vacancy in the newspaper is a form of recruitment.
- 2.3 remuneration dictates that employees will be paid as they complete a component of a job.
- 2.4 involves introducing new employees to their working environment.
- 2.5 An will respond to all questions asked in an interview.

Question 3 – Section B type question

(8 marks, 10 minutes)

Identify whether the following items form part of internal or external recruitment.

- 3.1 A vacancy is advertised on the radio (2)
- 3.2 A vacancy is filled by moving someone from one department to another department in a business (2)
- 3.3 A vacancy is filled by asking someone from one company to join your company (2)
- 3.4 A vacancy is advertised on the notice board in the staff room (2)

Question 4 – Section B type question

(32 marks, 25 minutes)

Study the information below and answer the questions that follow.

Advertisement 1	Advertisement 2
<p>An independent school is seeking coaches for the following sports: Rugby, Hockey and Netball. Applicants must have a recognised coaching qualification and a minimum of 2 years' experience. Coaches will be paid R250 per hour. The number of hours required will be determined by the needs of each individual sport and the availability of coaches. The successful candidate will be expected to commence 1 June 2021 and will receive a petrol allowance in addition to the financial remuneration. Please forward CV to sport@ischool.co.za.</p>	<p>The Blue Mountain Hotel is looking for a drapery seamstress to make new curtains for all the rooms in the hotel. The successful candidate should have at least 5 years' proven industry experience. The hotel has 30 rooms and will require 2 curtains per room. The appointed drapery seamstress will be remunerated each time the curtains for an individual room are completed. All interested applicants must please forward their details and rates to bluemountainhotels.co.za. Applications close 10 May 2021. The successful candidate will be allowed to claim for petrol expenses in addition to their regular remuneration.</p>

- 4.1 Identify the type of remuneration that will be applicable for each of the advertisements above. (4)
- 4.2 Differentiate between job description and job specification and provide an example of each from the advertisements. (6)
- 4.3 Name the fringe benefit offered in the advertisements. (1)
- 4.4 Evaluate the impact of fringe benefits for the business. (6)
- 4.5 List THREE requirements of an employment contract. (3)
- 4.6 The successful candidates will undergo an induction programme. Outline what the induction programme includes. (6)
- 4.7 Discuss the implications of the Basic Conditions of Employment Act on the business. (6)

Targeted Worksheet 1 Memorandum

Topic 1: Creative thinking and problem solving

Question 1 – Multiple-choice questions

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

Question 2 – Fill in the missing word

- 2.1 routine ✓✓
- 2.2 mental ✓✓
- 2.3 strong ✓✓
- 2.4 overcome ✓✓
- 2.5 indigenous knowledge ✓✓ (10)

Question 3 – Section B type question

3.1

Routine thinking	Creative thinking
Thinking in the same way ✓ that you always do ✓ Applying old patterns of thinking ✓ to current situations ✓ The same mistakes ✓ tend to reoccur over and over ✓ <p style="text-align: center;">(Sub max 2)</p>	Refers to a different way of thinking ✓ Means applying new ways of thinking ✓ to old situations as well as new situations ✓ <p style="text-align: center;">(Sub max 2)</p>

(4)

3.2 Force-field analysis ✓✓ (2)

3.3 They are trying to determine if staff should be able to continue working from home. ✓✓ (2)

- 3.4
- The business allocated a score ✓ to each of the forces for and against. ✓
 - They will add up the totals ✓ of all the forces for and forces against. ✓
 - The side with the highest total ✓ will be used to make the decision. ✓
 - In this case, the forces for outweigh the forces against ✓ 44 to 41. ✓
 - In this case the decision ✓ will be to allow workers to continue working from home. ✓
- (Mark to a maximum of 6) (6)

- 3.5
- Ask questions to gather information. ✓✓
 - Look at problems and try see opportunities. ✓✓
 - Read up on problems and solutions to problems (to gain knowledge). ✓✓
 - Be open-minded and not judgmental. ✓✓
 - Apply new solutions to old problems. ✓✓

- Use search engines to find interesting ideas. ✓✓
- Try to be creative in a relaxed environment. ✓✓
- Identify things that inspire you and use those in your process. ✓✓
- Any other relevant answer (Mark to a maximum of 6) (6)

Targeted Worksheet 2 Memorandum

Topic 2 – Presentation of business information

Question 1 – Match the column

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

Question 2 – True or false

- 2.1 F ✓✓
- 2.2 T ✓✓
- 2.3 T ✓✓
- 2.4 F ✓✓
- 2.5 F ✓✓ (10)

Question 3 – Section B type question

- 3.1 Professional ✓✓ (2)
- 3.2 Unprofessional ✓✓ (2)
- 3.3 Professional ✓✓ (2)

Question 4 – Essay type question

Introduction

- Too many visual/audio aids can be a distraction for the audience listening to the presentation. ✓
- Presenters must try to use visual aids rather than using too many words to convey information. ✓
- Any other relevant introduction (Maximum 2)

Differentiate between verbal and non-verbal presentations

Verbal presentations	Non-verbal presentations
<ul style="list-style-type: none"> • Information is conveyed orally. ✓ • Information can only be heard. ✓ • Information can't be stored. ✓ <p style="text-align: right;">(Sub max 2)</p>	<ul style="list-style-type: none"> • These are usually in the form of a typed document. ✓ • Information can be read. ✓ • Information can be stored. ✓ <p style="text-align: right;">(Sub max 2)</p>

(Maximum 4)

Discuss the information that needs to be considered before the presentation

- Identify a clear purpose ✓/main points of the presentation. ✓
- Your presentation should have an introduction ✓, body and conclusion. ✓
- The main aims ✓ must be captured in the introduction of the presentation. ✓
- The conclusion must summarise ✓ the most important facts. ✓
- Information should be relevant ✓ and accurate. ✓
- You must have a clear understanding of all the content ✓ in the presentation. ✓
- Identify who your audience will be ✓ to make it relevant for your audience. ✓
- Based on your audience ✓, you must use appropriate visual aids. ✓
- Visual aids ✓ must consolidate the information. ✓
- Any other relevant answer

(Maximum 8)

Suggest how presenters should respond to feedback in a professional manner

- Inform the audience how long the Q&A session will be/set a time limit. ✓✓
- Ensure that you understand the question before answering it. ✓✓
- Listen to each question and think about the answer before responding. ✓✓
- Address the question and not the person. ✓✓
- Acknowledge good questions. ✓✓
- Remain polite, calm and non-aggressive when answering questions. ✓✓
- Do not engage in debates/arguments during the feedback session. ✓✓
- If you do not know the answer, tell the person you will get back to them with the correct answer. Do not make up answers. ✓✓
- Defer questions to experts if the experts are on hand. ✓✓
- Use feedback to make changes for the next presentation. ✓✓
- Any other relevant answer

(Maximum 10)

Recommend visual aids/audio aids that can be used to enhance the presentation

Tables ✓✓	Often used to compare or present information clearly ✓	(Sub max 3)
Graphs ✓✓	Often used to identify trends, draw comparisons or make assumptions ✓	(Sub max 3)
Images ✓✓	Often used as a visual aid to support explanations ✓	(Sub max 3)
Video ✓✓	Often used as a visual aid to support explanations ✓	(Sub max 3)

(Maximum 12)

Outline what to consider when designing a PowerPoint slide

- Use a legible font and size. ✓✓
- Make use of bullet points rather than paragraphs. ✓✓
- Limit the amount of information displayed on the slide. ✓✓

- Slides must not be too busy. ✓✓
- Try to avoid spelling errors. ✓✓
- Any other relevant answer (Maximum 8)

Conclusion

- Even though there are many visual and audio aids available, presenters must still try to keep presentations simple. ✓✓
- Any other relevant conclusion (Maximum 2)

DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Differentiate between verbal and non-verbal presentations	4	
Information that needs to be considered before the presentation	8	
Responding to feedback in a professional manner	10	
Visual/audio aids that can be used to enhance the presentation	12	
What to consider when designing a PowerPoint slide	8	
Conclusion	2	
INSIGHT		8
Layout	2	
Analysis, interpretation	2	
Synthesis	2	
Originality, examples	2	
TOTAL MARKS		40

[40]

Targeted Worksheet 3 Memorandum

Topic 3 – Introduction to the Human Resources function

Question 1 – Match the column

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

Question 2 – Fill in the missing word

- 2.1 job description ✓✓
- 2.2 external ✓✓
- 2.3 piecemeal ✓✓
- 2.4 induction ✓✓
- 2.5 interviewee ✓✓ (10)

Question 3 – Section B type question

- 3.1 External ✓✓
- 3.2 Internal ✓✓
- 3.3 External ✓✓
- 3.4 Internal ✓✓ (8)

Question 4 – Section B type question

4.1

Advertisement 1	Time-related remuneration ✓✓
Advertisement 2	Piecemeal remuneration ✓✓

(4)

4.2

Job description	Job specification
Written description of the job and its requirements ✓✓ <u>Example:</u> • Rugby, hockey, netball coach ✓ • Drapery seamstress ✓ (Sub max 3)	Describes the qualifications and experience needed to do the job ✓✓ <u>Example:</u> • 2 years' coaching experience ✓ • 5 years' industry experience ✓ (Sub max 3)

(2 marks for descriptions and 1 mark for example) (6)

- 4.3 Petrol allowance ✓ (1)

4.4

Positive	Negative
<ul style="list-style-type: none"> • Improves productivity ✓ resulting in higher profits ✓ • Increases employee satisfaction ✓ which results in employees working harder ✓ • Businesses save money ✓ if benefits are tax deductible ✓ • Can be used as leverage ✓ for salary negotiations ✓ • Any other relevant answer 	<ul style="list-style-type: none"> • Businesses who cannot afford fringe benefits ✓ may not be able to attract skilled workers ✓ • It can create conflict ✓ in the workplace if allocated unfairly ✓ • Decreases profits ✓ as it is an added expense ✓ • Any other relevant answer

(Mark to a maximum of 6) (6)

4.5

- Personal details of the employee ✓
- Details of the business/employer, e.g. name/address, etc. ✓
- Job title/position ✓
- Job description, e.g. duties/working conditions ✓
- Job specification, e.g. formal qualifications/willingness to travel ✓
- Date of employment/commencement of employment ✓
- Place where employee will spend most of his/her working time ✓
- Hours of work, e.g. normal time/overtime ✓
- Remuneration, e.g. weekly or monthly pay ✓
- Benefits/fringe benefits/perks/allowances ✓
- Leave, e.g. sick/maternity/annual/adoption leave ✓
- Employee deductions (compulsory/non-compulsory) ✓
- Period of contract/Details of termination ✓
- Probation period ✓
- Signatures of both the employer and employee ✓ (Mark first three answers only) (3)

4.6

- Introduction to key people and immediate colleagues ✓✓
- Safety regulations and rules ✓✓
- Overview of the business ✓✓
- Tour of the premises ✓✓
- Discussion of the employment contract and conditions of service ✓✓
- Discussion of employee benefits ✓✓
- Information about the business products/services ✓✓ (Mark to a maximum of 6) (6)

4.7

- Workers should only work 9 hours per day in a 5-day work week ✓ and 8 hours per day in a 6-day work week. ✓
- Overtime should not exceed ✓ 10 hours per week. ✓
- Workers must have a break of 60 minutes ✓ after five hours of work. ✓
- Workers can take up to six weeks paid sick leave ✓ during a 36-month cycle. ✓
- Businesses should not employ children ✓ under the age of 16. ✓
- Workers must receive double pay ✓ if they work during public holidays/Sunday. ✓

(Mark to a maximum of 6) (6)

Exemplar Assessments

Exemplar Assessments

Time: 1,5 Hours for 100 marks

Mid-Year Controlled Test

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	20	20
B: THREE direct/indirect-type questions CHOICE: Answer any TWO.	2	20	20
	3	20	20
	4	20	20
C: TWO essay-type questions CHOICE: Answer any ONE.	5	40	30
	6	40	30
TOTAL		100	90

- 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

Multiple-choice questions

1. Four possible options are provided as answers to the following questions. Choose the answer and write the letter (A–D) next to the question number (1.1.1–1.1.5), for example 1.1.6 A.
 - 1.1.1 Which problem-solving technique uses experts?
 - A. Delphi technique
 - B. Nominal Group technique
 - C. Scamper
 - D. Force-field analysis
 - 1.1.2 The policy of is about providing opportunities for previously disadvantaged people.
 - A. Globalisation
 - B. Affirmative action
 - C. Retrenchment
 - D. Crisis management
 - 1.1.3 Which pricing technique uses the idea of setting prices high when the products are introduced to the market, and then as time passes prices are reduced to make it more affordable?
 - A. Leader pricing
 - B. Skimming
 - C. Value pricing
 - D. Physiological pricing
 - 1.1.4 Identify the item that is considered to be semi-finished goods.
 - A. A can of cool drink ordered at a restaurant
 - B. A computer used to design advertising campaigns
 - C. Bricks used to build a house
 - D. Hair stylist cutting and styling hair
 - 1.1.5 This theory of ethics focuses on treating all humans equally irrespective of their race, gender, religion, etc.
 - A. The virtue approach
 - B. The rights approach
 - C. The common good approach
 - D. The justice approach

(5x2) (10)

Match the columns

Choose a description from COLUMN B that matches a term in COLUMN A. Write only the letter (A–F) next to the question number (1.2.1–1.2.5) in the ANSWER BOOK, for example 1.2.6 G.

Column A		Column B	
1.2.1	Occupational Health and Safety Act	A	Set of internationally recognised standards for different industries
1.2.2	Trademark	B	Protects the intellectual property of the business
1.2.3	Indigenous knowledge	C	Time of great difficulty or danger
1.2.4	ISO 9000	D	Ensures that every business establishes and maintains a safe working environment that poses no risk to the health of workers
1.2.5	Crisis	E	Establishes an identity for a particular company that is registered and protected by law
		F	Information that is unique to a culture or society

(5x2) (10)

Total Section A: [20]

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, e.g. QUESTION 2 on a NEW page, QUESTION 3 on a NEW page.

Question 2: Business operations

- 2.1 List the FOUR stages in the product life cycle. (4)
- 2.2 Read the following statements and identify the step in the product development cycle that the statement represents.
 - 2.2.1 A SWOT analysis is used to come up with new and creative ideas. (2)
 - 2.2.2 A sample/prototype is evaluated by potential future customers and changes are made according to responses by the people evaluating the product. (2)
- 2.3 Examine the following information and answer the questions that follow.



- 2.3.1 Name the TWO missing steps in production planning and control. (2)
- 2.3.2 Explain the purpose of the steps identified in Question 2.3.1 (4)
- 2.3.3 Analyse the advantages of production planning. (6)

[20]

Question 3: Business roles

- 3.1 List FOUR causes of stress in the business environment. (4)
- 3.2 Recommend strategies that can be employed to manage stress. (6)
- 3.3 Read the scenario and answer the questions that follow.

Bongani Traders (BT)

Siya Sibanda was recently appointed as the new general manager and started his induction programme with Bongani Traders. Siya spent a day with each of his department heads so that he could be introduced to the teams and get acclimatised with the new work environment. Siya noticed some unfavourable behaviour that he needed to address. He noticed that staff were on social media during work hours, were using the work's telephone for personal calls and were printing private documents using office supplies.

- 3.3.1 List TWO items from the scenario that represent unprofessional behaviour. (2)
 - 3.3.2 Differentiate between professionalism and ethics. (4)
 - 3.3.3 Evaluate how unprofessional behaviour can lead to a loss of profit for the business. (4)
- [20]

Question 4: Business operations and business roles

- 4.1 Discuss the role of agents in the distribution channels. (4)
- 4.2 Outline the tasks of the SABS in ensuring that the quality standards are maintained. (6)
- 4.3 Read the scenario below and answer the questions that follow.

ANDILE'S BAKERY (AB)

The management of Andile's Bakery wants to change the structure of their business. They asked the employees to evaluate the advantages and disadvantages of the proposed change. Employees were encouraged to apply creative thinking skills when discussing the change. The scores for the advantages/disadvantages will be added up and used to make a decision.

- 4.3.1 Identify the problem-solving technique that was applied by AB. Motivate your answer by quoting a line from the scenario. (3)
 - 4.3.2 Name THREE other problem-solving techniques (other than the one mentioned in Question 4.3.1). (3)
 - 4.3.3 Analyse the dangers of routine thinking for a business. (4)
- [20]

Total Section B: [40]

SECTION C

Answer ANY ONE question in this section.

NOTE: Clearly indicate the QUESTION NUMBER of the question that you choose. Start this question on a NEW page.

Question 5: Business operations

Marketing is one of the eight functions of a business. Many people believe that the marketing department is simply responsible for advertising products and services. Once you look at the different marketing activities the marketing department is responsible for, it makes sense why marketing departments usually consist of many people with specialised skills. A competent marketing department can directly link to an increase in the profits of a business.

Refer to the statement above and write an essay in which you include the following aspects which form part of the marketing function:

- Recommend requirements that must be met for packaging to be considered good packaging.
- Explain how bait pricing, prestige pricing and skimming work.
- Evaluate THREE kinds of discounts that may be offered to customers.
- Analyse the impact of publicity on your business.

[40]

Question 6: Business roles

It is essential that businesses employ managers who are creative thinkers and have good problem-solving skills. Businesses who are creative and are able to solve problems are not only likely to achieve their objectives, but they are also able to create a competitive advantage over their competitors. It is important to remember that creativity and the ability to problem solve are skills, and can therefore be learned.

Bearing the above statement in mind, write detailed notes on the following aspects:

- Differentiate between creative thinking and routine thinking.
- Discuss reasons for mental blocks.
- Suggest ways in which mental blocks can be overcome.
- Recommend ways that a business can create an environment that stimulates creative thinking.
- Explain how the Delphi technique works.

[40]

Total Section C: [40]

Total Mid-Year Controlled Test: 100

Exemplar Assessments
Time: 1,5 Hours for 100 marks

Term 3 Controlled Test

Name: _____

Surname: _____

Instructions and information

Read the following instructions carefully before answering the questions.

1. 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.
2. 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.
3. 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.
4. Except where other instructions are given, answers must be in full sentences.
5. Use the mark allocation and nature of each question to determine the length and depth of an answer.
6. 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	20	20
B: THREE direct/indirect-type questions CHOICE: Answer any TWO.	2	20	20
	3	20	20
	4	20	20
C: TWO essay-type questions CHOICE: Answer any ONE.	5	40	30
	6	40	30
TOTAL		100	90

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

Multiple choice questions

- 1.1 Four possible options are provided as answers to the following questions. Choose the answer and write the letter (A–D) next to the question number (1.1.1–1.1.5), for example 1.1.6 A.
 - 1.1.1 All of the following are stages in setting up a business, except...
 - A. Dream it
 - B. Plan it
 - C. Action it
 - D. Evaluate it
 - 1.1.2 To be effective when using posters, they must be all of the following, except...
 - A. They must have as much information on them to provide maximum information
 - B. They must only have the essential details on them
 - C. They must be designed so that they are quick and easy to read
 - D. They must be bold, creative and eye-catching
 - 1.1.3 Which of the following qualities of entrepreneurs refer to the entrepreneur being determined and carrying on even when times are tough?
 - A. Adaptable
 - B. Passionate
 - C. Competitive
 - D. Persevering
 - 1.1.4 A facility organised with the bank that allows the business to spend more money than what is in their account.
 - A. Bank loans
 - B. Bank overdraft
 - A. Angel funding
 - B. Venture capital
 - 1.1.5 Funds made available for small developing businesses.
 - A. Equity
 - B. Debt
 - C. Grants
 - D. None of the above

(5x2) (10)

Match the columns

1.2 Choose a description from COLUMN B that matches a term in COLUMN A. Write only the letter (A–F) next to the question number (1.2.1–1.2.5) in the ANSWER SHEET, for example 1.2.6 G.

Column A	Column B
1.2.1 Vision	A Different phases a business goes through in the macro and market environment
1.2.2 Strategy	B Explains where and how you see your business in the future
1.2.3 Business cycle	C Visual aid often used to show parts of a whole
1.2.4 Mission	D Detailed plan explaining what steps you will take to reach your goals
1.2.5 Pie chart	E Action plan that outlines the vision, mission, goals and objectives
	F Visual aid showing progression over time

(5x2) (10)

TOTAL SECTION A: [20]

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, e.g. QUESTION 2 on a NEW page, QUESTION 3 on a NEW page, etc.

Question 2: Business ventures

- 2.1 Name any TWO successful entrepreneurs. (2)
- 2.2 Outline the key reasons/factors why some businesses excel and others fail. (6)
- 2.3 Certain key factors can be assessed to measure the success of the business. Read the following statements and identify the key success factor. (4)
 - 2.3.1 Successful businesses usually have loyal customers who return again and again.
 - 2.3.2 Successful businesses have happy, motivated and well-trained staff.

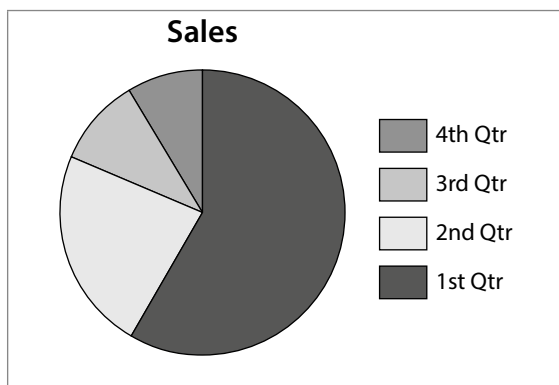
2.4 Study the following information and answer the questions that follow.

Activities Week					
	1	2	3	4	Person responsible
Draw up a budget					
Organise a venue					
Send out invitations					
Organise music					
Follow up to determine who will be attending					
Organise a caterer					

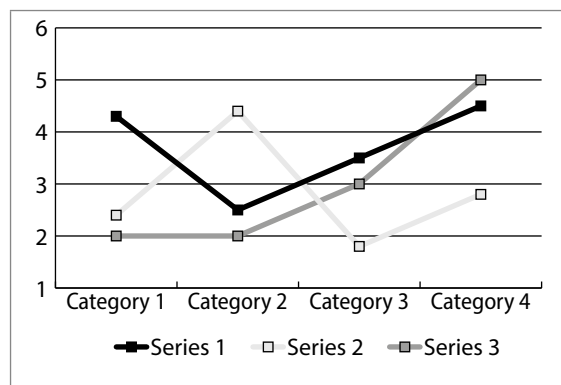
- 2.4.1 Provide a description of a Gantt chart. (2)
 - 2.4.2 Analyse the functions of a Gantt chart. (6)
- [20]

Question 3 – Business ventures

- 3.1 Name any TWO commercial banks that provide loans. (2)
- 3.2 Outline the difference between debt and equity. (4)
- 3.3 Read the following statements and identify the source of loans. (2)
 - 3.3.1 Financing is given in exchange for a share in the business when it starts up.
 - 3.3.2 Money borrowed from a bank that has an interest rate attached to it.
- 3.4 Explain why some businesses use micro lenders as a means to source loans. (4)
- 3.5 Study the information below and answer the questions that follow.



Source A



Source B

- 3.5.1 Name the types of graphs represented by Sources A and B. (2)
 - 3.5.2 Why would Source A be a good visual aid for showing how a budget is allocated between departments? (2)
 - 3.5.3 Analyse the effectiveness of using Source B. (4)
- [20]

Question 4 – Business ventures

- 4.1 List any TWO visual aids that can be used to enhance a presentation. (2)
- 4.2 Outline the steps in designing a presentation. (6)
- 4.3 Identify whether the following statements represent verbal or non-verbal communication. (2)
- 4.3.1 A teacher is standing in front of her class explaining work using storytelling as her method of teaching.
- 4.3.2 Every morning the manager sends an email containing all the notes for the day.
- 4.4 Recommend what you should *not do* when using an oral format. (6)
- 4.5 Analyse the impact of using flyers to support a verbal presentation. (4)
- [20]

TOTAL SECTION B: [40]

SECTION C

Answer ANY 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

People tend to fear oral presentations the most. However, if they are done successfully, they can give your business great exposure. Designing successful presentations takes a lot of hard work and preparation. Presenters also have to select and use visual aids appropriately to ensure that the audience remains captivated at all times.

Refer to the statement above and write an essay in which you include the following aspects:

- Distinguish between verbal and non-verbal communication.
- Suggest factors the presenter must consider when designing PowerPoint slides.
- Outline the steps in report writing.
- Explain the factors the presenter needs to consider before the presentation.
- Recommend how presenters should respond to feedback professionally. [40]

Question 6 – Business ventures

Entrepreneurs are considered to be people who establish a business idea and then take active steps to convert that idea into a real business. There are many things that need to be done before the business opens its doors.

Bearing the above statement in mind, write detailed notes on the following aspects:

- Differentiate between a vision statement, a mission statement, long-term goals and short-term goals.

- Outline the stages in developing an action plan.
- Evaluate the different sources of loans that businesses could consider when trying to source funds.
- Discuss key factors that can be assessed to measure the success of a business. [40]

TOTAL SECTION C: [40]

Total Term 3 Controlled Test: 100

Exemplar Assessments
Time: 2 Hours for 150 marks

Final Examination: Paper 1

Name: _____

Surname: _____

Instructions and information

Read the following instructions carefully before answering the questions.

1. This question paper consists of THREE sections and covers TWO main topics.
 SECTION A: COMPULSORY
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 Answer any TWO of the three questions in this section.
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4. Except where other instructions are given, answers must be in full sentences.
5. Use the mark allocation and nature of each question to determine the length and depth of an answer.
6. 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

Multiple choice questions

- 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 Which one of the following does not form part of the marketing mix?
 - A. Product
 - B. Place
 - C. Personnel
 - D. Price
 - 1.1.2 The following are all components of the market environment, except...
 - A. customers
 - B. employees
 - C. suppliers
 - D. competitors
 - 1.1.3 An example of an intermediary in the distribution process is ...
 - A. a manufacturer
 - B. a consumer
 - C. a retailer
 - D. an advertiser
 - 1.1.4 Identify the INCORRECT statement with regards to working hours.
 - A. Employees may work as many overtime hours as they choose to.
 - B. Employees working 5 days per week may not work more than 9 hours per day.
 - C. Employees working 6 days per week may not work more than 8 hours per day.
 - D. Employees must get a 60-minute break for every 5 hours worked.
 - 1.1.5 This Act makes provision for collective bargaining during disputes.
 - A. Basic Conditions of Employment Act
 - B. Compensation for Occupational Injuries and Diseases Act
 - C. Employment Equity Act
 - D. Labour Relations Act

(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.

fraud; merger; secondary; money laundering; bribery; trade; alliance; workplace; primary; kickback

- 1.2.1 refers to hiding the source of the money obtained illegally.
- 1.2.2 Money that is paid to a traffic officer to not issue a fine is an example of
- 1.2.3 A union is an employee organisation focusing on the improvement of working conditions.
- 1.2.4 The sector is responsible for extracting raw materials from the earth.
- 1.2.5 An is an agreement between businesses, which has mutual benefits. (5x2) (10)

1.3 Choose a term from COLUMN B that matches a description 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 G.

Column A	Column B
1.3.1 Employees do not show up for work and protest for higher wages	A Commission
1.3.2 Process by which raw materials are transformed into goods and services to satisfy the needs of consumers	B Piecemeal C Strike
1.3.3 Type of remuneration in which the employee receives a percentage of every sale they make	D Trademark
1.3.4 A process where a business approaches an individual directly and asks them to apply for a vacant position	E Head-hunting
1.3.5 A unique mark that represents a business	F Production

(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 any FOUR elements/components of the market environment. (4)
- 2.2 Outline the extent of control the business has in the Micro, Market and Macro environments. (6)
- 2.3 Identify the socio-economic issue that exists in each of the following statements.

- 2.3.1 General increase in the prices of goods and services has a negative impact on disposable income.
- 2.3.2 In South Africa many people are still unable to read and write.
- 2.3.3 Many larger countries sell their excess goods and services in South Africa at a cheaper price, which negatively impacts on the local markets. (6)
- 2.4 Explain the benefits of networking to a business. (4)
- 2.5 Read the scenario below and answer the questions that follow.

Mr Peterson works for Imperial Electrical. He has been working at Imperial Electrical for 10 years. His father passed away in a motor vehicle accident on Tuesday. Mr. Peterson decided to take three days off (Wednesday, Thursday and Friday), following the death of his father to plan the funeral. He phoned his boss to inform him of his decision. His boss told him he is not allowed time off and must be at work. Mr. Peterson did not go to work for three days. He returned to work on the Monday after the funeral to find a letter of dismissal on his desk.

- 2.5.1 Name the type of leave Mr Peterson was entitled to. (2)
- 2.5.2 Discuss the conditions of this type of leave (4)
- 2.5.3 Mention any TWO other types of leave employees are entitled to. (2)
- 2.5.4 Which Act can Mr Peterson consult to help his situation? (2)
- 2.5.5 Recommend what Mr Peterson should do to get his job back. (4)
- 2.6 Evaluate the impact of maternity leave for the business and/or the individual taking the maternity leave. (6)
- [40]

Question 3: Business operations

- 3.1 List any FOUR qualities of entrepreneurs. (4)
- 3.2 Explain TWO precautionary measures a business should take with machinery. (4)
- 3.3 Identify the pricing technique used in the following scenarios:
- 3.3.1 Prices are set very low to attract customers to the business. Once the customers arrive at the business, sales staff will point out all the weaknesses and attempt to get the customer to purchase a more expensive item.
- 3.3.2 Prices are set very high in order to suggest that the product is of a very high quality.
- 3.3.3 Prices are set in a way that is appealing to customers. For example, R999 instead of R1 000. (6)
- 3.4 Outline the advantages of a quality management system. (6)

3.5 Examine the following information and answer the questions that follow.

VACANCY: CHIEF OCCUPATIONAL THERAPIST	
Job title:	Chief Occupational Therapist
Qualifications:	BSC (Hons) Occupational Therapy Degree
Level of experience:	At least 5 years' experience at a middle management level
Key performance areas:	Assessing patients to see if they qualify for disability grants, making splints for patients and managing the frail care programme.
Total package:	R420 000 – R600 000 per annum (negotiable)
Other:	Pension fund, medical aid, car allowance

- 3.5.1 Name TWO benefits the successful candidate will receive when working for this business. (2)
- 3.5.2 Discuss the role of the interviewer in the interview process. (6)
- 3.5.3 Differentiate between a *job description* and a *job specification* and provide ONE example of each from the advert above. (6)
- 3.5.4 Why will recruiting from educational institutions not be considered a good recruitment method for this vacancy? (2)

3.6 Evaluate the impact of fringe benefits on a business. (4)
[40]

Question 4: Miscellaneous

BUSINESS ENVIRONMENTS

- 4.1 Define the term merger. (2)
- 4.2 Discuss the effects of inflation on a business. (6)
- 4.3 Identify the type of takeover happening in the following scenarios.
 - 4.3.1 One business purchases and takes ownership of another business with that business having no prior knowledge of the sale taking place.
 - 4.3.2 One business purchases and takes over ownership of another business in an agreement that both parties will benefit from. (2x1) (2)
- 4.4 Read the scenario below and answer the questions that follow.

Marco recently downloaded software that allows him to copy any movies and music. He informed his friends that he can sell them all the latest movies and music at a very low price. They simply need to tell him what they want and he will make a copy for them. His friends told him that this is piracy and it is illegal. Marco responded by saying "If it is illegal, then how come I can download the software to copy the movies and music?"

- 4.4.1 Provide a definition for piracy. (2)
- 4.4.2 Evaluate the impact of piracy on individuals and/or businesses. (4)

- 4.4.3 Suggest TWO strategies that could be used to manage/discourage piracy. (4)
[20]

BUSINESS OPERATIONS

- 4.5 List any TWO quality control bodies in South Africa. (2)
- 4.6 Differentiate between a Monopoly and an Oligopoly and provide an example of each. (6)
- 4.7 Read the following statements and indicate which stage of the product life cycle the product is in.
- 4.7.1 A new cell phone has just been released into the market and sales are slow resulting in low profits.
- 4.7.2 Companies have decided that they will no longer make video machines as customers have stopped demanding this product. (2x2) (4)
- 4.8 Read the scenario below and answer the questions that follow.

Royal Hotel (RH)

The Royal Hotel (RH) has just advertised the following vacant positions in the local newspaper:

Decorator: Seeking to employ a dynamic and creative individual skilled in the art of designing curtains. The individual will need to have proven experience and a list of suitable references. The successful candidate will be responsible for designing and manufacturing curtains for the hotel bi-annually. The successful candidate will receive R350 per curtain that has been completed. RH will provide all the material.

Cook: Seeking to employ a part-time cook to assist in the kitchen over the festive season. The successful candidate will require a relevant qualification and a minimum of 2 years' experience. The successful candidate will be paid R200 per hour that they have worked. The number of hours worked per day may vary.

- 4.8.1 Is this advertisement an example of internal or external sources of recruitment? Quote a line from the scenario to support your answer. (2)
- 4.8.2 Name the type of remuneration that will be received by the decorator and the cook. (2)
- 4.8.3 Recommend reasons why the decorator and the cook will receive different kinds of remuneration as mentioned in Question 4.8.2. (4)
[20]

TOTAL SECTION B: [80]

SECTION C

Answer ANY 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

Many businesses in South Africa, both big business as well as small to medium enterprises, are currently facing many socio-economic issues directly or indirectly. These have an impact on businesses in a number of ways.

Refer to the statement above and write an essay in which you include the following aspects:

- Analyse the nature of sexual harassment and its impact on the business.
- Discuss the types of corruption.
- Explain the different kinds of strikes that may occur.
- Evaluate the impact of lack of skills in the country and provide possible solutions. [40]

Question 6: Business operations

Fast food companies have a tough decision to make when it comes to packaging their products. Every product is unique and the packaging must compliment the product. Packaging must also be used as a marketing tool. There are so many factors to consider when it comes to choosing the correct packaging.

Taking the statement above into account, write a report in which you consider the following:

- Outline the requirements of good packaging.
- Analyse the ethical implications of packaging.
- Discuss the different kinds of packaging businesses could use.
- Evaluate the effect of branding and trademarks on the packaging. [40]

TOTAL SECTION C: [40]

Total Final Examination: Paper 1: 150

Exemplar Assessments

Time: 2 Hours for 150 marks

Final Examination: Paper 2

Name: _____

Surname: _____

Instructions and information

Read the following instructions carefully before answering the questions.

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	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

Multiple-choice questions

- 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 Individuals dealing with work-related crises must
 - A. prioritise their workload.
 - B. break it down into manageable tasks.
 - C. try to renegotiate deadlines if it is impossible to meet them.
 - D. All of the above
 - 1.1.2 The technique makes use of experts to help with problem solving.
 - A. Force-field analysis
 - B. Nominal group
 - C. SCAMPER
 - D. Delphi
 - 1.1.3 Which of the 7 P's deals with the marketing and advertising of the product?
 - A. Product
 - B. Promotion
 - C. Price
 - D. Process
 - 1.1.4 Which visual aid will you recommend if you want to show how something has been divided in a percentage form?
 - A. Venn diagram
 - B. Line graph
 - C. Pie chart
 - D. Pictograph
 - 1.1.5 These are forms of ownership where the owner or owners do not pay tax in their personal capacity:
 - A. Sole Trader and Partnership
 - B. Private Company and Partnership
 - C. Close Corporation and Private company
 - D. Partnership and Public company

(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.

affirmative action; Internal; leasing; Delphi technique; project manager; timeline; outsourcing; external; Force-field analysis; Employment Equity Act.

1.2.1 A is used to indicate tasks that must be completed and their completion date.

1.2.2 changes occur inside the business.

1.2.3 The weighs up pros and cons in an attempt to solve problems.

1.2.4 A framework that is used to address the inequalities of the past relates to

1.2.5 Contracting an external company to do a task that you could have done yourself is an example of (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 H.

Column A	Column B
1.3.1 Retrenchment	A. Closer contact between businesses from different countries in terms of trade
1.3.2 Routine thinking	B. Rapid increase in the Earth's surface temperature
1.3.3 Globalisation	C. Doing the right thing
1.3.4 Liability	D. Debts of a business
1.3.5 Ethics	E. Method used to cut expenditure in the business to increase profits
	F. Applying new ways of thinking to old situations
	G. A set of behaviour for a particular occupation
	H. The same mistakes occur because of applying the same thought patterns

(5X2) (10)

TOTAL SECTION A: [30]

SECTION B

Answer ANY TWO questions in this section.

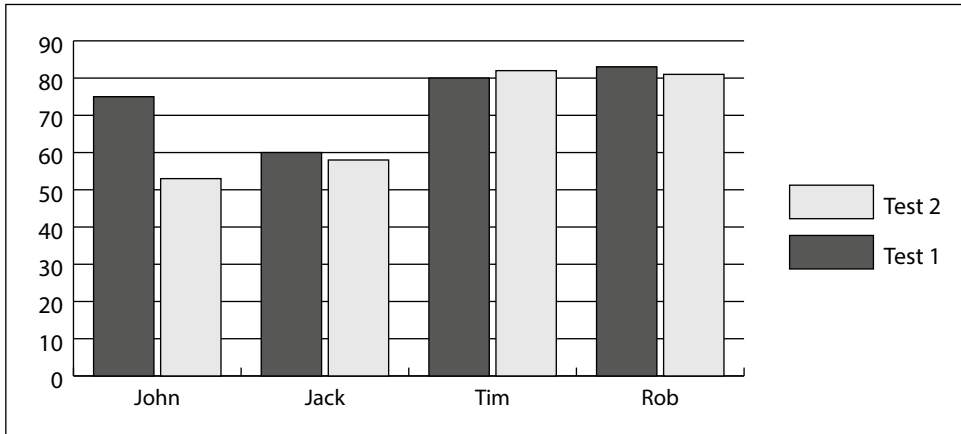
NOTE: Clearly indicate the QUESTION NUMBER of each question that you choose. The answer to EACH question must start on a NEW page, e.g. QUESTION 2 on a NEW page, QUESTION 3 on a NEW page.

Question 2: Business ventures

2.1 Outline THREE aspects that will be included in a lease agreement. (6)

2.2 Differentiate between *limited liability* and *unlimited liability*. (4)

- 2.3 Identify the most likely form of ownership based on the names of the following businesses.
- 2.3.1 Khumalo and Pieterse Attorneys (PTY)(LTD)
 - 2.3.2 Kleinhans Construction (CC)
 - 2.3.3 Woolworths Holdings LTD (2x3) (6)
- 2.4 Study the graph below and answer the questions that follow.



- 2.4.1 Identify the type of graph illustrated above. Provide a reason for your answer. (4)
 - 2.4.2 Who had the highest and who had the lowest percentage for Test 1? (2)
 - 2.4.3 Evaluate the effectiveness of using graphs in a presentation. (8)
- 2.5 Discuss the impact of outsourcing on a business. (6)
- 2.6 Evaluate each of the following key success factors that make a business successful.
- 2.6.1 Ability to adapt to change (2)
 - 2.6.2 Customer base (2)
- [40]

Question 3: Business roles

- 3.1 Outline any TWO mental blocks to creativity. (4)
- 3.2 List ANY SIX steps of the problem-solving cycle. (6)
- 3.3 Identify the principles of professionalism in the following scenarios.
 - 3.3.1 Employees must continuously improve their own skills as well as the skills of their subordinates.
 - 3.3.2 Employees should not divulge important details of the business or use it for their own benefit.
 - 3.3.3 Employees should apply their knowledge and skills in the interest of society and the environment. (3x2) (6)

3.4 Examine the information below and answer the questions that follow.

In April 2021, there was a devastating fire on Table Mountain. Fire emergency rescue teams from all over the Cape Town area were deployed to help battle the raging fires. This meant that fire emergency teams from different areas had to work together. Initially the teams were in conflict as they were being told what to do by a number of different people in charge of them. They were however able to overcome this conflict quickly and came up with strategies to fight the fire constructively. At the moment, they have contained the fire and managed to put it out. They are busy wrapping up procedures and getting the closed roads cleared up so that they can once again be open for public use. After that the teams will head back to their various fire stations across Cape Town.

- 3.4.1 Discuss the characteristics of successful teams. (6)
- 3.4.2 Which stage of the team development does the information suggest the fire emergency teams are in? Provide a reason for your answer. (4)
- 3.4.3 Explain how the team manager can manage any conflict that may arise in the workplace that could affect his team negatively. (6)
- 3.5 Tabulate the differences between problem solving and decision making. (4)
- 3.6 Recommend strategies to deal with people who refuse to comply with COVID-19 policies and regulations in the workplace. (4)
- [40]

Question 4: Miscellaneous

BUSINESS VENTURES

- 4.1 Name TWO visual aids that can be used in a presentation. (2)
- 4.2 When transforming a business plan into an action plan a business can opt to use timelines, Gantt charts, Work Breakdown Structures and/or project planning. Briefly describe these methods of developing action plans. (8)
- 4.3 Examine the following information and answer the questions that follow.

Stacy recently completed her master's degree in business management. In her thesis, she did research on franchises in South Africa. One of her interesting findings was that at every major mall in South Africa, all the fast food franchises were located near each other. She also noticed that the price ranges between the fast food franchises were similar to each other.

- 4.3.1 Provide a definition of a franchise. (2)
- 4.3.2 Discuss the impact of opening a franchise for the franchisee. (6)
- 4.3.3 Why do you think that fast food franchises are often located near each other? (2)

BUSINESS ROLES

- 4.4 List any TWO problem-solving techniques. (2)

- 4.5 Explain potential causes of conflict in the workplace. (6)
 - 4.6 Describe how a workplace forum differs from a trade union. (6)
 - 4.7 Evaluate the benefits of creative thinking for a business. (6)
- [40]

TOTAL SECTION B: [80]

SECTION C

Answer ANY ONE question in this section.

NOTE: Clearly indicate the QUESTION NUMBER of the question that you choose. Start this question on a NEW page.

Question 5: Business ventures

The effects of the COVID-19 pandemic left the world in a state of lockdown. As a result, many businesses, schools and universities have had to transition from the boardrooms and classrooms to an online platform to conduct business meetings and classes. This proved to be quite a challenge as many individuals had to learn how to use a variety of online platforms for the first time. The world has seemingly made this transition swiftly and effectively, resulting in many productive and meaningful online presentations.

With the above statement in mind, address the following issues related to the presentation of business information:

- Differentiate between verbal and non-verbal communication and provide an example of each.
- Discuss the factors that need to be considered before a presentation.
- Recommend what to do when responding to feedback after a presentation.
- Explain the factors that must be considered when designing transparencies/PowerPoint slides.

[40]

Question 6: Business roles

The King Code was designed to be used as a guide to ensure that businesses conduct their day-to-day activities in a responsible, professional and ethical manner. Businesses need to ensure that the principles of the King Code are familiar to staff and that they are adhered to by the staff. Businesses who act in a professional and ethical manner often have good reputations and are able to attract more customers. So, we could argue that conducting business in a professional and ethical manner could increase the profitability of the business.

With reference to the above statement, write an essay on the following:

- Differentiate between professional behaviour and ethical behaviour.
- Explain ways in which a professional, responsible, ethical and effective business practice should be conducted.

- Recommend how a business can apply the King Code principles of transparency and accountability.
- Suggest how businesses can deal with unethical and unprofessional behaviour related to the *abuse of work time* and *pricing in rural areas*.

[40]

TOTAL SECTION C: [40]

Total Final Examination: Paper 2: 150

Exemplar Assessments

Time: 1,5 Hours for 100 marks

Mid-Year Controlled Test Memorandum

SECTION A

Question 1

- 1.1.1 A ✓✓
- 1.1.2 B ✓✓
- 1.1.3 B ✓✓
- 1.1.4 C ✓✓
- 1.1.5 D ✓✓ (10)

- 1.2.1 D ✓✓
- 1.2.2 E ✓✓
- 1.2.3 F ✓✓
- 1.2.4 A ✓✓
- 1.2.5 C ✓✓ (10)

TOTAL SECTION A: [20]

SECTION B

Question 2: Business operations

- 2.1 Introduction ✓
 - Growth ✓
 - Maturity ✓
 - Decline ✓ (4)
- 2.2 2.2.1 Idea generation ✓✓ (2)
- 2.2 2.2.2 Market testing ✓✓ (2)
- 2.3 2.3.1 Planning: Scheduling ✓
- 2.3 Control: Inspection ✓ (2)
- 2.3.2

Scheduling	Involves the timing of the process where jobs are scheduled ✓ according to which jobs need to be completed first. ✓	(Sub max 2)
Inspection	Involves checking the quality of the process ✓ and final product. ✓	(Sub max 2)
- 2.3.3
 - Planning allows businesses to ensure that every machine and every employee is used to their full capacity ✓ and not left with nothing to do. ✓
 - There is improved inventory control ✓ making sure the company has all supplies and stock when needed. ✓
 - Increased productivity ✓ as less time is wasted in the production process. ✓
 - Increased quality ✓ as quality checks are used throughout the production process. ✓

(Mark to a maximum of 6) (6)

[20]

Question 3: Business roles

- 3.1
- Tight deadlines ✓
 - Heavy workload ✓
 - Long working hours ✓
 - Incompetent managers ✓
 - Any other relevant answer (Mark FIRST FOUR answers only) (4)

- 3.2
- Prioritise your workload. ✓✓
 - Do not procrastinate. ✓✓
 - Plan your time for each task. ✓✓
 - Follow a balanced diet. ✓✓
 - Any other relevant answer (Mark to a maximum of 6) (6)

- 3.3
- 3.3.1
- Staff were on social media during work hours. ✓
 - Staff were making personal telephone calls. ✓
 - Staff were using office supplies for printing private documents. ✓
- (Mark FIRST TWO answers) (2)

3.3.2

Professionalism	Ethics
Knowledge and skills of a profession ✓ and using them for the good of the client and society. ✓ (Sub max 2)	Standards of conduct ✓ that are acceptable to society. ✓ (Sub max 2)

(4)

- 3.3.3
- Unprofessional behaviour may lead to the business losing customers ✓ resulting in fewer sales. ✓
 - A business with a reputation of having unprofessional behaviour ✓ may scare off potential future clients. ✓
 - Any other relevant answer (Mark to a maximum of 4) (4)

[20]

Question 4: Business operations and business roles

- 4.1
- Large manufacturers usually use contract agents ✓ to distribute their products. ✓
 - The agents will create a link ✓ between the manufacturers and the retailers. ✓
 - Agents may even sell directly ✓ to the end user/consumer. ✓
 - Any other relevant answer (Mark to a maximum of 4) (4)

- 4.2
- Sets and publishes national standards. ✓✓
 - Provides information on international standards and national standards. ✓✓
 - Tests and certifies products and services against the standards. ✓✓

- Develops technical regulations and specifications and monitors them. ✓✓
- Monitors and enforces legal regulations. ✓✓
- Promotes design excellence. ✓✓
- Provides training. ✓✓ (Mark to a maximum of 6) (6)

4.3 4.3.1 Force-field analysis ✓✓

“They asked the employees to evaluate the advantages and disadvantages of the proposed change.” ✓

or

“The scores for the advantages/disadvantages will be added up and used to make a decision” ✓

(Two marks for technique and 1 mark for quotation) (3)

- 4.3.2
- Delphi technique ✓
 - Nominal group technique ✓
 - Brainstorming ✓
 - Empty chair technique ✓
 - Any other relevant answer (Mark FIRST THREE answers only) (3)

4.3.3 The same mistakes ✓ tend to reoccur often. ✓

- Lack of creativity ✓ as you keep the same patterns of thinking. ✓
- The business may not be able to keep up-to-date ✓ with current trends in their industry. ✓
- Any other relevant answer (Mark to a maximum of 4) (4)

[20]

Total Section B: [40]

SECTION C

Question 5: Business operations

Introduction

- Different products require different packaging. ✓
- Businesses must be aware of and use different pricing techniques to maximise profits. ✓
- Any other relevant introduction (Maximum 2)

Recommend requirements that must be met for packaging to be considered good packaging

- Good packaging protects ✓ and promotes the product ✓.
- Good packaging prevents spoiling ✓ or damage ✓.
- Good packaging links the product ✓ to the promotion strategy ✓.

- Good packaging informs the consumers ✓ about how to use the product ✓.
- Good packaging draws the attention ✓ of the consumers ✓.
- Good packaging reduces storage costs ✓ by minimising damage ✓.
- Good packaging must be easy to handle ✓.
- Good packaging must be easy to display ✓ on the shelves in the store ✓.
- Good packaging must indicate the correct mass ✓ or volume contents of the product ✓.
- Any other relevant answer (Maximum 10)

Explain how bait pricing, prestige pricing and skimming work

Bait pricing	<ul style="list-style-type: none"> • Prices are set very low ✓ to attract customers ✓ • Staff point out disadvantages of the bait product ✓, then convince customers to buy the more expensive product ✓ 	(Sub max 4)
Prestige pricing	<ul style="list-style-type: none"> • The high price ✓ suggests high quality ✓ • If prices are too low ✓ consumers may worry about quality ✓ 	(Sub max 4)
Skimming	<ul style="list-style-type: none"> • Businesses set prices high ✓ when the product is still in introduction phase ✓ • As time passes the price will decrease ✓ so that it is more affordable to more people ✓ 	(Sub max 4)

(Maximum 12)

Evaluate THREE kinds of discounts that may be offered to customers

Quantity discount ✓✓	Customers receive a discount ✓ for buying large quantities ✓	(Sub max 4)
Cash discount ✓✓	The aim is to encourage consumers ✓ to pay cash ✓	(Sub max 4)
Seasonal discount ✓✓	The aim is to get people to buy the product ✓ before they need the product ✓	(Sub max 4)
Trade discount ✓✓	Discount offered by one supplier ✓ to another supplier ✓	(Sub max 4)
Sales price discount ✓✓	Aimed at encouraging consumers to buy products ✓ when they are on sale ✓	(Sub max 4)

(Mark FIRST THREE answers) (Maximum 12)

Analyse the impact of publicity on your business

- Publicity is unpaid communication ✓ in the mass media about a business ✓.
- It is more credible than advertising ✓ as it is based on people's experience of the business ✓.
- The business cannot control ✓ publicity about the business ✓.
- Good publicity ✓ will attract more customers to your business ✓.
- Bad publicity ✓ will detract customers from your business ✓.
- Publicity creates awareness about your business ✓ and its products or service ✓.
- Any other relevant answer (Maximum 10)

Conclusion

- Businesses must apply discounts carefully so that they still make a profit on the items they sell. ✓
- Any other relevant conclusion. (Maximum 2)

DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Recommend requirements that must be met for packaging to be considered good packaging	10	
Explain how bait pricing, prestige pricing and skimming work	12	
Evaluate THREE kinds of discounts that may be offered to customers	12	
Analyse the impact of publicity on your business	10	
Conclusion	2	
INSIGHT		8
Layout	2	
Analysis, interpretation	2	
Synthesis	2	
Originality, examples	2	
TOTAL MARKS		40

[40]

Question 6: Business roles

Introduction

- Creativity can lead to a competitive advantage for a business ✓
- Businesses must educate staff on the techniques that develop creativity ✓
- Any other relevant introduction (Maximum 2)

Differentiate between creative thinking and routine thinking

Creative thinking	Routine thinking
<ul style="list-style-type: none"> • Refers to a different way of thinking ✓✓ • Means applying new ways of thinking to old situations as well as to new situations ✓✓ <p>(Sub max 4)</p>	<ul style="list-style-type: none"> • Thinking in the same way that you always do ✓✓ • Applying old patterns of thinking to current situations ✓✓ • The same mistakes tend to reoccur over and over ✓✓ <p>(Sub max 4)</p>

(Maximum 8)

Discuss reasons for mental blocks

- The belief that you cannot be creative ✓ lets your own doubts act as a barrier ✓
- We criticise our ideas ✓ as we believe they are not practical ✓
- Logical thinking ✓ can act as a barrier as creativity often stems from being illogical ✓
- Following rules/guidelines too strictly ✓ may act as boundaries and may limit creativity ✓
- Being scared to make mistakes ✓ prevents us from trying to be creative ✓
- Any other relevant answer

(Maximum 10)

Suggest ways in which mental blocks can be overcome

- Taking a break from the problem ✓✓
- Perform recreational activities to revitalise body and mind ✓✓
- Talking to objective people about the problem ✓✓
- Taking action (It will start the creative process). Do not procrastinate and “Wait for inspiration”. ✓✓
- Any other relevant answer

(Maximum 8)

Recommend ways that business can create an environment that stimulates creative thinking

- Emphasise the importance of creative thinking to ensure that all staff know that management wants to hear their ideas ✓✓
- Encourage staff to come up with new ideas/opinions/solutions ✓✓
- Train staff in innovative techniques/creative problem-solving skills/mind-mapping/lateral thinking ✓✓
- Encourage job swaps within the organisation/Study how other businesses are doing things ✓✓
- Encourage alternative ways of working/doing things and be open minded ✓✓
- Respond enthusiastically to all ideas and never let anyone feel less important ✓✓
- Any other relevant answer

(Maximum 8)

Explain how the Delphi technique works

- Businesses invite a panel of experts ✓ to research the problem ✓
- The experts do not need to be in the same place ✓ as they will be contacted individually ✓
- Carefully select a panel of experts ✓ to answer a questionnaire ✓
- Experts answer the questionnaire ✓ anonymously ✓
- The answers are processed ✓ and analysed ✓
- From the answers to the first questionnaire ✓, a second questionnaire is developed and sent back to the business ✓
- This process continues until the answers provided by the experts ✓ show that they agree with each other ✓
- Any other relevant answer

(Maximum 10)

Conclusion

- It is crucial that businesses apply the correct problem-solving technique to problems so that they can be solved quickly. ✓✓
- Any other relevant conclusion. (Maximum 2)

DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Differentiate between creative thinking and routine thinking	8	
Discuss reasons for mental blocks	10	
Suggest ways in which mental blocks can be overcome	8	
Recommend ways that business can create an environment that stimulates creative thinking	8	
Explain how the Delphi technique works	10	
Conclusion	2	
INSIGHT		8
Layout	2	
Analysis, interpretation	2	
Synthesis	2	
Originality, examples	2	
TOTAL MARKS		40

[40]

TOTAL SECTION C: [40]

Exemplar Assessments

Time: 1,5 Hours for 100 marks

Term 3 Controlled Test Memorandum

SECTION A

Question 1

- 1.1.1 D ✓✓
- 1.1.2 A ✓✓
- 1.1.3 D ✓✓
- 1.1.4 B ✓✓
- 1.1.5 C ✓✓ (10)
- 1.2.1 B ✓✓
- 1.2.2 E ✓✓
- 1.2.3 A ✓✓
- 1.2.4 D ✓✓
- 1.2.5 C ✓✓ (10)

TOTAL SECTION A: [20]

SECTION B

Question 2: Business ventures

- 2.1
- Steve Jobs ✓
 - Richard Branson ✓
 - Elon Musk ✓
 - Any other relevant answer (Mark FIRST TWO answers only) (2)
- 2.2
- Successful businesses usually have a clear, simple and strong vision. ✓✓
 - Successful businesses are structured in a way that suits the pursuit of the vision of the business. ✓✓
 - Employees have the right skills and are well-suited to their job. ✓✓
 - Employees are developed through education and training programmes. ✓✓
 - Successful businesses deliver what they promise. ✓✓
 - Any other relevant answer (Mark to a maximum of 6) (6)
- 2.3
- 2.3.1 Customer base ✓✓
- 2.3.2 Stable workforce ✓✓ (4)
- 2.4
- 2.4.1 An instrument that helps project managers do project planning. ✓✓ (2)
- 2.4.2 Helps project managers to plan projects ✓, as well as monitor progress of projects. ✓
- Indicates how long it will take ✓ to finish a project. ✓
 - Sequences the activities ✓ that must be carried out. ✓

- Indicates the tasks ✓ that can be carried out simultaneously. ✓
 - Helps the project manager to instantly see ✓ what activities should have been completed at a certain point in time. ✓
 - Helps the project manager identify the resources ✓ he or she will need to complete a project. ✓
 - Any other relevant answer (Mark to a maximum of 6) (6)
- [20]

Question 3 – Business ventures

- 3.1
- ABSA ✓
 - FNB ✓
 - Standard bank ✓
 - Capitec Bank ✓
 - Any other correct commercial bank (Mark FIRST TWO answers) (2)

3.2

Debt	Equity
Money that you borrow from someone ✓ and have to pay back in some way. ✓ (Sub max 2)	Money that you already have ✓ either from selling something or it is already in your bank account. ✓ (Sub max 2)

(4)

- 3.3
- 3.3.1 Venture capital ✓
- 3.3.2 Bank loan ✓ (2)

- 3.4
- Entrepreneurs use micro lenders when starting a new business with a lot of risk attached to it ✓ or if the entrepreneur has very little money. ✓
 - Entrepreneurs will use micro lenders when they cannot qualify for loans ✓ at commercial banks. ✓
 - Any other relevant answer (Mark to a maximum of 4) (4)

3.5

3.5.1

Source A	Pie Chart ✓
Source B	Line graph ✓

(2)

- 3.5.2
- It gives a visual representation of the share of funds each department receives. ✓✓
 - It gives meaning to the verbal explanation given by the presenter. ✓✓
 - Any other relevant answer (2)

- 3.5.3
- Line graphs are useful for comparing different sets of information ✓ on one diagram. ✓
 - Line graphs are useful for showing trends ✓ and progress over time. ✓
 - Any other relevant answer (Mark to a maximum of 4) (4)

[20]

Question 4 – Business ventures

- 4.1
- Transparencies/slides ✓
 - Graphs ✓
 - Handouts ✓
 - Flyers ✓
 - Tables ✓
 - Images ✓
 - Posters ✓
- (Mark FIRST TWO answers) (2)
- 4.2
- Ensure you know what the audience needs to gain from the experience. ✓✓
 - Consider the prior knowledge of the audience. ✓✓
 - Make sure you only use accurate and relevant information. ✓✓
 - Use clear and simple language with good grammar. ✓✓
 - Include visual aids to keep the audience captivated. ✓✓
 - Proofread all work to check for errors. ✓✓
 - Practise your presentation before the actual event. ✓✓
 - Any other relevant answer
- (Mark to a maximum of 6) (6)
- 4.3
- 4.3.1 Verbal ✓
- 4.3.2 Non-verbal ✓ (2)
- 4.4
- Do not use notes except for figures and statistics. ✓✓
 - Do not go over the allocated time. ✓✓
 - Do not try to wing it – you must prepare. ✓✓
 - Do not spend all your time preparing visual aids – practise the presentation. ✓✓
 - Don't arrive late and make your audience wait while you set up. ✓✓
 - Any other relevant answer (6)
- 4.5
- Meaningful hand-outs may be handed out at the start of the presentation ✓ to attract attention/encourage participation. ✓
 - Notes/hard copies of the slide presentation can be distributed at the end of the presentation ✓ as a reminder of the key facts of the presentation. ✓
 - Any other relevant answer (Mark to a maximum of 4) (4)
- [20]

TOTAL SECTION B: [40]

SECTION C

Question 5 – Business ventures

Introduction

- There are factors to consider before, during and after the presentation. ✓
- Visual aids must not be a distraction for the audience but rather support the presenter. ✓
- Any other relevant introduction. (Maximum 2)

Difference between verbal and non-verbal communication

Verbal presentation	Non-verbal presentation
<ul style="list-style-type: none"> • Information is transferred ✓ orally ✓ • Can only be heard ✓ • Cannot be stored ✓ <p style="text-align: right;">(Sub max 4)</p>	<ul style="list-style-type: none"> • Information is transferred ✓ in a written/graphic way ✓ • Can be read ✓ • Can be stored ✓ <p style="text-align: right;">(Sub max 4)</p>

(Maximum 8)

Factors that must be considered when designing transparencies/PowerPoint slides

- Use a legible font and size so that the audience can read information easily. ✓✓
- Make use of bullet points rather than using long paragraphs. ✓✓
- Limit the amount of info on the slide so that it is not cluttered. ✓✓
- Slides must not be too busy otherwise you will lose the attention of the audience. ✓✓
- Try to avoid spelling errors as this will make the presentation seem unprofessional. ✓✓
- Any other relevant answer

(Maximum 10)

Steps in report writing

- Plan carefully, taking into consideration the purpose of the report ✓ and who will be reading it. ✓
- Ensure that it is accurate ✓ and to the point. ✓
- Use visual aids to help summarise ✓ and convey information more clearly. ✓
- Must be proofread by someone reliable ✓ to ensure the report is error free. ✓
- Make sure the information used is helpful ✓ to the decision-making process. ✓
- Ensure the report looks professional ✓ when it is submitted. ✓
- Any other relevant answer

(Maximum 10)

Factors that need to be considered before the presentation

- Identify a clear purpose ✓/main points of the presentation. ✓
- Your presentation should have an introduction ✓, body ✓ and conclusion. ✓
- Main aims ✓ must be captured in the introduction of the presentation. ✓
- The conclusion must summarise ✓ the most important facts. ✓
- Information should be relevant ✓ and accurate. ✓
- You must have a clear understanding ✓ of all the content in the presentation. ✓
- Identify who your audience will be ✓ to make it relevant for your audience. ✓
- Based on your audience ✓, you must use appropriate visual aids. ✓
- Visual aids must consolidate ✓ the information. ✓

(Maximum 10)

Responding to feedback after a presentation

- Inform the audience how long the Q&A session will be/Set time limit. ✓✓
- Ensure that you understand the question before answering it. ✓✓
- Listen to each question and think about the answer before responding. ✓✓
- Address the question and not the person. ✓✓
- Acknowledge good questions. ✓✓
- Remain polite, calm and non-aggressive when answering questions. ✓✓
- Do not engage in debates/arguments during the feedback session. ✓✓
- If you do not know the answer, tell the person you will get back to them with the correct answer. Do not make up answers. ✓✓
- Defer questions to experts if the experts are on hand. ✓✓
- Use feedback to make changes for the next presentation. ✓✓ (Maximum 10)

Conclusion

- The best presentations will have non-verbal aspects that can be sent to the audience to be reviewed after the presentation is completed. ✓✓
- Any other relevant conclusion. (Maximum 2)

DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Difference between verbal and non-verbal communication	8	
Factors that must be considered when designing transparencies/PowerPoint slides	10	
Steps in report writing	10	
Factors that need to be considered before the presentation	10	
Responding to feedback after a presentation	10	
Conclusion	2	
INSIGHT		8
Layout	2	
Analysis, interpretation	2	
Synthesis	2	
Originality, examples	2	
TOTAL MARKS		40

[40]

Question 6 – Business ventures

Introduction

- Entrepreneurs take a risk when they start businesses. ✓
- All activities must be aligned to the vision of the business. ✓
- Any other relevant introduction (Maximum 2)

Differentiate between a vision statement, a mission statement, long-term goals and short-term goals

Vision statement	Explains where and how you see your business in the future ✓✓	(Sub max 2)
Mission statement	Addresses the broad steps on how you hope to achieve your vision ✓✓	(Sub max 2)
Long-term goal	Determined from your mission statements and are specific and measurable steps that need to be taken to achieve the vision ✓✓	(Sub max 2)
Short-term goal	Interim steps needed to achieve long-term goals ✓✓	(Sub max 2)

(Maximum 8)

Stages in developing an action plan

- Create a summary of your vision, mission, long-term and short-term objectives. ✓✓
- Develop a work breakdown structure. ✓✓
- Develop an action step chart. ✓✓
- Create timelines indicating key targets and deadlines. ✓✓
- Develop a Gantt chart. ✓✓ (Maximum 10)

Different sources of loans that businesses could consider when trying to source funds

Bank loans ✓✓	<ul style="list-style-type: none"> • Money borrowed from a bank ✓ has an interest rate attached to the process ✓ • The borrowed money will be paid back in instalments ✓ over a certain period of time ✓ • The instalments include interest ✓ and the repayment of some of the capital amount of the loan ✓ • Bank loans are normally used ✓ for long-term financing ✓ 	(Sub max 4)
Overdraft ✓✓	<ul style="list-style-type: none"> • This is the most popular financing ✓ for the short term ✓ • The owner will apply to the bank ✓ for an overdraft on his or her bank account, which he or she will pay back over a set period of time ✓ 	(Sub max 4)
Angel funding ✓✓	<ul style="list-style-type: none"> • Angel funders are often wealthy entrepreneurs ✓ who offer financing in exchange for a share in the business ✓ • This is very popular ✓ in the Information Technology industry ✓ • This carries a high risk ✓ for the investor ✓ 	(Sub max 4)
Venture capital ✓✓	<ul style="list-style-type: none"> • Financing is given in exchange for a share in the business ✓ at its start up ✓ • Some venture capitalists also request a position ✓ in management or on the Board. ✓ 	(Sub max 4)

(Maximum 16)

Key factors that can be assessed to measure the success of a business

Profitability ✓✓	The business has to be profitable ✓ to continue ✓	(Sub max 4)
Sustainability ✓✓	The business must be able to continue ✓ without harming the environment or community ✓	(Sub max 4)
Know your market ✓✓	You must know the people you are selling to ✓ so that you supply what they want ✓	(Sub max 4)
Customer base ✓✓	You must have a loyal customer base ✓ who return to buy from you over and over again ✓	(Sub max 4)
Good leadership ✓✓	Good leaders must be team players ✓ and staff must listen to and respect them ✓	(Sub max 4)
Ethics ✓✓	There must be good governance ✓ as people will not support a business that conducts activities in an unethical manner ✓	(Sub max 4)
Stable workforce ✓✓	Successful businesses have staff who are motivated ✓, happy and well trained ✓	(Sub max 4)
Uniqueness ✓✓	There has to be something special/unique on offer ✓ to create a competitive advantage for the business that will draw customers ✓	(Sub max 4)

(Maximum 12)

Conclusion

- Successful entrepreneurs share some common personality traits such as creativity and passion. ✓✓
- Any other relevant conclusion

(Maximum 2)

DETAILS	MAXIMUM	TOTAL
Introduction	2	
Differentiate between a vision statement, a mission statement, long-term goals and short-term goals	8	Max 32
Stages in developing an action plan	10	
Different sources of loans that businesses could consider when trying to source funds	16	
Discuss key factors that can be assessed to measure the success of a business	12	
Conclusion	2	

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

[40]

TOTAL SECTION C: [40]

Exemplar Assessments

Time: 2 Hours for 150 marks

Final Examination: Paper 1 Memorandum

SECTION A

Question 1

- 1.1.1 C ✓✓
- 1.1.2 B ✓✓
- 1.1.3 C ✓✓
- 1.1.4 A ✓✓
- 1.1.5 D ✓✓ (10)

- 1.2.1 Money laundering ✓✓
- 1.2.2 bribery ✓✓
- 1.2.3 trade ✓✓
- 1.2.4 primary ✓✓
- 1.2.5 alliance ✓✓ (5x2) (10)

- 1.3.1 C ✓✓
- 1.3.2 F ✓✓
- 1.3.3 A ✓✓
- 1.3.4 E ✓✓
- 1.3.5 D ✓✓ (10)

TOTAL SECTION A: [30]

SECTION B

Question 2: Business environments

- 2.1
 - Consumers/customers ✓
 - Competitors ✓
 - Suppliers ✓
 - Intermediaries ✓ (Mark FIRST FOUR answers only) (4)

2.2

Environment	Extent of control
Micro	Full control over all aspects ✓✓
Market	No control, but has influence over all aspects. ✓✓
Macro	No control and no influence over all aspects. ✓✓

(6)

- 2.3 2.3.1 Inflation ✓✓
- 2.3.2 Illiteracy ✓✓
- 2.3.3 Dumping ✓✓ (6)
- 2.4 Relationships can be built ✓ that will hold mutual benefits. ✓
- You are able to meet new clients ✓ when attending events that make networking possible. ✓
 - You can discover new business opportunities ✓ when attending events that make networking possible. ✓
 - You can find new job opportunities ✓ when networking with people. ✓
 - You can advertise your business ✓ at events when you are networking. ✓
 - Any other relevant answer (Mark to a maximum of 4) (4)
- 2.5 2.5.1 • Family responsibility leave ✓✓ (2)
- 2.5.2 • Employees are entitled to three days ✓ family responsibility leave per year. ✓
- These employees will receive full pay ✓ for these three days. ✓
 - If employees have exceeded ✓ their three days, they must then take unpaid leave. ✓
 - You may take family responsibility leave for the following reasons:
 - Spouse ✓ or life partner ✓ dies
 - Parent ✓ or adoptive parent ✓ dies
 - Grandparent ✓ or grandchild ✓ dies
 - Child ✓ or adoptive child ✓ dies
 - Sibling dies ✓ (Mark to a maximum of 4) (4)
- 2.5.3 • Sick leave ✓
- Maternity leave ✓
 - Paternity leave ✓
 - Study leave ✓ (Mark FIRST TWO answers only) (2)
- 2.5.4 • Basic Conditions of Employment Act/ BCEA ✓✓ (2)
- 2.5.5 • Mr Peterson has been dismissed unfairly ✓ as he is entitled to this leave. ✓
- Mr Peterson can approach his manager ✓ and show him the law which entitles him to this leave. ✓
 - Mr Peterson should approach the CCMA ✓ to assist him with his case. ✓
 - Any other relevant answer (Mark to a maximum of 4) (4)
- 2.6
- Women are entitled to four months consecutive ✓ leave without pay. ✓
 - Women need to claim income from the UIF ✓ during maternity leave. ✓
 - Women may not demand income ✓ during maternity leave. ✓
 - The business must guarantee the employee's job security ✓ during maternity leave. ✓
 - The business will need to find and pay a replacement worker ✓ during the four months maternity leave. ✓
 - Any other valid argument (Mark to a maximum of 6) (6)

[40]

Question 3: Business operations

- 3.1
- Risk taker ✓
 - Determined ✓
 - Committed ✓
 - Adaptable ✓
 - Persevering ✓
 - Any other correct quality (Mark FIRST FOUR answers only) (4)
- 3.2
- Employees should be well trained to operate the machinery ✓ and manuals should be available at all times. ✓
 - Employees should not be allowed to use the machinery if they are tired ✓ or on medication that affects their ability to use the machinery. ✓
 - Employees must wear the appropriate clothing ✓ whenever they are using the machinery. ✓
 - Hard hats ✓ should be worn on construction sites at all times. ✓
 - The business ✓ must ensure that the machinery is regularly serviced and checked. ✓
 - When new machinery is installed ✓, staff should be given the necessary training. ✓
 - Any other relevant answer (Mark to a maximum of 4) (4)
- 3.3
- 3.3.1 Bait pricing ✓✓
- 3.3.2 Prestige pricing ✓✓
- 3.3.3 Psychological pricing ✓✓ (6)
- 3.4
- Improves customer satisfaction ✓✓
 - Ensures that resources are used efficiently ✓✓
 - Productivity increases ✓✓
 - Constant improvement of products or services ✓✓
 - More likely to achieve company vision and goals ✓✓
 - Improved employee skills and knowledge through constant training ✓✓
 - Improves the competitiveness of the business ✓✓
 - Any other relevant answer (Mark to a maximum of 6) (6)
- 3.5
- 3.5.1
- Pension fund ✓
 - Medical aid ✓
 - Car allowance ✓ (Mark FIRST TWO answers only) (2)
- 3.5.2
- Welcome ✓ and make the candidate feel at ease ✓
 - Inform them of the process and the purpose ✓ of the interview ✓
 - Ask questions ✓ that are related to the job ✓
 - Ask the interviewee ✓ if they have any questions they would like to ask ✓
 - Inform the interviewee ✓ as to when they can expect a response ✓
 - Any other valid response (Mark to a maximum of 6) (6)

3.5.3

Job description	Job specification
<ul style="list-style-type: none"> Written description of the job and its requirements ✓✓ 	<ul style="list-style-type: none"> Written description of the characteristics and qualifications required of the person that will fill the position ✓✓
<u>Job description examples</u> <ul style="list-style-type: none"> Assessing patients to see if they qualify for disability grants ✓ Making splints for patients ✓ Managing the frail care programme ✓ 	<u>Job specification examples</u> <ul style="list-style-type: none"> 5 years' experience at middle management level ✓ BSC (Hons) Occupational Therapy Degree ✓
(Sub max 3)	(Sub max 3)

(TWO marks for the description and ONE mark for example) (6)

- 3.5.4
- The firm is looking for someone with experience ✓ and recruiting from an educational institution means the person is likely not to have experience. ✓
 - Any other relevant answer (2)

3.6 **Positive**

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

Negative

- Fringe benefits are additional costs for businesses ✓, which may result in cash flow problems. ✓
- Administrative costs increase ✓ as payments need to be correctly allocated and recorded for tax purposes. ✓
- Decreases business profits ✓, as remuneration costs are increasing. ✓
- It may create conflict/lead to corruption ✓ if allocated unfairly. ✓
- Workers only stay with the business because of fringe benefits ✓, and may not be committed to their tasks/loyal to the business. ✓
- Any other relevant negative aspect related to fringe benefits

(Mark to a maximum of FOUR marks)

[40]

Question 4: Miscellaneous

BUSINESS ENVIRONMENTS

- 4.1 Two businesses that join forces to become one business ✓ through mutual agreement. ✓ (2)
- 4.2
- Goods become more expensive ✓ so the business may lose customers. ✓
 - Raw materials ✓ become more expensive. ✓
 - It costs more ✓ to produce the same amount of goods and services. ✓
 - Businesses take longer ✓ or struggle to expand. ✓
 - Consumers spend less ✓, reducing profits of the business. ✓
 - Business may be forced ✓ to retrench employees. ✓
 - Any other relevant answer (Mark to a maximum of 6 marks) (6)
- 4.3
- 4.3.1 Hostile takeover ✓
- 4.3.2 Friendly takeover ✓ (2x1) (2)
- 4.4
- 4.4.1 Unauthorised use or reproduction ✓ of another person’s work ✓ (2)
- 4.4.2
- Businesses lose out on profits on sales from the real product ✓ as people buy the pirated copy ✓
 - The image of the real product may be harmed ✓ by the performance of the pirated product ✓
 - People pirating the product ✓ are committing a crime ✓
 - May lead to job losses ✓ as sales are low ✓
 - Drives prices of the original product up ✓ to make up for loss in sales ✓
 - Any other relevant answer (Mark to a maximum of 4 marks) (4)
- 4.4.3 Place heavy fines on people pirating goods ✓✓
- Jail time for people guilty of piracy ✓✓
 - Destroy all pirated goods when they are seized ✓✓
 - Any other relevant answer (Mark to a maximum of 4 marks) (4)
- [20]

BUSINESS OPERATIONS

- 4.5
- SABS ✓
 - ISO ✓ (Mark FIRST TWO answers only) (2)
- 4.6

Monopoly	There is only one supplier/seller ✓ who controls the market. ✓ E.g. Eskom ✓
Oligopoly	There are a few suppliers/sellers ✓ who dominate the market. ✓ E.g. MTN, Vodacom ✓

(Two marks explanation and 1 mark for example) (6)

- 4.7 4.7.1 Introductory ✓✓
 4.7.2 Decline ✓✓ (2x2) (4)

- 4.8 4.8.1 • External ✓
 • “advertised the following vacant positions in the local newspaper” ✓ (2)

4.8.2

Decorator	Piecemeal remuneration ✓
Cook	Time-related remuneration ✓

(2)

4.8.3

Decorator	<ul style="list-style-type: none"> • If RH pays the decorator a time-related wage, then they will take longer to complete the tasks and it will be more expensive. ✓✓ • RH is trying to motivate the decorator to work faster. ✓✓ • Any other relevant answer
Cook	<ul style="list-style-type: none"> • It would not make logistical sense to pay the chef after every meal. ✓✓ • They do not know how many hours the chef will be required to work. ✓✓ • Any other relevant answer

(Mark to a maximum of 4 marks) (4)

[20]

TOTAL SECTION B: [80]

SECTION C

Question 5: Business environments

Introduction

- Businesses will be affected by socio-economic issues. ✓
- Businesses need to adapt to socio-economics issues. ✓
- Failure to address socio-economic issues may negatively affect the business. ✓
- Any other relevant introduction (Maximum 2)

Nature and impact of sexual harassment on the business

- Sexual harassment involves any unwelcomed or unwanted attention ✓ of a sexual nature. ✓
- Sexual harassment may cause discomfort, humiliation, distress, etc. ✓ and may affect the ability of the person to perform their duties. ✓
- Sexual harassment includes:
 - unwelcomed sexual advances ✓
 - requests for sexual favours in return for benefits ✓
 - pressure for sexual favours in order to clinch sales deals ✓
 - commenting on a person’s physical appearance ✓
- Employees may leave the business ✓ if they have been sexually harassed. ✓
- The image of the business ✓ may be tarnished. ✓
- Future employees ✓ may choose not to work at the institution. ✓ (Maximum 8)

Different types of corruption

- Corruption refers to an act of dishonesty. ✓
- It involves the use of one’s position ✓ for dishonest gain. ✓

Bribery ✓✓	Money that is offered to a person ✓ to influence that person. ✓
Corruption ✓✓	Money is paid back to a person ✓ who makes a transaction possible. ✓

(Maximum 10)

Different kinds of strikes

Go-slow ✓✓	Employees show up at work, but work very slowly and produce fewer goods than usual ✓
Sympathy strike ✓✓	Members of other trade unions who are not in dispute with their employer, join the strike to support workers who are in dispute with their employer ✓
Sit-down strike ✓✓	Employees show up at work, but refuse to do any work ✓
Wildcat strike ✓✓	Against the law – takes place without any warning ✓

Work to rule ✓✓	Workers cause a decrease in production by doing only the minimum of what is expected of them, according to the rules of the workplace ✓
Lockout ✓✓	Employees are locked out by their employer and refused entry to their workplace ✓

(Maximum 15)

Impact of the lack of skills and possible solutions

- A lack of skills will result in goods and services ✓ not being produced efficiently. ✓
- In South Africa there is a lack of skills in education ✓ resulting in future generations also lacking skills. ✓
- Businesses cannot find suitable staff ✓ with all the necessary skills. ✓
- Businesses have to train staff ✓, which can be costly. ✓
- Businesses have to employ staff from overseas ✓, which can be costly. ✓
- If businesses are forced to employ inadequate staff ✓, the quality of the product will also drop. ✓
- The country needs to look to recruit people ✓ for training in areas where there are shortages. ✓
- Any other relevant answer (Maximum 10)

Conclusion

- Some socio-economic issues can result in the failure of the business. ✓✓
- The business has no control over socio-economic issues. ✓✓
- Businesses must come up with plans to reduce the effects of socio-economic issues. ✓✓
- Any other relevant conclusion (Maximum 2)

Details	Maximum	Total
Introduction	2	Max 32
Nature and impact of sexual harassment on the business	8	
Different types of corruption	10	
Different kinds of strikes	15	
Impact of the lack of skills and possible solutions	10	
Conclusion	2	
INSIGHT		
Layout		2
Analysis and interpretation		2
Synthesis		2
Originality, examples		2
TOTAL MARKS		40

[40]

Question 6: Business operations

Introduction

- After the product is designed and developed, management must decide on the best way to package the product. ✓
- There are many different ways of packaging products. ✓
- Any other relevant introduction

(Maximum 2)

Requirements of good packaging

- Good packaging protects and promotes the product. ✓✓
- Good packaging prevents spoiling or damage. ✓✓
- Good packaging links the product to the promotion strategy. ✓✓
- Good packaging informs the consumers about how to use the product. ✓✓
- Good packaging draws the attention of the consumers. ✓✓
- Good packaging reduces storage costs by minimising damage. ✓✓
- Good packaging must be easy to handle. ✓✓
- Good packaging must be easy to display on the shelves in the store. ✓✓
- Good packaging must indicate the correct mass or volume of contents. ✓✓

(Maximum 12)

Ethical implications of packaging

- Some packaging may make consumers believe that the contents of the packaging ✓ is much more than it actually is. ✓
- Some packaging is produced so that it looks like ✓ and is confused with ✓ competing products. ✓
- Packaging may not be environmentally friendly ✓ and may contribute to pollution. ✓

(Maximum 6)

Different kinds of packaging

Forms of packaging	Description
Immediate use packaging ✓✓	<ul style="list-style-type: none"> • Packaging must be cheap ✓✓ • Once used ✓ the packaging will be discarded ✓
Double use packaging ✓✓	<ul style="list-style-type: none"> • Packaging that can be reused ✓ for purposes other than original use ✓✓ • Consumers will be reminded of a particular brand ✓ even after the product has been used ✓
Packaging for resale ✓✓	<ul style="list-style-type: none"> • Retailers buy items in bulk ✓ from wholesalers ✓ • Retailers unpack them ✓ and then sell them in smaller quantities ✓

Kaleidoscopic packaging ✓✓	<ul style="list-style-type: none"> Basic colours and designs ✓ remain the same ✓, but some details change ✓ to advertise an event or competition ✓
Specialty packaging ✓✓	<ul style="list-style-type: none"> Packaging that must suit the nature ✓ and price ✓ of the product ✓
Combination packaging ✓✓	<ul style="list-style-type: none"> Strategy to increase profits ✓ because customers who are only interested in the one item ✓ will now buy both ✓ Complementary products packed together ✓ as they are sold together ✓

(Maximum 16)

The effect of branding and trademarks on the packaging

- A trademark is a registered mark ✓ that distinguishes your business from the next ✓
- May include words ✓ and symbols ✓ that are legally registered ✓
- Branding involves anything used by the business to distinguish itself from other businesses and may include names ✓, symbols ✓ and trademarks ✓
- Consumers know what they are buying ✓ and staff do not usually need to spend much time explaining the product to customers ✓
- Trademarks enjoy legal protection ✓ and cannot be copied by other businesses ✓
- Consumers are more likely to accept changes ✓ that are marked well under a brand or a trademark
- Trademarks must be easy to recognise ✓, remember ✓ and pronounce ✓
- Trademarks build brand familiarity ✓
- Trademarks may be indications of quality ✓
- Any other relevant answer

(Maximum 10)

Conclusion

- Businesses need to carefully consider packaging as the use of incorrect packaging may increase expenses for the business. ✓✓
- Businesses who select the correct packaging may reduce costs and increase sales at the same time resulting in increased profits. ✓✓
- Any other relevant conclusion showing higher order thinking

(Maximum 2)

Details	Maximum	Total
Introduction	2	Max 32
Requirements of good packaging	12	
Ethical implications of packaging	6	
Different kinds of packaging	16	
The effect of branding and trademarks on the packaging	10	
Conclusion	2	

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

[40]

TOTAL SECTION C: [40]

Exemplar Assessments

Time: 2 Hours for 150 marks

Final Examination: Paper 2 Memorandum

SECTION A

Question 1

- 1.1.1 D ✓✓
- 1.1.2 D ✓✓
- 1.1.3 B ✓✓
- 1.1.4 C ✓✓
- 1.1.5 C ✓✓ (10)

- 1.2.1 timeline ✓✓
- 1.2.2 internal ✓✓
- 1.2.3 Force-field analysis ✓✓
- 1.2.4 affirmative action ✓✓
- 1.2.5 outsourcing ✓✓ (10)

- 1.3.1 E ✓✓
- 1.3.2 H ✓✓
- 1.3.3 A ✓✓
- 1.3.4 D ✓✓
- 1.3.5 C ✓✓ (10)

TOTAL SECTION A: [30]

SECTION B

Question 2: Business ventures

- 2.1
- The duration of the lease. ✓✓
 - The amount payable by the lessor to the lessee. ✓✓
 - The rights and responsibilities of the lessee and lessor. ✓✓
 - A penalty clause describing penalties for terminating the lease before the agreed date of termination. ✓✓
 - The lessor must deliver goods to the lessee in good working condition. ✓✓
 - The lessee has the responsibility of paying the lessor and protecting the goods. ✓✓
- (Mark FIRST THREE answers only) (6)

2.2

Limited liability	Unlimited liability
<ul style="list-style-type: none"> The debts of the business ✓ are limited to the business. ✓ The possessions of the owner may not be used ✓ to cover the debts of the business. ✓ Any other correct description (Sub max 2) 	<ul style="list-style-type: none"> The owners of the business are jointly responsible ✓ for paying the debts of the business. ✓ The possessions of the owners may be sold ✓ to cover the debts of the business. ✓ Any other correct description (Sub max 2)

(Mark to a maximum of 4) (4)

2.3 2.3.1 Private company ✓✓

2.3.2 Close corporation ✓✓

2.3.3 Public company ✓✓ (2x3) (6)

2.4 2.4.1 • Bar graph ✓✓

• There are categories on the x-axis ✓✓

• There are gaps between categories ✓✓

(2 marks for identifying correctly and 2 marks for reason) (2)

2.4.2

Highest	Rob ✓	(Sub max 1)
Lowest	Jack ✓	(Sub max 1)

(2)

2.4.3 • Graphs can support or emphasise ✓ the main points of a topic. ✓

• Helps the audience understand ✓ the information better. ✓

• Summarises large pieces of information ✓ into a diagram. ✓

• Can be used to compare ✓ different sets of information. ✓

• Combines information ✓ to show trends. ✓

• Visual aids usually capture ✓ and keep the attention of the audience. ✓

• Any other relevant answer (Mark to a maximum of 8 marks) (8)

2.5

Advantages	Disadvantages
<ul style="list-style-type: none"> Allows the business to focus on their core functions ✓ and not waste resources on smaller functions. ✓ Saves on costs ✓ and improves efficiency. ✓ Can reduce overhead costs ✓ Provides staff with flexibility ✓ during peak times. ✓ Any other correct answer 	<ul style="list-style-type: none"> Loss of managerial control ✓ on outsourced projects. ✓ There may be hidden costs ✓ or additional costs. ✓ Threat of security ✓ and confidentiality. ✓ Poor publicity for company ✓ if the outsourced company experiences negative publicity. ✓ Can damage the image of the company. ✓ Any other correct answer

(Learners can mention positive or negative impacts.) (Mark to a maximum of 6 marks) (2)

- 2.6 2.6.1 Ability to adapt to change
- Change can be threatening. ✓
 - Successful businesses can anticipate ✓ and adapt to change by implementing appropriate strategies. ✓
 - Some changes could include ✓ new legislation, competitors, political change, managerial change etc. ✓ (Mark to a maximum of 2 marks) (2)
- 2.6.2 Customer base
- Successful businesses have a continuous customer base ✓ to sell goods and services to. ✓
 - Successful businesses look for ways ✓ to expand their customer base. ✓ (Mark to a maximum of 2 marks) (2)
- [40]

Question 3: Business roles

- 3.1
- The belief that you cannot be creative. ✓✓
 - Trying to be too practical. ✓✓
 - Thinking too logically. ✓✓
 - Following rules too strictly. ✓✓
 - Believing that being wrong is bad. ✓✓
 - Being afraid to make mistakes. ✓✓ (Mark FIRST TWO answers only) (4)
- 3.2
- Identify the problem ✓
 - Define the problem ✓
 - Analyse potential causes of the problem ✓
 - Identify potential solutions ✓
 - Choose the best solution ✓
 - Develop an action plan ✓
 - Implement the action plan ✓
 - Monitor the implementation of the plan ✓
 - Evaluate the success of the chosen strategy ✓ (Mark FIRST SIX answers only) (6)
- 3.3 3.3.1 Development ✓✓
- 3.3.2 Confidentiality ✓✓
- 3.3.3 Competence ✓✓ (3x2) (6)
- 3.4 3.4.1
- Successful teams share a common goal ✓ and objectives. ✓
 - 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 among team members. ✓

- 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. ✓

(Mark to a maximum of 6 marks) (6)

3.4.2 • Performing ✓✓

- The fire emergency teams have almost completed the task of controlling the fire. ✓✓

Or

- Adjourning ✓✓
- The fire teams are getting ready to go back to their own fire stations. ✓✓

(2 marks for Stage and 2 marks for Reason) (4)

3.4.3 • 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. ✓

(Mark to a maximum of 6 marks) (6)

3.5

<p>Decision making</p> <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>	<p>Problem solving</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 • Explain the seriousness of the potential dangers of not complying with COVID-19 regulations. ✓✓

- Explain the impact of the spread of the virus in the workplace. ✓✓
 - Issue written warnings for not complying with company policy. ✓✓
 - Do not allow employees to enter premises if they don't comply with the regulations. ✓✓
 - Any other correct recommendation (Mark to a maximum of 4 marks) (4)
- [40]

Question 4: Miscellaneous

BUSINESS VENTURES

- 4.1
- Tables ✓
 - Bar graphs ✓
 - Pie charts ✓
 - Video conferencing ✓
 - Interactive whiteboards ✓
 - Data projector/PowerPoint ✓
 - Handout/flyer/brochures ✓
 - Line graphs ✓
 - Histogram ✓
 - Venn diagram ✓
 - Flip charts ✓
 - posters ✓
 - Transparencies ✓
- (Mark FIRST TWO answers only) (2)

4.2

Timelines	Indicates tasks that need to be completed ✓ as well as when each task must be completed. ✓	(Sub max 2)
Gantt Chart	Instruments that help project managers to do planning ✓, and is represented as a type of bar graph. ✓	(Sub max 2)
Work breakdown structure	A diagram that breaks down all the tasks that must be performed ✓ to complete a task. ✓	(Sub max 2)
Project planning	A detailed description of all the activities that need to be completed ✓ to execute a project successfully. ✓	(Sub max 2)

(Mark to a maximum of 8 marks) (8)

- 4.3 4.3.1 A franchise is an agreement between the franchisee and the franchisor ✓ where the franchisee obtains the rights and trademarks of the franchisor and sells their products ✓ (2)

4.3.2

Advantages for the franchisee	Disadvantages for the franchisee
<ul style="list-style-type: none"> • Entry into an existing market. ✓ • Receive marketing management advice ✓ from franchisor. ✓ • Receive training ✓ from franchisor. ✓ • Franchisor assists ✓ in finding a suitable location. ✓ • Necessary equipment is provided. ✓ 	<ul style="list-style-type: none"> • May only buy stock ✓ from specific suppliers. ✓ • Must pay royalties ✓ to franchisor. ✓ • Usually expensive ✓ to buy a franchise. ✓ • May only sell products ✓ permitted by the franchisor. ✓ • Difficult to sell a franchise ✓ that is not performing well. ✓

(Mark to a maximum of 6 marks) (6)

- 4.3.3
- They have the same customer base so it will be useful to be in the same location. ✓✓
 - Customers won't have to travel to get to a specific franchise at a different location. ✓✓
 - Customers will have a variety of choices to choose from. ✓✓
 - Any other relevant answer (Mark to a maximum of 2 marks) (2)

BUSINESS ROLES

4.4	<ul style="list-style-type: none"> • Delphi technique ✓ • Force-field Analysis ✓ • Nominal group technique ✓ • SCAMPER ✓ 	<ul style="list-style-type: none"> • Brainstorming ✓ • Mind mapping ✓ • Forced combination ✓ • Empty chair technique ✓
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(Mark FIRST TWO answers only) (2)

- 4.5
- Difference ✓ in backgrounds/cultures/values/beliefs/language ✓
 - Limited resources in the business ✓ may result in conflict as to who can use them first ✓
 - Different goals or objectives ✓ within the business ✓
 - Personality differences ✓ between teams or individuals ✓
 - Differences in opinions ✓
 - Unfair distribution of workload ✓ causing conflict between team members ✓
 - Stress ✓ that is not managed well ✓
 - Unrealistic expectations ✓
 - Lack of communication ✓ between managers and workers ✓
 - Ignoring the rules ✓ of procedures that have been set ✓
 - Any other correct answer (Mark to a maximum of 6 marks) (6)

- 4.6
- A trade union is a legal entity ✓ whereas a workplace forum is part of the workplace ✓
 - A trade union negotiates salaries and wages ✓, whereas workplace forums do not deal with remuneration ✓
 - A trade union can organise a strike under certain circumstances ✓, whereas a workplace forum cannot ✓
 - Non-union members ✓ can belong to a workplace forum ✓
 - Any other correct answer (Mark to a maximum of 6 marks) (6)

- 4.7
- 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 (Mark to a maximum of 6 marks) (6)

[40]

TOTAL SECTION B: [80]

SECTION C

Question 5: Business ventures

Introduction

- There are factors to consider before, during and after a presentation. ✓
- Presenters need to consider a number of visual aids that can be used to capture the attention of the audience. ✓
- Any other relevant introduction (Maximum 2)

Difference between verbal and non-verbal communication

Verbal presentation	Non-verbal presentation
<ul style="list-style-type: none"> • Information is transferred ✓ orally ✓ • Can only be heard ✓ • Cannot be stored ✓ <p style="text-align: right;">(Sub Max 4)</p>	<ul style="list-style-type: none"> • Information is transferred ✓ in a written/graphic way ✓ • Can be read ✓ • Can be stored ✓ <p style="text-align: right;">(Sub Max 4)</p>

(Maximum 8)

Factors that need to be considered before a presentation

- Identify a clear purpose ✓ /main points of the presentation. ✓
- Your presentation should have an introduction ✓, body ✓ and conclusion. ✓
- Main aims ✓ must be captured in the introduction of the presentation. ✓
- The conclusion must summarise ✓ the most important facts. ✓

- Information should be relevant ✓ and accurate. ✓
- You must have a clear understanding ✓ of all the content in the presentation. ✓
- Identify who your audience will be ✓ to make it relevant for your audience. ✓
- Based on your audience ✓, you must use appropriate visual aids. ✓
- Visual aids must consolidate ✓ the information. ✓ (Maximum 12)

Responding to feedback after a presentation

- Inform the audience how long the Q&A session will be/Set time limit. ✓✓
- Ensure that you understand the question before answering it. ✓✓
- Listen to each question and think about the answer before responding. ✓✓
- Address the question and not the person. ✓✓
- Acknowledge good questions. ✓✓
- Remain polite, calm and non-aggressive when answering questions. ✓✓
- Do not engage in debates/arguments during the feedback session. ✓✓
- If you do not know the answer tell the person you will get back to them with the correct answer. Do not make up answers. ✓✓
- Defer questions to experts if the experts are on hand. ✓✓
- Use feedback to make changes for the next presentation. ✓✓ (Maximum 14)

Factors that must be considered when designing transparencies/PowerPoint slides

- Use a legible font and size ✓ so that the audience can read information easily ✓
- Make use of bullet points ✓ rather than using long paragraphs ✓
- Limit the amount of info on the slide ✓ so that it is not cluttered ✓
- Slides must not be too busy ✓ otherwise you will lose the attention of the audience ✓
- Try to avoid spelling errors ✓ as this will make the presentation seem unprofessional ✓
- Any other relevant answer (Maximum 10)

Conclusion

- 2020 has changed the way that presentations have been done as most were done electronically. ✓✓
- Any other relevant conclusion (Maximum 2)

DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Difference between verbal and non-verbal communication	8	
Factors that need to be considered before the presentation	12	
Responding to feedback after a presentation	14	
Factors that must be considered when designing transparencies/PowerPoint slides	10	
Conclusion	2	

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

[40]

Question 6: Business roles

Introduction

- People often think that professionalism and ethics are the same thing. ✓
- Businesses must educate staff on issues that are unethical. ✓
- Any other relevant introduction

(Maximum 2)

Difference 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 expected behaviour ✓ • Applying a code of conduct ✓ of a profession or business ✓ • Focusses on developing moral compass ✓ for decision making ✓ • Includes guidelines on employees ✓ appearance/communication/responsibility etc. ✓ <p>(Sub max 5)</p>	<ul style="list-style-type: none"> • Refers to the principles of right and wrong ✓ 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 ✓ • Focusses on upholding the reputation ✓ of a business/ profession ✓ • Involves following the principles of right and wrong ✓ in business activities/dealings. ✓ <p>(Sub max 5)</p>

(Maximum 10)

Ways in which professional, responsible, 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 is 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/ free from embarrassment. ✓
- Refrain from starting a venture using other businesses' ideas ✓ that are protected by law. ✓

(Maximum 12)

Applying King Code principles of transparency and accountability

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/ available to shareholders/employees. ✓✓ • Regular audits should be done to determine the effectiveness of the business. ✓✓ <p style="text-align: right;">(Sub max 6)</p>	<ul style="list-style-type: none"> • There must be regular communication between management and stakeholders. ✓✓ • Company should appoint internal and external auditors to audit financial statements. ✓✓ • The board should ensure that the company's ethics are effectively implemented. ✓✓ • Businesses should be accountable/responsible for their decisions/actions. ✓✓ • Businesses should present accurate annual reports to shareholders at the Annual General Meeting (AGM). ✓✓ <p style="text-align: right;">(Sub max 6)</p>

(Maximum 12)

Dealing with unethical and unprofessional behaviour relating to abuse of work time and pricing in rural areas

Abuse of work time	<ul style="list-style-type: none"> • Ensure employees do not make personal phone calls during work hours. ✓✓ • Ensure employees are not taking extended lunch breaks. ✓✓ • Ensure that employees are not doing personal business during work hours. ✓✓ • Any other relevant recommendation <p style="text-align: right;">(Sub max 6)</p>	
Pricing in rural areas	<ul style="list-style-type: none"> • Do not inflate prices in rural areas. ✓✓ • Do not charge higher prices for inferior goods. ✓✓ • Buy goods in bulk to get a discount and pass that discount on to the customers. ✓✓ • Any other relevant recommendation <p style="text-align: right;">(Sub max 6)</p>	

(Maximum 12)

Conclusion

- Conducting business in an unethical or unprofessional manner will harm the image of the business. ✓✓
- Any other relevant conclusion.

(Maximum 2)

DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Difference between professional and ethical behaviour	10	
Ways in which professional, responsible, ethical and effective business practice should be conducted	12	
Applying King Code principles of transparency and accountability	12	
Dealing with unethical and unprofessional behaviour relating to abuse of work time and pricing in rural areas	12	
Conclusion	2	
INSIGHT	2	8
Layout	2	
Analysis, interpretation	2	
Synthesis	2	
Originality, examples	2	
TOTAL MARKS		40

[40]

TOTAL SECTION C: [40]

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