



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

BUSINESS STUDIES

FEBRUARY/MARCH 2011

MEMORANDUM

MARKS: 300

This memorandum consists of 26 pages.

NOTES TO MARKERS:(MANDATORY)

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

Marker:	Red
Senior Marker	Green
Deputy Chief and Chief Marker	Black
Internal Moderator	Orange

2. The numbering of Assessment Standards is in accordance with the principle of progression from Grades 10 to 12, e.g, the first Assessment Standard is 12.1.2.

3. Candidates responses must be in full sentences for Sections B and C. This would depend on the nature of the question.

4. A comprehensive memorandum has been provided but this is by no means exhaustive. Due consideration should be given to an answer that is correct but:

- uses a different expression from that which appears in the memorandum.
- comes from another source.
- is correct and original
- relates to another applicable LO or AS

NB There are no alternative answers for Section A

5. Please take careful note of other relevant answers provided by candidates and allocate marks accordingly. (In the case where the answer is unclear or indicates some understanding, part-marks should be allocated, for example one mark instead of the maximum of two marks.)

6. SECTION B

- 6.1 If for example, FIVE facts are required, mark the candidates FIRST FIVE responses and ignore the rest of the responses. Indicate by drawing a line across the unmarked portion or use the word "Cancel".

- 6.2 If two facts are written in one sentence, award the candidate FULL credit.

- 6.3 If candidates are required to provide their own examples / views, brainstorm this at the marking centre to finalise alternative answers.

- 6.4 All questions that require candidates to "explain / discuss / describe" will be marked as follows :

- Heading 2 marks
- Explanation 1 mark or as indicated in the memorandum.

6.5 All questions that require candidates to “name / list / mention” etc, the answers of the candidates can be in phrases and not necessarily in full sentences.

7. SECTION C

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

Introduction	3	Maximum: 32
Content	27	
Conclusion	2	
Insight	8	
Total Marks	40	

7.2 Insight consists of the following components:

Layout/Structure (Is there an introduction, body using proper paragraphs and conclusion? /Is there a logical flow/link in the discussion? Has the learner been able to illustrate the concepts with examples?)	2
Analysis and interpretation (learners' ability to break down the question to show understanding of what is being asked)	2
Synthesis (What parts to the question would you have included in the answer? Are there decisions made from a combination of relevant points?)	2
Originality: (Was the learner able to illustrate the concepts with an example(s) in his/her own words? Originality in approach, ideas and answers. Current trends and developments.)	2
TOTAL FOR INSIGHT:	8
TOTAL MARKS FOR FACTS:	32
TOTAL MARKS FOR ESSAY (8 + 32)	40

NOTE: No marks will be allocated for contents repeated from the introduction and conclusion.

7.3 The components of insight are indicated at the end of the suggested answer for each question. Note: The components may vary for each question.

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

7.5 Mark all relevant facts until the MAXIMUM mark in a sub-section has been attained. Write MAX after maximum marks have been obtained.

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

CONTENT	MARKS
Facts	32
L	2
A	2
S	2
O	2
TOTAL MARKS	40

NOTE: The mark allocation for insight may vary for each essay.

- 7.7 When awarding marks for facts, take note of the sub – maxima indicated, especially if candidates do not make use of the same sub-headings. Remember, headings and sub-headings are encouraged and contribute to insight (structuring/logical flow/sequencing) and indicate clarity of thought. (See BREAKDOWN at the end of each question.)
- 7.8 If the candidate identifies/interprets the question **INCORRECTLY**, then he/she may still obtain marks for insight.
- 7.9 If a different approach is used by candidates, ensure that the answers are assessed according to the mark allocation/subheadings as indicated in the memorandum.
8. Take particular note of the repetition of facts. Indicate with a R.
9. Subtotals to questions must be written in the right margin. Circle the subtotals as indicated by the allocation of marks. Only the total for each question should appear in the left margin next to the appropriate question.
10. Allocate TWO marks for complete sentences. Allocate ONE mark for phrases, incomplete sentences and vague answers.
11. With effect from 2011 learners must respond to each part of the question in order to obtain the maximum of 32 marks allocated for essay questions.
Please take note of the above.

Section C Question 5 is used as an exemplar.

Sub-max	Reduced to	Sub Total
Introduction		3 (Introduction)
Challenges	12	27 (Body)
Strategies	12	
Environment	8	
Evaluation	4	
Conclusion		2 (Conclusion)
Subtotal	36	32
The sub-max for body will range from 27 to 37 marks. Contents(32) + LASO(8) = 40		

SECTION A:**QUESTION 1**

1.1.1	C ✓✓		
1.1.2	D ✓✓		
1.1.3	A ✓✓		
1.1.4	C ✓✓		
1.1.5	D ✓✓		
1.1.6	A ✓✓		
1.1.7	B ✓✓		
1.1.8	D ✓✓		
1.1.9	A ✓✓		
1.1.10	C ✓✓	(10 x 2)	(20)
1.2.1	Electronic ✓✓		
1.2.2	Conglomerate ✓✓		
1.2.3	Delphi ✓✓		
1.2.4	King's Code ✓✓		
1.2.5	Leadership ✓✓	(5 x 2)	(10)
1.3.1	E ✓✓		
1.3.2	F ✓✓		
1.3.3	G ✓✓		
1.3.4	B ✓✓		
1.3.5	A ✓✓	(5 x 2)	(10)
TOTAL SECTION A:			40

SECTION B**QUESTION 2****2.1 LO 1 AS 3**

- Enterprise Development. √√
- Corporate Social Investment. √√
- Preferential procurement. √√
- Skills development. √√
- Employment equity. √√
- Ownership. √√
- Management. √√

Any (5 x 2) (10)**2.2.1 LO 4 AS 3**

- Provides for the development and implementation of a National Qualification Framework. √√
- Provides for the establishment of the South African Qualifications Authority. √√
- Responsible for accreditation and registration of standards and quality assurance. √√
- Contributes to the social and economic development of the country. √√
- Provides business with access to the national learners records. √√
- Provides national standards to improve the quality of training and the relevance in South African Institutions. √√
- Any other relevant answer related to the purpose or aims of the South African Qualifications Authority (SAQA)

Any (4 x 2) (8)**2.2.2 LO4 AS3**

- Regulates the fundamental rights of employees and employers. √√
- Freedom of association which means that workers have a right to join trade unions. √√
- Provision for the settlement of labour disputes. √√
- Promotion of employee participation in decision making through workplace forums. √√
- Provides for the registration of trade unions and employers' organisations. √√
- Any other relevant answer related to the purposes of the Labour Relations Act.

Any (4 x 2) (8)

2.3 LO3 AS3

- Risk management. √√
- Internal audit. √√
- Audit committees. √√
- Board of Directors. √√
- Compliance with laws and regulations. √√
- Sustainability. √√
- Respect for the people, communities and the environment. √√
- Reporting and disclosure of accounting transactions. √√
- Relationships between stakeholders and the business. √√
- Any other relevant answer related to the King's Code of Best Practice.

Any (5 x 2)(10)**2.4 LO1 AS3**

- **YES** √√
- Improves the standard of living of the community √√ e.g. job creation. √
- Provides education and training for the community √√ e.g. skills development. √
- Grant bursaries to learners from the community to further their education and training √√ e.g. accessibility to tertiary studies. √
- Provide financial resources to improve the infrastructure √√ e.g. recreational facilities. √
- Sustain good relationships with other businesses in the community √√ e.g. formation of Business Forum. √
- Any other relevant answer related to the benefits of CSR for communities.

OR

- **NO** √√
- Does not improve the standard of living of the community √√ e.g. offering jobs to outsiders. √
- Poor provision of education and training for the community √√ e.g. no proper training programmes. √
- Any other relevant answer.

Yes/No	(2)
Examples (Any 2 x 3)	(6)
Max	(6)

**NOTE: 1. IF YES AND NO, MARK TO THE MAXIMUM OF 6.
2. AWARD ZERO MARKS FOR YES/NO WITHOUT EXPLANATION.**

2.5.1 LO1 AS 2

STRENGTHS	WEAKNESSES
- Successful marketing locally and globally. √√ - Use of modern machinery and equipment. √√ <p style="text-align: right;">(Any 1 x 2) (2)</p>	- Small human resources department. √√ - No counselling and support services √√ <p style="text-align: right;">(Any 1 x 2) (2)</p>
OPPORTUNITIES	THREATS
- Train unskilled workers. √√ - Workshop employees on HIV/Aids awareness. √√ <p style="text-align: right;">(Any 1 x 2) (2)</p>	- Loss of skilled workers because of HIV/Aids in the community. √√ - Escalation of crime due to unemployment – train workers. √√ <p style="text-align: right;">(Any 1 x 2) (2)</p>

(8)

**NOTE: 1. SWOT ANALYSIS MUST BE LINKED TO THE CASE STUDY ON TINY TOTS FACTORY.
2. AWARD NO MARKS IF THE SWOT IS NOT LINKED TO THE SCENARIO.**

2.5.2 LO1AS 2

- To provide a training course to all employees regarding HIV/Aids. √√
- Provide equipment for voluntary HIV/Aids tests. √√
- Provide employees with counselling on HIV/Aids. √√
- Provide medication on HIV/Aids (ARVs). √√
- Form partnerships with other businesses in eliminating crime. √√
- To train unskilled workers. √√
- Any other relevant answer related to the challenge identified in QUESTION 2.5.1 or case study.

(Any 3 x 2) (6)

2.6 LO1 AS2

Market penetration:

- When a business enterprise uses the existing markets (old markets) to sell its existing products (old product/s). √√

(Any 1 x 2) (2)

Market development:

- When a business enterprise uses new markets to sell its existing products. √√

(Any 1 x 2) (2)

(4)

[60]

BREAKDOWN OF MARKS

QUESTION 2	MARKS
2.1	10
2.2.1	8
2.2.2	8
2.3	10
2.4	6
2.5.1	8
2.5.2	6
2.6	4
TOTAL	60

QUESTION 3

3.1 LO4 AS5

- Protects members from retrenchments and unfair dismissals. √√
 - Acts on behalf of members in dispute resolution. √√
 - Monitors the implementation of matters affecting legislation e.g. gender equality, affirmative action and employment of workers with disabilities. √√
 - Trade unions strive to improve the working conditions of employees. √√
 - Takes part in the collective bargaining process. √√
 - Negotiates on behalf of the membership for better wages and other benefits. √√
 - Any other relevant answer related to the functions of trade unions.
- (Any 4 x 2) (8)**

NOTE: 1. WHEN EXAMPLES ARE GIVEN ONLY ALLOCATE A MAXIMUM OF 4 MARKS.
2. EXAMPLES MUST RELATE TO DIFFERENT FUNCTIONS.

3.2 LO2 AS8

	Success Factors
Sole Trader	<ul style="list-style-type: none"> - The owner takes all the profits. √√ - The owner can use his/her profits to improve the quality of the product sold or services rendered. √√ - Any other relevant answer related to the success of a sole trader regarding the division of profits. <p style="text-align: right;">(Any 2 x 2) (4)</p>
Close Corporation	<ul style="list-style-type: none"> - The profits belongs to the CC. √√ - Members decide on the date for profit distribution. √√ - Profits may also be retained for future growth. √√ - Any other relevant answer related to the success of a close corporation regarding the division of profits. <p style="text-align: right;">(Any 2 x 2) (4)</p>

Public Company	<ul style="list-style-type: none"> - Profits belong to the company. ✓✓ - Profits distributed to shareholders according to the number and value of shares. ✓✓ - Shareholders decide on the payment date for dividends. ✓✓ - Any other relevant answer related to the success of a public company regarding the division of profits. <p style="text-align: right;">(Any 2 x 2) (4)</p>
(12)	

3.3.1 LO2 AS6

- Tom, the presenter was not well prepared. ✓✓
- He did not present the 2009's financial performance. ✓✓
- Tom did not focus on the particular topic of the presentation. ✓✓
- The audience do not want to hear particulars of his family, it is irrelevant. ✓✓
- Any other relevant answer related to the dialogue regarding the presentation.

(Any 2 x 2) (4)**3.3.2 LO2 AS6**

- Tom must be well prepared. ✓✓
- Consider the audience, target group. ✓✓
- Proper planning of the presentation. ✓✓
- He must focus on the particular topic of the presentation. ✓✓
- Plan the format of the presentation – introduction, body and conclusion. ✓✓
- Identify the method of presentation to be used e.g. power-point, audiovisual aids, etc. ✓✓
- Any other relevant answer related to the requirements of a good presentation of business related information.

(Any 5 x 2) (10)**3.4.1 LO4 AS3**

$$\begin{aligned}
 \text{Gross Wages} &= ([8\text{Hours} \times \text{R}60] \times 5 \text{ Days}) + (3\text{Hours} \times [1,5 \times \text{R}60]) \\
 &= (\text{R}480 \times 5) \checkmark + (3 \times \text{R}90) \checkmark \\
 &= \text{R} 2\ 400 \checkmark + \text{R} 270 \checkmark \\
 &= \text{R} 2\ 670 \checkmark\checkmark
 \end{aligned}$$

(6)

**NOTE: 1. ALLOCATE FULL MARKS IF THE LEARNER WRITES R 2 670.
2. IF THE ANSWER IS INCORRECT ALLOCATE A MAX OF 2 MARKS FOR UNDERSTANDING OF CONCEPT AND PROCEDURE.**

3.4.2 LO4 AS3

$$\begin{aligned}
 \text{Nett Wages} &= \text{R} 2\ 670 - \text{R}320 \checkmark - \text{R}26.70 \checkmark - \text{R}15 \checkmark \\
 &= \text{R} 2308.30 \checkmark
 \end{aligned}$$

(4)

**NOTE: 1. ALLOCATE FULL MARKS IF THE LEARNER WRITES R 2 308.30.
2. IF THE ANSWER IS INCORRECT, ALLOCATE A MAX OF 1 MARK FOR UNDERSTANDING OF CONCEPT AND PROCEDURE.**

3.5.1 LO4 AS6**Increased competitiveness and sales through:**

- Continuous product design and development. √√
- Effective market related pricing strategy for goods. √√
- Adhering to ethical advertising practices when promoting/advertising products and services. √√
- Effective design and packaging of products. √√
- Any other relevant answer related to marketing function.

(Any 2 x 2) (4)**3.5.2 LO4 AS6**

- The business must have systems in place to identify risks/threats that the business may be exposed to. √√
- Find ways of minimising the risks. √√
- Determine the extent to which valuable assets of the enterprise may be subjected to threats/risks and take precautionary measures. √√
- Any other relevant answer related to risk management.

(Any 2 x 2) (4)**3.6 LO2 AS7**

- The retirement annuity was originally designed for self-employed persons. √√
- Self-employed persons do not receive a monthly pension contribution from an employer. √√
- The contributions to an RA are tax deductible up to a certain limit set by SARS. √√
- Lump sum contributions can be made into an RA. √√
- Funds in an RA cannot be ceded as surety for loans etc. √√
- The funds in an RA can only be accessed at retirement age or when the contributor is disabled. √√
- Any other relevant answer related to RAs.

(Any 4 x 2) (8)**[60]****BREAKDOWN OF MARKS**

QUESTION 3	MARKS
3.1	8
3.2	12
3.3.1	4
3.3.2	10
3.4.1	6
3.4.2	4
3.5.1	4
3.5.2	4
3.6	8
TOTAL	60

QUESTION 4**4.1 LO3 AS2**

- Identify the problem. √√
 - Collect as much information as possible about the problem. √√
 - Identify possible solutions to the problem. √√
 - Facilitate a discussion amongst the persons involved with the problem and select the best solution. √√
 - Develop an action plan. √√
 - Implement the suggested solution. √√
 - Monitor the implementation and evaluate the chosen solution to the problem. √√
- (Any 6 x 2) (12)**

NOTE: 1. SOME STEPS COULD BE INTEGRATED – MARKS TO BE ALLOCATED ACCORDINGLY.

2. DO NOT PENALISE IF STEPS ARE NOT SEQUENTIAL.

4.2 LO1 AS5

- The threats posed by new entrants. √√
- The bargaining power of suppliers. √√
- The bargaining power of buyers. √√
- The threat of product substitutes. √√
- The intensity of rivalry amongst competitors. √√

(5 x 2) (10)

4.3.1 LO4 AS3

- An employment contract is a formal written agreement between an employer and the employee. √√
- Stating the various terms and procedures etc. regarding his/her conditions of service and code of conduct. √√

(Any 1 x 2) (2)

4.3.2 LO4 AS3

- Name and address of the employer and the employee. √√
- Detailed job description. √√
- The employee's place of work. √√
- Basic salary, working hours and overtime. √√
- Deductions from the salary – income tax, pension, UIF etc. √√
- Any other relevant answer related to employment contracts.

(Any 4 x 2) (8)

NOTE: AWARD MARKS WHEN THE SAME EXAMPLE IS USED FROM QUESTION 4.3.1.

4.4 LO3 AS6

- It is unethical to retrench people in the light of a larger dividend declaration. √√
- Being BBBEE complaint, they were supposed to create jobs. √√

- The Government is encouraging job creation and preference is given to businesses which create jobs. √√
- Promotes the interests of all employees of the company irrespective of their union affiliation. √√
- Consult with the employer on matters affecting workers. √√
- Stakeholder in the decision-making process of the company. √√
- Contribute to the overall workplace efficiency and productivity. √√
- Bargain with management for better working conditions for employees. √√
- Any other relevant answer related to functions of workplace forums.

(Any 4 x 2) (8)

4.5

LO3 AS5

Autocratic Leadership Style	Charismatic Leadership Style
- The leader/manager gives clear instructions to subordinates on what has to be done. √√	- The leader inspires his/her subordinates through charm and personality. √√
- This style is only a top-down method of communication in the form of orders and instructions. √√	- Charismatic leaders have faith, trust and believe in themselves which they hope will inspire their subordinates. √√
- The leader/manager does not consult with workers for input. √√	- These leaders praise their subordinates when they achieve success for a job well done. √√
- Any other relevant answer related to autocratic leadership style.	- Any other relevant answer related to charismatic leadership style.
(Any 2 x 2) (4)	(Any 2 x 2) (4)

(8)

4.6

LO3 AS3

4.6.1 Unfair Advertising

Explanation

- All advertisements must adhere to the Code of Advertising Practice as determined by the Advertising Standards Authority. √√
- Any other relevant explanation related to unfair advertising.

(Any 1 x 2) (2)

Examples of unfair advertising

- Selling old products as new. √√
- Any other relevant answer related to the example of unfair advertising.

(Any 1 x 2) (2)

Recommendations

- The public can lodge a complaint against unfair advertising with the Advertising Standards Authority. √√
- Businesses must ensure that all their advertisements comply with the requirements of the code of advertising practice. √√
- Any other relevant recommendation regarding unfair advertising.

(Any 1 x 2) (2)

4.6.2 LO3 AS3**Abuse of Work Time****Explanation**

- Employees are using normal working hours to conduct their personal business. ✓✓
- Any other relevant explanation regarding abuse of work time.

(Any 1 x 2) (2)**Examples**

- Personal telephone calls during working hours. ✓✓
- Any other relevant example on abuse of work time.

(Any 1 x 2) (2)**Recommendation**

- Work must be structured in such a manner that workers have free time to conduct their personal business. ✓✓
- There must be clear policy regarding the conduct of personal private matters during working hours. ✓✓
- Any other relevant recommendation on abuse of work time.

(Any 1 x 2) (2)

NOTE: FOR QUESTION 4.6.1 AND 4.6.2 ALLOCATE MARKS ACCORDINGLY (AS PER MARK ALLOCATION) WHEN ANSWERS ARE INTEGRATED.

BREAKDOWN OF MARKS

QUESTION 4	MARKS
4.1	12
4.2	10
4.3.1	2
4.3.2	8
4.4	8
4.5	8
4.6.1	6
4.6.2	6
TOTAL	60

SECTION C**QUESTION 5 LO 1 AS 4****5.1 Introduction**

- The Skills Development Act was especially promulgated to develop the skills of the South African labour force. ✓
- Previously disadvantaged people may find job opportunities easily through the skills development programme. ✓
- This act contributes to the economic growth of South Africa. ✓
- Any other relevant introduction related to the Skills Development Act.

(Any 3 x 1) (3)**5.2 Purpose of the act**

- This Act develops the skills of the South African workforce. ✓✓
- To improve productivity in the work place. ✓✓
- To improve the quality of education and training in the workplace. ✓✓
- To help people who are unemployed to find a job. ✓✓
- To help workers to participate in learnerships. ✓✓
- To promote self employment. ✓✓
- Any other relevant answer related to the purpose of the act.

(Any 5 x 2) (10)**5.3 Funding of the act**

- Those employers who qualify, must make regular payments to the fund. ✓✓
- Employers who qualify, must pay a skills development levy of 1% of the employee's monthly remuneration. ✓✓
- The levies paid to SARS are placed in a special fund. ✓✓
- Any other answer relevant to the funding of the Act.

(Any 3 x 2) (6)**5.4 Use of skills levy**

- 80% of the levies paid by qualifying employers are distributed to the relevant SETA's. ✓✓
- Twenty percent of the levies are paid into a National Skills Fund. ✓✓
- Any other relevant answer related to the use of skills levy.

(Any 2 x 2) (4)**5.5 Role of SETA's**

- SETA's main role is the implementation of Learnership Programmes. ✓✓
- They are also responsible for the implementation of Skills Programmes. ✓✓
- They provide learnerships which include practical work experience. ✓✓
- They assist in the development of training material. ✓✓
- Communicating with the National Skills Authority. ✓✓
- Any other relevant answer related to the role of SETAs.

(Any 5 x 2) (10)

5.6 Yes √√

Motivation/Success

- Many unskilled labour are registered at institutions that provide learnerships/training for their particular skill. √√
- Companies identify employees who need further skills training and send them to these institutions for further training. √√
- Any other relevant motivation for SDA that meets its objectives.

Yes (2)
Motivation (Any 2 x 2) (4)

No √√

Motivation/Failure

- There are problems with the establishment of the relevant training centres at appropriate venues throughout the country. √√
- Labour cannot access the relevant SETAs very easily. √√
- Any other relevant motivation regarding SDA not meeting its objectives.

NO (2)
Motivation (Any 2 x 2) (4)

NOTE: AWARD ZERO MARKS FOR YES/NO WITHOUT EXPLANATION/MOTIVATION

5.7 Conclusion

- This Act plays an important role in redressing the imbalances of the past regarding the skills development of disadvantaged people. √ √
- This Act provides for skills development of unemployed and unskilled labour. √ √
- Any other relevant conclusion related to skills development.

(Any 1 x 2) (2)

Breakdown of mark allocation

Details	Maximum	Reduced to	Subtotal	Total
Introduction			3	Max 32
Purpose	10	27	27	
Funding	6			
Skills levy	4			
Role of SETAs	10			
Motivation of SDA	6			
Conclusion			2	
INSIGHT				
Layout				2
Analysis, interpretation				2
Synthesis				2
Originality, examples				2
TOTAL MARKS				40

LASO – For each component

Allocate 2 marks if all requirements are met.

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

Allocate 0 marks where requirements are not met at all.

QUESTION 6 LO2 AS4**6.1 Introduction**

- Successful entrepreneurs usually demonstrate excellent entrepreneurial qualities. ✓
- To be able to have a constant growth in our economy, we need entrepreneurs with above average entrepreneurial qualities. ✓
- Entrepreneurs are unique and different, but there are some characteristics that are common to all successful business managers. ✓
- Any other relevant introduction related to entrepreneurial qualities.

(Any 3 x 1) (3)**6.2 Entrepreneurial Qualities (skills)**

- High level of energy ✓✓
- Prepared to take calculated risks ✓✓
- High degree of commitment ✓✓
- Be creative, innovative and able to solve problems ✓✓
- Positive and committed to the business (diligent) ✓✓
- Good decision-making skills ✓✓
- Have perseverance ✓✓
- Good interpersonal relations ✓✓
- High level of energy ✓✓
- Flexible and able to adapt quickly to changes ✓✓
- Willpower to overcome obstacles ✓✓
- Have a clear vision ✓✓
- Good management, interpersonal and communication skills ✓✓
- Positive attitude ✓✓
- Any other relevant answer related to entrepreneurial qualities.

(Any 6 x 2) (12)**6.3 Key success factors****6.3.1 Profitability**

- Money which is invested in the business must be well-managed. ✓✓
- The business must expand its activities to be able to increase its profitability. ✓✓
- A competitive advantage can be achieved by applying more advanced business strategies. ✓✓
- Any other relevant answer related to the profitability of the business.

(Any 3 x 2) (6)**6.3.2 Sustainability**

- The entrepreneur must manage the business in such a manner so as to ensure sustainability for a long period of time. ✓✓
- It is generally accepted that successful businesses are sustainable businesses. ✓✓
- The entrepreneur must manage the business in such a way that it can overcome any challenges, weaknesses and threats. ✓✓
- The businessperson must build on his/her strengths and opportunities. ✓✓
- Any other relevant answer related to the sustainability of the business.

(Any 3 x 2) (6)

6.3.3 Customer base

- A reliable customer base is the greatest benefit to any successful business enterprise. √√
- A stable customer base is very important for the success of a business. √√
- A stable customer base can be established by selling good quality products and services at a fair price.
- Any other relevant answer related to the customer base of a business.

(Any 3 x 2) (6)**6.4 Recommendation****Yes** √√**Reasons**

- Remain in current job because of the economy as it may not be favourable currently. √√
- NCA makes it difficult to obtain financing (creditworthiness). √√
- Decide between consultancy and setting up own business. √√
- Rules and regulations can be complex. √√
- Knowledge of writing business plans may require special skills. √√
- Possession of formal business qualifications. √√
- R 100 000 may be too little if Thabo wants to open a large business with a high budgeted turnover. √√
- Any other relevant answer related to the reasons to remain in his current position.

**Yes (2)
Reasons (3 x 2) (6)****No** √√**Reasons**

- He is BBBEE compliant. √√
- Many businesses outsource catering. √√
- Tourism is increasing. √√
- If he needs more money he can strengthen his BBBEE compliance. √√
- Can also consider different forms of ownership. √√
- R 100 000 may be sufficient to start a small catering business. √√
- Any other relevant answer related to the reasons to move to another position.

**No (2)
Reasons (3 x 2) (6)****NOTE: AWARD ZERO MARKS FOR YES/NO WITHOUT EXPLANATION.****6.5 Conclusion**

- The success of the business will be highly dependent on the entrepreneurial qualities of the entrepreneur. √√
- The entrepreneur's main aim must be to maximise profitability through increased market share. √√
- Any other relevant conclusion related to entrepreneurial qualities.

(Any 1 x 2) (2)

Breakdown of mark allocation

Details	Maximum	Reduced to	Subtotal	Total
Introduction			3	Max 32
Entrepreneurial qualities	12	27	27	
Key success factors				
Profitability	6			
Sustainability	6			
Customer base	6			
Recommendation Yes/No Reasons	8			
Conclusion			2	
INSIGHT				
Layout				2
Analysis, interpretation				2
Synthesis				2
Originality, examples				2
TOTAL MARKS				40

LASO – For each component

Allocate 2 marks if all requirements are met.

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

Allocate 0 marks where requirements are not met at all.

QUESTION 7 LO 3 AS 8**7.1 Introduction**

- A team is a group of employees working together to achieve a common goal set out by the business enterprise. ✓
- Team members contribute their individual skills and knowledge. ✓
- Many successful business enterprises promote teamwork. ✓
- Any other relevant introduction regarding teams.

(Any 3 x 1) (3)**7.2 Types of teams****7.2.1 Project Teams/Task Teams/Quality Circles ✓✓**

- The business enterprise creates a project team to achieve a specific task within a specified time period. ✓ ✓
- Example: A project team working on a new product development. ✓ ✓
- The project team leader must provide a response to management e.g. within 60 days. ✓ ✓
- The team is dissolved after the completion of the project. ✓ ✓
- Any other relevant answer related to project and task teams.

Heading: (2)
Explanation (Any 3 x 2) (6)**7.2.2 Functional Teams/Focus Teams ✓✓**

- Functional teams are a permanent feature of successful business organisations. ✓ ✓
- These teams perform work of a specific nature. ✓ ✓
- Example: the marketing department of a chain store tasks the team with advertising which includes promotional strategies, conducting customer surveys, branding of products, etc. ✓ ✓
- Any other relevant answer related to Functional/Focus teams.

Heading: (2)
Explanation (Any 3 x 2) (6)**7.2.3 Informal Teams/Virtual Teams/Interest Groups ✓✓**

- Team members share common goals, interest or ideas. ✓ ✓
- Team members are in different locations. ✓ ✓
- They communicate with each other using electronic mail etc. ✓ ✓
- Any other relevant answer related to Informal, Virtual teams and Interest groups.

Heading: (2)
Explanation (Any 3 x 2) (6)

7.2.4 Self-managed Work Teams√√

- Make and implement decisions. √√
- Take responsibility for the decisions. √√
- Example: Placing of orders for goods. √√
- Any other relevant answer related to Self-managed Work Teams.

Heading: (2)
Explanation (Any 3 x 2) (6)

7.2.5 Problem-solving Work Teams√√

- These teams are set up to deal mainly with internal problems. √√
- Team members comprise mainly of members from within the same department. √√
- These teams meet on a regular basis. √√
- Any other answer related to problem-solving work teams.

Heading: (2)
Explanation (Any 3 x 2) (6)

7.2.6 Cross-functional Work Teams√√

- This teams comprises of employees who are on the same level of work, but from different departments. √√
- This team addresses complex problems. √√
- Input is received from all departments within the organisation in order to find a solution to complex problems. √√
- Any other relevant answer related to Cross-functional teams.

Heading: (2)
Explanation (Any 3 x 2) (6)

NOTE: MARK FIRST THREE TYPES OF TEAMS ONLY

7.3 Reasons for use of Teams

- Teams increase employee involvement. √√
- Teams give more responsibility to the members performing the task. √√
- Team members are empowered by giving them greater authority and decision-making freedom. √√
- The combined efforts of team members are much more than the sum of individual efforts. √√
- The organisation benefits from the knowledge and motivation of team members. √√
- Teams produce creative solutions through a process of brainstorming, research, etc. √√
- Teams members are committed to performing at their best because team members are assessed individually after the task is completed. √√
- Team members motivate each other towards the achievement of a common task. √√
- Any other relevant answer regarding the reasons for use of teams.

(Any 4 x 2) (8)

7.4 Characteristics of Successful Teams

- The team has a clear definition of the task and deadlines by which it must be completed. √√
- Possess the necessary skills to resolve problems. √√
- Teams have a common desire to accomplish their goals. √√
- Team members respect each others skills. √√
- Successful teams comprise the correct composition. √√
- The team has clearly defined goals and objectives which are realistic and achievable. √√
- Team members display mutual respect and trust. √√
- Team members support one another. √√
- Team members are committed to the team and to good performance. √√
- Engage in organisational citizenship behaviour. √√
- Commit willingly to team goals. √√
- Help co-workers to do their jobs. √√
- Share credit. √√
- Provide emotional support to co-workers. √√
- Engage in shared laughter. √√
- Minimise negative attitudes. √√
- Any other relevant characteristic of successful teams.

(Any 4 x 2) (8)

7.5 Motivation

- Depends on the nature of the work, with reference to the need for teamwork v/s individual work. √√
- Incentives offered, with regard to individual v/s team contributions. √√
- Time required to complete the task. √√
- Differences in expertise, especially when special skills are required. √√
- Contribution of members in a team may be stronger than working individually. √√

(Any 3 x 2) (6)

NOTE: WHEN A COMPARISON IS MADE BETWEEN TEAM AND INDIVIDUAL WORK, USE THE ABOVE INFORMATION AS GUIDELINES.

7.6 Conclusion

- Teams have contributed to the success of solving many problems in the workplace. √√
- Teams boost the overall performance of employees within the organisation. √√
- Any other relevant conclusion related to teamwork.

(Any 2 x 1) (2)

Breakdown of mark allocation

Details	Maximum	Reduced to	Subtotal	Total
Introduction			3	Max 32
TYPES OF TEAMS (ANY 3)		27	27	
Project Teams/Task Teams	8			
Functional Teams/Focus Teams	8			
Informal Teams/Virtual Teams/Interest Groups	8			
Self-managed work teams	8			
Problem-solving work teams	8			
Cross Functional Work Teams	8			
Reasons for use of Teams	8			
Characteristics of Successful Teams	8			
Motivation	6			
Conclusion			2	
INSIGHT				
Layout				2
Analysis, interpretation				2
Synthesis				2
Originality, examples				2
TOTAL MARKS				40

LASO – For each component

Allocate 2 marks if all requirements are met.

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

Allocate 0 marks where requirements are not met at all.

QUESTION 8 LO 4 AS 3**8.1 Introduction**

- Human resources management is one of the functions that contribute to the success of the business. ✓
- Businesses must follow a step-by-step process to ensure that the most efficient candidates will be selected for the post. ✓
- It ensures that the aim and objectives of the business are achieved and proper planning of human resource is done. ✓
- Any other relevant introduction related to Human Resources Function.

(Any 3 x 1) (3)**8.2.1 Recruitment**

- The job analysis must be done, e.g. the job description and job specification. ✓✓
- Determine the key performance areas of the specific job. ✓✓
- The human resources manager must decide on the specific source to be used. ✓✓
- The two kinds of sources are internal or external. ✓✓
- The internal source is when the candidate is found from within the business. ✓✓
- The external source is when the business makes use of advertising, educational institutions, head hunting, etc. ✓✓
- Any other relevant answer related to recruitment.

(Any 4 x 2) (8)**8.2.2 Selection**

- The human resources manager must formulate short-listing criteria for the applicants. ✓✓
- Read through application forms and curriculum vitae (CV) from applicants for the post. ✓✓
- The HR manager compiles a short list of all candidates who meet the requirements for the job. ✓✓
- Inform unsuccessful candidates about the outcome of their application. ✓✓
- The HR manager invites the candidates who were short-listed to an interview. ✓✓
- Candidates may also ask to complete certain tests, e.g. personality tests, aptitude tests and /or skills tests. ✓✓
- The successful candidate is informed by correspondence, that he/she is appointed. ✓✓
- The successful candidate will receive a written contract and he/she must sign it. ✓✓
- Any other relevant answer related to the selection process.

(Any 4 x 2) (8)**8.2.3 Placement**

- This is the process whereby the new employee is placed in the right job. ✓✓
- When the employee who is newly appointed, is placed in the right job he/she is more productive. ✓✓
- Specific responsibilities of the position must be defined. ✓✓
- The newly appointed employee may be required to complete psychometric tests to determine his/her strengths or weaknesses, etc. ✓✓
- Any other relevant answer related to the placement process.

(Any 4 x 2) (8)

8.2.4 Induction

- This is the process whereby the newly-appointed employee works efficiently with other colleagues in the business environment. √√
- Induction aims to create realistic expectations and ensure that he/she becomes productive. √√
- Give the newly-appointed employee an opportunity to ask questions about the work environment. √√
- Identify another worker as mentor to the new employee. √√
- Introduce the newly-appointed employee to the rules, regulations and code of conduct of the business. √√
- Any other relevant answer related to the induction process.

(Any 4 x 2) (8)**8.3 Matters regarding current legislation to consider.****Examples:**

- Basic Conditions of Employment Act (BCEA) √√ e.g. when considering applicants for a permanent or contract post. √ **OR** compliance in terms of the Act when drawing up an employment contract. √
- Affirmative Action √√ e.g. consider applicants from disadvantaged groups. √
- Employment Equity Act √√ e.g. consider applicants in terms of race, gender and equity. √
- Skills Development Act √√ e.g. consider development and training. √
- Any other relevant answer related to current legislation when filling a vacancy.

(Any 3 x 3) (9)**8.4 Conclusion**

- Businesses spend large amounts of money to ensure that the correct employee is appointed. √√
- Therefore, the human resources manager must follow the prescribed steps in order to appoint the most suitable candidate for the job. √√
- Any other relevant conclusion related to the steps in filling a vacancy.

(Any 1 x 2) (2)**NOTE: DO NOT ALLOCATE MARKS FOR STEPS THAT ARE NOT SPECIFIED IN THE QUESTION.**

Breakdown of mark allocation

Details	Maximum	Reduced to	Subtotal	Total
Introduction			3	Max 32
Recruitment	8	27	27	
Selection	8			
Placement	8			
Induction	8			
Matters regarding current legislation	9			
Conclusion			2	
INSIGHT				
Layout				2
Analysis, interpretation				2
Synthesis				2
Originality, examples				2
TOTAL MARKS				40

LASO – For each component

Allocate 2 marks if all requirements are met.

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

Allocate 0 marks where requirements are not met at all.

TOTAL SECTION C : 80

GRAND TOTAL : 300