

Teacher's Guide

**BUSINESS  
STUDIES**

**10**



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **Foreword from Absa**

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**Grade 10** Teachers Guide

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# Introduction

## What is Business Studies?

The subject, Business Studies, deals with the knowledge, skills, attitudes and values critical for informed, productive, ethical and responsible participation in the formal and informal economic sectors. The subject encompasses business principles, theory and practice that underpin the development of entrepreneurial initiatives, sustainable enterprises and economic growth.

The table below indicates the four main topics and corresponding topics in the Business Studies Curriculum.

Weighting of Curriculum	Topic
Business environment (weighting 25%)	Macro environment: Impact of recent legislation on business
	Macro environment: Business strategies
	Business sectors and their environment
Business venture (weighting 25%)	Management and leadership
	Investment: Securities/Opportunities
	Investment: insurance
	Forms of ownership with the focus on how they can contribute to the success/failure of a business
	Presentation and data response
Business role (weighting 25%)	Ethics and professionalism
	Creative thinking and Problem-solving
	Social Responsibility and Corporate Citizenship Corporate Social Responsibility (CSR) Corporate Social Investment (CSI)
	Human rights, inclusivity and environmental issues
	Team performance assessment Conflict management
Business operation (weighting 25%)	Human resource function
	Quality of performance

## The purpose of Business Studies

Business Studies will ensure that learners:

- acquire and apply essential business knowledge, skills and principles to productively and profitably conduct business in changing business environments;
- create business opportunities, creatively solve problems and take risks, respecting the rights of others and environmental sustainability;
- apply basic leadership and management skills and principles while working with others to accomplish business goals;
- are motivated, self-directed, reflective lifelong learners who responsibly manage themselves and their activities while working towards business goals;
- are committed to developing themselves and others through business opportunities and ventures;
- are able to secure formal employment, and are in a position to pursue sustainable entrepreneurial and self-employment career pathways.

## Time allocation for Business Studies in the Curriculum

The teaching time for Business Studies is 4 hours per week, per grade (Grade 10, 11 and 12) on the timetable.

Subject	Time allocation per week (hours)
Home Language	4,5
First Additional Language	4,5
Mathematics	4,5
Life Orientation	2
Three Electives	12 (3 × 4h)

- Tips or advice on approaches to teaching different topics
- Include a summary of the Annual Teaching plan as per the CAPS

## Requirements to offer Business Studies as a subject

Resources to offer Business Studies as a subject are the responsibility of the school.

- Each learner should have:
  - ♦ a textbook
  - ♦ stationery
  - ♦ other relevant resources.
- The teacher should have:
  - ♦ a variety of textbooks for reference
  - ♦ a Partnership's Articles of Association
  - ♦ Legislation, e.g. Companies Act, 71 of 2008, Employment Equity Act No. 55 of 1998, National Credit Act No. 34 of 2005, Consumer Protection Act No. 68 of 2008, Basic Conditions of Employment Act No. 75 of 1997, Labour Relations Act No. 66 of 1995, Black Economic Empowerment Act No.53 of 2003, Skills Development Act No.97 of 1998, Compensation for Occupational Injuries and Diseases Act No. 130 of 1993, Hire Purchase Act, Long-term Insurance Act No. 52 of 1998, Short-term Insurance Act No. 53 of 1998, etc.
    - Memorandum of Incorporation (MOI) - new founding document of a company
    - Specimen of contract forms
    - Bank brochures
    - Business and financial magazines
    - Corporate Social Responsibility (CSR) Policy - any company
    - The King Code of Governance for South Africa 2009
    - Exam guidelines
    - Previous NCS exam papers and memorandums

# Annual Teaching Plan

## Overview of Term 1

Layout	Description	Weeks/Hours	Term	Page
<b>Topic 1</b>	<b>Components of the micro environment</b>			
Unit 1.1	The meaning of the micro environment	1 week	1	2
Unit 1.2	The eight business functions		1	7
<b>Topic 2</b>	<b>Business functions and the activities of the business</b>			
Unit 2.1	Understanding business functions	2 weeks	1	13
Unit 2.2	The differences between management and leadership		1	14
Unit 2.3	The eight business functions		1	15
<b>Topic 3</b>	<b>The market environment</b>			
Unit 3.1	Defining the market environment	1 week	1	38
Unit 3.2	Other organisations that form part of the market environment		1	41
Unit 3.3	Opportunities and threats faced by businesses in the external environment		1	44
<b>Topic 4</b>	<b>The macro environment</b>			
Unit 4.1	The meaning of the macro environment	1 week	1	49
Unit 4.2	Components of the macro environment and examples of each component/feature		1	50
<b>Topic 5</b>	<b>The interrelationship of the micro, market and macro environments</b>			
Unit 5.1	Relationships between the features/components of the micro environment	1 week	1	61
Unit 5.2	The interrelationship between micro (internal business) and market environments		1	63
Unit 5.3	Relationship between micro, market and macro environments		1	66
<b>Topic 6</b>	<b>Business sectors</b>			
Unit 6.1	Primary, secondary and tertiary sectors	2 weeks	1	69
Unit 6.2	The difference between the formal and informal sectors		1	72
Unit 6.3	The difference between the public and private sectors		1	79

## Overview of Term 2

Layout	Description	Weeks/Hours	Term	Page
<b>Topic 7</b>	<b>Contemporary socio-economic issues</b>			
Unit 7.1	Defining and understanding socio-economic issues	1 week	2	88
Unit 7.2	The negative impact of HIV/AIDS on businesses		2	91
Unit 7.3	Types of gambling and their impact on businesses		2	93
Unit 7.4	Defining piracy and discussing its impact on businesses		2	96
Unit 7.5	Explaining the meaning of counterfeiting, bootlegging, strikes, political disturbance, violence and crime and its impact on businesses		2	98
<b>Topic 8</b>	<b>Social responsibility</b>			
Unit 8.1	Social responsibility	1 week	2	103
Unit 8.2	Initiatives taken by businesses in addressing the socio-economic issues		2	104
<b>Topic 9</b>	<b>Entrepreneurial qualities</b>			
Unit 9.1	The meaning of an entrepreneur	1 week	2	114
<b>Topic 10</b>	<b>Forms of ownership</b>			
Unit 10.1	Factors to consider when choosing a form of ownership	1 week	2	120
Unit 10.2	Characteristics of different types of business ownership		2	122
Unit 10.3	Different types of co-operatives		2	135
<b>Topic 11</b>	<b>The concept of quality</b>			
Unit 11.1	The meaning of quality, quality control and quality assurance	1 week	2	141
Unit 11.2	Quality indicators of the eight business functions		2	143

## Overview of Term 3

Layout	Description	Weeks/Hours	Term	Page
<b>Topic 12</b>	<b>Creative thinking and problem solving</b>			
Unit 12.1	The meaning of creative thinking	2 weeks	3	160
Unit 12.2	The meaning of problem-solving		3	161
Unit 12.3	Problem-solving techniques		3	164
<b>Topic 13</b>	<b>Business opportunities and related factors</b>			
Unit 13.1	The meaning of a business opportunity	3 weeks	3	175
Unit 13.2	Designing s research instrument to assess needs and desires		3	176
Unit 13.3	The protocol for conducting research		3	180
Unit 13.4	The difference between internal and external market research		3	181
Unit 13.5	Compile a SWOT analysis to determine a viable business venture		3	182
<b>Topic 14</b>	<b>Presentation &amp; data response</b>			
Unit 14.1	Factors that must be considered when preparing for a presentation	1 week	3	332
Unit 14.2	Areas of improvement in the next presentation		3	335
Unit 14.3	Impact/Effectiveness of SIX visual aids		3	339
<b>Topic 15</b>	<b>Contracts</b>			
Unit 15.1	Understanding contracts	2 weeks	3	
Unit 15.2	Legal implications of contracts		3	
<b>Topic 16</b>	<b>Presentation of business information</b>			
Unit 16.1	Understanding business reports	2 weeks	3	
Unit 16.2	The importance, advantages and disadvantages of graphs/ diagrams/symbols/pictures		3	
Unit 16.3	Factors that must be considered when preparing presentations		3	

## Overview of Term 4

Layout	Description	Weeks/Hours	Term	Page
<b>Topic 18</b>	<b>Self-management</b>			
Unit 18.1	The meaning of time management	1 week	4	
Unit 18.2	The meaning of self-management/self-confidence/stress management		4	
<b>Topic 19</b>	<b>Relationships and team performance</b>			
Unit 19.1	The meaning of business objectives	2 weeks	4	
Unit 19.2	The meaning and importance of interpersonal relationships in the workplace		4	

# How to use this Teacher's Guide

## Introduction to the Textbooks

### How the teacher's guide works

In this Teacher's Guide, we focus on giving you all the information you may need for each lesson as well as some general items that may assist you in your day-to-day teaching.

We will start by:

- Explaining how the textbooks work.
- Providing various best practices as per DBE booklets.
- Providing general tips, links and ideas that you can use.
- After the general section, each module will focus on the following if available:
  - Tips and ideas on presenting the specific information.
  - Links to additional information.
  - Links to websites for additional activities.
  - Memorandum for the activities.

### How the textbook works

There is one textbook for each grade, which is available in printed format as well as electronic format. The information in the textbook are written in learner-friendly topics, that are divided into topics and units.

Teaching elements used in these textbooks are:

- **Activities** – provide opportunities to the learners to apply their skills.
- **Additional information** – information that the teacher can use to explain certain concepts to the learners that are not covered in the books.
- **Animations and videos** – used to explain specific concepts - only available in the e-books.
- **Box** - information that does not flow directly from the text, but forms part of the overall concept.
- **Case studies** – these can be used in class to support the information covered in the unit. The questions should be discussed with the learners in class or can be given as an informal activity.
- **Consolidation** – a diagram showing the concepts that were taught in that chapter.
- **Consolidation activities** – a self-assessment covering the most important information and skills focussed on in the chapter.
- **Did you know** – boxes in the margin of the book containing information not covered in the main text, but important for the learners to know.
- **Enrichment activities** – optional activities for the learners to help them to better understand the work.
- **Examples** – the examples are step-by-step procedures on various computing tasks and should be done together with the learners. It is strongly recommended that each learner does the activities on their own computers.
- **Glossary** – a summary of all keywords given at the end of each module.
- **Guided activities** – the guided activities are step-by-step procedures on various computing tasks and should be done together with the learners. It is strongly recommended that each learner does the activities on their own computers.
- **Keywords** – definitions of important words or terms.
- **Learning outcomes** – descriptions of what is covered in the chapter as relevant to CAPS.
- **Practical activities** – provide opportunities to the learners to apply their skills.
- **QR codes** – provide the learner with links to optional videos or additional reading material. Learners must have access to a QR reader on their phones to read these codes.
- **Revision activities** – self-assessments covering the most important information and skills focussed on in the chapter.

- **Something to know** – boxes in the margin of the book containing information not covered in the main text, but important for the learners to know.
- **Theoretical activities** – provide learners the opportunity to recap, review and reinforce what they have learned. These activities are mainly theoretical activities but may include group or pair projects as well as research activities.
- **Videos** – provides step-by-step procedures – only available in the e-books.
- **Vocabulary** – keywords and phrases the learner needs to understand before going through the text.

# Best practices – lessons for the classroom

The following information was obtained from a study that was done for the DBE on Successful teaching and learning in information technology – Best practices in the classroom.

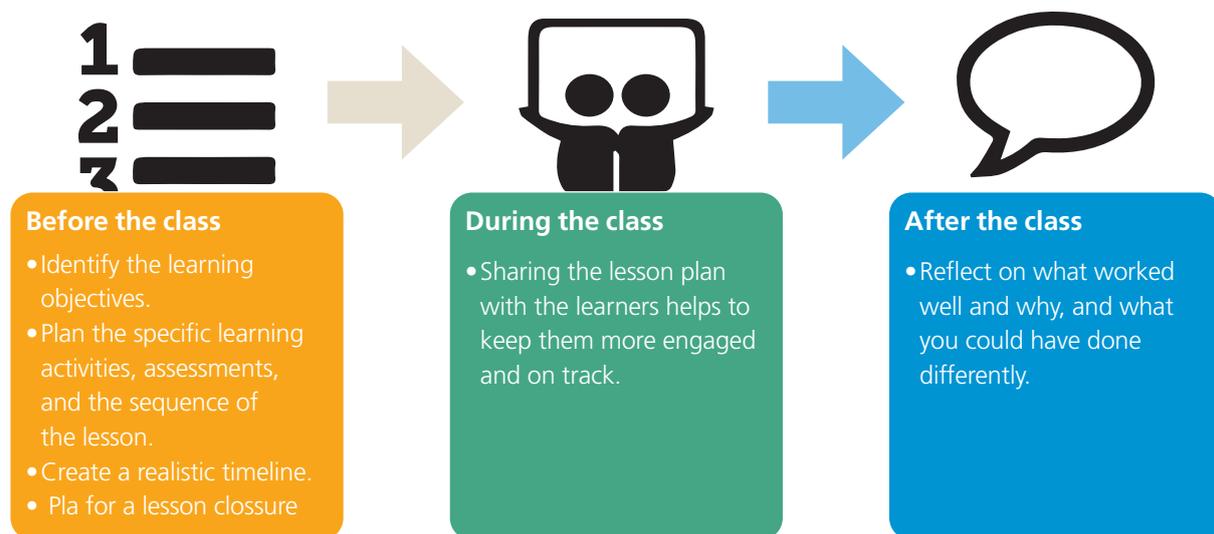
## Planning

Although the curriculum or CAPS tells you WHAT you will be teaching, and in which SEQUENCE you should teach it, it does not explain HOW you should teach it or which TEACHING STRATEGIES you should apply.

That is where proper and detailed planning of each lesson comes in, breaking up the instruction into small enough chunks of information so that the learners can link it to existing knowledge and cement the new knowledge into their memory.

Planning addresses and integrates the following three key components:

- Learning objectives.
- Learning activities.
- Informal assessment to check for learner understanding.



When doing your planning, it is important that you look at the bigger picture.

The following provides guidelines for effective planning:

- **Start with the end in mind** – what does the learner need to know and be able to do? Learning goals and objectives.
- **Identify curriculum resources** – e.g. textbook – does the textbook provide everything needed to achieve the learning goals or does one have to develop/find additional content or activities? What other resources will be needed, e.g. previous papers?
- **Identify declarative knowledge** – think about the concepts and ideas learners will need to know. What are developmentally appropriate given the learners' background knowledge and prior learning?
- **Identify procedural knowledge** – skills, strategies and processes. Procedural knowledge incorporates the use of declarative knowledge.
- **Create, find and select learning activities and assignments** – activities are the instructional strategies that allow teacher and learner to interact with content, skills, and materials. The goal of classroom activities is to help learners to interact with new knowledge and skills, deepening learner understanding and raising skill levels related to the learning goal(s). Activities often require teacher coaching or guidance. When planning classroom activities, start by selecting the instructional strategies that allow learners to process critical information or vocabulary associated with the learning goals first, i.e. which subject terminology or concepts will be introduced, and when?

## Exam preparation – Tips for the teacher

Following are some tips on what you can do to prepare your learners for their exams.

- Prepare ahead and make sure that you have an organised schedule covering all the revision work throughout the year. Do not wait till the last minute and then try to cram everything in before the exam. This will also give you the time to include a wider variety of activities to keep the learners' interest.
- Make sure that the learners know and understand what to expect in the exam. This does not only refer to the content of the exam, but also to what is expected of them with each section of the exam. This means they must know how to read and answer multiple choice questions, long questions, true/false questions, etc.
- Narrow the topics down as much as you can so that learners have a clear view of what to expect in the exam. You can even give them a list of topics that they can focus on – even if it is a list of all the topics they covered throughout the year. A list helps them to focus as they can tick items off as they go through the work.
- Make sure that the learners do the work during this period and not you. The more involved they are, the better they will learn.
- Keep your revision activities interesting and use a variety of activity types such as quizzes and other review games. It is here where you can use tools like Kahoot! or Google Quiz with great success. You can also have learners write quizzes for each other as they engage much deeper with the content when they have to write a quiz.
- Teach the learners exam techniques and the meaning of specific keywords that may be used in an exam.

Clue word	What you need to do	Example
Analyse	Separate, examine and interpret	Analyse the effectiveness of the SDA in supporting successful implementation of the BBBEE
Categorise	Group concepts/ideas that are similar/have the same characteristics/functions or belong together. How should things be organised	Identify the business strategy in each statement and categorise it under the correct heading
Classify	Divide into groups or types so that things that are similar, are in the same group	Classify the business challenge according to the three business environments.
Comment on	Write generally about	Comment on the effectiveness of interactive whiteboards as a visual aid.
Compare	Point out or show both similarities and differences between things or concepts. Note that stating the same fact in opposite form, will not earn you another mark.	Compare the difference between insurance and assurance.
Contrast/ Distinguish	Explain what the difference between certain things are.	Distinguish between quality control and quality assurance.
Define	Give a clear meaning of the concept.	Define the term insurance
Describe	State in words (using diagrams where appropriate) the main points of a structure or process.	Describe the strategic management process.
Diagram	Make or draw a diagram.	Draw a diagram to illustrate strategies on how the business can handle poverty in the community.
Differentiate	Use differences to qualify categories.	Differentiate between ordinary and preference shares.
Discuss	Give a clear, detailed description of the focus topic.	Discuss any three consumer rights
Elaborate	Explain in detail	Elaborate on the roles of health and safety representatives in protecting the workplace environment.

Clue word	What you need to do	Example
Evaluate	Express an opinion based on your findings.	Evaluate the impact of a PowerPoint presentation.
Examine	Give a clear, detailed description of the focus topic.	Examine the previous presentation and suggest ways to improve the next presentation.
Explain	Give a clear, detailed description of the focus topic.	Explain the purpose of the Labour Relations Act.
Identify	Name the essential characteristics.	Identify the Act that is applicable in the scenario above.
Illustrate	Give examples to demonstrate or prove something.	Is the employee's claim for injuries justifiable? Illustrate your answer by quoting from the scenario.
Interpret	Give the intended meaning of.	Read the following scenario. Interpret the scenario and compile a SWOT analysis.
Justify	Give clear, detailed reasons for taking a particular position.	Justify the importance of RAF as a type of compulsory insurance.
List	Write a list of items, with no additional detail.	List any FOUR components of the PESTLE analysis.
Motivate	Provide a reason or justification for an answer or statement.	Motivate your answer by quoting from the scenario.
Name/ Mention	Write a list of items, with no additional detail.	Name three types of diversification strategies.
Outline	Give a general summary. It should contain a series of main ideas supported by secondary facts. Show the organisation of the idea.	Outline the advantages of unit trusts as a form of investment.
Order	Provide a chronological or value-based answer by listing several items (terms or events in correct sequence).	Name the stages of team development by placing it in the correct order.
Prove	Show by using an argument or logic or fact that something is true.	Identify three causes of conflict. Prove your answer by quoting from the scenario.
Relate	Show the connection between things, indicating how one causes or is like another	Relate the difference between compound interest and simple interest in tabular form.
Review	Give a survey or summary in which you look at the important parts or major points and criticise if necessary. Comment on what is given.	Review the recruitment procedure in the scenario and suggest ways to improve the process.
State / Give	Write down information without discussion.	State four types of preference shares.
Suggest / Recommend	Give your opinion and back it up with facts, reason or an explanation.	Suggest ways in which the business can deal with abuse of work time.
Summarise	Give a brief, condensed description of the main ideas. Like developing an abstract.	Summarise six aspects that must be included in an employment contract
Trace	Follow the development, progress or history of something, normally from the point of origin, typically in chronological order	Trace the development from BEE to BBBEE.

## Did you know

Note that some clue words include or refer to other clue words.

Give the learners various ideas on how to study based on the different learning styles, i.e. visual (read and write), auditory or kinaesthetic. There is a quick quiz that learners can do on their own to determine their learning styles:

Link: <https://www.thestudygurus.com/learning-styles/>

You can refer to the following link to get ideas on how the various types of learners should study to get the best results:

Link: [https://www.gavilan.edu/tutor/documents/StudyTipsforDifferentLearningStyles\\_000.pdf](https://www.gavilan.edu/tutor/documents/StudyTipsforDifferentLearningStyles_000.pdf)

## Learning styles

The term learning styles refers to the understanding that every learner learns differently.

- Visual learners learn best through what they see and should use graphs, diagrams, mind maps and other graphical methods to learn.
- Auditory learners learn through what they hear and remember most things that teachers say in class. They should use audio and video clips, or discuss or recite the information with someone.
- Read and write learners focus mostly on interacting with the text. They learn best by reading information and writing it out in their own words. They also learn by answering quizzes in writing as well as from annotated notes.
- Kinaesthetic learners learn by experiencing things and learn best by doing, using models, playing memory games, etc. They also learn by writing things down.

## Exam preparation – General tips for the learners

The following general notes and tips on how to prepare for exams can be printed and given to the learners.

- Make yourself a schedule so that you will have enough time to study. Do not leave everything until it is too late to study properly.
- Make sure that your study area is organised. Chaos distracts the brain from what it should be focussing on.
- Have all your materials ready before you begin studying – pencils, pens, highlighters, paper, etc.
- Study smaller chunks of information at a time. You will remember them better and for a longer period of time. Trying to learn too much at one time will only result in a tired, unfocused and anxious brain.
- Use visual aids to study, for example, draw mind maps, flowcharts and diagrams to help you remember things better or explain your answers and the reasoning for giving that answer to somebody else.
- Focus on the core material as about 80% of most exams are likely to come from it. Going through old exam papers will help you determine what this is. It will not only help you to study better, but it will also show you how exam questions are formulated, and which types of questions are asked.
- Revise new information within 24 hours after you learned it. Any new information must be recapped, reviewed and reinforced within 24 hours, otherwise you will lose 80% of what you learned.
- Organise study groups for the various subjects, but make sure that the group members are committed to their studies.
- Make sure that you take regular breaks as your brain loses focus after a while. The optimal time to study consists of periods of 2 hours, broken down into 25 minutes of studying followed by 5-minute breaks. Do not think or do anything study-related during your breaks. Take a walk outside. A change of scenery will stimulate your learning.
- Keep some healthy snacks to nibble on while you are studying. Natural, fresh and vitamin-rich food is good for improving your concentration and memory.
- Drink a lot of water while you are studying to make sure that you do not dehydrate. Staying hydrated is essential for your brain to work at its best.
- Plan the day of your exam beforehand, especially if you are studying at home. Make sure that you know how long it will take you to reach the school during that time of the day and add some extra time to make sure that you are not going to be late.
- Make sure that you sleep sufficiently (7 to 8 hours a night). Proper sleep turns what you learned (short term memory) into long term memory.

## Study skills to boost learning

### Mobile notes

Mobile notes are excellent tools for learning all the key concepts in the study guide. Mobile notes are easy to make, and you can take them with you wherever you go:

- Fold a blank piece of paper in half. Fold it in half again. Fold it again.
- Open the paper. It will now be divided into 8 parts.
- Cut or tear neatly along the folded lines.
- On one side of each of these 8 bits of paper, write the basic concept.
- On the other side, write the meaning or the explanation of the basic concept.
- Use different colours and add pictures to help you remember.
- Take these mobile notes with you wherever you go and look at them whenever you can.
- As you learn, place the cards in 3 different piles:
  - ♦ I know this information well.
  - ♦ I'm getting there.
  - ♦ I need more practice.
- The more you learn them, the better you will remember them.

### Mnemonics

A mnemonic code is a useful technique for learning information that is difficult to remember. This is an example of a word mnemonic using the word BALANCE where each letter of the word stands for something else:

- B – Best – doing your best is more important than being the best.
- A – Attitude – always have a positive attitude.
- L – Load – spread the load so you don't leave everything to the last minute. Use a study timetable to plan.
- A – Attention – pay attention to detail. Only answer what is required.
- N – Never give up! Try, try and try again!
- C – Calm – stay calm even when the questions seem difficult.
- E – Early – sleep early the night before your exam. If you prepare well, you will not need to cram the night before.

Mnemonics are code information and make it easier to remember. The more creative you are and the more you link your 'codes' to familiar things, the more helpful your mnemonics will be.

### Mind maps

Mind maps work because they show information that we have to learn in the same way that our brains 'see' information. As you study, add pictures to each of the branches to help you remember the content. Make your own mind maps as you finish each section.

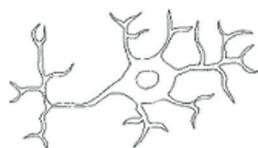
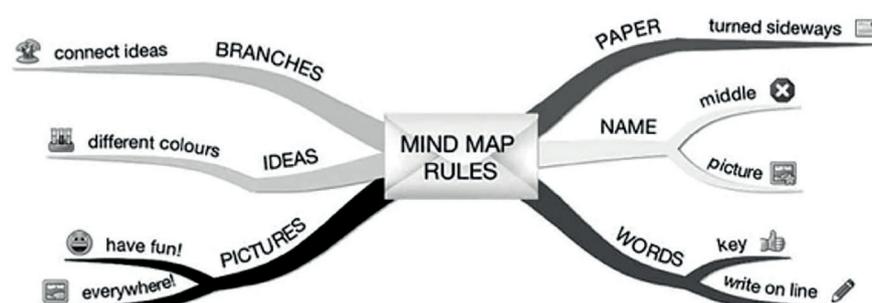


Figure 1: Brain cell or neuron



How to make your own mind maps:

- Turn your paper sideways so your brain has space to spread out in all directions.
- Decide on a name for your mind map that summarises the information you are going to put on it.
- Write the name in the middle and draw a circle, bubble or picture around it.
- Write only key words on your branches, not whole sentences. Keep it short and simple.
- Each branch should show a different idea. Use a different colour for each idea. Connect the information that belongs together. This will help build your understanding of the learning areas.
- Have fun adding pictures wherever you can. It does not matter if you can't draw well.

## On the day of the exam

This section is provided by the Department of Basic Education.

- Make sure you have all the necessary stationery for your exam, i.e. pens, pencils, eraser and calculator (with new batteries).
- Go to the toilet before entering the exam room. You do not want to waste valuable time going to the toilet during the exam.
- Use the 10 minutes reading time to read the instructions carefully. This helps to 'open' the information in your brain. All questions are compulsory, unless indicated otherwise, but you do not have to answer them in order. Start with the question you think is the easiest to get the flow going.
- Break the questions down to make sure you understand what is being asked. If you do not answer the question properly, you will not get any marks for it. Look for the key words in the question to know how to answer it.
- Try all the questions. As each question has some easy marks, make sure that you do all the questions in the exam.
- Never panic, even if the question seems difficult at first. It will be linked to something you have covered. Find the connection.
- Manage your time properly. Do not waste time on questions you are unsure of. Move on and come back if time allows.
- Check weighting – how many marks have been allocated for your answer? Do not give more or less information than is required.
- Write big, bold and clearly. You will get more marks if the marker can read your answer clearly.

## Struggling learners

You can support struggling learners by doing the following:

### Scaffold learning tasks or activities

Scaffolding means that you break learning up into chunks and provide a tool or concrete structure for each. This can reduce the cognitive load of the instruction and support the struggling learner.

One of the first things you can do is to choose different activities for different groups of learners. For example, you can take a complex task and divide it into smaller sub-tasks. Together, these subtasks must achieve the same goal as the big task. After doing this, grade the activities or tasks, with the big task having the highest grading, and all the smaller tasks together having the same grading as the big task.

Have learners then choose whether they want to do the group of smaller activities or tasks or the one big activity or task. Advise struggling learners to do the smaller ones first and then challenge them to try the big one if they feel ready.

Getting the smaller activities or subtasks right could help the learners to feel competent. It allows them to always feel like they are working at a level of challenge that is hard but right for them and that they can accomplish. This will allow them to make much greater progress through learning environments.

Something to know: This principle is also true for games where gamers first try levels of lower difficulty and achieve that before they move on to the next level. This is to make sure that they do not get frustrated and leave the game.

Other ways to scaffold learning is to:

- Show and tell. Learners learn best by seeing rather than hearing about something.
- Tap into prior knowledge. You can do this by asking the learners to share their own experiences or ideas about something.
- Give them time to talk about what they learned in a structured and controlled way.
- Teach them the vocabulary (subject jargon) before you teach them the content. You can do that by introducing the words with photos or in context of things they know and are interested in. You can also use analogies and metaphors to explain the words to them.
- Use visual aids like pictures, graphs, charts and diagrams, or graphic organisers such as mind maps, concept maps or story maps.
- Check for understanding by discussing the content, pausing for a moment to let it sink in, and then asking a well thought out question.

### Build in autonomy (choice)

See the principles of gameful learning below.

- Let the learner choose which activities are most relevant, challenging and interesting to them.

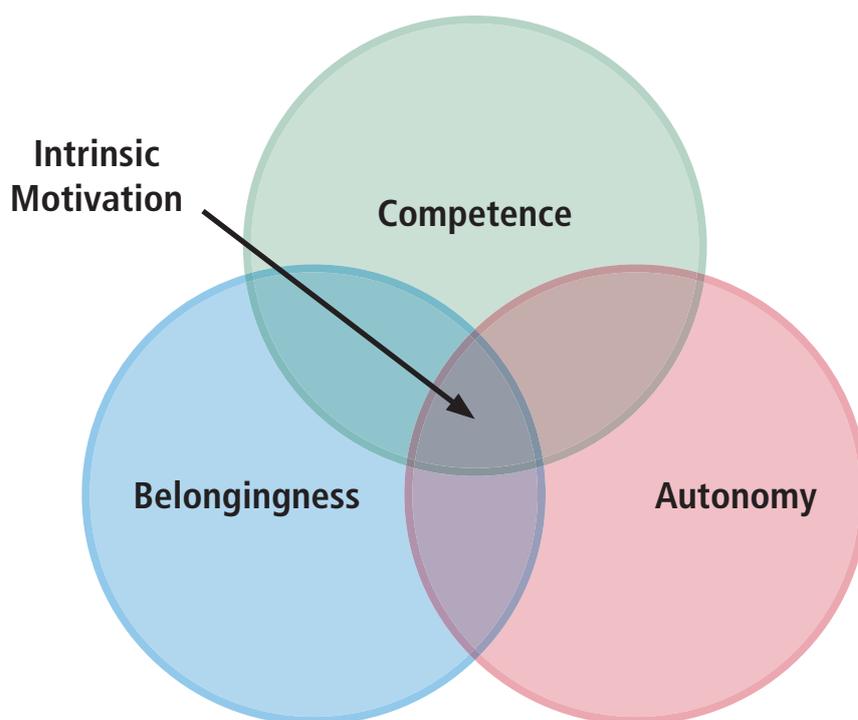
Following are the principles of gameful learning:

- *Autonomy* is critical, and this is the first of three principles that come from gameful learning.
- The next principle is a *sense of belonging*, and a really good game environment makes you feel like you are a part of something.
- The third principle is to support feelings of competence.

### Apply gameful learning

Motivation plays an important role in learning and to be self-motivated, learners must:

- be able to make meaningful choices over what they are doing (autonomy);
- be challenged by a task, but still feel that that they can succeed (competence); and
- feel connected to those surrounding them (belongingness).



Supporting these feelings could eventually lead to self-determination and learners becoming self-directed.

Other research-based strategies for motivating learners include:

- becoming a role model for learner interest;
- getting to know learners;
- using examples freely;
- using a variety of learner-active teaching activities;
- setting realistic performance goals;
- placing appropriate positive emphasis on testing and grading;
- being free with praise and constructive criticism; and
- giving learners as much control over their own learning as possible (Bain, 2004; Nilson, 2003; DeLong & Winter, 2002). This element is also important when thinking about authenticity. If learners can learn ideas that are connected to their lives and produce representations of their knowledge in ways that matter, they are more motivated.

Gameful learning also relates to personalised learning that supports the notion that children learn best when their individual differences are taken into consideration. Personalised learning is based on the following three principles (Microsoft, 2014):

- It provides multiple means of representation.
- It provides multiple means of action and expression.
- It provides multiple means of engagement.

Another important principle of gameful learning is the *freedom to fail* (as seen with videogames): you can experiment, take risks and try things you have never done before, fail miserably...and do it again and again until, after much practice, you get it right. Unfortunately, this will not work in all classrooms as it requires a significant amount of grading to manage, and it can hinder the ability to keep a cohort on a specific content progression. But when you can structure learning opportunities in this way, learners' motivation to engage increases, and their learning outcomes improve.

## Learner experience

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Learners:

- respect and value teachers that are positive, enthusiastic about the subject, supportive and have access to a wide range of teaching aids.
- enjoy engaging, interactive and communicative teaching methods.
- value choice and classes that encourage independent learning and learner autonomy.
- want to understand what they are expected to learn – what they are learning, why they are learning it and what quality work looks like.
- enjoy things that interest them.

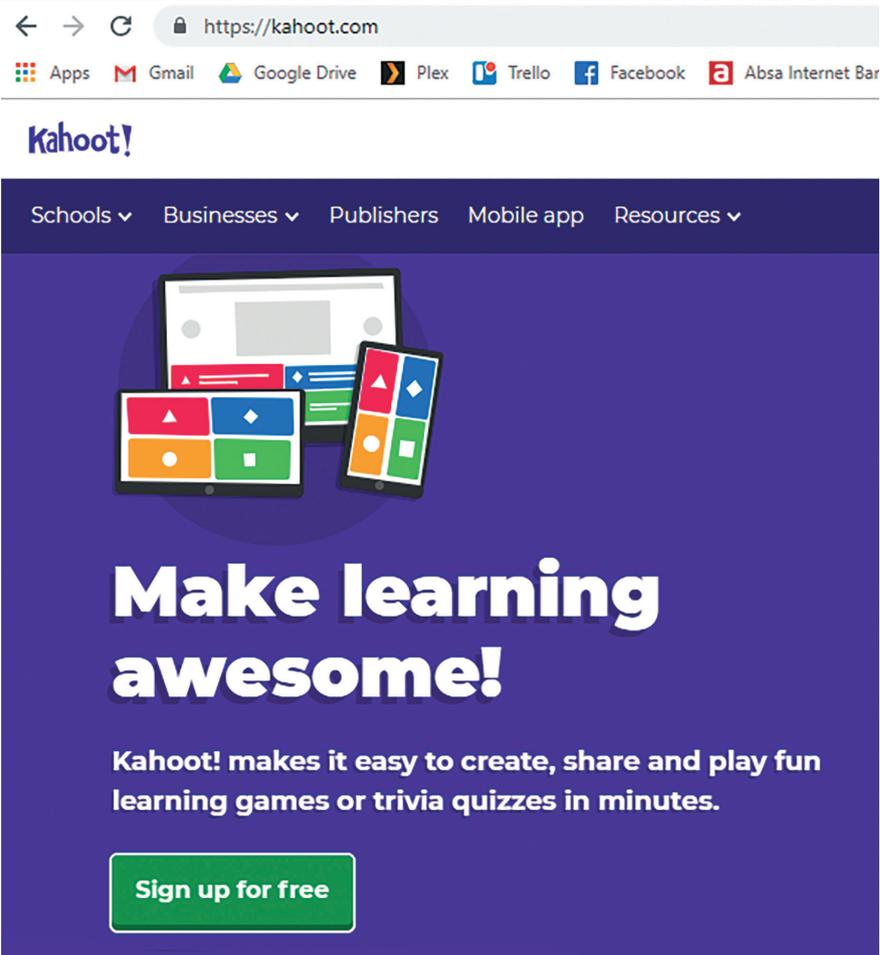
# General tips, links and ideas

This section gives you various tips, ideas and links to interesting and/or informative websites.

## Kahoot!

Kahoot! is a free eLearning tool that can be used to create fun learning games, quizzes, surveys or discussion questions, called a kahoot, in minutes. This can be used to teach, reinforce, assess or share information with learners.

Link: <https://kahoot.com/>



The screenshot shows the Kahoot! website homepage. At the top, there is a navigation bar with links for Schools, Businesses, Publishers, Mobile app, and Resources. Below the navigation bar is a large purple banner with the Kahoot! logo and the text "Make learning awesome!". Underneath the banner, it says "Kahoot! makes it easy to create, share and play fun learning games or trivia quizzes in minutes." and there is a green button that says "Sign up for free".

You can use Kahoot! in your classroom for the following reasons:

- As a class starter or ice breaker.
- To help learners with keywords, terminology or definitions.
- To assess learners' understanding of a subject before or after they learned about it.
- To zero in on the needs of individual learners by getting a detailed report of which learner missed, which questions.
- To direct classroom activity by organising small groups.
- To review for a test or exam.
- To end a class with Kahoot notes, a quick quiz or formative assessment.
- By encouraging learners to create their own kahoots, the content is reinforced.
- To help learners learn information in a sequential order.

## How to use Kahoot!

It is easy to use Kahoot!

- To get started, go to the <https://kahoot.com/> website and create a free account.



- Use a public kahoots or create your own.



- By watching the following video, you can learn how to use Kahoot!
- Link: <https://www.youtube.com/watch?v=de7G0WioH8E>

## Google Quiz

The Google Quiz is an online assessment tool that will self-mark learners' attempts and give feedback to teachers and learners.

The quiz can be done on desktop or mobile computers and learners need to have access to the Internet. Teachers will provide learners with the link to the quiz (as a URL or QR code).

Something to know

- Learners must have a registered Gmail account.
- Learners must have Internet access (It can be set to sync offline).

The platform allows for:

- Learners getting instant feedback to the answers.
- Teachers getting a full report on the performance of the learner.

Link: [forms.google.com](https://forms.google.com)

- To learn more on how to use google forms to create quizzes, watch the following video.

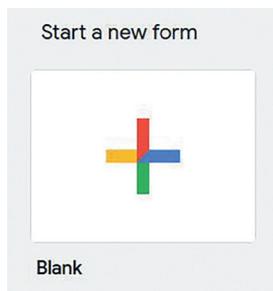
Link: <https://www.youtube.com/watch?v=Pdt8Vv7-3Xk>

- For a more detailed explanation, you can use the following link.

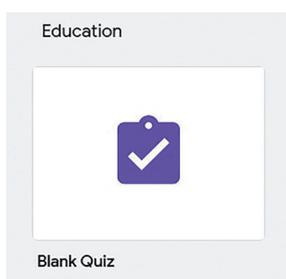
Link: <https://www.youtube.com/watch?v=ayvhVM2BMv0>

- To create a new quiz:

1. Go to [forms.google.com](https://forms.google.com).
2. Click on *Blank* to open a new form.



- To create a new quiz from Google Drive:
  - ♦ Click *New*, hover over *More* and click on the *Google Forms* arrow.
  - ♦ Click on *From a template*.
  - ♦ Scroll to the bottom and click *Blank Quiz*.



To follow a step-by-step tutorial on how to create a quiz, go to the G Suite Learning Centre.

Link: <https://gsuite.google.com/learning-center/products/forms/quizzes-get-started/#/>

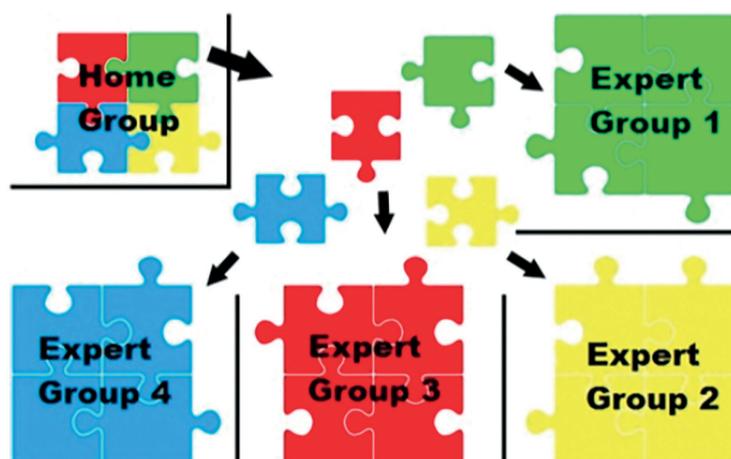
## Puzzlemaker

You can use the following link to create crossword puzzles step by step.

Link: <http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp>

## Jigsaw assessment technique

The cooperative learning strategy known as the jigsaw technique helps learners to create their own learning.



To facilitate this, teachers arrange learners in groups. Each group is assigned to research a different topic. Group members then join with members of other groups and share the research about the information.

Afterwards, learners must complete a post-assessment questionnaire.

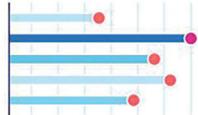
## Gradecraft

Gameful learning is an educational tool based on the principles that work so well in games, applied to the learning environment. It is about taking elements from games and applying them to non-game settings.

To learn more about the principles upon which gameful learning is based, you can go to the following website:

Link: Gameful pedagogy – <http://www.gamefulpedagogy.com/>

Following are some of the tools you can use from Gradecraft.

 <p><b>The Points Planner</b> The Points Planner enables students to set clear goals for themselves and plan their work in your course. They decide which assignments they want to work on, set a goal for how they expect to do, and ensure that they are building toward success in the course as a whole.</p>	 <p><b>Learning Analytics</b> Data helps you keep track of who is making progress and who may need more support, and helps students stay informed about their own work. By allowing students to see analytics independently, they can then take charge of their own success.</p>	 <p><b>Flexible Rubrics</b> Rubrics show students concise expectations you have for their work. You can design your rubrics to help deliver clear, consistent feedback to your students. Our rubric feature is flexible: you can enter different amounts of points that can be achieved for each criterion, and more.</p>	 <p><b>Leveling System</b> Customize the leveling scheme to match your course design—declare what point thresholds equate to earning grade levels, and match the level names to a hierarchy relevant to the coursework itself.</p>
 <p><b>Badges</b> Badges can be used to recognize student achievement on a specific assignment or their excellence more broadly in your course. Badges are flexible: you decide how they're awarded, and how they relate to student progress.</p>	 <p><b>Leaderboards</b> Students can choose to participate in anonymous, team-based leaderboards if they enjoy competition, or opt-out if they don't. As the instructor, you control if leaderboards appear at all.</p>	 <p><b>Unlocks &amp; Gating</b> Games don't start with a final boss battle—the same is true for learning: we want learners to acquire foundational knowledge before they move on to more complex work. With unlocks, you can determine what work must be done before students unlock additional opportunities.</p>	 <p><b>Integration with Existing Platforms</b> We know that integrating with other platforms is key, so we support <a href="#">Learning Tools Interoperability (LTI) 1.1</a> as both a Tool Provider and Consumer. Your data is your data—and should always be available to you to download and dig into.</p>

Link: <https://www.gradecraft.com/>

To sign up with Gradecraft, click on the pink button.

Ready to get started with GradeCraft?

Are you an instructor who believes learning should be gameful?  
Do you want to get started with your gameful course design?

[Sign up now!](#)



Although it is not a free tool, you can try it out on a free trial base.

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# TOPIC 1 Components of the micro environment

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>Explain clearly to the learners the meaning of the term micro-environment and use some resources in the school as examples.</li> <li>Emphasize the difference between the components of the micro-environments. Use visual aids like pictures, newspapers, magazines, etc. to demonstrate it.</li> <li>Have a class discussion on examples of the components of the micro-environment at your school.</li> </ul>	<ul style="list-style-type: none"> <li>Involve learners in discussions which they may have observed in the world around them.</li> <li>Indicate the key words in the distinction between the components.</li> <li>Get some background information on concepts and terms used in this topic from the internet and the learner's book. Learners must understand that the micro-environment is the business itself and all the resources in it.</li> <li>Learners must be able to distinguish clearly between concepts such as vision and mission statement, culture, and policies of a business.</li> </ul>
Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>Make sure that learners understand the purpose of the mission statement and the style of language used in it.</li> <li>When learners must differentiate between two concepts it is better to use a table to show the differences.</li> <li>Emphasize to the learners that each resource in the business needs to fit the needs of the business.</li> <li>If there are many facts under a heading, learners may scaffold the facts and study only FIVE or SIX facts from all those given.</li> </ul>	<ul style="list-style-type: none"> <li>Look up the mission statement of well-known companies such as MTN and see the length of their mission statement and what activities or issues they emphasise.</li> <li>Learners can also be asked to bring their own mission statements and to read them out to the class. Learners should be able to identify and highlight at least four objectivities from the mission statement they brought from home.</li> <li>Make use of previous question papers to train learners on this topic</li> </ul>

## Memoranda to activities

### Activity 1.1 Learner's Book page 5

- 1.1 Components of the micro environment
- Vision, mission statement, goals and objectives ✓
  - Organisational culture ✓
  - Organisational resources ✓
  - Management and leadership ✓
  - Organisational structure ✓
  - Eight business functions ✓

**NOTE:** Mark the first THREE (3) answers only.

(3 × 1) (3)

- 1.2 The purpose of an organisational culture
- The purpose of the organisational culture is to define the business' internal and external identity and core values. ✓✓
  - A strong business culture has the power to turn employees into ambassadors of the business. ✓✓
  - It helps businesses to retain its employees and clients. ✓✓
  - It breaks down boundaries between teams, guides decision-making, and improves productivity. ✓✓
  - Any other relevant answer related to the purpose of organisational culture.

(2 × 2) (4)

- 1.3** Question 1.3.1 to 1.3.4, provides an opportunity for learners to be creative  
There are no right or wrong answers, but take note of the following:
- 1.3.1** The vision should contain what the business wants to achieve in the future.
  - 1.3.2** The mission statement should explain the reasons why the business exists. It also describes what the business manufactures or provides.
  - 1.3.3** Goals must reflect what the business wants to achieve in the long run.
  - 1.3.4** Objectives should describe how goals will be achieved. They are the short-term steps that will guide the business to achieve its goals.

(4 × 2) (8)

### Activity 1.2 Learner's Book page 6

1.1

	ORGANISATIONAL RESOURCES	MOTIVATIONS
1.1.1	Human resources✓✓	Sarah employed five employees to help her✓
1.1.2	Physical resources✓✓	She bought a small building where she does all her baking and packaging✓
1.1.3	Financial resources✓✓	Sarah had to take out a loan from FastBank to cover the cost of setting up her business✓
1.1.4	Technological resources✓✓	She uses an online ordering system to make ordering easier for her customers✓

*NOTE: Mark the first THREE (3) only.*

Any (3 × 3) (9)

### Activity 1.3 Learner's Book page 9

- 1.1** The aim of this activity is to assist learners to identify business functions from given scenarios  
Explain the main roles and responsibilities of the business functions to learners so that they can easily identify them in any scenarios.
- 1.1.1** Human resource function✓✓
  - 1.1.2** General management function✓✓
  - 1.1.3** Marketing function✓✓

(3 × 2) (6)

- 1.2** The purpose of the organisational structure
- Helps in ensuring smooth✓ and effective functioning of the business.✓
  - Work happens with precise co-ordination✓ with minimum wastage of resources.✓
  - Helps the business to work✓ towards its goals.✓
  - Show the connection between various positions✓ and tasks in the business.✓
  - It describes the co-ordination✓ between various departments in the business.✓
  - Any other relevant answer related to the purpose of the organisational structure.

Max (6)

## Consolidation

Learner's Book page 10

### ACROSS:

1. Values
3. Objectives
6. Management

### DOWN:

2. Employees
3. Organogram
4. Standards
5. Leadership

# TOPIC 2 Business functions and the activities of the business

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>Recap on the elements of micro environment.</li> <li>Emphasize on the eight business function as one of the elements of micro environment.</li> <li>Have a class discussion of the eight business functions.</li> </ul>	<ul style="list-style-type: none"> <li>Involve learners in discussions which they may have observed in the business world around them.</li> <li>Ask learners to discuss the role of each business function.</li> <li>Use the textbook to refer to the responsibilities of each function.</li> <li>Explain the interrelatedness of the functions and how they cannot operate in isolation.</li> <li>Make use of practical examples when explaining the different business functions.</li> </ul>
Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>Teachers to include the discussion of eight business function but to focus on the following five functions: General Management, Administration, Financial, Purchasing and Public Relations.</li> <li>General management: learners to understand the management task. Learners to use the table when explaining differences between leadership and management. The difference management structure to be summaries using the graphs. The school structure can be used to explain the levels of management.</li> <li>Financial management: Explain the different types and sources of finance for businesses to the learners.</li> <li>Purchasing function: Learners could be asked to bring pictures to explain the purchasing to explain the purchasing procedure.</li> </ul>	<ul style="list-style-type: none"> <li>For informal assessment, learners can identify the business functions from the statements/scenarios/ case studies</li> <li>Assess learners using different action verbs from the exam guidelines.</li> </ul>

## Memoranda to activities

### Activity 2.1 Learner's Book page 18

1.1 General management function ✓✓ (2)

1.2 Differences between leadership and management

LEADERSHIP	MANAGEMENT
A leader creates a vision/sets direction. ✓✓	A manager understands the goals of the business. ✓✓
Leaders create the team and inspire the subordinates. ✓✓	Managers ensure that tasks given to subordinates are completed. ✓✓
He/she influences human behaviour. ✓✓	He/she guides human behaviour. ✓✓
A leader communicates using vision/charisma. ✓✓	A manager communicates through management functions, for example, line function. ✓✓
Leaders are born with natural/ instinctive leadership skills. ✓✓	A person becomes a manager because he/she is appointed to the position. ✓✓
Any other relevant answer related to leadership.	Any other relevant answer related to management.
<b>Submax (4)</b>	<b>Submax (4)</b>

- NOTE: 1** The answer does not have to be in tabular format.  
**2** The difference does not have to link but they must be clear.  
**3** Award a maximum of TWO (2) marks if the difference is not clear/mark leadership or management.

**Max (8)**

**2.1** Levels of management

**2.1.1** Levels of management from the scenario

		LEVELS OF MANAGEMENT	MOTIVATIONS
<b>a</b>	Solly	Top Level ✓✓	Solly, the CEO of Bertram's Cash and Carry ✓
<b>b</b>	Mandy	Middle Level ✓✓	Mandy manages the sales department ✓
<b>c</b>	Mandla	Lower Level ✓✓	Mandla was given a task to carry out instructions given by Mandy to the sales team. ✓
<b>Submax (6)</b>			<b>Submax (3)</b>

**Max (9)**

- NOTE: 1** Award marks for the levels of management even if the quote is incomplete.  
**2** Do not award marks for the motivations if the levels of management were incorrectly identified.

**2.1.2** The responsibilities of EACH level of management identified in QUESTION 2.1.1

Top level

- Manage change ✓ in the business environment. ✓
- Plan the activities ✓ of the business. ✓
- Gives direction ✓ to the vision, mission, goals and objectives. ✓
- Any other relevant answer related to role of the top level management.

**Submax (2)**

Middle level

- It is the link between top management ✓ and lower level management. ✓
- Pass information from top management ✓ to lower level management. ✓
- Focuses on how the business will carry out ✓ the strategic decisions. ✓
- Acquire resources needed ✓ in their department. ✓
- Any other relevant answer related to the role of the middle level management.

**Submax (2)**

Lower level

- Set individual objectives ✓ for workers reporting to him/her. ✓
- Offer feedback and suggestions ✓ to middle management. ✓
- Implement the objectives ✓ of the middle management. ✓
- Motivate ✓ and guide workers. ✓
- Any other relevant answer related to the role of lower level management.

**Submax (2)**

**Max (6)**

**2.2** THREE management tasks.

Planning ✓✓

- This task evaluates the existing activities and goals. ✓
- This includes scheduled activities that will lead to achieving those goals. ✓
- The top management formulates strategic plans. ✓
- The middle management formulates tactical plans. ✓
- It includes getting all the information you need for planning. ✓
- The lower management formulates operational plans. ✓
- Different plans are considered to achieve set goals. ✓
- Backup plan/s are put in place if the chosen plan becomes impossible.

- The chosen plan is implemented. ✓
- Any other relevant answer related to planning as a management task.

Management task	2
Explanation	1
Submax	3

#### Organising ✓✓

- This task brings resources together to achieve the set goals. ✓
- Resources include materials, human and financial resources. ✓
- It is the mechanism used to execute the plan. ✓
- Involves breaking a plan into actions. ✓
- The activities are assigned/delegated to specific individuals. ✓
- Training is included to ensure that the job/s are carried out successfully. ✓
- The tasks are coordinated to keep resources moving efficiently toward set goals. ✓
- Resources are prioritised to essential areas at any given time. ✓
- Organise the jobs within specific functions or departments. ✓
- Any other relevant answer related to organising as the management task.

Management task	2
Explanation	1
Submax	3

#### Leading/Directing/Activating ✓✓

- Letting staff know what needs to be done, and by when it needs to be done. ✓
- The employees are motivated to contribute to the success of the business. ✓
- Supervise staff while motivating teams through guided leadership communicated in clear ways. ✓
- Inspire employees to carry out their tasks to the best of their abilities.
- Establish a productive working climate. ✓
- Motivate employees to achieve set goals/targets. ✓
- Guide employees in the right direction so that the business can achieve its goals. ✓
- Motivate workers to use their skills and resources to the best of their ability. ✓
- Any other relevant answer related to the leading/directing/activating as a management task.

Management task	2
Explanation	1
Submax	3

#### Controlling ✓✓

- Establish performance standards and ensure that those standards are met.
- Ensure that the business achieves its goals. ✓
- Ensure activities are carried out as planned. ✓
- Enable the business to take corrective measures if the objectives are not achieved. ✓
- Risks can be identified during control. ✓
- Compares actual results with goals set by management ✓
- Corrective measures must be taken if there is a difference between actual results and the goals set out by the business. ✓
- Continuous control ensures that the business runs smoothly. ✓
- Any other relevant answer related to the controlling as a management task.

Management task	2
Explanation	1
Submax	3

Risk Management ✓✓

- Identify possible risk by finding risk-bearing activities (that is, activities which could go wrong) within the organisation. ✓
- Assist businesses to analyse each possible risk and how likely it is that the risk will happen. ✓
- Evaluate the potential impact of risks in terms of financial liability. ✓
- Controls/monitors the risk by studying reports and trends in the environment so that measures can be taken to prevent it from happening. ✓
- Handle the risk by determining what actions to take should the event happen using available resources and contingency plan and communication with stakeholders. ✓
- Any other relevant answer related to the risk management as a management task.

**NOTE: Mark the first THREE (3) only.**

Management task	2
Explanation	1
Submax	3

**Max (9)**

**Activity 2.2** Learner's Book page 20

1.1 Factors that influence the organisational structure

- Size of the organisation ✓
- Strategy ✓
- Technology ✓
- Resources ✓

**NOTE: Mark the first TWO (2) only.**

**(2 × 1) (2)**

1.2 Types of organisational structure

Functional organisational structure ✓✓

- Employees get instructions from more than one manager. ✓
- The plans to be executed determines who will be giving instructions. ✓
- This structure confuses employees because they report to more than one manager. ✓
- Any other relevant answer related to the functional organisational structure.

Organisational structure	2
Explanation	1
Submax	3

Project organisational structure ✓✓

- Structured around project teams. ✓
- It is a temporary structure because employees are drawn from different departments. ✓
- Employees are then grouped to form a project team that will carry out a particular project. ✓
- Any other relevant answer related to project organisational structure.

Organisational structure	2
Explanation	1
Submax	3

Matrix organisational structure ✓✓

- Structured around projects but employees remain in their departments. ✓
- A project must be completed up to a certain point. ✓
- The project is then passed on to the next team that will carry out the next phase of the project. ✓
- Any other relevant answer related to matrix organisational structure.

Organisational structure	2
Explanation	1
Submax	3

**NOTE: Mark the first THREE (3) only.**

**Max (9)**

## Activity 2.3 Learner's Book page 22

### 1.1 Meaning of the administration function

- The administration function is responsible for collecting, processing, and distributing information ✓ that is used for decision-making by management. ✓
- It stores/records information by using recent technology and performs general office work ✓ such as filing and storing of information. ✓
- Any other relevant answer related to the meaning of the administration function.

**Max (4)**

### 1.2. Administration function

#### 1.2.1 Activities of the administration function from the scenario

ACTIVITIES OF THE ADMINISTRATION FUNCTION	MOTIVATIONS
Handling of information ✓✓	Deshen ensures that reliable information is available for meaningful decision making. ✓
Information technology ✓✓	He also uses electronic equipment to assist with various administrative tasks. ✓
<b>Submax (4)</b>	<b>Submax (2)</b>

**Max (6)**

**NOTE: 1 Award marks for activities of the administration function even if the quote is incomplete.**

**2. Do not award marks for the motivations if the activities of the administration function were incorrectly identified.**

#### 1.2.2 Other activities of the administration function

Management of information ✓✓

- The administrative staff need to handle information correctly to avoid making the incorrect decisions based on incorrect information. ✓
- The administration function is responsible for dealing with the following types of information
  - accounting records, which can be used to draw up financial statements and reports. ✓
  - keeping all business transactions up to date. ✓
  - cost accounting to determine whether a product can be sold at a competitive price while considering the manufacturing or production costs. ✓
  - budgets, which is a plan of estimated expenses and income for a specific period. ✓
  - collecting and classifying numerical data and statistics. ✓
- Any other relevant answer related to office practice as an activity of administration function.

Organisational structure	2
Explanation	1
Submax	3

Office practise✓✓

- Office practice refers to how the administrative staff should handle their duties. ✓
- It covers matters such as the dress code for employees/proper filing of documents/telephone etiquette/internet usage by staff, and so on. ✓
- Any other relevant answer related to office practice as an activity of administration function.

Organisational structure	2
Explanation	1
Submax	3

**NOTE: Mark the first TWO (2) only.**

**Max (6)**

## Activity 2.4

Learner's Book page 25

### 1.1 Types of capital

- Fixed✓
- Working✓
- Own✓
- Borrowed✓

**(4 × 1) (4)**

**NOTE: Mark the first FOUR (4) only.**

### 1.2 Meaning of the financial function

- Financial function involves the acquiring and utilisation✓ of funds necessary for efficient operations.. ✓
- This is because all businesses need a regular stream of income ✓ to pay their expenses. ✓
- Financial function is responsible for planning and managing✓ all the funds and assets of the business. ✓
- Any other relevant answer related to the meaning of financial management.

**Max (4)**

### 2.1 Sources of finance from the statements

2.1.1 Grant✓✓

2.1.2 Asset-based loan✓✓

2.1.3 Venture capital✓✓

**(3 × 2) (2)**

### 2.2 Other sources of finance

Bank loans✓✓

- This is money borrowed from the bank and will be repaid over a period of time. ✓
- The money is repaid with interest. ✓
- The entrepreneur who borrowed the money will attach his/her fixed assets as surety to the value of the loan. ✓
- Bank loans are usually used for long-term financing. ✓
- Any other relevant answer related to bank loans as a source of finance.

Source of capital	2
Explanation	1
Submax	3

Bank overdraft✓✓

- It is a short-term loan added onto the account of an entrepreneur. It is also repaid with interest over a set period of time. ✓
- Any other relevant answer related to bank overdraft as a source of finance.

Source of capital	2
Explanation	1
Submax	3

Receivable finance ✓✓

- This is a loan provided to businesses while waiting for payment of the goods/service and is used to avoid a cash flow shortage. ✓
- The loan is equal to the outstanding invoices that are due. ✓
- Any other relevant answer related to the receivable finance as a source of finance.

Source of capital	2
Explanation	1
Submax	3

Angel funding ✓✓

- This is money offered by wealthy entrepreneurs to other businesses for a share in that business. ✓
- This is usually used at the start of a business and carries a high risk for the investor. ✓
- Any other relevant answer related to the Angel funding as a source of finance.

**NOTE: Mark the first TWO (2) only.**

Source of capital	2
Explanation	1
Submax	3

**Max (6)**

### 2.3 Differences between fixed and working capital

FIXED CAPITAL	WORKING CAPITAL
Money pays for fixed assets, ✓ such as land and buildings, etc. ✓	Money pays for day to day activities, ✓ such as trading stock, raw materials, etc. ✓
Finances long term capital needs ✓ of the business. ✓	Finances the short term capital ✓ of the business ✓
Examples: capital market, ✓ selling shares, mortgage bonds, etc. ✓	Examples: money market, credit allowed ✓ by suppliers, short-term loans, etc. ✓
Any other relevant answer related to fixed capital.	Any other relevant answer related to working capital.
<b>Submax (4)</b>	<b>Submax (4)</b>

**NOTE: 1 The answer does not have to be in tabular format.**

**2 The difference does not have to link but they must be clear.**

**3 Award a maximum of FOUR (4) marks if the difference is not clear/mark either fixed capital or working capital only.**

**Max (8)**



## Activity 2.5

Learner's Book page 31

### 1.1 Consumer Protection Act. ✓✓

**(2)**

### 1.2 Responsibilities of credit providers

- Credit providers should conduct a credit assessment on the consumers' affordability. ✓✓
- Check the most recent payslip or bank statement to ensure the consumer has an income. ✓✓
- Check the consumer's monthly debt-repayment obligations in terms of credit agreements. ✓✓
- Take into account other expenses of the consumers. ✓✓
- Consider the consumer's debt-repayment history. ✓✓
- Any other relevant answer related to the responsibilities of credit providers.

**Max (6)**

### 1.3 Consumer rights according to the National Credit Act (NCA)

#### 1.3.1 Consumer rights according to the National Credit Act from the scenario

- The management of HBL does not discriminate against customers. ✓
- They also ensure that all contracts are written in plain and understandable language. ✓

- They also give customer’s reasons why an application for credit was refused. ✓

(3 × 1) (3)

**NOTE: 1 Mark the first THREE (3) only.**

**2. Only award marks for responses that are quoted from the scenario.**

### 1.3.2 Impact of the National Credit Act on businesses

Positives/Advantages

- Lowers bad debts✓ resulting in better cash flow. ✓
- Protects business against ✓non-paying consumers. ✓
- Increases cash sales as credit can only be granted✓ to qualifying customers. ✓
- Prevents reckless lending✓ by financial institutions. ✓
- Ensures that businesses settle their debts on time✓ so that they can obtain good credit scores. ✓
- Ensures that the credit process is transparent,✓ for example, both businesses and customers know their responsibilities. ✓
- Any other relevant answer related to the positives/advantages of National Credit Act on businesses.

**AND/OR**

Negatives/Disadvantages

- Businesses are forced to budget to keep more cash/have enough cash✓ on hand for stock purchases. ✓
- Businesses can no longer take the risk of selling poor quality goods✓ at high prices. ✓
- Businesses can no longer carry out✓ credit marketing. ✓
- Leads to loss of sales ✓as many businesses may no longer qualify to buy on credit. ✓
- Businesses can only buy limited stock as credit✓ is not available resulting in a loss of customers. ✓
- The Act complicates the purchasing process✓ because of too much administrative work in the credit providing process. ✓
- The purchasing department must know the terms and conditions✓ of credit granting and the National Credit Act. ✓
- It may take longer to purchase goods✓ and this could influence the overall efficiency of the business. ✓
- The Act compels businesses to sell quality products✓ or businesses may be forced to reimburse the consumer. ✓
- Any other relevant answer related to the negative/disadvantages of the National Credit Act on businesses.

**Max (8)**

### 1.4 Purpose of the Consumer Protection Act

- Promotes responsible✓ consumer behaviour. ✓
- Strengthens a culture of consumer rights✓ and responsibilities. ✓
- Establishes national standards ✓to protect consumers. ✓
- Establishes a National Consumer Commission (NCC). ✓
- Ensures that consumers have access to information✓ they need to make informed choices. ✓
- Provides guidelines for better consumer information✓ and to prohibit unfair business practices. ✓
- Empowers consumers to take legal action✓ if their rights are not upheld. ✓
- Promotes consumer safety by protecting them✓ from hazardous products/ services. ✓
- Promotes fair/accessible and sustainable places for people✓ to sell their products. ✓
- Protects consumers against contracts that include unfair terms✓ that limit the liability of suppliers. ✓
- Any other relevant answer related to the purpose of the Consumer Protection Act.

**Max (6)**



## Activity 2.6

Learner’s Book page 32

### 1.1 Public relations✓✓

(2)

### 1.2 Importance of public relations

- Businesses get publicity for promotional events and information✓ through media. ✓
- News conferences may be called to release information✓ which will ensure the survival of the business. ✓
- Employees may volunteer to spend time with people in need✓ at orphanage/hospitals/schools, etc. ✓
- Businesses can sponsor✓ community events. ✓
- Produce annual reports that review business ✓activities and achievements. ✓
- Brochures can be used to✓ distribute information. ✓

- Clients/customers can have direct contact✓ with employees or they can communicate telephonically.✓
- Any other relevant answer related to importance of public relations.

**Max (6)**

### 1.3 Methods of public relations

#### Media✓✓

- Businesses get publicity for promotional events and information through media.✓
- Includes advertising and the distribution of information about the business.✓
- Any other relevant answer related to media.

**Submax (3)**

#### Direct contact✓✓

- Information about the business is passed on to the members of the public who have dealt with the business previously. ✓
- Direct contact with employees or telephonic communication is a popular form of public relations.✓
- Any other relevant answer related to direct contact.

**Submax (3)**

#### Brochures✓✓

- Excellent way of distributing information in a cost effective way.✓
- Any other relevant answer related to brochures.

**Submax (3)**

#### Exhibitions✓✓

- The business is introduced to the public and meet existing customers in shopping centres.✓
- Any other relevant answer related to exhibitions.

**Submax (3)**

#### Social responsibility✓✓

- The business uplifts the community because the community supports the business by buying their product.✓
- Any other relevant answer related to social responsibility.

**Submax (3)**

#### Transit advertising✓✓

- Advertising on vehicles such as taxis, busses, vans, etc.✓
- Any other relevant answer related to transit advertising.

**Submax (3)**

#### Use of the telephone✓✓

- A potential customer phones the business to enquire about something, the person answering the phone is perceived as the business.✓
- If the potential customer is pleased with when information that was required, then that person can turn out to be the important customer. ✓
- Any other relevant answer related to use of the telephone.

**Submax (3)**

**NOTE: Mark the first TWO (2) only.**

**Max (6)**

## Consolidation

Learner's Book page 34

### QUESTION 1

#### 1.1 Multiple choice

- 1.1.1 C (purchasing)✓✓
- 1.1.2 B (public relations)✓✓
- 1.1.3 C (middle)✓✓
- 1.1.4 C (planning)✓✓
- 1.1.5 B (human resources function)✓✓

(2 × 5) (10)

#### 1.2 Choose the correct word/s

- 1.2.1 brochures✓✓
- 1.2.2 National Consumer Commission✓✓
- 1.2.3 cash payments✓✓
- 1.2.4 capital budget✓✓
- 1.2.5 purchasing✓✓

(2 × 5) (10)

### QUESTION 2

#### 2.1 Factors that influence the organisation structure

- Size of the organisation✓
- Strategy✓
- Technology✓
- Resources✓

**NOTE: Mark the first TWO (2) only.**

(1 × 2) (2)

#### 2.2 Types of the organisational structure from the scenario

- 2.2.1 Project organisational structure✓✓
- 2.2.2 Functional organisational structure✓✓
- 2.2.3 Matrix organisational structure✓✓

(3 × 2) (6)

#### 2.3 Purpose of the financial function

- The financial function determines how much capital ✓ the business needs. ✓
- Establishes the sources for acquiring✓ the capital. ✓
- Decides how to invest/allocate the capital funds✓ in the business. ✓
- Ensures that the business can generate enough income✓ to cover the cost of raising capital. ✓
- Prepare financial statements to present to the bank/investors✓ to convince them that the business is financially healthy. ✓
- Any other relevant answer related to the purpose of the financial function.

Max (4)

#### 2.4 Sources of capital

##### 2.4.1 Sources of capital from the scenario

	SOURCES OF FINANCING	MOTIVATIONS
1	Bank loans✓✓	BW received cash from Station bank that will be paid back with interest every month.✓
2	Grants✓✓	They also received cash from the government capital.✓
	<b>Submax (4)</b>	<b>Submax (2)</b>

Max (6)

## 2.5 Methods of carrying out public relations

### Media✓✓

- Businesses get publicity for promotional events and information through media.✓
- Includes advertising and the distribution of information about the business.✓
- Any other relevant answer related to media as a method of carrying out public relations.

Method	2
Explanation	1
Submax	3

### Direct contact✓✓

- Information about the business is passed on to the members of the public who have dealt with the business previously.✓
- Direct contact with employees or telephonic communication is a popular form of public relations.✓
- Any other relevant answer related to direct contact as a method of carrying out public relations.

Method	2
Explanation	1
Submax	3

### Brochures✓✓

- Excellent way of distributing information in a cost effective way.✓
- Any other relevant answer related to brochures as a method of carrying out public relations.

Method	2
Explanation	1
Submax	3

### Exhibitions✓✓

- The business is introduced to the public and meet existing customers in shopping centres.✓
- Any other relevant answer related to exhibitions as a method of carrying out public relations.

Method	2
Explanation	1
Submax	3

### Social responsibility✓✓

- The business uplifts the community because the community supports the business by buying their product.✓

Method	2
Explanation	1
Submax	3

### Transit advertising✓✓

- Advertising on vehicles such as taxis, busses, vans, etc.✓
- Any other relevant answer related to social responsibility as a method of carrying out public relations.

Method	2
Explanation	1
Submax	3

### Use of the telephone✓✓

- A potential customer phones the business to enquire about something, the person answering the phone is perceived as the business.✓
- If the potential customer is pleased with when information that was required, then that person can turn out to be the important customer.✓
- Any other relevant answer related to use of the telephone as a method of carrying out public relations.

Method	2
Explanation	1
Submax	3

**NOTE: Mark the first THREE answers only.**

**Max (9)**

## 2.6 Management tasks

### Planning ✓✓

- This task evaluates the existing activities and goals. ✓
- This includes scheduled activities that will lead to achieving those goals. ✓
- The top management formulates strategic plans. ✓
- The middle management formulates tactical plans. ✓
- It includes getting all the information you need for planning. ✓
- The lower management formulates operational plans. ✓
- Different plans are considered to achieve set goals. ✓
- Backup plan/s are put in place if the chosen plan becomes impossible.
- The chosen plan is implemented. ✓
- Any other relevant answer related to planning as a management task.

Management task	2
Explanation	1
Submax	3

### Organising ✓✓

- This task brings resources together to achieve the set goals. ✓
- Resources include materials, human and financial resources. ✓
- It is the mechanism used to execute the plan. ✓
- Involves breaking a plan into actions. ✓
- The activities are assigned/delegated to specific individuals. ✓
- Training is included to ensure that the job/s are carried out successfully. ✓
- The tasks are coordinated to keep resources moving efficiently toward set goals. ✓
- Resources are prioritised to essential areas at any given time. ✓
- Organise the jobs within specific functions or departments. ✓
- Any other relevant answer related to organising as the management task.

Management task	2
Explanation	1
Submax	3

### Leading/Directing/Activating ✓✓

- Letting staff know what needs to be done, and by when it needs to be done. ✓
- The employees are motivated to contribute to the success of the business. ✓
- Supervise staff while motivating teams through guided leadership communicated in clear ways. ✓
- Inspire employees to carry out their tasks to the best of their abilities.
- Establish a productive working climate. ✓
- Motivate employees to achieve set goals/targets. ✓
- Guide employees in the right direction so that the business can achieve its goals. ✓
- Motivate workers to use their skills and resources to the best of their ability. ✓
- Any other relevant answer related to the leading/directing/activating as a management task.

Management task	2
Explanation	1
Submax	3

### Controlling ✓✓

- Establish performance standards and ensure that those standards are met.
- Ensure that the business achieves its goals. ✓
- Ensure activities are carried out as planned. ✓
- Enable the business to take corrective measures if the objectives are not achieved. ✓
- Risks can be identified during control. ✓
- Compares actual results with goals set by management ✓

- Corrective measures must be taken if there is a difference between actual results and the goals set out by the business. ✓
- Continuous control ensures that the business runs smoothly. ✓
- Any other relevant answer related to the controlling as a management task.

Management task	2
Explanation	1
Submax	3

#### Risk Management ✓✓

- Identify possible risk by finding risk-bearing activities (that is, activities which could go wrong) within the organisation. ✓
- Assist businesses to analyse each possible risk and how likely it is that the risk will happen. ✓
- Evaluate the potential impact of risks in terms of financial liability. ✓
- Controls/monitors the risk by studying reports and trends in the environment so that measures can be taken to prevent it from happening. ✓
- Handle the risk by determining what actions to take should the event happen using available resources and contingency plan and communication with stakeholders. ✓
- Any other relevant answer related to the risk management as a management task.

Management task	2
Explanation	1
Submax	3

**Max (6)**

*Note: Mark the first TWO (2) only.*

## QUESTION 3 ESSAY ON PURCHASING FUNCTION

### 3.1 Introduction

- The purchasing function is the act of buying the goods and services that a company needs to operate and manufacture products. ✓
- It plays an important role in buying quality raw materials and services for the business. ✓
- Businesses should follow the correct purchasing procedure in order to buy the correct raw materials. ✓
- The purchasing department should properly manage and distribute raw materials to the production departments. ✓
- Any other relevant answer related to the introduction to the purpose of the purchasing function/activities of the purchasing function/steps of a purchasing procedure/ importance of stock control. **Any (2 × 1) (2)**

### 3.2 Purpose of the purchasing function

- Manage stock to ensure sufficient levels of stock to carry out business operations. ✓✓
- Continuously looking for the best/reputable suppliers. ✓✓
- Regular make contact with other business departments to determine their needs. ✓✓
- Send damaged goods back to the supplier and see to it that it is replaced. ✓✓
- Receive confirmation that all goods meet the required specifications and the price invoiced is in line with the quoted price. ✓✓
- Negotiate the best possible terms for payment with suppliers. ✓✓
- Any other relevant answer related to the purpose of the purchasing function.

**Max (10)**

### 3.3 Activities of the purchasing function

- The purchasers should have expert knowledge of the product ✓ they need to buy and about the market in which they operate. ✓
- The purchasing manager should find out the needs ✓ of other business departments. ✓
- They look for suitable, ✓ new and better suppliers. ✓
- They ensure that there is enough stock available ✓ for continuous production and sales. ✓
- They ensure that orders placed with suppliers ✓ are followed up. ✓
- Ensure that ordered products are delivered on time. ✓

- They should keep the correct levels of stock✓ on hand.✓
- Record the cost prices and selling prices✓ of stock. ✓
- Any other relevant answer related to the activities of the purchasing function.

**Max (12)**

### 3.4 Steps of a purchasing procedure

Determine the need for the product/requisition✓✓

- Liaise with the financial department to establish the budget✓ for the purchasing of goods and services.✓
- Determine the product/material/ resource needs✓ of the businesses. ✓
- Find the right quality/quantity of goods and services at the right price✓ and at the right time. ✓
- Any other relevant answer related to determine the need for the product/requisition as a step in purchasing procedure.

Purchasing procedure	2
Explanation	2
Submax	4

Determine the price of the product✓✓

- Find the best price by obtaining quotes/tenders✓ or making enquiries. ✓
- Any other relevant answer related to determining the price of the product as a step in purchasing procedure.

Purchasing procedure	2
Explanation	2
Submax	4

Select/Choose a suitable supplier✓✓

- The purchasing department should choose reliable suppliers✓ for its raw materials/products. ✓
- Evaluation criteria based on quality of raw material/prices/delivery time, ✓ should be used to select the best suitable supplier. ✓
- The purchasing department should conduct a thorough investigation✓ about potential suppliers/their reputation and reliability. ✓
- Any other relevant answer related to select/choose a suitable supplier as a step in purchasing procedure.

Purchasing procedure	2
Explanation	2
Submax	4

Place an order✓✓

- The purchasing function should place an order in writing✓ so that goods delivered can be compared with the order. ✓
- Confirm the prices of the products✓ on order to avoid unexpected surprises when payments are made. ✓
- Any other relevant answer related to the place an order as a step in purchasing procedure.

Purchasing procedure	2
Explanation	2
Submax	4

Collect or receive the order ✓✓

- The purchasing department should ensure that the right orders✓ are received and recorded. ✓
- The quality and quantity of stock received should be checked✓ against the order.✓
- The purchasing department should keep a copy of a delivery note✓ for recordkeeping purposes. ✓
- Any other relevant answer related to the collect or receive the order as a step in purchasing procedure.

Purchasing procedure	2
Explanation	2
Submax	4

Pay the supplier✓✓

- The purchasing department instructs the financial department✓ to pay the supplier after delivery of the order. ✓
- The supplier must provide copies of the requisition form ✓to the purchasing department. ✓
- The purchasing department must provide a delivery note✓ to the financial department. ✓
- The supplier sends the invoice to the financial department✓ for final payment after satisfactory delivery. ✓
- Any other relevant answer related to the pay the supplier as a step in purchasing procedure.

Purchasing procedure	2
Explanation	2
Submax	4

Distribute stock✓✓

- The purchasing department should ensure proper distribution ✓of stock/raw materials to all relevant departments. ✓
- Distribution of stock should be in line with pre-requisite orders✓ from each department to avoid stock loss. ✓
- Any other relevant answer related to the distribute stock as a step in purchasing procedure.

Purchasing procedure	2
Explanation	2
Submax	4

Complete the order✓✓

- Ensure that all the correct documentation is in place✓ and filed for future reference. ✓
- Any other relevant answer related to completing the order as a step in the purchasing procedure.

Purchasing procedure	2
Explanation	2
Submax	4

**Max (16)**

**NOTE: Mark the first FOUR (4) only.**

### 3.5 Importance of stock control✓

- Enables businesses to determine the amount/value of stock. ✓✓
- Businesses can check the cost and selling price of products. ✓✓
- Ensure that there is enough stock to meet the normal demand of customers. ✓✓
- Keep the correct levels of stock on hand. ✓✓
- Record the cost prices and selling prices of stock. ✓✓
- Identify theft in the business when physical stock count is compared with the electronic stock control system. ✓✓
- Any other relevant answer related to the importance of stock control.

**Max (8)**

### 3.6 Conclusion

- The purchasing manager should continuously look for suitable, new and better suppliers. ✓✓
- The purchasing department must work together with the production department in order to buy quality stock. ✓✓
- The purchasing department should order goods on time in order to prevent running out of stock. ✓✓
- It is important to do the stock control in order to prevent overstock. ✓✓
- Any other relevant answer related to the introduction on purpose of the purchasing function/activities of the purchasing function/ steps of a purchasing procedure/ importance of stock control

Any (1 × 2) (2)

[40]

Breakdown of mark allocation		
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Purpose of purchasing function	10	
Activities of purchasing function	12	
Steps of purchasing function	16	
Importance of stock control	8	
Conclusion	2	
<b>INSIGHT</b>		<b>8</b>
<b>TOTAL MARKS</b>		<b>40</b>

LASO – For each component:

Allocate 2 marks if all requirements are met.

Allocate 1 mark if some requirements are met.

Allocate 0 marks where requirements are not met at all.

# TOPIC 3 The market environment

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>Make sure that learners understand how the term 'market' is being used in this context: that it means the 'marketplace' of the business, in other words where, how and to whom the business sells its products.</li> <li>Emphasize the fact that consumers of today are much wiser than those of two decades ago because today they can find everything on the internet.</li> <li>Explain to the learners why we make use of regulators and what their primary roles are. Inform learners that there is a regulator for almost every sector. Instruct learners to investigate which sector does not have any regulators.</li> </ul>	<ul style="list-style-type: none"> <li>Involve learners in group discussions in which they brainstorm strategies that businesses could use to turn their weaknesses to strengths and their threats to opportunities.</li> <li>Because it is difficult for most learners to understand concepts such as civil society, it is suggested to develop a few scenarios for your class activities. You might have to do a few of these exercises before they master it.</li> <li>It is always interesting to tell learners why unions were established and how their goals became more political focused in 1955 and since 1994 they are back on track by once again focusing on the wellbeing of employees and less on political issues.</li> </ul>
Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>Get the learners to think about what kind of strengths and weaknesses an organization might have within it, and what opportunities and threats outside of it.</li> <li>Obtain the Annual Report, (not Financial Reports) of different companies in which they have their SWOT analysis and read them out to the learners.</li> <li>Ask the learners to prepare a SWOT analysis using information from the Annual Reports.</li> </ul>	<ul style="list-style-type: none"> <li>For informal assessment learners could be given homework regularly on the components of the market environment to increase their knowledge and understanding of the concepts.</li> <li>Ask learners to bring articles from newspapers and magazines to class and then ask them to identify the objectives of civil societies such as NGOs and CBOs</li> <li>Use essay type questions from previous End of year exams papers to train the learners on how to answer questions on this topic.</li> </ul>

## Memoranda to activities

### Activity 3.1 Learner's Book page 41

- 1.1 The market environment is the immediate ✓ external environment of the business. ✓  
A business has limited or little control ✓ over the market environment. ✓

Max (2)

- 1.2 Components of the market environment

COMPONENTS OF THE MARKET ENVIRONMENT		MOTIVATIONS
1.2.1	Consumers/customers ✓✓	SGS provides goods and services to clients in his hometown. ✓
1.2.2	Supplier ✓✓	Sipho buys gardening materials from Jan Garden Services (JGA). ✓
1.2.3	Competitor ✓✓	Zane has opened gardening services in the same area as Sipho. ✓
<b>Submax (6)</b>		<b>Submax (3)</b>

Max (9)

**NOTE: 1. Allocate ONE (1) mark if some requirements are met.**

**2. Allocate ZERO (0) marks where requirements are not met at all.**

## Activity 3.2 Learner's Book page 44

### 1.1 Differences between CBOs and NGOs

Community-based organisations (CBOs)

- CBOs are established to assist the community with job creation, socio-economic development, and becoming self-sufficient. ✓✓
- They are local organisations that operate in the community to provide social services with aim of social upliftment. ✓✓
- Any other relevant answer related to CBOs.

**Submax (4)**

Non-governmental organisations (NGOs)

- Non-governmental organisations (NGOs) are non-profit organisations that operate separately from the government. ✓✓
- They are established to fulfil important needs in the community by addressing some socio-economic issues. ✓✓
- They are part of the market environment because they supply consumer goods and services and they are concerned about the welfare of others. ✓✓
- Any other relevant answer related to NGOs.

**Submax (4)**

**Max (8)**

### 1.2 Other organisations of the market environment

Unions ✓✓

- Unions are established bodies that protect the interest of workers. ✓
- They have the right to call for industrial actions such strikes or go-slows if their demands are not met by organisations or the government. ✓
- They constantly negotiate for better wages and salaries for their members and also safeguard their members against unfair dismissal. ✓
- They also negotiate for better working conditions for their members and may represent them during disciplinary hearings. ✓
- Any other relevant answer related to Unions.

**Type (2)**

**Explanation (1)**

Strategic allies ✓✓

- Strategic allies are businesses that combine their resources to undertake a project that will benefit all of them. ✓
- They may share their expertise and information to benefit all their members. ✓
- These relationships help businesses to explore new markets and also gain competitive advantage. ✓
- Any other relevant answer related to Strategic allies.

**Type (2)**

**Explanation (1)**

Regulators ✓✓

- Regulators are government bodies that make rules and regulations to control the activities of businesses. ✓
- These rules and regulations are put in place to ensure that businesses do not exploit their customers or employees. ✓
- Examples of these government bodies/organisations include the South African Bureau of Standards (SABS), Airports Company South Africa (ACSA), etc. ✓
- Any other relevant answer related to Regulators.

**Type (2)**

**Explanation (1)**

**NOTE: Mark the first TWO (2) only**

**(2 × 3) (6)**

### Activity 3.3 Learner's Book page 45

- 1.1 Opportunities: These are any factors in the external environment ✓ that will contribute or is already contributing to the success of the business. ✓  
Any other relevant answer related to the definition of opportunities. Max (2)
- 1.2 THREE practical examples of threats in the business  
 – Increase in taxes ✓  
 – Increase in interest rate ✓  
 – government legislation ✓  
 – Increase in competition ✓  
 – Any other relevant example relating to threats in the business.  
*NOTE: Mark the first THREE (3) only.* Max (3)

### Consolidation

Learner's Book page 46

- 1.1 Socio-economic issues  
 – HIV/AIDS ✓  
 – unemployment ✓  
 – crime ✓  
 – illiteracy ✓ (4)
- NOTE: Mark the first FOUR (4) only.*
- 1.2 Opportunities and threats from scenario (2)
- 1.2.1 market environment ✓✓
- 1.2.2 Opportunities and Threats from the scenario

OPPORTUNITIES	THREATS
MS identified the need for generators because of loadshedding. ✓	Mazzars Suppliers also discovered that Kay Electronics is the only supplier of generators in Orange Farm. ✓
They have identified the need for their generators in other townships of Johannesburg. ✓	MS is situated in a high crime area. ✓
<b>Submax (2)</b>	<b>Submax (2)</b>

- NOTE: 1. The answer does not have to be in a tabular format.  
 2. The differences do not have to link, but must be clear.  
 3. Award a maximum of TWO (2) marks if the differences are not clear/Mark either opportunities or threats only.* Max (4)

- 1.3 Reasons why NGOs and CBOs form part of the market environment. Max (4)  
 – They are part of the market environment because they supply ✓ consumer goods and services. ✓  
 – They are concerned ✓ about the welfare of others. ✓  
 – They are local organisations that operate in the community ✓ to provide social services with aim of social upliftment. ✓  
 – Any other relevant answer related to why NGOs and CBOs form part of the market environment. Max (4)
- 1.4 Intermediaries as a component of the market environment Max (4)  
 – These are individuals or businesses that distribute ✓ and sell the products/services of a business. ✓  
 – Intermediaries bridge the gap ✓ between producers and consumers.  
 – Intermediaries include: wholesalers, ✓ retailers, agents, brokers, transportation services, etc. ✓  
 – Some intermediaries assist businesses ✓ with packaging and advertising of their products and services. ✓  
 – Any other relevant answer related to intermediaries as a component of the market environment. Max (4)

# TOPIC 4 Macro environment

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>• Explain the meaning of the macro environment in relation to the micro environment covered in Topic 1 and the Market environment covered in Topic 3.</li> <li>• Unpack the meaning of the term macro compared to the meaning of the term micro.</li> <li>• Introduce the features/components by unpacking the glossary of concepts with learners.</li> <li>• Explain that the features/components are grouped together to form the PESTLE acronym.</li> <li>• Emphasise that this topic provides the foundational knowledge for content covered in:               <ul style="list-style-type: none"> <li>– Grade 11, the challenges posed by the macro environment, and</li> <li>– Grade 12, the PESTLE factors as an analysis tool to evaluate factors that pose challenges in the macro environment.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Encourage learners to explain their understanding of the micro and market environments.</li> <li>• Practical examples are also effective when comparing the three business environments.</li> <li>• Use practical examples when explaining the PESTLE factors.</li> <li>• Use the examples to explain the challenges posed to the businesses.</li> <li>• Initiate class discussions on how each PESTLE factor poses challenges to businesses.</li> </ul>
Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>• It must be pointed out that political environment includes institutional environment.</li> <li>• Social environment includes cultural and demographic environment</li> <li>• Environmental factor includes physical/natural or international/global environment.</li> <li>• Environmental stands on its own and is <b>not</b> <i>environmental environment</i>.</li> <li>• Although government (political) passes laws/legislation (legal), there is a clear distinction between political environment and legal environment.</li> <li>• Learners must be able to identify the components of the macro environment from given scenarios/statements/case studies/cartoons/pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Consult the latest NSC Grade 10 Question Papers for Section B and C type questions:</li> <li>• Create informal 10 mark quizzes/tests on the key concepts on the content covered on previous days – in this way you will expose your learners to continuous consolidation.</li> <li>• Ensure that learners practise writing various examples of essays, thus ensuring optimum exposure.</li> </ul>

## Memoranda to activities

### Activity 4.1 Learner's Book page 49

- 1.1 The meaning of the macro environment
- It refers to the interaction of businesses ✓ with forces outside of businesses. ✓
  - The macro environment ✓ is also known as the external environment. ✓
  - The external environment ✓ presents opportunities and threats. ✓
  - It is always changing ✓ and developing. ✓
  - Businesses have no control ✓ over this environment. ✓
  - Any other relevant answer related to the meaning of the macro environment.

Max (2 × 2) (4)

- 1.2 Reasons why the macro environment can be a challenge to businesses
- The macro environment cannot be controlled ✓ by a business at all. ✓
  - This environment is always changing ✓ and therefore leads to challenges for businesses. ✓
  - A change in one of the environments in the macro environment ✓ can affect any of the other environments which will impact on businesses. ✓
  - Any other relevant answer related to reasons why the macro environment can be a challenge to businesses.

Max (4)

*NOTE: Mark the first TWO (2) only.*

### Activity 4.2 Learner's Book page 56

#### DOWN:

1. Institutional
4. Physical
6. Social

#### ACROSS:

2. Economic
3. Political
5. Cultural
7. Demographic
8. Technological
9. Global

## Consolidation

Learner's Book page 58

### SECTION A

#### QUESTION 1

- 1.1 1.1.1 D ✓✓  
1.1.2 B ✓✓

(2 × 2) (4)

- 1.2 Match the columns.
- 1.2.1 D ✓✓  
1.2.2 F ✓✓  
1.2.3 A ✓✓

(3 × 2) (6)

## SECTION B

### QUESTION 2

2.1 components/features in the macro environment according to PESTLE.

- Political environment ✓
- Economic environment ✓
- Social ✓
- Technological environment ✓
- Legal environment ✓
- Environmental ✓

*NOTE: Mark the first TWO (2) only*

Any (2 × 1) (2)

2.2 Definition of legal environment

- The legal environment refers to the laws passed by the government, ✓ which affect businesses. ✓
- Legal elements refer to rules that businesses must adhere to, ✓ and all other legal aspects businesses should consider. ✓
- Any relevant answer related to the definition of legal environment

Max (2)

2.3 Components of a macro environment

2.3.1 Components of a macro environment from scenario

COMPONENTS OF MACRO ENVIRONMENT		MOTIVATIONS
1.	Social environment ✓✓	the unemployment level is quite high ✓
2.	Political environment ✓✓	Residents in the area are always protesting against poor service delivery. ✓
3.	Environmental ✓✓	Some businesses in the area dumps waste material on the nearby field. ✓
Submax (6)		Submax (3)

*NOTE: 1. Mark the first THREE (3) only.*

*2. The answer does not have to be in tabular format.*

*3. Award marks for the components/features even if the quotes were incomplete.*

*4. Do not award marks for the motivations if the components/features were incorrectly identified.*

Max (9)

2.4 Reasons why the following components of the macro environment pose challenges to businesses:

2.4.1 Economic

- Rising costs due to inflation/petrol price ✓ could affect business sales and profitability. ✓
- High interest rates ✓ mean that loans will become more expensive. ✓
- The price of credit impacts the willingness ✓ and ability of banks to lend money. ✓
- Fluctuations in foreign currency ✓ may restrict imports. ✓
- Recession restricts businesses ✓ with adequate support to continue operating. ✓
- Any other relevant answer related to reasons why the economic environment pose challenges to businesses.

Max (4)

2.4.2 Technological

- Businesses may not be able to keep up with/be aware ✓ of the latest technology. ✓
- Employees may not be skilled ✓ to operate/maintain new technology/equipment. ✓
- Staying up to date with the latest ✓ and greatest technology can be expensive. ✓
- Businesses experiencing systems failure will be rendered paralysed, ✓ which will cause them to lose capital due to stalling in operations. ✓
- Business's IT systems may be hacked by fraudsters, ✓ and this could expose its confidential information/be damaging to the business. ✓
- Any other relevant answer related to reasons why the technological environment pose challenges to businesses.

Max (4)

# TOPIC 5 The interrelationship of the micro, market, and market environments

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>Recap on the meaning of micro, market, and macro-environments. Explain that although we have dealt with them separately, they all impact in different ways at different times, mostly at the same time.</li> <li>Emphasize on the fact that managing a business strategically means managers need to be aware of how all these environments are affecting each other, as well as the business.</li> <li>Explain to the learners that all business activities are interrelated with different business environments and that they impact one another.</li> </ul>	<ul style="list-style-type: none"> <li>Get some background information on the activities of CBOs and NGOs in South Africa from reliable sources and share the information with the learners.</li> <li>Divide the learners into smaller groups and ask them to identify and discuss importance of these organizations in the community.</li> <li>Explain the term strategic alliance to the learners and use examples from newspapers and magazines support your illustration.</li> </ul>
Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>Illustrate to the learners how the operations of one environment impacts another – it has a snowball effect.</li> <li>Match practical examples of CBOs and NGOs to the different components of the business environments to illustrate the forward and backward links.</li> </ul>	<ul style="list-style-type: none"> <li>You can ask the learners to go and investigate on some of the challenges of CBOs and NGOs and then present their findings to their classmates.</li> <li>For informal assessment learners can identify these organizations from newspapers and magazines.</li> <li>Give learners classwork and homework taken from scenarios and case studies from NCS and provincial past question papers.</li> </ul>

## Memoranda to activities

### Activity 5.1 Learner's Book page 69

This activity assesses learners' understanding on the interrelationships that exist in organisations. Below are examples of the interrelationships that exist within the micro environment:

- The interrelationship between the business functions
  - The eight functions with the business depend on each other to achieve their goals and objectives.
  - For example, the general management function consults the administration function to obtain the relevant information that is required to develop strategies to move the business forward.
- The interrelationship between departments
  - The departments within the business depend on and influence each other when they perform their duties and responsibilities.
  - For example, the production department will have to inform the purchasing department about the type, quality and quantity of resources that needs to be purchased or ordered for it to be able to produce the goods or services required.
- The interrelationship between employer and employee
  - The employer depends on the employee to perform certain duties and responsibilities, and the employees also depend on their employers for remuneration.
  - Employers may also consult their employees for certain information when they plan strategies to achieve the vision of the business.
- Any other relevant answer relating to interrelationships in the micro environment are acceptable as long as they are logical.

## Activity 5.2 Learner's Book page 71

This activity is to test learners' knowledge of the interrelationships between the business and components of the market environments.

### 1.1 The interrelationship between TEBO Ltd and the market environment

- 1.1.1 Intermediaries ✓✓
- 1.1.2 Competitor ✓✓
- 1.1.3 Agent ✓✓
- 1.1.4 Suppliers ✓✓

(8)

### 1.2 Reasons why competition poses a challenge to businesses.

- Competition as one of the components of the market environment poses a challenge to businesses ✓ because it is not within the control of the business. ✓
- Consumers will buy from the business where they get the most value for money ✓ and they could choose the competitor. ✓
- Business could find that they are unable to make sufficient profit ✓ when the demand is not high enough. ✓
- Businesses could find it hard to differentiate itself ✓ from its competitors to gain a competitive advantage. ✓
- New entrants with better products can also enter the market and divide the ✓ market even more thus decreasing the businesses market share. ✓
- Any other relevant answer related to why competition poses a challenge to

Max (6)

### 1.3 Interrelation between micro (internal) and market.

- Consumers depend on businesses for their goods and services to satisfy their needs and wants ✓ and businesses also depend on consumers for their incomes when they buy from them. ✓
- Without consumers a business cannot survive, ✓ businesses need to ensure that they produce goods of consistently high quality to maintain or increase their customer base. ✓
- The public relations department must ensure that the business always maintains a positive image ✓ so that its customers remain loyal. ✓
- The marketing department must constantly conduct market research ✓ to identify the needs of their target market so that they are able to always satisfy the changing needs of their consumers. ✓
- Any other relevant answer related to the interrelation between micro and market.

Max (4)

## Consolidation

Learner's Book page 73

### QUESTION 1

#### 1.1 Components of the micro environment

- Vision, mission statement, goals and objectives ✓
- Organisational culture ✓
- Organisational resources ✓
- Management and leadership ✓
- Organisational structure ✓
- Eight business functions ✓✓

**NOTE: Mark the first FOUR (4) only.**

(4 × 1) (4)

#### 1.2 Components of the market environment

- 1.2.1 Consumers/customers ✓✓
- 1.2.2 Intermediaries ✓✓
- 1.2.3 Competitors ✓✓

(3 × 2) (6)

## QUESTION 2

### 2.1 The economic factor of the macro environment

2.1.1 Exchange rate. ✓✓ (2)

Motivation:

He buys his machines in the USA and will only be able to buy one machine as the South African currency has depreciated dramatically. ✓ (1)

**Max (3)**

2.1.2 TWO components of the macro environment

Physical / natural environment ✓✓

- The physical environment includes all forces that are present in the natural environment. ✓✓
- Some natural resources, like oil and coal, are scarce and consequently, very expensive. ✓✓
- Infrastructure refers to the availability of roads/railways, water, electricity, communication links and support service. ✓✓
- It is inevitable that some pollution will take place during the production process. ✓✓

**Submax (4)**

Social, cultural and demographic environment ✓✓

- The social, cultural and demographic environment deals specifically with the purpose of the community, country and target market. ✓✓
- Values, tastes, traditions and culture influence their interactions with business. ✓✓
- Demography is the study of human populations in terms of size, density, location, age, race, occupation and other statistics. ✓✓

**Submax (4)**

Technological environment ✓✓

- Technological environment is a fast-changing environment and has forced businesses to keep up-to-date with new trends. ✓✓
- Technology has introduced new products, new production techniques and new methods of marketing. ✓✓

**Submax (4)**

Legal and political environment ✓✓

- Legal elements refer to rules that businesses must adhere to and all other legal aspects that businesses must consider. ✓✓
- Investors from abroad are keen to invest in countries which are economically and politically stable. ✓✓

**Submax (4)**

Global/International environment ✓✓

- Technology has enabled us to participate in markets all over the world. ✓✓
- Even small businesses can now sell their products internationally. ✓✓

**Submax (4)**

Institutional environment ✓✓

- Laws and regulations have been put in place to ensure that there is a framework of legal systems for international trade as well as for different industries. ✓✓
- Examples of such services include testing of products, prevention of the formation of monopolies, protecting legal trade, combating legal trade. ✓✓

**Submax (4)**

**Max (8)**

**NOTE: 1 Mark the first TWO (2) only.**

**2 Award TWO marks for the components and TWO marks for explanation.**

**2.2** THREE reasons why competition may pose a challenge to businesses

- Competition as one of the components of the market environment poses a challenge✓ to businesses because it is not within the control of the business. ✓
- Consumers will buy from the business where they get the most value for money✓ and they could choose the competitor. ✓
- Businesses could find that they are unable to make sufficient profit✓ when the demand is not high enough. ✓
- Businesses could find it hard to differentiate✓ itself from competitors to gain a competitive advantage. ✓
- New entrants with better products can also enter✓ the market and divide the market even more. ✓
- Any other relevant answer related to the reason why competition may pose a challenge to businesses.

**NOTE:** Mark the first THREE (3) only.

**Max (6)**

**2.3** The interrelationship between the micro (internal), market and macro environments

- Businesses (the micro-environment) are in constant interaction✓ with components of the market and macro environment. ✓
- Businesses are challenged by changes in the market and macro environment✓ that cannot be controlled by the business. ✓
- Changes in the macro environment may affect the micro environment,✓ which may then affect the market environment. ✓
- For example, an increase in the interest rate may lead to an increase in the production cost, ✓ thus an increase in the prices of goods or services, which in turn decrease consumer spending. ✓
- Changes in the market environment may affect the micro environment. ✓ For example, new competitors entering the market might force businesses to decrease their prices. ✓
- Businesses must adapt to the challenges from the macro environment by formulating strategies✓ to cope with these challenges. ✓
- Any other answer related to the interrelationship between micro, market, and macro environments.

**Max (10)**

**[36]**

# TOPIC 6 Business sectors

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>• Refer learners to the content covered in Grade 9 EMS by recall/naming the three business sectors: Primary, Secondary and Tertiary sectors.</li> <li>• Unpack the literal meaning of the terms: primary, secondary and tertiary.</li> <li>• Explain that there are 3 sections to this topic:               <ul style="list-style-type: none"> <li>– the three business sectors</li> <li>– the difference between formal and informal sectors</li> <li>– The difference between public and private sector.</li> </ul> </li> <li>• Introduce the three sections by unpacking the glossary of concepts with learners.</li> <li>• Emphasise that this topic provides the foundational knowledge for content covered in:               <ul style="list-style-type: none"> <li>– Grade 11, the link/relationship between the primary-, secondary- and tertiary sectors, and</li> <li>– Grade 12, identifying and classifying the challenges experienced by business environments.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Encourage learners to explain their understanding of the primary, secondary and tertiary sectors.</li> <li>• Use practical examples to explain/ identify the three business sectors.</li> <li>• Question learners on their understanding of formal and informal sector, and public and private sector.</li> <li>• Build on to learners' knowledge based on their understanding of the concepts.</li> <li>• Use practical examples to explain/ identify the:               <ul style="list-style-type: none"> <li>– Formal and informal sector.</li> <li>– Public and private sector</li> </ul> </li> </ul>
Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>• Associate the business sectors with the different levels of schooling, e.g. primary school, secondary school and tertiary institutions to understand the sequence of the classification of the sectors.</li> <li>• Explain the difference of the use of the terms industry and sectors as some books use the terms interchangeably, to avoid confusion.</li> <li>• Learners must be able to make a collage showing the relationship between the primary, secondary and tertiary sectors.</li> <li>• Give examples of each sector.</li> <li>• Give practical examples of the formal and informal sectors.</li> <li>• Conduct research on the formal and informal sectors.</li> </ul>	<ul style="list-style-type: none"> <li>• Create informal 10 mark quizzes/tests on the key concepts on the previous day's content - in that way you expose your learners to continuous consolidation.</li> <li>• Ensure that learners practice writing various examples of essays to ensure optimum exposure.</li> </ul>

## Memoranda to activities

### Activity 6.1 Learner's Book page 78

#### 1.1 THREE business sectors

- Primary sector ✓
- Secondary sector ✓
- Tertiary sector ✓

(3 × 1) (3)

**NOTE: Mark the first THREE (3) only.**

#### 1.2 The relationship between the three business sectors

- The primary sector extracts the raw materials (iron ore), ✓ and supplies the secondary sector with the raw materials. ✓
- The secondary sector transforms the raw materials (iron ore) into final products (steel) ✓ and sells the products to retailers in the tertiary sector. ✓
- The tertiary sector sells the products ✓ (steel) to the consumer. ✓
- Any other relevant answer related to the relationship between the three business sectors.

**Max (6)**

## The purpose of the case study and QR codes

The case study and articles/information/videos embedded in the QR codes is a valuable teaching tool that may be used for language and reading across the curriculum (LAC/RAC). Higher order thinking may be encouraged as well as enabling an active and critical approach to learning.

### QR code on page 75

For enrichment purposes: The link to this article provides readers with interactive charts and graphics regarding South Africa's formal business sector. Relate to learners the impact of the pandemic on businesses in the formal sector and its effect on unemployment pre-covid and during covid and post-covid.

### How to use the case study

This case study should be used as a teaching tool to engage learners in discussing the importance of the informal sector. Learners need to understand that the informal sector must be seen as a legitimate way of earning an income and as an alternative to working in the formal sector. Thus, facilitating a position to pursue sustainable entrepreneurial and self-employment career pathways.

### CASE STUDY Learner's Book page 81

#### 1. The importance of the informal sector

The informal sector is a significant component of the economy that provides employment, livelihoods and income for millions of workers and business owners.

#### 2. THREE types of industries that provides employment in the informal sector

- construction
- retail trade and services
- manufacturing
- communication

3. Employment in the informal and the formal sector

EMPLOYMENT IN THE FORMAL SECTOR	EMPLOYMENT IN THE INFORMAL SECTOR
Employees are protected by legislation such as BCEA, COIDA, UIF, etc.	Employees are not protected and can easily be exploited.
Employees earn a weekly/monthly income.	Employees do not earn a consistent income.
Employees work specific working hours.	Employees work long hours.



**Activity 6.2**

**Learner's Book page 82**

1.1 TWO examples of businesses in the informal sector

- spaza shops✓
- street vendors✓
- hairdressers✓
- gardening✓
- car wash services✓
- other home-based activities✓
- Any other relevant answer related to examples of businesses in the informal sector.

**Any (2 × 1) (2)**

**NOTE: Mark the first TWO (2) only.**

1.2 Picture A

Informal sector✓

Picture B

Formal sector✓

**(2 × 1) (2)**

1.3 Differences between of formal and informal sectors

FORMAL SECTOR	INFORMAL SECTOR
Businesses in the formal sector are registered with the CIPC. ✓	Businesses in the informal sector are not registered with CIPC. ✓
Businesses ✓ pay taxes on to the government on their profits. ✓	Businesses do not pay tax on the profits of the business. ✓
Formal sector activities✓ are monitored by the government on their profit.✓	These businesses are not monitored✓ by the government.✓
These businesses are controlled✓ by the laws and regulations of the government. ✓	Government laws and regulations pertaining to businesses✓ do not apply to the informal sector.✓
All contributions of these businesses are recorded in the GDP.✓	It is difficult to calculate✓ its contribution to GDP.✓
Employees are protected✓ by legislation such as BCEA, COIDA, UIF, etc. ✓	Employees are not protected✓ and can easily be exploited.✓
Employees earn✓ a weekly/monthly income.✓	Employees do not earn✓ a consistent income.✓
Consists of small, micro, medium and large businesses.✓	Consists of small-scale home-based operations.✓
Examples include companies such as mining, manufacturing, retail, banking.✓	Examples include spaza shops, street vendors, hairdressers, gardening, car wash services and other home-based activities. ✓
Any other relevant answer related to formal sector.	Any other relevant answer related to informal sector.
<b>Submax (2)</b>	<b>Submax (2)</b>

- NOTE: 1** The answer does not have to be in tabular format.  
**2** The difference does not have to link but they must be clear.  
**3** Award a maximum of TWO (2) marks if the difference is not clear/mark either formal sector or informal sector only.  
**4** Award a maximum of ONE mark for examples.

**Max (4)**

**1.4** Importance of the formal sector:

- Business activities are included in the GDP figures of the country. ✓✓
- Companies pay taxes on their profits and people who are employed pay personal income tax. ✓✓
- Provides employment to highly skilled, semi-skilled and unskilled labour. ✓✓
- People working in the formal sector gain the necessary skills to start their own businesses. ✓✓
- Provides a large variety of goods and services to satisfy consumers. ✓✓
- Any other relevant answer related to importance of the formal sector.

**Max (4)**

**QR code on page 82**

For enrichment purposes: SAA, Telkom, Eskom and Denel are known SOEs. This link provides a list of all the public enterprises, such as the CCMA, Boxing South Africa, Film & Publication Board, to name a few, as well as an overview of each entity. This awareness may be related to the purpose of the public sector as well as career opportunities in the public sector.

**QR code on page 83**

For enrichment purposes: The Expanded Public Works Programme (EPWP) is an initiative of the public sector with key programmes aimed at providing temporary work for the unemployed for income relief and to alleviate poverty. This awareness may be related to the purpose of the public sector.

**QR code on page 83**

For enrichment purposes: The link to this article brings to life an actual example of public-private-partnership explaining the dependence of the public and private sectors as well as the benefits derived from working in partnership. Thus, illustrating the purpose of the private sector.



**Activity 6.3**

**Learner's Book page 84**

**1.1** The meaning of the private sector

- The private sector consists of business activity ✓ that is owned, financed and run by private individuals. ✓
- Businesses in the private sector are privately owned ✓ by sole traders, partnerships, close corporations or profit companies. ✓
- Their main aim ✓ is to make a profit. ✓
- Some of these businesses ✓ exist in the formal or informal sectors. ✓
- Any other relevant answer related to importance of the formal sector.

**Max (4)**

**1.2** Difference between public sector and private sector:

PUBLIC SECTOR	PRIVATE SECTOR
The public sector comprises of various business enterprises✓ owned and managed by Government. ✓	The private sector consists of business activity✓ that is owned, financed and run by private individuals. ✓
The public sector is the part of the economy, where goods and services of public interest are provided by the government. ✓	Businesses in the private sector are privately owned,✓ where goods and services are provided with the aim to make a profit. ✓
These are known✓ as parastatals, state owned companies or enterprises (SOCs/SOEs). ✓	Businesses in the private sector are privately owned✓ by sole traders, partnerships, close corporations or profit companies. ✓
To provide public goods and services✓ such as water and electricity to meet the needs of its people. ✓	Offer a large variety of goods and services✓ to meet the demands of consumers.✓
To improve the general standard✓ of living of all its citizens.✓	Companies give back by uplifting the community✓ through corporate responsibility programs.✓
To ensure equal distribution of wealth✓ among the rich and poor.✓	Provide businesses with the opportunity✓ to create wealth for growth.✓
To provide infrastructure✓ that supports private sector development.✓	Supports public sector✓ with a public-private-partnership agreement.✓
Examples: Eskom, Denel, SABC, South African Airways (SAA), Transnet.✓	Examples: banks, hotels, insurance companies, restaurants and retailers.✓
Any other relevant answer related to public sector.	Any other relevant answer related to private sector.
<b>Submax (4)</b>	<b>Submax (4)</b>

**(8)**

- NOTE: 1 The answer does not have to be in tabular format.**  
**2 The difference does not have to link but they must be clear.**  
**3 Award a maximum of FOUR (4) marks if the difference is not clear/mark either public sector or private sector only.**  
**4 Award a maximum of ONE mark for examples.**

**1.3** The purpose of the public sector

- Providing public goods and services✓ such as water and electricity to meet the needs of its people. ✓
- Improving the general standard of living✓ of all its citizens.✓
- Ensuring equal distribution of wealth✓ among the rich and poor.✓
- Providing infrastructure✓ that supports the private sector. ✓
- Providing various✓ kinds of job opportunities.✓
- Intervening in the economy ✓to limit anti-competitive behaviour.✓
- Any other relevant answer related to the purpose of the public sector.

**Any (3 × 2) (6)**

**QR code on page 84**

For enrichment purposes: This article may be used to stimulate debate about whether SOEs should remain government controlled or whether SOEs should be privatised. This discussion should encourage an active and critical approach to learning.

## SECTION A

### QUESTION 1

- 1.1 Multiple Choice Questions
- 1.1.1 D✓✓
  - 1.1.2 C✓✓
  - 1.1.3 D✓✓
- 1.2 Choose the correct answer
- 1.2.1 secondary✓✓
  - 1.2.2 informal✓✓
  - 1.2.3 public✓✓

## SECTION A

### QUESTION 2

- 2.1 TWO examples of industries in the primary sector
- Agriculture ✓
  - Fishing ✓
  - Forestry ✓
  - Mining ✓
  - Any other relevant answer related to examples of the primary sector. ✓

**NOTE: Mark the first TWO (2) only.**

**Any (2 × 1) (2)**

- 2.2 The meaning of the informal sector
- The informal sector consists of small businesses✓ with long working hours and irregular income.✓
  - Businesses in the informal sector are not registered✓ with Companies and Intellectual Property Commission (CIPC)✓
  - Businesses do not pay tax ✓ on profits to SARS ✓
  - The informal sector refers to those workers✓ who are self-employed. ✓
  - Owners of businesses in the informal sector✓ take responsibility for the success and failure of their businesses. ✓
  - Any other relevant answer related to examples of the informal sector. ✓

**Max (4)**

2.3.1 TWO other business sectors:

BUSINESS SECTOR	MOTIVATIONS
1. Secondary✓✓	Cool Manufacturers specialises in the manufacturing of steel products. ✓
2. Tertiary✓✓	The steel products of CM are sold at Builders Paradise. ✓
<b>Submax (4)</b>	<b>Submax (2)</b>

**Max (6)**

- NOTE: 1 Accept any order**  
**2 The motivation must link with the business sector.**  
**3 Award full marks for the business sector even if the motivation is not quoted in full.**  
**4 Do not award marks for the motivation if the business sector is not mentioned.**

### 2.3.2 The relationship between the TWO business sectors

- The secondary sector (CM Manufacturers) transforms the raw materials (steel) into final products✓ and sells the products to retailers in the tertiary sector (Builders Paradise).✓
- The tertiary sector (Builders Paradise) sells the products✓ (steel) to the consumer..✓
- Any other relevant answer related to the relationship between the business sectors.

**Max (4)**

## Crossword puzzle: Components of the three environments

---

### DOWN:

1. Privatisation
2. Private
3. Parastatal
6. Secondary
7. Industry
9. Formal

### ACROSS:

2. Public
4. Factories
5. Primary
7. Informal
8. Extraction
10. Transforming
11. Tertiary

# TOPIC 7 Contemporary socio-economic issues

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>• The use of short video clips for each concept is encouraged to introduce the concept to the class. Play the clip to the class.</li> <li>• Hold class discussion on the meanings of the contemporary socio-economic issues that impact on business.</li> <li>• Use visual aids like pictures, newspapers, magazines, etc. to demonstrate it.</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarise yourself with the exam guidelines specifically the column learners should be able to. This column provides all the content that should be taught to learners, for example,               <ul style="list-style-type: none"> <li>– Inequality and poverty</li> <li>– Inclusivity</li> <li>– HIV/AIDS its effects on the business.</li> <li>– Gambling including pyramid schemes, illegal gambling and money laundering.</li> <li>– Piracy – illegal copying or reproduction of somebody's product that affects businesses operations.</li> <li>– Copyright, patent and trademarks</li> <li>– Counterfeiting(imitations)</li> <li>– Bootlegging (fake goods)</li> <li>– Strikes</li> <li>– Political disturbances</li> <li>– Labour disputes including go slows and lockouts</li> <li>– Violence – caused by various forms of misunderstandings.</li> <li>– Crime – the loss of goods due to theft, corruption, abuse, hijackings, burglaries.</li> </ul> </li> <li>• Ensure that learners are aware of all the content that must be covered.</li> <li>• Use new terms in every lesson, elaborate on the meaning and context of each.</li> <li>• Create a glossary.</li> <li>• Create quizzes (google forms) as part of informal assessment to test these new terms weekly.</li> <li>• Involve learners in discussions related to the topic being taught, which they may have observed in the world around them. Encourage them to verbalise and write down some answers.</li> <li>• Indicate the key words and key phrases used for each concept.</li> <li>• Use concept maps when teaching each section to create in depth understanding of the concept.</li> <li>• Use the notes to markers of the latest Gr12 exam marking guideline to alert learners to the cognitive verbs used on the exam papers and their responses required their activity books. This basically enlightens them on how marks will be allocated for action verbs, so that they can practice writing their responses accordingly.</li> <li>• Consolidate the topic and concepts using mind maps or one-page worksheets to be completed by the learners after each section of work is taught. Peer marking can be used to give feedback to the learners.</li> </ul>

Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>• Use new terms in every lesson, elaborate on the meaning and context of each and create a glossary.</li> <li>• Illustrate the meaning of new terms by using them in context, in sentences and in short scenarios.</li> <li>• This section of work forms part of Paper 1 – Environments. Remind learners.</li> <li>• Create scenario type questions that can be used as consolidation activities in class.</li> <li>• Learners must be trained to provide complete responses on questions that require middle- and higher- order thinking skills.</li> <li>• The rationale behind scenarios is to assess learners' ability to quote certain facts verbatim and/or identify concepts from scenarios. As such, the motivation provided will always depend on the correct identification of concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal assessment activities done with learners in class can range from terms and glossary quizzes, one-page worksheets testing the work taught for the day and essay writing practice.</li> <li>• Use of past examination questions to familiarise learners with ways in which questions could possibly be assessed.</li> </ul>

## Memoranda to activities

### Activity 7.1 | Learner's Book page 92

#### DOWN:

1. Socio economic issues
2. Unemployment
3. Inclusivity
4. Poverty
5. Crime

#### ACROSS:

6. Lower profits
7. Inequality

### Activity 7.2 | Learner's Book page 94

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

## Activity 7.3

### Learner's Book page 97

#### 1.1 THREE socio-economic issues that are applicable to SM.

SOCIO-ECONOMIC ISSUE	MOTIVATIONS
HIV/AIDS✓✓	Some of the workers at SM have difficulty in getting time off work to collect their monthly anti-retroviral medication. ✓
Gambling✓✓	Some of their customers and workers spend most of their pay at the local casino. ✓
Piracy✓✓	Many informal traders are selling replicas of the products that SM produces, and this has a negative impact on SM. ✓

**NOTE:** Mark the first THREE (3) only.

#### 1.2 The impact of EACH socio-economic issues identified in QUESTION 1.

Negative impact of HIV/AIDS on businesses

- Being infected with HIV can lead to:
  - reduced productivity✓ of affected employees✓
  - increased employee absenteeism✓ because of medical appointments for doctor or clinic visits.✓
- Trained and experienced employees often die due to complications caused by HIV✓ before they can grow old.
- This causes an increase✓ in staff turnover for the business. ✓
- This in turn creates additional expenses for businesses✓ when they need to hire and train new employees. ✓
- Businesses face high levels of nonattendance of employees✓ who become ill or request to attend funerals. ✓
- Employees who are affected by HIV/AIDS in the workplace✓ may be discriminated against by fellow staff members. ✓
- Affected employees may also experience prejudice and stigmatisation in the workplace. ✓
- Employees may experience low morale✓ because of sick colleagues✓.
- This could lead to a decrease in productivity✓ as workloads increase. ✓
- The business will be affected adversely✓ and this could lead to a decline in profits. ✓
- Any other relevant answer related to negative impact of HIV/AIDS on businesses.

**Submax (6)**

Negative impact of gambling on businesses

- Gambling can be habit-forming and be especially detrimental for lower income groups struggling to support families✓, as they may not be able to provide for their basic needs if they suffer losses. ✓
- Employees who gamble themselves into financial difficulties✓ may be absent from work regularly. ✓
- Employees who gamble compulsively may adhere strictly to their working hours only✓ and be unwilling to work overtime hours when required. ✓
- The consequences of regular gambling may disrupt the work setting✓ because of staff absenteeism and potentially unproductive employees. ✓
- Individuals losing cash can display lower morale levels✓ and this will influence their work relationships and responsibilities. ✓
- Individuals who lose money through gambling✓ do not have the resources to provide for their family's basic needs and repay their gambling debts. ✓
- The employees may suffer from depression✓ and thereby not be able to focus at work. ✓
- Gambling, such as money laundering,✓ promotes corruption in businesses. ✓
- Any other relevant answer related to negative impact of gambling on businesses.

**Submax (6)**

Negative impact of piracy on businesses

- Businesses may experience a decline in sales ✓ due to copied or imitation products being distributed. ✓
- Businesses may be forced to implement price adjustment strategies ✓ to reduce the impact that this has on its sales figures. ✓
- Businesses will spend money should they need to take legal action ✓ against people who copy their products or music. ✓
- Any other relevant answer related to negative impact of piracy on businesses. ✓

**Submax (6)**

**NOTE: Mark the first THREE (3) only.**

**Max (12)**

### Activity 7.4 | Learner's Book page 99

#### 1.1. Piracy ✓✓

**(2)**

**Motivation:** He sells imitation goods English Premier League soccer jerseys at a street market near his home. ✓

**(1)**

#### 1.2 Negative impact of counterfeiting on business

- Due to the circulation of counterfeited products ✓ a decline in sales may be experienced by businesses. ✓
- Legal costs will increase businesses expenses ✓ if legal action is taken against those involved in illegal activities. ✓
- Businesses may be forced to increase their prices ✓ to reduce the impact that illegal products may have. ✓
- Business profits will be reduced ✓ because of customers buying cheaper products. ✓
- Any other relevant answer related to the negative impact of counterfeiting on business.

**(4)**

### Activity 7.5 | Learner's Book page 101

Introduction

- Socio-economic involves social and economic factors that affect different communities.
- Many people are involved in gambling with the hope of winning money and prizes.
- Piracy affects many individuals who spend their money on imitation goods because it is cheaper to buy.
- Strikes are a form of industrial action where workers refuse to work because of the employers not meeting their demands for higher salaries.
- Any other relevant introduction related to socio-economic issues as a challenge to businesses/types of gambling/ negative impact of poverty and strikes on businesses/impact of crime..

**Any (2 × 1) (2)**

Three types of gambling

Pyramid Schemes ✓✓

- Pyramid schemes refers to businesses ✓ that may potentially yield high revenues ✓ for people who invest their money in them. ✓
- Individuals invest more ✓ and more money, but often only the individuals at the top ✓ of the pyramid receive large sums of money. ✓
- Any other relevant answer related to pyramid schemes as a type of gambling.

**Submax (6)**

Illegal Gambling ✓✓

- Illegal gambling is when unlicensed businesses ✓ offer gambling to the public. ✓
- Unlawful gambling activities ✓ can also take place in poor communities such as playing with die (dices) on streets corners for money ✓ or individuals frequenting unlicensed casinos. ✓
- Any other relevant answer related to illegal gambling as a type of gambling..

**Submax (6)**

Money Laundering ✓✓

- Money laundering is the process by which unlawful profits✓ from crimes✓ are invested in valid businesses✓ to cover up their wrongdoing.✓
- The source of money is camouflaged✓ and made to seem as if it was lawfully gained.✓
- An example of money laundering is when the proceeds from illicitly earned money✓ through drug trading is invested in a restaurant or laundry business.✓
- Any other relevant answer related to money laundering as a type of gambling.

**Submax (6)**

**Max (18)**

Impact of poverty and strikes on businesses

Poverty

- Poverty results in the continuation of the cycle of unemployment and homelessness,✓ which can lead to an increase in crime. ✓
- Poor people cannot afford to educate themselves✓ and therefore businesses do not have skilled workers that can be employed. ✓
- Some people do not have the financial means to buy goods✓ as they have little to no disposable income. ✓
- Limited customer spending✓ means that businesses record lower sales figures. ✓
- Businesses may not grow✓ because of reduced sales figures. ✓
- Businesses are pressurized by the media attention to poverty✓ into investing in poor communities. ✓
- Any other answer related to the negative impact of poverty on businesses..

**Submax (6)**

Strikes

- Strikes will result in production losses✓ and reduction in sales. ✓
- Businesses may be forced to close operations✓ after a strike. ✓
- Working relationships between management and employees✓ can be strained when strikes occur. ✓
- Any other relevant answer related to negative impact of strikes on businesses.

**Submax (6)**

**Max (12)**

**NOTE: Mark the first TWO (2) only.**

Impact of crime on businesses.

- Violence and crime have an upsetting effect on people and their mental health.✓✓
- Staff productivity is reduced at work. ✓✓
- Employees may require counselling after the occurrence of an incident thereby increasing business costs. ✓✓
- Incidences that may occur will result in higher security costs for the business. ✓✓
- Customers may not support businesses in crime hotspots due to feeling unsafe and this could result in decreased profits for the business. ✓✓
- Any other relevant answer related to the negative impact of crime on businesses.

**Max (10)**

Conclusion

- Businesses should devise different strategies for dealing with different socio-economic issues. ✓✓
- Consequences of gambling will result in high absenteeism, loss of cash and addiction. ✓✓
- During strike action, a rule of NO WORK, NO PAY should be applied by businesses. ✓✓
- Businesses should install devices to reduce the impact of crime. ✓✓
- Any other relevant answer conclusion related to socio-economic issues as a challenge to businesses/types of gambling/ negative impact of poverty and strikes on businesses/impact of crime.

**Any (1 × 2) (2)**

**[40]**

Breakdown of mark allocation		
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Socio-economic issues as a challenge to businesses	6	
Types of gambling	18	
Impact of poverty and strikes on business	12	
Impact of crime on businesses	10	
Conclusion	2	
<b>INSIGHT</b>		<b>8</b>
<b>TOTAL MARKS</b>		<b>40</b>

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

## Consolidation

Learner's Book page 102

### QUESTION 1

#### 1.1 Multiple Choice Questions

- 1.1.1 D✓✓
- 1.1.2 B✓✓
- 1.1.3 C✓✓
- 1.1.4 C✓✓
- 1.1.5 C✓✓

(5 × 2) (10)

#### 1.2 Matching columns

- 1.2.1 B✓✓
- 1.2.2 F✓✓
- 1.2.3 D✓✓

(5 × 2) (10)

### QUESTION 2

#### 2.1 Negative impact of inequality on business

- Individuals and customers have less or no money to spend✓ to buy basic goods and services.✓
- Individuals and families within poor communities are dependent on the kindness of businesses and non-profit organisations✓ to assist them to provide for their basic needs.✓
- Businesses are levied with taxes✓ to provide money for government grants, free housing, education and healthcare for the poor.✓
- Any other relevant answer related to the negative impact of inequality on businesses.

(6)

#### 2.2 Impact of crime on business

- Violence and crime have an upsetting effect✓ on people and their mental health.✓
- Staff productivity✓ is reduced at work.✓
- Employees may require counselling✓ after the occurrence of an incident, which results in higher costs for the business.✓
- Customers may not support businesses situated in crime hotspots because they feel unsafe,✓ and this could result in decreased profits for the business✓
- Any other relevant answer related to the impact of crime on businesses.

(6)

### 2.3 Solutions to piracy.

#### Copyright

- Copyright is legal protection given to the original inventor of an idea so that it cannot be reproduced without his/her permission. ✓✓

**Submax (2)**

#### Patent

- A patent is a select right the owner must have to prevent anyone from producing, using or importing his/her invention for a limited period of twenty years. ✓✓

**Submax (2)**

#### Trademark

- A trademark is a name, representation or design used by a company for its products, so that it cannot be used by anybody else. ✓✓
- It must be registered with CIPC. ✓✓
- A trademarked name has the sign TM after it to show it has been trademarked. ✓✓

**Submax (2)**

**Max (6)**

## QUESTION 3

### 3.1 Introduction

- The South African entertainment industry is negatively affected by piracy ✓
- Businesses are also affected by strikes, political disturbances and violence. ✓
- Businesses should implement ways to deal with socio-economic issues to be profitable. ✓
- There is legislation that requires businesses to be inclusive in nature. ✓
- Any other relevant answer introduction related to socio-economic issues/strikes, political disturbances and violence/ inequality and poverty/inclusivity.

**(2 × 1) (2)**

### 3.2 Methods of dealing with piracy

#### Copyright ✓✓

- Businesses can sue someone who infringes the copyright. ✓
- They can also sue someone who sells or distributes work that they knew were infringements of copyright. ✓
- Businesses can take legal action against people who copy their products ✓
- Any other relevant answer related to copyright as a method of dealing with piracy.

**Submax (3)**

#### Patent ✓✓

- Businesses can take out a patent for new inventions and include a sample of their invention with application. ✓
- Businesses must register a patent with the patents office in South Africa. ✓
- The invention must comply with the Patent Act No. 57 of 1978. ✓
- A patent prevents other businesses/people from producing or selling the same product/specific service. ✓
- They can bring legal proceedings against anyone who uses their invention. ✓
- Any other relevant answer related to patents as a method of dealing with piracy.

**Submax (3)**

#### Trademarks ✓✓

- Businesses can use trademarks to identify themselves and their products. ✓
- They must register their trademarks with the register of trademarks at the companies and intellectual property registration. ✓
- A registered trademark is protected forever, provided it is renewed every ten years and a renewal fee is paid. ✓
- A registered trademark may not be used by another person/business. ✓
- Damages may be claimed from someone who infringes the trademark. ✓
- Any other relevant answer related to trademarks as a method of dealing with piracy.

**Submax (3)**

**Max (9)**

### 3.3 Meaning of strikes, political disturbances and violence

#### ♦ Strikes

- A strike occurs when employees refuse to work, ✓ usually to petition a specific issue. ✓
- A strike is usually the result of a dispute, ✓ such as employee grievances, or the fear of being retrenched in the workplace. ✓
- The most common reason workers usually go on strike ✓ are for higher wages or better working conditions. ✓
- The trade union must give notice to the employer ✓ when planning a strike. ✓
- There are different types of strikes, ✓ for example, go-slows and lockouts. ✓
- Any other relevant answer related to strikes as a socio-economic issue.

**Submax (4)**

#### ♦ Political disturbances

- Political disturbance occurs when groups of people voice their objection to show their disapproval ✓ of the handling of different situations in the country. ✓
- People may protest because of the lack of service delivery ✓ in a specific area where they live and they may feel that government is not doing enough to solve, for example, the issue of unemployment in the country. ✓
- Protests at universities about the slow rate of transformation ✓ and the exclusion of poor deserving students is an example of political disturbances that can occur. ✓
- Any other relevant answer related to political disturbances as a socio-economic issue.

**Submax (4)**

#### ♦ Violence

- Violence may be defined as an extreme physical force ✓ exercised over someone to cause severe injury and grievous bodily harm or damage to property. ✓
- Violence may be caused by misunderstandings and frustrations of people ✓ due to living in poverty. ✓
- It poses a threat to individuals, businesses and communities ✓ because of injuries to people and damages to business premises that may occur. ✓
- Individuals, families and communities will suffer from fear of attacks, ✓ for example, looting, xenophobic attacks, cash in transit heists and car hijackings. ✓
- In order to protect their families, property and businesses, ✓ people respond to the threat of violence by taking extreme security measures. ✓
- Violence may occur during or as a result of a strike action, ✓ a march or demonstration when some protesters become unruly and loot businesses. ✓
- Any other relevant answer related to violence as a socio-economic issue.

**Submax (4)**

**Max (14)**

### 3.4 Impact of inequality and poverty on businesses

#### ♦ Inequality

- Individuals and customers have less or no money to spend to buy basic goods and services. ✓
- Individuals and families within poor communities are dependent on the kindness of businesses and non-profit organisations to assist them to provide for their basic needs. ✓
- Businesses are levied with taxes to provide money for government grants, free housing, education and health care for the poor. ✓
- Any other relevant answer to the impact of equality on businesses.

**Submax (6)**

#### ♦ Poverty

- Poverty results in the continuation of the cycle of unemployment and homelessness, which can lead to an increase in crime. ✓
- Poor people cannot afford to educate themselves and therefore businesses do not have skilled workers that can be employed. ✓
- Some people do not have the financial means to buy goods as they have little to no disposable income. ✓
- Limited customer spending means that businesses record lower sales figures. ✓
- Businesses may not grow because of reduced sales figures. ✓
- Businesses are pressurised by the media attention to poverty into investing in poor communities. ✓
- Any other relevant answer to the impact of poverty on businesses.

**Submax (6)**

- ♦ Violence
  - Violence has a negative effect on the workforce as it impacts on the safety and security of workers in the workplace. ✓
  - The trauma that workers experience could result in a lack of productivity of the employee. ✓
  - Employee absenteeism may increase due to illness like depression as a result of the trauma experienced. ✓
  - The business will spend money on employees that require counselling. ✓
  - This may become costly as security measures such as installing security gates and burglar alarms are expensive to install and maintain. ✓
  - Any other relevant answer related to the impact of violence on businesses.

**Submax (6)**  
**Max (18)**

### 3.5 Purpose of inclusivity in the workplace

- The goal of inclusivity is to ensure that the business implements fair labour practices.
- It seeks to redress the inequalities of the past.
- Ensure that workplaces are created where people of different races, genders and religions can work together to the benefit of the business.
- Ensure that their workforce is representative of the demographics of the country.
- Try to ensure that the physical business setting makes provision for individuals with disabilities.
- Any other relevant answer related to the purpose of inclusivity in the workplace.

**Max (6)**

### 3.6 Conclusion

- Businesses should implement ethical methods available to them to deal with piracy.
- The knowledge and understanding of the socio-economic environment in which businesses operate can assist businesses to develop best strategies.
- Businesses that are able to respond to the challenges of the socio-economic issues are able to retain their market share in their day to day operations. ✓✓
- An inclusive workforce is an advantage as the image of the business is improved.
- Any other relevant answer conclusion related to socio-economic issues/strikes, political disturbances and violence/inequality and poverty/inclusivity.

**(1 × 2) (2)**  
**[40]**

Breakdown of mark allocation		
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Solutions to piracy	6	
Meaning of socio-economic issues	12	
Impact of socio-economic issues	18	
Purpose of inclusivity	10	
Conclusion	2	
<b>INSIGHT</b>		<b>8</b>
<b>TOTAL MARKS</b>		<b>40</b>

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

# TOPIC 8 Social responsibility

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>• Unpack the literal meaning of the term social responsibility and explain that this topic is an extension of topic 7: Contemporary socio-economic issues.</li> <li>• Emphasise that this topic provides the foundational knowledge for content covered in:               <ul style="list-style-type: none"> <li>– Grade 11: impact of socio-economic issues on businesses and productivity and strategies to deal with socio-economic issues</li> <li>– Grade 12: understanding social responsibility, corporate social responsibility (CSR) and corporate social investment (CSI).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Encourage learners to explain their understanding of social responsibility</li> <li>• Use practical examples of social responsibility.</li> <li>• Learners must recall/name the contemporary socio-economic issues.</li> <li>• Use practical examples of initiatives by businesses to address socio-economic issues.</li> <li>• Encourage learners to interview local businesses on initiatives taken by businesses to address socio-economic issues.</li> <li>• Encourage discussion on the extent to which the socio-economic issues had been addressed.</li> </ul>
Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>• Learners be given a name of a business to research the social responsibility and report back to the class.</li> <li>• Corporate social responsibility is a mandatory requirement for JSE-listed companies.</li> <li>• Know the difference between social responsibility and corporate social responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Create informal 10 mark quizzes/tests on the key concepts on the previous day's content - in that way you expose your learners to continuous consolidation.</li> <li>• Ensure that learners practice writing various examples of essays to ensure optimum exposure.</li> </ul>

## Memoranda to activities

### Activity 8.1 Learner's Book page 106

#### 1.1.1 Example of social responsibility

- She recycles all her waste material. ✓
- Assists at the local soup kitchen. ✓

(2 × 1) (2)

*NOTE: Mark the first TWO (2) only.*

#### 1.1.2 The meaning of social responsibility

- Social responsibility means that each person has a duty✓ to act in the best interests of their environment and society as a whole. ✓
- It is when individuals are responsible✓ for the effects of their behaviour and lifestyle on the environment and on others. ✓
- It is the responsibility of every individual and organisation✓ to contribute towards the well-being of the community and the environment in which they live. ✓
- Any other relevant answer related to the meaning of social responsibility.

**Max (4)**

### Activity 8.2 Learner's Book page 113

#### DOWN:

1. Social responsibility
3. Violence
4. Piracy
5. Inequality
6. Gambling
8. Counterfeit
12. CSR

#### ACROSS:

2. Socio economic
7. Donations
9. Poverty
10. Inclusivity
11. Crime
13. HIV/AIDS

### Activity 8.3

### Learner's Book page 114

This is an enrichment activity in which learners will work in groups to interview local businesses on initiatives taken to address socio-economic issues in the community in which they operate. Learners can use the template below as the basis for their research.

DATE:		
NAME OF BUSINESS	BUSINESS LOCATION	NAME OF INTERVIEWER
Socio-economic issue	How it has affected the business	To what extent has the initiatives been addressed
Inequality and poverty		
Inclusivity		
HIV/Aids		
Gambling		
Piracy		
Counterfeiting/imitations & bootlegging		
Strikes & political disturbances		
Violence		
Crime		

**NOTE:** 1. How socio-economic issues have affected the business will differ from business to business.  
2. The extent that the initiatives have been addressed will differ from business to business.

### Consolidation

Learner's Book page 116

#### QUESTION 1

1.1.1 C ✓✓

1.1.2 A ✓✓

1.1.3 D ✓✓

#### QUESTION 2

2.1.1 Initiatives to address HIV/AIDS as a socio-economic issue

- Encourages the employees to join HIV/AIDS support groups. ✓
- Offer voluntary HIV/AIDS testing and counselling in the workplace. ✓

**NOTE:** Mark the first TWO (2) only.

(2 × 1) (2)

2.1.2 Other initiatives to address HIV/AIDS

- Conduct workshops ✓ on HIV/Aids programmes/campaigns. ✓
- Develop counselling programmes ✓ for infected/affected persons/employees. ✓
- Develop strategies ✓ to deal with stigma and discrimination. ✓
- Participate in the HIV/AIDS prevention programmes ✓ implemented in the community. ✓
- Provide counselling programmes/train counsellors ✓ to provide support to infected and affected persons/employees. ✓
- Roll out anti-retroviral (ARV) ✓ treatment programmes (ART) ✓ for infected employees. ✓
- Support ✓ non-governmental/community-based organisations. ✓
- Any other relevant answer related to other initiatives that TM can take to address HIV/AIDS.

**NOTE: DO NOT ACCEPT: Encourage employees to join HIV/AIDS support groups OR Offer Voluntary HIV/AIDS testing and counselling in the workplace.**

Any (3 × 2) (6)

### 2.2.1 Initiatives businesses can take to address crime

- Participate in community policing forums. ✓✓
- Offer employment. ✓✓
- Get involved in sustainable projects within the local community. ✓✓
- Sponsor special sports programmes by providing finance (prize money) for special community events. ✓✓
- Adopt a school by providing for most of its needs. ✓✓
- Any other relevant answer related to initiatives businesses can take to address crime.

Max (4)

### 2.2.2 Initiatives businesses can take to address gambling

- Conduct awareness programmes on dangers of gambling. ✓✓
- Offer financial literacy education. ✓✓
- Refer employees to Gamblers Anonymous and the National Council on Problem Gambling to help gamblers fight their addiction. ✓✓
- Any other relevant answer related to initiatives businesses can take to address gambling.

Max (4)

### 2.2.3 Initiatives businesses can take to address inequality and poverty

- Support poverty alleviation programmes that are offered by the government. ✓✓
- Donate money/food parcels to local NGOs. ✓✓
- Invest in young startup businesses that may be a competitor, buyer or supplier. ✓✓
- Organise and encourage entrepreneurial programmes for startups. ✓✓
- Offer volunteering programs. ✓✓
- Provide bursaries to matriculants for furthering their studies. ✓✓
- Offer learnerships/apprenticeships for scarce skills. ✓✓
- Develop employees' skills. ✓✓
- Any other relevant answer related to initiatives businesses can take to address inequality and poverty.

Max (4)

# TOPIC 9 Entrepreneurial qualities

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>Learners to get information about the successful and well known entrepreneurs from magazines/ internet.</li> <li>Consider whether learners can see themselves in future as successful entrepreneurs.</li> <li>Explain to learners that South Africa needs entrepreneurs to contribute to the economy of the county.</li> </ul>	<ul style="list-style-type: none"> <li>Ask learners to explain the meaning of an entrepreneur in their own understanding.</li> <li>Learners to come up with many qualities of an entrepreneur as they can.</li> <li>Use the textbook to explain the meaning and the qualities of the entrepreneur.</li> <li>Ask learners to complete informal activities individually as well as the consolidation activity from the textbook.</li> </ul>
Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>Explain the meaning of an entrepreneur.</li> <li>Discuss the qualities of an entrepreneur</li> <li>When learners are expected to differentiate between the qualities of an entrepreneur it's better to use the table to show the differences.</li> </ul>	<ul style="list-style-type: none"> <li>Use practical examples from textbook and articles from other resources.</li> <li>For informal assessment, learners can identify the qualities of an entrepreneur from the statements/ scenarios/case studies</li> </ul>

## Memoranda to activities

### Activity 9.1 Learner's Book page 120

#### 1.1 Meaning of an entrepreneur

- An entrepreneur is a person who sets up a business ✓with the aim of making a profit. ✓
- An entrepreneur is an individual who creates a new business, ✓ bearing most of the risks and enjoying most of the rewards. ✓
- The entrepreneur is commonly seen as an innovator, ✓ a source of new ideas, goods and services. ✓
- The entrepreneur is a person who is able to look at the environment ✓ and, identify opportunities/invents new ways of making the product. ✓
- Any other relevant answer related to the meaning of an entrepreneur.

**Max (4)**

#### 1.2 Qualities of an entrepreneur

Flexibility/Ability to adapt quickly ✓✓	<p>Entrepreneurs are able to adapt quickly to changing circumstances because they are open to change. ✓</p> <p>They are willing to listen to other ideas and use the ideas to correct their mistakes. ✓</p> <p>They continuously update their skills and knowledge for the latest technology or market trends. ✓</p> <p>They are always ready to expand their businesses by seeking new opportunities. ✓</p> <p>Any other relevant answer related to flexibility/ability to adapt quickly as a quality of an entrepreneur.</p>
<b>Submax (2)</b>	<b>Submax (1)</b>

Desire for responsibility✓✓	<p>Entrepreneurs like to be self-employed as they find it difficult to take instructions from other people.✓</p> <p>They strive for autonomy and like to make their own decisions.✓</p> <p>They prefer to build their future.✓</p> <p>Any other relevant answer related to desire for responsibility as a quality of an entrepreneur.</p>
<b>Submax (2)</b>	<b>Submax (1)</b>
Willpower to overcome obstacles✓✓	<p>Entrepreneurs can solve problems and establish a successful business.✓</p> <p>They are ambitious, set their goals, and work to achieve them.✓</p> <p>They set their working schedules to achieve their goals.✓</p> <p>They are motivated to keep going even when things are not working in their favour.✓</p> <p>Their hard work ensures success can be achieved.✓</p> <p>Any other relevant answer related to willpower to overcome obstacles as a quality of an entrepreneur.</p>
<b>Submax (2)</b>	<b>Submax (1)</b>
Ambition and self-confidence✓✓	<p>Entrepreneurs always strive to reach their future dreams.✓</p> <p>They are self-driven to achieve their goals.✓</p> <p>They have a high level of enthusiasm and a willingness to learn from mistakes.✓</p> <p>Any other relevant answer related to ambition and self-confidence as a quality of an entrepreneur.</p>
<b>Submax (2)</b>	<b>Submax (1)</b>
Risk takers ✓✓	<p>Entrepreneurs are willing to take risks to achieve their goals.✓</p> <p>They measure risks carefully and once a decision is made, they dare to see it through.✓</p> <p>They risk by putting capital together to start their business.✓</p> <p>They are flexible in their decisions, even when it turns out to be a wrong one.✓</p> <p>Any other relevant answer related to risk takers as a quality of an entrepreneur.</p>
<b>Submax (2)</b>	<b>Submax (1)</b>
Perseverance✓✓	<p>Entrepreneurs keep on going even if things are difficult/failing.✓</p> <p>They do not give up easily and have motivation that keeps them going.✓</p> <p>They are goal-driven and cannot tolerate failure.✓</p> <p>Any other relevant answer related to perseverance as a quality of an entrepreneur.</p>
<b>Submax (2)</b>	<b>Submax (1)</b>

Management and leadership skills✓✓	<p>The entrepreneurs' management skills enable them to plan, lead, organise and control the activities of the business.✓</p> <p>They are good leaders who always listen to other people and also inspire them to do their best.✓</p> <p>They are good communicators, skilled at resolving conflict and generating enthusiasm in others.✓</p> <p>They know what they are not good at and get others to complement their strengths.✓</p> <p>Any other relevant answer related to management and leadership skills as a quality of an entrepreneur.</p>
<b>Submax (2)</b>	<b>Submax (1)</b>
High motivation/energy levels✓✓	<p>Entrepreneurs are self -motivated.✓</p> <p>They have great physical stamina and commitment to work hard for long hours and to deal with demanding customers.✓</p> <p>They have a high tolerance for the stress involved in running one's own business and making difficult decisions.✓</p> <p>They have the emotional and personal strength to think clearly and deal with problems calmly.✓</p> <p>Any other relevant answer related to high motivation/energy levels as a quality of an entrepreneur.</p>
<b>Submax (2)</b>	<b>Submax (1)</b>
High degree of commitment✓✓	<p>Entrepreneurs are not afraid to make sacrifices to realise their dreams.✓</p> <p>They are open-minded towards learning about people and the future.✓</p> <p>They have high standards and cannot tolerate mediocrity.✓</p> <p>They are committed to their business idea and work hard to achieve their goals.✓</p> <p>Any other relevant answer related to high degree of commitment as a quality of an entrepreneur.</p>
<b>Submax (2)</b>	<b>Submax (1)</b>

*NOTE: Mark the first TWO answers only.*

**Max (6)**

## Consolidation

Learner's Book page 121

### QUESTION 1

1.1 FOUR qualities of an entrepreneur from the case study above.

1.1.1

QUALITIES OF AN ENTREPRENEUR		MOTIVATIONS
1.	Ambition and self-confidence ✓✓	Kumalo would spend weekends with her siblings making and selling sandwiches for local soccer matches. ✓
	<b>Submax (2)</b>	<b>Submax (1)</b>
2.	Perseverance ✓✓	Growing up may have been tough for Kumalo but it taught her the importance of persistence and staying motivated. ✓
	<b>Submax (2)</b>	<b>Submax (1)</b>
3.	High degree of commitment ✓✓	She knew that her reign would only be for a year, but she wanted to make sure she would be able to accomplish both her long term and short term goals. ✓
	<b>Submax (2)</b>	<b>Submax (1)</b>
4.	Management and leadership skills ✓✓	She successfully negotiated a six-month contract to produce Top Billing under her own production company. ✓
	<b>Submax (2)</b>	<b>Submax (1)</b>

*NOTE: Mark the first FOUR (4) only.*

**Max (12)**

### QUESTION 2

2.1 Group work

2.1.1 Marks should be awarded to learners for explaining their findings on the following qualities of the entrepreneur of their choice.

- Flexibility ✓✓
- Willingness to take the risk. ✓✓
- Self-Discipline ✓✓
- Ambition ✓✓
- Leadership and management skills. ✓✓

**(5 × 2) (10)**

2.1.2 Award FIVE marks for the areas of improvement.

**(5)**

## RUBRIC TO ASSESS THE GRADE 10

ASSESSMENT CRITERIA	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Total
<b>1.1</b> Analysing the success of the business regarding flexibility and willingness to take risk	Learner did not analyse the success of the business regarding flexibility and willingness to take risk	Learner analysed ONE success factor of the business regarding flexibility OR willingness to take risk ONLY.	Learner analysed ONE success factors of the business regarding BOTH flexibility, willingness to take risk.	Learner analysed TWO success factors of the business regarding flexibility OR willingness to take risk ONLY.	Learner analysed TWO success factors of the business regarding BOTH flexibility and willingness to take risk.	Learner analysed TWO success factors of the business regarding BOTH flexibility and willingness to take risk, with convincing practical examples.	5
<b>1.2</b> Analysing the success of the business regarding self-discipline and ambition.	Learner did not analyse the success of the business regarding self-discipline and ambition.	Learner analysed ONE success factor of the business regarding self-discipline OR ambition ONLY.	Learner analysed ONE success factors of the business regarding BOTH self-discipline and ambition.	Learner analysed TWO success factors of the business regarding self-discipline OR ambition ONLY.	Learner analysed TWO success factors of the business regarding BOTH self-discipline and ambition.	Learner analysed TWO success factors of the business regarding BOTH self-discipline and ambition, with convincing practical examples.	5
<b>1.3</b> Suggesting areas for improvement	Learners did not suggest areas for improvement.	Learner suggested ONE area for improvement without practical convincing example.	Learner suggested ONE area for improvement with non-practical but non-convincing example.	Learner suggested TWO areas for improvement without practical but non-convincing example.	Learner suggested TWO areas for improvement with non-practical but non-convincing example.	Learner suggested TWO areas for improvement with practical and convincing practical example.	5

## ORAL PRESENTATION RUBRIC

ASSESSMENT CRITERIA	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Total
Insight/mastery of topic	No understanding of the topic	Very little understanding of the topic.	Understanding of SOME topics.	Understanding of MOST topics.	MOST topics understood and conveyed satisfactorily.	Proper planning and preparations. Excellent mastery and insight into topic demonstrated.	5
Presentation skills	No effort made	Can only maintain eye contact and finds it difficult to handle feedback.	Can maintain GOOD eye contact but finds it difficult to handle feedback.	Can maintain GOOD eye contact but dominates the discussion. (NO feedback.)	Maintains good eye contact, highlights important aspects of the topic but does not handle feedback effectively.	Maintains good eye contact, highlights important aspects of the topic, handle questions in a professional manner and does not dominate the discussion.	5

# TOPIC 10 Forms of ownership

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>Refer learners to content covered in chapter 9, the meaning of the entrepreneur.</li> <li>Learners to know the different between profit and non-profit companies.</li> <li>Learners to be know the features of each form of ownership.</li> <li>They should be able to compare the different forms of ownership.</li> <li>Teachers to ask learners to draw a table when comparing the forms of ownership.</li> <li>Revise &amp; consolidate content identified in analysis of the baseline assessment.</li> <li>Unpack the key concepts to the learners</li> </ul>	<ul style="list-style-type: none"> <li>Ask Learners to give examples of sole traders/ partnership/companies in the communities.</li> <li>Teachers to explain the characteristics, advantages and disadvantages of the forms of ownership.</li> <li>Practical examples should be given on the differences forms of ownership.</li> <li>Practical examples and video clips can be used to illustrate the distinctions between each form of ownership.</li> <li>When teaching quality indicators, use the tips in the learner's book to distinguish between sole trader and partnership and private and public companies.</li> </ul>
Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>Learners must be well conversant with the meaning of different forms of ownership.</li> <li>They need to know the differences between profit and non-profit companies.</li> <li>Emphasise on differences between sole trader/ partnership and private and public company</li> <li>They must know the different cooperatives.</li> </ul>	<ul style="list-style-type: none"> <li>Use practical examples from textbook and articles from other resources.</li> <li>For informal assessment, learners can identify the quality indicators from the statements/scenarios/ case studies</li> <li>Ensure that learners practice writing various examples of essays to ensure optimum exposure.</li> </ul>

## Memoranda to activities

### Activity 10.1 | Learner's Book page 126

- 1.1 Forms of ownership classified as profit companies
- Private Companies: to be reflected as Proprietary Limited or (Pty) Ltd ✓
  - Personal Liability Companies: to be reflected as Incorporated or Inc. ✓
  - Public Companies: to be reflected as Limited or Ltd ✓
  - State-owned Companies: to be reflected as SOC Ltd ✓

**NOTE:** Mark the first THREE (3) only.

**(3 × 1) (3)**

## 1.2 Differences between profit and non-profit companies

PROFIT COMPANIES	NON-PROFIT COMPANIES
<p>These companies are formed with one aim, ✓ to make a profit. ✓</p> <p>A company incorporated for financial gain ✓ for its shareholders. ✓</p> <p>Profit organisation are responsible ✓ for paying taxes based on their profit. ✓</p> <p>Any other relevant answer related to profit companies.</p>	<p>These companies are formed for the charity purposes ✓ or to promote social and cultural activities. ✓</p> <p>A non-profit company is an ✓ association incorporated not for gain. ✓</p> <p>Non-profit organisation are not ✓ required to pay taxes on net income. ✓</p> <p>Any other relevant answer related to Non-profit companies.</p>
<b>Submax (4)</b>	<b>Submax (4)</b>

- NOTE: 1** The answer does not have to be in tabular format.
- 2** The difference does not have to link but they must be clear.
- 3** Award a maximum of FOUR (4) marks if the difference is not clear/mark either profit companies or non-profit companies only.

**Max (8)**

## Activity 10.2 Learner's Book page 130

### 1.1 Characteristics of a sole trader

- There are no legal requirements regarding the name of the business. ✓✓
- Legally, the sole trader and the business are not separate entities. ✓✓
- A sole trader may be started without performing any legal formalities/registration. ✓✓
- There may be some persons to help but ultimate control lies with the owner. ✓✓
- In sole trader, business liability is unlimited/the owner is responsible for all losses arising from the business. ✓✓
- The business lacks continuity/is dissolved when the owner dies, becomes insolvent or is no longer running the business. ✓✓
- The owner has a personal interest in the management and the services that is rendered. ✓✓
- Since all decisions are to be taken by the owner, the area of the business will be limited with to his/her management abilities. ✓✓
- Any other relevant answer related to the characteristics of a sole trader.

**Max (6)**

### 1.2 Forms of ownership

#### 1.2.1 Forms of ownership identified from the scenario

	FORMS OF OWNERSHIP	MOTIVATION
1.	Sole trader ✓✓	Mercy is the owner of the business. ✓
2.	Partnership ✓✓	Matome, the owner of gents outfitters requested Mercy to form a joint business venture that will be named M & M Boutique. ✓
	<b>Submax (4)</b>	<b>Submax (2)</b>

- NOTE: 1** Award marks for the forms of ownership even if the quote is incomplete.
- 2** Do not award marks for the motivations if the forms of ownership were incorrectly identified.

**Max (6)**

### 1.3 Differences between a sole trader and a partnership

SOLE TRADER	PARTNERSHIP
A sole trader is an individual who owns a business ✓ entirely by him/herself. ✓	A partnership comprises two or more people ✓ with the aim of making the profit. ✓
Decisions can be taken quickly, ✓ since are taken by one person. ✓	There may be a delay in decision making, ✓ since the input of all partners is needed. ✓
The profit goes to the owner. ✓	The profit is distributed amongst the partners. ✓
Any other relevant answer related to sole trader.	Any other relevant answer related to the partnership.
<b>Submax (4)</b>	<b>Submax (4)</b>

- NOTE: 1** The answer does not have to be in tabular format.  
**2** The difference does not have to link but they must be clear.  
**3** Award a maximum of FOUR (4) marks if the difference is not clear/mark either sole trader or partnership only.

**Max (8)**

## Activity 10.3 | Learner's Book page 136

### 1.2 Form of ownership from the scenario

#### 1.1.1 Private company ✓✓

- Motivation: Malo Manufacturer (Pty) Ltd specialises in the production of office and households cleaning equipment. ✓ (3)

- NOTE: 1** Award marks for the form of ownership even if the quote is incomplete.  
**2** Do not award marks for the motivation if the form of ownership was incorrectly identified.

#### 1.1.2 Public company ✓✓ (2)

#### 1.1.3 Advantages of a public company

- Public companies enjoy the ability to raise funds ✓ through the sale of the company's stock to the public. ✓
- The business has its own legal identity ✓ and can own assets/property. ✓
- Managed by at least three competent, ✓ highly skilled directors. ✓
- Directors bring creative ideas which encourage ✓ innovation/high productivity. ✓
- Shareholders can sell/transfer their ✓ shares freely. ✓
- The ability to raise large amounts of capital in public exchanges ✓ enables the company to carry out capital-intensive activities. ✓
- Strict regulatory requirements ✓ protect shareholders. ✓
- Easy to raise funds for growth ✓ through the sale of shares. ✓
- Additional shares can be raised by issuing ✓ more shares or debentures. ✓
- No limitation on the number of shareholders, ✓ so growth/expansion is not limited. ✓
- Shareholders have a limited liability for the debt of the company. ✓ Shareholders may only lose the amount which they invested. ✓
- The management of the company can improve since directors ✓ are accountable to shareholders. ✓
- The public has access to the information ✓ and this could motivate them to buy shares from a company. ✓
- Any other relevant answer related to the advantages of the public company.

**AND/OR**

#### Disadvantages of a public company

- Public companies are vulnerable to increased scrutiny ✓ from the government and the public. ✓
- Difficult and expensive to establish as the company ✓ is subjected to many legal requirements. ✓
- They must prepare their financial reports ✓ in accordance with the General Accepted Accounting Principles (GAAP). ✓
- Directors may not be motivated to work very hard ✓ because shareholders decide on the directors' remuneration. ✓
- Directors may not have a direct interest in the company, ✓ which slows down the growth and profit. ✓

- Increased director's fees, ✓ will increase expenses and this will reduce net profit. ✓
- Some shareholders may not exercise their voting rights ✓ resulting in choosing the wrong person as a director. ✓
- A full financial report must be submitted ✓ to the major shareholders each year. ✓
- Large management structure can result ✓ in decision making taking time. ✓
- Auditing of financial statements ✓ is compulsory. ✓
- Any other relevant answer related to the disadvantages of the public company.

**Max (12)**

**1.2** Difference between limited and unlimited liability

LIMITED LIABILITY	UNLIMITED LIABILITY
A legal status where a person's financial liability ✓ is limited to an amount invested in the business. ✓	Business owners are responsible for all ✓ the business debts. ✓
The owners are not personally liable ✓ for the debts of the business. ✓	The owners are personally liable ✓ for the debts of the business. ✓
Any other relevant answer related to limited liability.	Any other relevant answer related to unlimited liability.
<b>Submax (2)</b>	<b>Submax (2)</b>

**Max (4)**

- NOTE:** 1 *The answer does not have to be in tabular format.*  
 2 *The difference does not have to link but they must be clear.*  
 3 *Award a maximum of FOUR (4) marks if the difference is not clear/mark either limited or unlimited liability only.*

## Consolidation

Learner's Book page 142

### QUESTION 1

**1.1** Definition of a partnership

- A partnership is an arrangement where parties, ✓ known as business partners, agree to form a business for their mutual interest. ✓
- It is an agreement between two or more people ✓ who combine labour, capital, and resources towards a common goal. ✓
- The partners may be individuals, ✓ businesses, or combinations of individuals or businesses. ✓
- Partners share the responsibility of the business ✓ and they share the financial and management decision of the business. ✓
- Any other relevant answer related to the meaning/definition of a partnership.

**Max (4)**

**1.2** Characteristics of a sole trader.

- There are no legal requirements regarding the name of the business. ✓✓
- Legally, the sole trader and the business are not separate entities. ✓✓
- A sole trader may be started without performing any legal formalities/registration. ✓✓
- There may be some persons to help but ultimate control lies with the owner. ✓✓
- In sole trader, business liability is unlimited/the owner is responsible for all losses arising from the business. ✓✓
- The business lacks continuity/is dissolved when the owner dies, becomes insolvent or is no longer running the business. ✓✓
- The owner has a personal interest in the management and the services that is rendered. ✓✓
- Since all decisions are to be taken by the owner, the area of the business will be limited with to his/her management abilities. ✓✓
- Any other relevant answer related to the characteristics of a sole trader.

**Max (6)**

- 1.3** Form of ownership quoted from the scenario
- 1.3.1** Personal Liability Company (PLC) ✓✓ (2)
- 1.3.2** Memorandum of Incorporation/MOI ✓✓ (2)
- 1.3.3** Characteristics of a personal liability company
- A personal liability company is required to have a minimum of one director ✓ on the board of directors. ✓
  - The memorandum of Incorporation can be altered to require more than ✓ one director on the board. ✓
  - A personal liability company must end ✓ with word INC. ✓
  - Directors have unlimited liability and they are jointly liable for the debts ✓ of the business even if they are no longer active in the office. ✓
  - The memorandum of Incorporation should state ✓ that it is a personal liability company. ✓
  - Any other relevant answer related to the characteristics of a personal liability company.

**Max (6)**

- 1.4** Characteristics of a state-owned company
- The state owned company is financed ✓ by the government. ✓
  - The name ends ✓ with letters SOC. ✓
  - SOC is listed ✓ as a public company. ✓
  - These enterprises are managed by the government ✓ not by individuals. ✓
  - One or more persons may incorporate ✓ and there is no limit on the number of shareholders. ✓
  - Requires three or more directors ✓ and one or more shareholders. ✓
  - SOCs are registered with the Registrar of Companies ✓ by drawing up Memorandum of Incorporation. ✓
  - The Act imposes personal liability on directors ✓ who are knowingly participate in reckless or fraudulent business. ✓
  - It is compulsory for the state-owned company ✓ to have its financial statement audited. ✓
  - A state-owned company is compelled to hold ✓ an annual general meeting (AGM). ✓
  - A state-owned company has a separate legal personality ✓ and have limited liability. Shareholders have limited liability. ✓
  - Any other relevant answer related to the characteristics of a state-owned company.

**Max (6)**

## QUESTION 2

- 2.1** Non-profit company ✓✓ (3)
- Motivation: The company provides services to orphans and abandoned infants. ✓

**NOTE: 1** Award marks for the form of ownership even if the quote is incomplete.

**2** Do not award marks for the motivation if the form of ownership was incorrectly identified.

### 2.1.2 Advantages and disadvantages of a non-profit company

#### Advantages

- Profits are used solely for the primary objective ✓ of the organisation. ✓
- The company does not pay tax, ✓ so all earnings can be cycled back into the organisation to improve it. ✓
- Donations made by donors are tax-deductible, ✓ therefore it motivates people to donate to the organisation. ✓
- Employees of non-profits are not personally liable for the debts ✓ of the non-profit./The liability of the members is limited. ✓
- Non-profit organisations existence can last longer ✓ after the founders leave the business. ✓
- Can receive grants/aid ✓ from the government. ✓
- Surplus of income is retained ✓ to further the goals of the business. ✓
- Must prepare the financial statements at the end of the year ✓ and is not compelled to audit the financial statements. ✓
- Non-profit companies are not compelled ✓ to attend the general annual meeting (AGM). ✓
- Any other relevant answer related to advantages of a non-profit company.

#### AND/OR

#### Disadvantages

- Need professional assistance ✓ to set up this organisation. ✓
- Does not generate enough capital ✓ to cover their expenses. ✓
- Donations may not always be enough ✓ to finance the company's expenses. ✓
- Assets are not distributed ✓ to the members upon closing down. ✓
- Creating a non-profit company takes ✓ time/effort/money. ✓
- Obtaining grants can be a slow ✓ and tiring process. ✓

- Incorporators cannot take along the assets accumulated ✓ by the NPC if they decide to leave. ✓
- They are not allowed to pay bonuses ✓ to members. ✓
- They are compelled to prepare ✓ annual financial statements. ✓
- Any other relevant answer related to the disadvantages of a non-profit company.

**Max (6)**

### QUESTION 3

#### 3.1 Introduction

- The accurate knowledge of various factors to be considered will enable entrepreneurs to choose the appropriate form of ownership. ✓
- Partners must identify their different roles and responsibilities. ✓
- The public company and the private company both have legal personality. ✓
- The NPC has an independent legal personality and directors are liable for any loss sustained by the business. ✓
- Any other relevant answer related to the introduction of factors that should be considered when choosing a form of ownership/differences between private and public company/characteristics of a partnership/advantages of non-profit company.

**(1 × 2) (2)**

#### 3.2 Factors to be considered when choosing a form of ownership

- The start-up cost and the future capital should be considered. ✓✓
- The size and nature of the business. ✓✓
- The future owners should consider the tax law. ✓✓
- The way in which the business is controlled and managed/ Management.
- Consider the risk involved. ✓✓
- How is capital is going to be contributed ✓ ✓✓
- How profits and losses will be shared. ✓✓
- Who is responsible for any debts made by the business/liability ✓✓.
- The life span of the business/continuity. ✓✓
- The vulnerability of the business in terms of lawsuits/legal person. ✓✓
- Any other relevant answer related to the factors to be considered when choosing a form of ownership.

**Max (10)**

#### 3.3 Differences between the private company and public company

PRIVATE COMPANY	PUBLIC COMPANY
May no offer shares ✓ to the general public. ✓	Trades its shares publicly ✓ on the Johannesburg Securities Exchange (JSE). ✓
Shares are not freely ✓ transferable ✓	Shares are freely ✓ transferable. ✓
Minimum of one ✓ director. ✓	Minimum of three ✓ directors. ✓
Name must end with ✓ Proprietary Limited/(Pty) Ltd. ✓	Name must end with ✓ Limited/Ltd. ✓
Annual financial statements need not be audited ✓ and published. ✓	Annual financial statements ✓ need to be audited and published. ✓
Does not need to publish a prospectus ✓ as it cannot trade its shares publicly. ✓	Have to register and publish a prospectus ✓ with the Companies and Intellectual Property Commission (CIPC). ✓
The company is not required to raise the minimum subscription ✓ / issue minimum shares. ✓	Must raise a minimum subscription ✓ prior to commencement of the company. ✓
<b>Submax (6)</b>	<b>Submax (6)</b>

**NOTE: 1** The answer does not have to be in tabular format.

**2** Award a maximum of SIX (6) marks if the difference is not clear/mark either private or public company only.

**Max (12)**

### 3.4 Characteristics of a partnership

- There should be at least a minimum of two persons✓ who share a common goal. ✓
- The partnership agreement becomes the basis of the association✓ between the partners. ✓
- Partners combine capital and may also borrow capital✓ from financial institutions. ✓
- They share profit according✓ to the partnership agreement. ✓
- Partners share responsibilities✓ and they are all involved in decision making✓.
- Every partner in the business has unlimited liability✓ and are jointly and severally liable for the debts of the business. ✓
- No legal requirements regarding✓ the name of the business. ✓
- It is important for the partnership to carry some kind of business✓ and should have a profit-gaining motive. ✓
- Partnership has no legal personality✓ and therefore has no continuity. ✓
- The partnership does not pay income tax,✓ only the partners in their personal capacities. ✓
- Auditing of financial statements✓ is optional. ✓
- Any other relevant answer related to the characteristics of a partnership.

**Max (12)**

### 3.5 Advantages of a non-profit company

- Profits are used solely for the primary objective of the organisation. ✓✓
- The company does not pay tax, so all earnings can be cycled back into the organisation to improve it. ✓✓
- Donations made by donors are tax-deductible, therefore it motivates people to donate to the organisation. ✓✓
- Employees of non-profits are not personally liable for the debts of the non-profit./The liability of the members is limited. ✓✓
- Non-profit organisations existence can last long after the founders leave the business. ✓✓
- Can receive grants/aid from the government. ✓✓
- A surplus of income is retained to further the goals of the business. ✓✓
- Must prepare the financial statements at the end of the year and is not compelled to audit the financial statements. ✓✓
- Non-profit companies are not compelled to hold an annual general meeting (AGM). ✓✓
- Any other relevant answer related to the advantages of a non-profit company.

**Max (12)**

### Conclusion

- The decisions of a prospective entrepreneur on the factors to be considered when choosing a form of ownership will impact on the success or failure of the business. ✓✓
- Opting for a public company as a form of ownership increases the chances of capital growth. ✓✓
- All partners have a personal interest in the business. ✓✓
- An NPC is formed for charity purposes or to promote social activities. ✓✓
- Any other relevant answer related to the conclusion of factors that should be considered when choosing a form of ownership/differences between private and public company/characteristics of a partnership/advantages of non-profit company.

**(1 × 2) (2)  
[40]**

# TOPIC 11 The concept of quality

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>Refer learners to content covered in chapter 2, eight business functions</li> <li>Ask learners to explain the following:               <ul style="list-style-type: none"> <li>quality concepts in their own understanding.</li> <li>Importance of quality for the business</li> <li>quality relates to identified business functions</li> </ul> </li> <li>Revise &amp; consolidate content identified in analysis of the baseline assessment.</li> <li>Unpack the glossary of concepts with learners</li> </ul>	<ul style="list-style-type: none"> <li>Practical examples should be used to highlight the differences between the quality concepts.</li> <li>Learners should be encouraged to provide a detailed analysis of each concept.</li> <li>Teachers should identify key words in each concept that will be used to remind learners of the differences between these concepts.</li> <li>Practical examples should be given on the differences between 'quality control' and 'quality assurance'.</li> <li>Practical examples and video clips can be used to illustrate the distinctions between each quality concept.</li> <li>When teaching quality indicators, use the tips in the learner's book to distinguish between quality indicators of the marketing function and public relations function.</li> </ul>
Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>A clear distinction must be made between all concepts related to quality</li> <li>It should be noted that quality assurance cannot be done before quality control, as the quality of machinery, employees and raw materials must first be checked before production takes place.</li> <li>Learners must be well conversant with the meaning of the quality concepts. Emphasise that every business function is responsible for ensuring that the final product or service is of a good quality standard.</li> </ul>	<ul style="list-style-type: none"> <li>Use practical examples from textbook and articles from other resources.</li> <li>For informal assessment, learners can identify the quality indicators from the statements/scenarios/case studies</li> <li>Ensure that learners practice writing various examples of essays to ensure optimum exposure.</li> </ul>

## Memoranda to activities

### Activity 11.1 Learner's Book page 146

#### 1.1 Meaning of quality

- Quality is the ability of goods/services ✓ to satisfy customer's needs. ✓
- It refers to the characteristics of a product/service ✓ that meets customer's requirements. ✓
- Quality refers to the ability of the product and services to meets the customers' expectations ✓ on a continuous basis. ✓
- The degree of excellence ✓ to which a product or service meets the required needs of customers. ✓
- The process through which a business aims to ensure that the quality of a product ✓ is maintained or improved. ✓
- Any other relevant answer related to the meaning of quality.

Max (4)

**1.2** Difference between quality control and quality assurance

QUALITY CONTROL	QUALITY ASSURANCE
Inspection of the final product✓ to ensure that it meets the required standards. ✓	Inspection is carried out during and after the production process✓ to ensure required standards are met at every stage of the process. ✓
Includes setting targets/measuring performance✓ and taking corrective measures. ✓	Ensures that every process is aimed at getting the product right first time✓ and prevents mistakes from happening again. ✓
Any other relevant answer related to quality control.	Any other relevant answer related to quality assurance.
<b>Submax (2)</b>	<b>Submax (2)</b>

- NOTE: 1** The answer does not have to be in tabular format.  
**2** The difference does not have to link but they must be clear.  
**3** Award a maximum of TWO (2) marks if the difference is not clear/mark either quality control or quality assurance only.

**Max (4)**

**Solution for the cross word puzzle**

**DOWN**

1. Human resources✓✓
3. financial✓✓
5. Public relations✓✓
7. Administration✓✓

**(8)**

**ACROSS**

2. production✓✓
4. purchasing✓✓
6. marketing✓✓
8. general management✓✓

**(8)**

**Consolidation**

**Learner's Book page 151**

**QUESTION 1**

**1.1** Methods used to indicate quality include the following:

- Trademarks✓
- Samples✓
- Grades✓
- Commercial Standards ✓

**NOTE: Mark the first TWO (2) only.**

**(2 × 1) (2)**

**1.2** Quality indicators of the general management function

- The management should develop and monitor effective strategic plans. ✓✓
- They should learn and understand changes in the business environment on a continuous basis. ✓✓
- They should take responsibly for setting direction and prioritising responsibilities. ✓✓
- Communicate and share vision and values effectively. ✓✓
- Set an example of the expected behaviour in terms of ethics and professionalism. ✓✓
- Ensure that employees have a necessary resource to do the work an allocate resources effectively. ✓✓
- Any other relevant answer related to quality indicators of the general management function.

**Max (4)**

### 1.3 Business functions

#### 1.3.1 Business functions from the scenario

BUSINESS FUNCTIONS		MOTIVATIONS
1.	Production ✓✓	Thelma Bag Designers manufactures designer bags for ladies. ✓
2.	Financial ✓✓	TBD prepares a budget in order to spend their cash. ✓
3.	Public relations ✓✓	They respond immediately to the customer's complaints. ✓
4.	Marketing ✓✓	TBD advertise their bags on the national newspaper to increase the market share. ✓
<b>Submax (8)</b>		<b>Submax (4)</b>

**Max (12)**

## QUESTION 2

### 2.1 Quality indicators in business functions

#### 2.1.1 Quality indicators of the human resources function

- The recruitment policy should attract the best candidates ✓ for available post within a business. ✓
- HR should follow a fair and equitable ✓ selection process. ✓
- A low rate of staff turnover ✓ in the business. ✓
- A healthy relationship ✓ between employees and employers is maintained. ✓
- Market-related salaries ✓ should be offered. ✓
- Fair remuneration packages ✓ that are aligned to the industry should be provided. ✓
- Performance incentives ✓ for staff should be offered to increase productivity. ✓
- The HR manager should work towards building a good relationship ✓ with employees. ✓
- Ensures that employee understand the goals and objectives ✓ of the business. ✓
- Understands the interrelatedness ✓ of different departments. ✓
- Any other relevant answer related to quality indicators of the human resources function.

**Max (4)**

#### 2.1.2 Quality indicators of the administration function

- The administration function should collect data that can be used in decision-making, ✓ and store it safely. ✓
- All documentation should be kept neatly and orderly ✓ in a safe place. ✓
- Financial documents should be kept up to date ✓ and recorded accurately. ✓
- Vital information should be available to management ✓ when needed. ✓
- The relevant information should be available ✓ to make a quick decision. ✓
- All systems and processes should be documented. ✓ This is a vital part of the administration function. ✓
- The latest technology ✓ should be used. ✓
- Complaints should be handled quickly ✓ and effectively. ✓
- Ensure data is available ✓ for quick decision-making. ✓
- Any other relevant answer related to quality indicators of the administration function.

**Max (4)**

### 2.2 The correlation between management and the success of business

- Management play an important role in making the correct decisions ✓ and motivating employees to be productive. ✓
- Poor management can result in ineffective employees ✓ and loss in productivity. ✓
- Businesses requires ongoing decisions making ✓ and problem-solving. ✓
- Problems that cannot be solved and decisions that are note made appropriately can lead to a decrease in productivity. ✓
- Any other relevant answer related to the correlation between management and the success of business..

**Max (4)**

**TOTAL [30]**

# TOPIC 12 Creative thinking and problem solving

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>Start with presenting learners with a practical problem and ask them how they would solve it.</li> <li>Unpack the glossary of concepts with learners, placing emphasis on the meaning of creative thinking, problem solving and decision making.</li> <li>Emphasise that this topic provides the foundational knowledge for content covered in:               <ul style="list-style-type: none"> <li>Grade 11: identifying problem solving techniques and application of problem-solving techniques</li> <li>Grade 12: applying creative thinking to respond to challenges in dynamic and complex business contexts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Comment on the creativity used in which to solve the problem and link it to the advantages of creative thinking.</li> <li>Identify key words that could assist learners to elaborate on the advantages of creative thinking in the workplace.</li> <li>Build upon the process they used to solve the problem to explain the meaning of problem solving.</li> <li>Then introduce the different problem solving techniques.</li> <li>Use flash cards with solving problem techniques to facilitate teaching and learning.</li> <li>Use practical examples to apply the steps in the problem solving cycle.</li> </ul>
Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>Creative thinking benefits both the business and employees.</li> <li>Decision making is normally made by one person and problem solving usually involves a group/team.</li> <li>Point out the following key differences:               <ul style="list-style-type: none"> <li>brainstorming is done aloud</li> <li>nominal group technique is done quietly/silently on their own before sharing with the group.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Consult the latest NSC Grade 10 Question Papers for Section B and C type questions:</li> <li>Create informal 10 mark quizzes/tests on the key concepts on the content covered on previous days – in this way you will expose your learners to continuous consolidation.</li> <li>Ensure that learners practise writing various examples of essays, thus ensuring optimum exposure.</li> </ul>

## Memoranda to activities

### Activity 12.1 Learner's Book page 169

- 1.1 The meaning of creative thinking.
- Creative thinking involves the process ✓ of generating innovative and imaginative ideas. ✓
  - It is the ability of seeing ✓ something in a new way. ✓
  - It is about being able to think of unique ideas ✓ or new approaches to solve problems. ✓
  - Whether businesses consider making changes ✓ to a product, or creating a new advertisement in an ever-changing world, creative thinking at the workplace can have a positive impact. ✓
  - Creative thinking can help to solve business problems successfully.
  - Any relevant answer related to the meaning of creative thinking.
- Max (4)**
- 1.2 Creative thinking to generate entrepreneurial opportunities
- 1.2.1 Ways to use creative thinking to generate entrepreneurial opportunities from the scenario
- The management of TS requested their employees come up with new ideas on how this problem can be solved. ✓
  - Workshops were held to train staff about the different creative thinking techniques. ✓
- (2 × 1) (2)**
- 1.2.2 Other ways in which businesses can use creative thinking to generate entrepreneurial opportunities
- Design environments ✓ that stimulate creative thinking. ✓
  - Encourage alternative ✓ ways of doing things. ✓
  - Respond enthusiastically to all ideas ✓ and never let anyone feel less important. ✓

- Place suggestion boxes around the workplace ✓ and keep communication channels open for new ideas. ✓
- Make time for brainstorming sessions to generate new ideas, ✓ for example, regular workshops. ✓
- Emphasise the importance of creative thinking ✓ to ensure that all staff know that management want to hear their ideas. ✓
- Encourage job swops within the organisation ✓ and study how other businesses are doing things. ✓
- Indigenous knowledge is regarded as a valuable resource ✓ when solving problems or identifying opportunities. ✓
- Any relevant answer related to other ways in which businesses can use creative thinking to generate entrepreneurial opportunities

**NOTE: DO NOT ACCEPT Ways which are quoted from 1.2.1.**

**Max (6)**

### 1.2.3 Advantages of creative thinking in the workplace.

- New, innovative and better ideas and solutions are generated. ✓✓
- Creativity is key to staying one step ahead of competitors. ✓✓
- Complex business problems may be solved. ✓✓
- It leads to increased productivity of the entire business. ✓✓
- It leads to more positive attitudes as managers and employees feel that they have contributed towards problem solving. ✓✓
- It improves motivation amongst staff members. ✓✓
- Creativity may lead to new inventions which improves the general standard of living. ✓✓
- Management and employees may keep up with fast changing technology. ✓✓
- Any relevant answer related to advantages of creative thinking in the workplace.

**Max (6)**



## Activity 12.2

Learner's Book page 172

### 1.1 The meaning of problem solving

- Problem solving is the process ✓ of finding solutions to difficult or complex issues. ✓
- It is a process ✓ that requires creative thinking. ✓
- Alternative solutions ✓ are identified and critically evaluated. ✓
- Effective problem solving ✓ results in good decision making. ✓
- Problems can be solved ✓ by a group/team or an individual. ✓
- Various techniques ✓ may be used. ✓
- Any relevant answer related to the meaning of problem solving.

**Max (4)**

### 1.2 Problem-solving steps that the business can apply

Identify the problem. ✓✓	Identify what the exact problem is. ✓ Develop a detailed problem statement that includes the effect the problem has on the business. ✓	<b>Submax (3)</b>
Define the problem ✓✓	Define the causes of the problem. ✓ Focus on the real problem by finding out as much information as possible. ✓	<b>Submax (3)</b>
Formulate a strategy ✓✓	Identify all different possible solutions. ✓ Finding a solution involves constructing a course of action that will change the situation. ✓	<b>Submax (3)</b>

Implement the strategy✓✓	Carry out the solution/action plan. ✓ The action plan includes the details of activities that must be performed. ✓ <b>Submax (3)</b>
Allocate resources✓✓	Arrange the necessary solutions. ✓ Proper resource allocation makes it easier to assign tasks and to execute them based on their priorities.✓ <b>Submax (3)</b>
Monitor problem solving✓✓	Monitor/closely observe the solution/action plan. ✓ Ensure that the solution is being implemented as expected by gathering feedback. ✓ <b>Submax (3)</b>
Evaluate problem solving process✓✓	Consider the advantages and disadvantages of the whole process. ✓ This provides an indication of whether the action plan has solved the problem. ✓ <b>Submax (3)</b>
Any relevant answer related to problem-solving steps that AF can apply. <b>Max (6)</b>	

### Activity 12.3 Learner's Book page 180

1.1.1 Empty chair✓✓

1.1.2 Forced Combinations✓✓

1.1.3 Delphi Technique✓✓

**(3 × 2) (6)**

2.1 SCAMPER as a problem solving technique

- SCAMPER is an acronym✓ that helps teams explore ideas from seven different perspectives. ✓
- It involves lateral thinking ✓ that helps explore new possibilities. ✓
- The SCAMPER method helps generate diverse ideas for new products✓ and services that will help innovate and improve existing products, services, problems and ideas. ✓
- Any relevant answer related to SCAMPER as a problem solving technique.

**Max (4)**

2.2 Application of mind mapping as a problem-solving technique to solve complex business problems

- Create a central✓ idea or theme. ✓
- The central idea or theme is the starting point of the mind map✓ and represents the topic to be explored. ✓
- Add branches to the mind map ✓ linking key concepts to the main theme. ✓
- Add keywords✓ to the branched-off key concepts. ✓
- Branches ✓ may be colour-coded. ✓
- Images ✓ may also be included. ✓
- Any relevant answer related to application of mind mapping as a problem-solving technique to solve complex business problems.

**Max (8)**

### 3.1.1 Problem-solving techniques from scenario

	PROBLEM SOLVING TECHNIQUES	MOTIVATIONS
a	Brainstorming ✓✓	Some of the staff were requested to suggest new ideas in a large group without working individually. ✓
b	Nominal group technique ✓✓	The rest of the staff were divided into smaller groups to generate solutions. ✓
	<b>Submax (4)</b>	<b>Submax (2)</b>
		<b>Max (6)</b>

**NOTE:** 1. Award marks for the problem solving techniques even if the quote is incomplete.  
2. Do not award marks for the motivations if the problem solving techniques were incorrectly identified.

### 3.1.2 Application of brainstorming

- Define the problem that the brainstorming session will address. ✓✓
- Set a time limit for responses from the group. ✓✓
- Generate as many ideas as possible before considering any of them. ✓✓
- Welcome unusual ideas. ✓✓
- Never criticise another participant's ideas. ✓✓
- Evolve existing ideas to expand on them. ✓✓
- Any relevant answer related to application of brainstorming.

**Any (3 × 2) (6)**

**OR**

#### Application of Nominal Group Technique

- Management team can apply it to identify problems and generate solutions. ✓✓
- Team is divided into smaller groups seated around a table. ✓✓
- Problem(s) should be clearly defined to the groups. ✓✓
- Each team member will silently brainstorm as many ideas as possible and write them down. ✓✓
- Each team member gives one of their solutions/ideas with a short explanation. ✓✓
- Someone writes down these ideas on a big sheet of paper. ✓✓
- No-one is allowed to criticise, but participants may ask questions to understand the suggested solution more clearly. ✓✓
- Duplicated ideas are then eliminated. ✓✓
- Individuals anonymously rank suggestions from 1 upwards. ✓✓
- Ratings are captured and points are totalled. ✓✓
- Solutions may also be chosen by voting to determine the best idea(s). ✓✓
- Each group presents the solution with the highest votes in their particular group. ✓✓
- Any relevant answer related to application of NGT.

**Any (3 × 2) (6)**

**NOTE:** Mark the first ONE (1) only.

## Activity 12.4 Learner's Book page 181

### DOWN:

1. Forced combinations
2. Empty chair analysis
3. Brainstorming
4. Non-conventional thinking
5. Force field analysis
6. Problem solving
7. Indigenous knowledge
8. Creative thinking
9. Delphi

### ACROSS:

10. Nominal group technique
11. Scamper
12. Mind mapping

## Consolidation Learner's Book page 183

### QUESTION 1

- 1.1.1 C✓✓ mind mapping
- 1.1.2 B✓✓ creative thinking
- 1.1.3 B✓✓ Delphi Technique
- 1.1.4 A✓✓ decision-making.
- 1.1.5 D✓✓ Nominal Group Technique

(5 × 2) (10)

### QUESTION 2

#### 2.1 Introduction

- Creative thinking is one of the most important processes that adds to the success of a business. ✓
- It is about being able to think of unique ideas or new approaches when applying the problem solving steps. ✓
- Problem solving is the process of finding solutions to difficult or complex issues. ✓
- The Delphi technique is a method that relies on a panel of experts to find solutions to a problem. ✓
- Any other relevant introduction related to the problem-solving cycle/difference between decision making/problem-solving/application of Delphi technique and Force-field analysis/benefit of creative thinking in the workplace.

(2 × 1)

#### 2.2 Problem solving steps

- Identify what the exact problem is ✓✓
- Develop a detailed problem statement that includes the effect the problem has on the business ✓✓
- Define the causes of the problem ✓✓
- Focus on the real problem by finding out as much information as possible ✓✓
- Identify all different possible solutions ✓✓
- Finding a solution involves constructing a course of action that will change the situation ✓✓
- Carry out the solution/action plan ✓✓
- The action plan includes the details of activities that must be performed ✓✓
- Arrange the necessary solutions ✓✓
- Proper resource allocation makes it easier to assign tasks and to execute them based on their priorities. ✓✓
- Monitor/closely observe the solution/action plan ✓✓
- Ensure that the solution is being implemented as expected by gathering feedback ✓✓

- Consider the advantages and disadvantages of the whole process ✓✓
- This provides an indication of whether the action plan has solved the problem. ✓✓
- Any relevant answer related to the problem-solving cycle

**Max (12)**

### 2.3 Differences between decision-making and problem solving

DECISION-MAKING	PROBLEM-SOLVING
Decision-making is the process ✓ of choosing from several alternatives. ✓	Problem-solving is the process ✓ of finding a solution to a problem. ✓
Various alternatives ✓ are considered before deciding on the best one. ✓	Alternative solutions ✓ are identified and evaluated. ✓
It is part of the problem solving process ✓ where a solution is chosen. ✓	It involves analysing the problem ✓ to identify solutions. ✓
Decisions are usually made ✓ by one person. ✓	Problem-solving usually involves ✓ a group /team. ✓
Any relevant answer related to decision making	Any relevant answer related to problem solving
<b>Submax (4)</b>	<b>Submax (4)</b>

**NOTE: 1. The answer does not have to be in tabular format.**

**2. The difference does not have to link, but must be clear.**

**3. Award a maximum of FOUR (4) marks if the difference is not clear/mark either decision making or problem solving only.**

**Max (8)**

#### 2.4.1 Application of the Delphi-technique

- Businesses must invite a panel of experts ✓ to solve a complex problem. ✓
- Experts do not have to be in one place ✓ and will be contacted individually. ✓
- Design a questionnaire consisting of questions on how to solve the problem ✓ and distribute it to the panel members/experts. ✓
- Request the panel to individually ✓ respond to the questionnaire ✓ /suggest solutions to the problem ✓ and return it to the business. ✓
- Summarise the responses from the experts ✓ in a feedback report. ✓
- Send the feedback report and a second set of questions/questionnaire ✓ based on the feedback report to the panel members. ✓
- Request panel members to provide further input/ideas ✓ on how to solve the problem after they have studied the results/documentation. ✓
- Distribute a third questionnaire ✓ based on previous feedback from the second round. ✓
- Prepare a final summary/feedback report ✓ with all the methods to solve the problem. ✓
- The business should choose the best solution/proposal ✓ after reaching consensus. ✓
- Any relevant answer related to the application of the delphi technique.

**Sub max 8**

#### 2.4.2 Application of the Force field analysis

- Describe the current situation/problem ✓ and the desired situation. ✓
- List all driving/pros forces and restraining/cons forces ✓ that will support and resist change. ✓
- Allocate a score to each force using a numerical scale, ✓ where 1 is weak and 5 is strong. ✓
- Weigh up the positives and negatives ✓ then decide if the project is viable. ✓
- Choose the force with the highest score ✓ as the solution. ✓
- If the project is viable, ✓ find ways to increase the forces for change. ✓
- Identify priorities ✓ and develop an action plan. ✓
- Any relevant answer related to the application of the force field analysis

**Sub max 8**

**Max (16)**

## 2.5 Benefits of creative thinking in the workplace

- New, innovative and better ideas and solutions are generated. ✓✓
- Creativity is key to staying one step ahead of competitors. ✓✓
- Complex business problems may be solved. ✓✓
- It leads to increased productivity of the entire business. ✓✓
- It leads to more positive attitudes as managers and employees feel that they have contributed towards problem solving. ✓✓
- It improves motivation amongst staff members. ✓✓
- Creativity may lead to new inventions which improves the general standard of living. ✓✓
- Management and employees may keep up with fast changing technology. ✓✓
- Any relevant answer related to the benefits of creative thinking

**Max (10)**

## 2.6 Conclusion

- Creative thinking helps businesses keep up with the latest trends, and to always stay ahead of their competitors. ✓✓
- Problem solving steps plays a fundamental role in finding ways to solve problems. ✓✓
- Effective problem solving results in good decision-making. ✓✓
- Business across the world use Delphi technique and Force- field analysis as the way to harness brainpower from across the world. ✓✓
- Any other relevant conclusion related to the problem solving steps/difference between decision making and problem-solving/application of Delphi technique and Force-field analysis/the benefit of creative thinking in the workplace.

**(2 × 1) (2)**  
**[40]**

Breakdown of mark allocation		
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Problem solving cycle	12	
Distinguish between decision-making and problem-solving	8	
Apply the Delphi technique	8	
Apply the Force field analysis	8	
Benefits of creative thinking in the workplace	10	
Conclusion	2	
<b>INSIGHT</b>		<b>8</b>
<b>TOTAL MARKS</b>		<b>40</b>

LASO – For each component:

Allocate 2 marks if all requirements are met.

Allocate 1 mark if some requirements are met.

Allocate 0 marks where requirements are not met at all.

# TOPIC 13 Business opportunities and related activities

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>• Elaborate on the meaning of a business opportunity. A business opportunity is an idea for a product or a service that will meet needs and desires. It can be sold or leased to earn an income. Identifying business opportunities is a continuous process because the needs and wants of people change. Review business opportunities so that they can remain competitive</li> <li>• Show the learners on how to compile a SWOT analysis to determine if business venture is viable or not.</li> <li>• Explain the methods of collecting data:               <ul style="list-style-type: none"> <li>– Interview</li> <li>– Surveys Group research</li> <li>– Observation</li> <li>– Experimenting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A research instrument is a tool used to collect, measure, and analyse data related to a business opportunity. A good research instrument will provide information about a target market, which is meaningful, that is, the respondents actively participated in the research.</li> <li>• Discuss the elements of internal market research.               <ul style="list-style-type: none"> <li>– Keep track of what goods get returned and watching for patterns.</li> <li>– Visit your competitors and comparing prices.</li> <li>– Watching customers and seeing how they shop and what they buy.</li> <li>– Asking employees to keep track of items customers ask for and things they complain about.</li> <li>– Talking to your customers.</li> <li>– Finding out where your customers live to understand their lifestyles.</li> </ul> </li> </ul>
Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>• The research protocol addresses the integrity of research. The research protocol must cover the ethics of the process.</li> <li>• Explain that the protocol/procedure for conducting research is an accepted code of conduct that should be followed when conducting market research.</li> <li>• The research should be conducted with the willing co-operation of participants only.</li> <li>• If research is taking place within the organisation, it must be approved first.</li> <li>• A time and place must be agreed upon with the organisation.</li> <li>• The person conducting research should not try to influence the opinions of the participants.</li> <li>• Participants should always be free to refuse to answer a particular question No information collected about the individual should be disclosed to anyone else without the participant's approval.</li> <li>• The response should not be used for any purpose other than the market research being conducted.</li> <li>• Research findings must be reported accurately, and not be used to mislead anyone.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal assessment activities done with learners in class can range from terms and glossary quizzes, one-page worksheets testing the work taught for the day and essay writing practice.</li> <li>• State FOUR research instruments that can be used to collect data.</li> <li>• Compile a SWOT analysis to determine the viability of a business.</li> <li>• Describe any THREE protocols for conducting research.</li> <li>• Consult the latest NSC Grade 10 Question Papers for Section B and C type questions:</li> <li>• Create informal 10 mark quizzes/tests on the key concepts on the content covered on previous days – in this way you will expose your learners to continuous consolidation.</li> <li>• Ensure that learners practise writing various examples of essays, thus ensuring optimum exposure.</li> </ul>

## Memoranda to activities

### Activity 13.1 Learner's Book page 186

- 1.1 A business opportunity is a idea ✓ for a person to start a business so that they can generate an income. ✓
- It is a chance of improving the current operations of the business ✓ which can contribute to greater profitability. ✓
  - Entrepreneurs are people who constantly look at new business opportunities ✓ so that they can remain competitive. ✓
- (2)
- 1.2 Importance of assessing needs and desires in identifying a business opportunity
- Needs and desires are the keys to successful business opportunities. ✓
  - The success of a business opportunity depends on the awareness and fulfilment of target market. ✓
  - Businesses should create a desire for their product through well-designed advertising and marketing campaigns. ✓
  - Needs and desires create a guarantee for a market. ✓
  - Every need and every desire are a possible business opportunity. ✓
  - If you see a need that is not met, you have a guaranteed market. ✓
  - It is easier to find something that people want and to create a business around that since desires are unlimited. ✓
  - Sometimes an entrepreneur will invent a new product for which there is no existing desire or market. ✓
  - In such a case, the entrepreneur would have to create a desire for the product through clever advertising and a good marketing campaign. ✓
  - Any relevant answer related to the importance of assessing needs and desires in identifying a business opportunity.

**Max (4)**

### Activity 13.2 Learner's Book page 191

- 1.1 Research instruments that can be used for market research
- surveys ✓
  - interviews ✓
  - questionnaires ✓
  - observations ✓
  - experimenting ✓

**Any (2 × 1) (2)**

*Note Mark the first TWO (2) only.*

- 1.2 Design a questionnaire
- Answers will vary. Look for questions which make sense and follow the requirements for a good questionnaire:
- states the goal of the research
  - short and does not take too much time to complete
  - ask one question at a time
  - questions are not leading or biased
  - provide meaningful options to questions
  - use closed questions and open-ended question

**Max (10)**

## RUBRIC TO ASSESS THE QUESTIONNAIRE

Criteria	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Marks obtained
Design a questionnaire of FIVE questions for a new breakfast cereal.	None of the questions in the questionnaire are relevant to a new breakfast cereal.	Only one question in the questionnaire is relevant and related to a new breakfast cereal.	Only two questions in the questionnaire are relevant and related to a new breakfast cereal.	Three questions in the questionnaire are relevant and related to a new breakfast cereal.	Four questions in the questionnaire are related to a new breakfast cereal.	All five questionnaires are relevant and related to a new breakfast cereal.	5
Determine the need for the product.	Questionnaire will not determine the need for the product.	Questionnaire will partly and within limits attempt to determine the need for the product.	Questionnaire will partly attempt to determine the need for the product.	Questionnaire will determine some needs for the product.	Questionnaire will determine most of the needs for the product.	Questionnaire will determine all the needs for the product.	5
							<b>10 marks</b>

1.3 Answers will vary.

INTERVIEW SCHEDULE		
DATE: Friday 9 June	Position: <b>Manager</b>	Interview location <b>Board room</b>
<b>Interviewers</b> Mr Bell (Chairperson) Mr Williams (CEO) Ms Guga (HR) Mr Ngoni (Unions) Mr Mofakeng (Secretary)		
Time	Applicant	Score
9:00 to 9:30	Ms Nkumane	
9:30 to 10:00	Mr Mcube	
10:00 to 10:30	Mrs Davids	
10:30 to 11:00	Discussion and recommendation	
Chairperson:		
Name		
Signature		

(10)

 **Activity 13.3** Learner's Book page 192

1.1 A research protocol

- A research protocol is a plan with detailed guidelines that explain the rules of the research. ✓ It will describe the objectives, design, methodology and statistical considerations of the research depend on the type of information needed. ✓
- Any other relevant answer related to the definition of a research protocol.

(2)

1.2 Protocol when conducting research

- The research protocol must cover the ethics of the process. ✓✓
- Ethics in research has three elements: it may not disadvantage anyone; it may not be inhumane; it may not exploit anyone. ✓✓
- The research should be conducted with the willing cooperation of participants. ✓✓
- The research must be approved first if it is taking place within an organisation. ✓✓
- Research must comply with ethical standards of the organisation by obtaining clearance from authorised bodies or persons. ✓✓
- The person conducting the research should not try to influence the opinions of the participants. ✓✓
- The research protocol should address the integrity of the research. ✓✓

- The research should obtain consent from the respondents to carry out the research. ✓✓
- Information collected from the research must be kept confidential. ✓✓
- Report findings from the research must be accurate and not misleading. ✓✓
- Any other relevant answer related to protocol when conducting research.

(6)

### Activity 13.4 Learner's Book page 193

#### 1.1 Difference between internal and external market research

INTERNAL MARKET RESEARCH	EXTERNAL MARKET RESEARCH
<ul style="list-style-type: none"> <li>• Internal market research is market research ✓ usually conducted by a person within the company. ✓</li> </ul>	<ul style="list-style-type: none"> <li>• External market research is market research ✓ usually conducted by an outside specialist ✓</li> </ul>
<ul style="list-style-type: none"> <li>• Employees are familiar with both customers and products ✓ which means they are uniquely capable of generating new ideas and how to market it. ✓</li> </ul>	<ul style="list-style-type: none"> <li>• The feedback ✓ is obtained from customers, potential customers and suppliers. ✓</li> </ul>
<ul style="list-style-type: none"> <li>• Different resources within the business are used ✓ to gather information to make informed decisions. ✓</li> </ul>	<ul style="list-style-type: none"> <li>• Information about the target market, environment, customer's needs and desires ✓ are obtained. ✓</li> </ul>
<ul style="list-style-type: none"> <li>• Internal market research focuses ✓ on the factors within the business. ✓</li> </ul>	<ul style="list-style-type: none"> <li>• External market research focuses on ✓ the interaction between the business and the customers. ✓</li> </ul>
Any other relevant answer related to internal market research.	Any other relevant answer related to external market research.

Max (4)

### Activity 13.5 Learner's Book page 195

#### 1. SWOT analysis for VM

STRENGTHS	WEAKNESSES
<ol style="list-style-type: none"> <li>1. VM is well-established business ✓</li> <li>2. Manager has good leadership skills ✓</li> <li>3. Manager is hard working ✓</li> </ol>	<ol style="list-style-type: none"> <li>1. The business do not have insurance for stock and property ✓</li> <li>2. VM lacks financial strength to keep up stock levels ✓</li> </ol>
<b>Submax (2)</b>	<b>Submax (2)</b>
OPPORTUNITIES	THREATS
<ol style="list-style-type: none"> <li>1. They signed a contract to supply vegetables for local hospitals. ✓</li> <li>2. VM has entered into an alliance with Green Farms to supply vegetables. ✓</li> </ol>	<ol style="list-style-type: none"> <li>1. Shops have been vandalised on a number of occasions ✓</li> <li>2. Many customers prefer to buy at King Fresh Fruit and Veg at a nearby shopping mall ✓</li> </ol>
<b>Submax (2)</b>	<b>Submax (2)</b>

Max (8)

QUESTION 1

1.1 Differences between internal and external market research

INTERNAL MARKET RESEARCH	EXTERNAL MARKET RESEARCH
<ul style="list-style-type: none"> <li>Internal market research is market research ✓ usually conducted by a person within the company. ✓</li> </ul>	<ul style="list-style-type: none"> <li>External market research is market research ✓ usually conducted by an outside specialist ✓</li> </ul>
<ul style="list-style-type: none"> <li>Employees are familiar with both customers and products ✓ which means they are uniquely capable of generating new ideas and how to market it. ✓</li> </ul>	<ul style="list-style-type: none"> <li>The feedback ✓ is obtained from customers, potential customers and suppliers. ✓</li> </ul>
<ul style="list-style-type: none"> <li>Different resources within the business are used ✓ to gather information to make informed decisions. ✓</li> </ul>	<ul style="list-style-type: none"> <li>Information about the target market, environment, customer's needs and desires ✓ are obtained. ✓</li> </ul>
<ul style="list-style-type: none"> <li>Internal market research focuses ✓ on the factors within the business. ✓</li> </ul>	<ul style="list-style-type: none"> <li>External market research focuses on ✓ the interaction between the business and the customers. ✓</li> </ul>
Any other relevant answer related to internal market research.	Any other relevant answer related to external market research.

Max (4)

1.2.1 Interviews ✓ (1)

1.2.2 He set up appointments with the willing cooperation of his clients. ✓ (1)

1.2.3 Ethical elements in research

- Research may not disadvantage anyone. ✓ ✓
- Research may not be inhumane. ✓ ✓
- Research may not exploit anyone. ✓ ✓

(6)

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

- Needs and desires are the keys ✓ to successful business opportunities. ✓
- The success of a business opportunity ✓ depends on the awareness and fulfilment of target market. ✓
- Businesses should create a desire for their product ✓ through well-designed advertising and marketing campaigns. ✓
- Needs and desires create ✓ a guarantee for a market. ✓
- Every need and every desire ✓ are a possible business opportunity. ✓
- If you see a need that is not met, ✓ you have a guaranteed market. ✓
- It is easier to find something that people want ✓ and to create a business around that since desires are unlimited. ✓
- Sometimes an entrepreneur will invent a new product ✓ for which there is no existing desire or market. ✓
- In such a case, the entrepreneur would have to create a desire for the ✓ product through clever advertising and a good marketing campaign. ✓
- Any other relevant answer related to the importance of assessing needs and desires in identifying a business opportunity.

Max (6)

QUESTION 2

2.1.1 SWOT analysis for Mandisa Aftercare

STRENGTHS	WEAKNESS
MA remains open until after five ✓ Submax (1)	Some of their employees are not well trained ✓ Submax (1)
OPPORTUNITIES	THREATS
MA decided to launch a reading club to expand their market ✓ Submax (1)	When the local school started offering the same service, children became fewer ✓ Submax (1)

Max (4)

# TOPIC 14 Business location decision

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>• Explain the importance of business location.</li> <li>• Ask learners to explain the business location on their own understanding.</li> <li>• Revise &amp; consolidate content identified in analysis of the baseline assessment.</li> <li>• Unpack the glossary of concepts with learners</li> <li>• Conduct research on the impact of business location on the success or failure of a business</li> </ul>	<ul style="list-style-type: none"> <li>• Ask learners to identify a business located in their community.</li> <li>• Practical examples should be used to highlight the business location factors.</li> <li>• Teachers should identify key words in each concept that will be used to remind learners of the differences between these concepts.</li> <li>• Practical examples should be given and use a lot of visual to explain this topic to learners.</li> <li>• When teaching, use the tips in the learner's book to distinguish between the different location factors.</li> </ul>
Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>• A clear distinction must be made between all factors of business location.</li> <li>• It should be noted that the correct business location is essential for the success of the business.</li> <li>• The importance of the various factors needs to be compared against each other and a decision needs to be taken on the factors that will have the most impact on the success of the business.</li> </ul>	<ul style="list-style-type: none"> <li>• Use practical examples from textbook and articles from other resources.</li> <li>• For informal assessment, learners can identify the quality indicators from the statements/scenarios/ case studies</li> <li>• Learners to conduct a research on the impact of business location on the success or failure of a business</li> </ul>

## Memoranda to activities

### Activity 14.1 Learner's Book page 204

#### 1.1 Factors impacting the location decision quoted from the scenario

- Raw material ✓
- Transport ✓
- Infrastructure/Electricity/Land and Buildings ✓
- Labour market ✓

**NOTE: Mark the first FOUR (4) only.**

**(4 × 1) (4)**

#### 1.2 Factors impacting business locations

##### Raw materials

- Some raw material ✓ like iron is heavy and can take up a lot of space. ✓
- The proximity of the raw materials for the business ✓ will have an impact on the transport/price/availability. ✓
- Businesses must be located ✓ close to the source of raw materials. ✓
- Any other relevant answer related to raw materials as a factor impacting the location decision.

**Submax (2)**

##### Transport

- Transportation affects all functions of the business ✓ – from the employees to the management staff who need to get to work on time. ✓
- Business must consider sources of reliable transport ✓ for the delivery of their supplies and the ease of access for customers. ✓

- Locations that are far away from transport routes ✓ are less desirable. ✓
- The nature of the transport will vary according to business type. ✓ For example, mines rely on rail transport and should be located close to railway. ✓
- Any other relevant answer related to transport as a factor impacting the location decision.

**Submax (2)**

#### Infrastructure/Electricity/Land and Buildings

- Infrastructure refers to the availability ✓ of transport/water/electricity and communication networks. ✓
- A business will not be able to operate efficiently ✓ without sufficient transport. ✓
- An entrepreneur must investigate whether the infrastructure will be upgraded ✓ before making decisions on a business location. ✓
- Electricity and water supply are known as utilities, ✓ and both form part of infrastructure. ✓
- Any other relevant answer related to infrastructure as a factor impacting the location decision.

**Submax (2)**

#### Labour market

- This refers to people who are employed by businesses ✓ and who are available to work. ✓
- Businesses need to keep in my mind the cost of labour ✓ when deciding on business location. ✓
- Scarcity of labour in a chosen location ✓ means that labour will be expensive. ✓
- Businesses must choose to locate their businesses in areas ✓ where labour is available and affordable. ✓
- Businesses need the right number of workers ✓ with the right skill at the right price. ✓
- Any other relevant answer related to labour market as a factor impacting the location decision.

**Submax (2)**

**(4 × 2) (8)**

**NOTE: Mark the first FOUR (4) only.**

## Consolidation

Learner's Book page 204

### QUESTION 1

#### 1.1 Types of transport

- Road ✓
- Sea ✓
- Rail ✓
- Air ✓
- Water ✓

**NOTE: Mark the first TWO (2) only.**

**(2 × 1) (2)**

#### 1.2 Importance of a business location

- Location plays a huge role in attracting ✓ and retaining the best employees. ✓
- The entrepreneurs must ensure that they find a suitable location ✓ for their business. ✓
- The type of business and the sector in which it operates ✓ influence where it should be located. ✓
- When planning a business, the owner must consider many factors ✓ so that he/she chooses the right location. ✓
- The right location will contribute to the success or failure ✓ of the business. ✓
- Businesses are affected by the market and macro environments, ✓ which will have an influence on how well a business does. ✓
- Business location determines the success or failure ✓ of the business. ✓
- Any other relevant answer related to the importance of a business location.

**Max (6)**

### 1.3 Location factors

#### 1.3.1 Location factors from scenario

BUSINESS LOCATION FACTORS	MOTIVATIONS
1. Environmental factors ✓✓	He knows of the pollution and dumping laws for the location he has chosen. ✓
2. Potential market ✓✓	He is also satisfied with the number of people that are interested in buying his product. ✓
<b>Submax (4)</b>	<b>Submax (2)</b>

**Max (6)**

- NOTE:** 1. Award marks for business location factors even if the quote is incomplete.  
 2. Do not award marks for the motivations if the business location factors were incorrectly identified.

#### 1.3.2 Other factors that impact the location factors

##### Labour regulations ✓✓

- They govern workforce practices such as overtime, minimum wage, employee breaks, and sick leave as well as hiring minors and preventing discrimination ✓.
- Labour regulations increase the cost of labour as they include issues such as working hours/minimum wage, etc. ✓
- Labour becomes expensive if the minimum wage is high. ✓
- If labour is expensive, the price of products will increase. ✓
- Strict labour regulations make a location less desirable. ✓
- Employees have the right to strike and trade unions have a lot of power. ✓
- Countries with few labour regulations have cheap labour and exploitation of workers. ✓
- Any other relevant answer related to labour regulations as a factor impacting the location decision.

Location factor	2
Explanation	1
Submax	3

##### Transport ✓✓

- Transportation affects all functions of the business – from the employees to the management staff who need to get to work on time. ✓
- Business must consider sources of reliable transport for the delivery of their supplies and the ease of access for customers. ✓
- Locations that are far away from transport routes are less desirable. ✓
- The nature of the transport will vary according to business type. For example, mines rely on rail transport and should be located close to railway. ✓
- Any other relevant answer related to transport as a factor impacting the location decision.

Location factor	2
Explanation	1
Submax	3

##### Infrastructure ✓✓

- Infrastructure refers to the availability of transport/water/electricity and communication networks. ✓
- A business will not be able to operate efficiently without sufficient transport. ✓
- An entrepreneur must investigate whether the infrastructure will be upgraded before making decisions on a business location. ✓
- Electricity and water supply are known as utilities and both form part of infrastructure. ✓
- Any other relevant answer related to infrastructure as a factor impacting the location decision.

Location factor	2
Explanation	1
Submax	3

### Labour market✓✓

- This refers to people who are employed by businesses and available to work. ✓
- Businesses need to keep in my mind the cost of labour when deciding on business location. ✓
- Scarcity of labour in a chosen location means that labour will be expensive✓.
- Businesses must choose to locate their businesses in areas where labour is available and affordable. ✓
- Businesses need the right number of workers with the right skill at the right price. ✓
- Any other relevant answer related to labour market as a factor impacting the location decision.

Location factor	2
Explanation	1
Submax	3

### Raw materials✓✓

- Some raw material like iron is heavy and can take up a lot of space. ✓
- The proximity of the raw materials for the business will have an impact on the transport/price/availability. ✓
- Businesses must be located close to the source of raw materials. ✓
- Any other relevant answer related to raw materials as a factor impacting the location decision.

Location factor	2
Explanation	1
Submax	3

### Climate✓✓

- Climate change affects crop yields causing shortages in the food supply chain, as well as losses for farmers. ✓
- Some businesses such as agricultural and tourism industries are dependent on a particular climate. ✓
- Many agricultural products depend on certain climatic conditions. ✓
- Climate changes and patterns of rain, drought, harsh hot/cold conditions, snow, and wind can affect some raw material and make it impossible for business to survive. ✓
- Any other relevant answer related to climate as a factor impacting the location decision.

Location factor	2
Explanation	1
Submax	3

### Government and local regulations and taxes✓✓

- Businesses must comply with local and government laws. ✓
- Government uses policies and laws to regulate the location of businesses. ✓
- Tax influences the prices of products and could increase their price. ✓
- The government can provide tax incentive or tax rebates to encourage people to establish businesses in other areas.✓
- Businesses are taxed on the profit they make. ✓
- Any other relevant answer related to tax as a factor impacting the location decision.

Location factor	2
Explanation	1
Submax	3

### Crime✓✓

- An area with a high crime rate will be harmful to businesses. ✓
- Businesses may face losses from burglaries and theft. ✓
- A business will have to spend money on securing their premises. ✓
- Businesses have to pay high costs for the insurance of their property, stock and vehicles if its located in a high crime area. ✓
- Customers may hesitate to support businesses if they are located in unsafe areas for fear of being mugged. ✓
- Any other relevant answer related to crime as a factor impacting the location decision.

Location factor	2
Explanation	1
Submax	3

### Competition✓✓

- The existence of competition can be a good or bad thing – it depends on whether the business thrives on it or destroyed by it. ✓
- Retail shops located in shopping centres usually do well if there is competition in the same shopping centres. ✓
- Manufactures who are not dependent on the local market also do well in an environment with a healthy competition. ✓
- Any other relevant answer related to competition as a factor impacting the location decision.

Location factor	2
Explanation	1
Submax	3

### Economic factors✓✓

- The purchasing power of the community will influence the location of the business. ✓
- The number of people employed in the area, the total family income, bank deposits, the number and value of homes in the area, will also influence business location. ✓
- These statistics indicate whether the community will afford the products sold. ✓
- Any other relevant answer related to economic factors impacting the location decision.

Location factor	2
Explanation	1
Submax	3

### Geographical factors✓✓

- Businesses should be located near their markets for ease of access. ✓
- Some goods must be located to where they are sold, for example, bricks need to be manufactured close to their market because they are heavy, and it is expensive and difficult to transport them over a long distance. ✓
- Any other relevant answer related to geographical factors as a factor impacting the location decision.

Location factor	2
Explanation	1
Submax	3

**NOTE: Mark the first TWO (2) only.**

**Max (6)**

# TOPIC 15 Contracts

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>• Explain the meaning of contract and why contracts are necessary in the business world.</li> <li>• Have a class discussion on the importance of contracts. Facilitate the learners' discussion of why different kinds of contracts are needed for different situations, referring to the information provided in the Learner's book.</li> <li>• Make it clear to the learners that, they will be learning more about this in the rest of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing real examples of standard contracts will make this topic easier for learners to understand.</li> <li>• Involve learners in discussions which they may have observed in the business world during the Covid 19 pandemic crisis.</li> <li>• Indicate the key words and concepts in the definition of the various types of contracts.</li> <li>• Obtain copies of the different kinds of contracts from the internet and other available sources e.g. Furniture stores, insurance companies etc. and use them in your discussions.</li> </ul>
Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>• Emphasize on the parties that are involved in the different kinds of contracts. Explain clearly to the learners the roles and responsibilities of each party in the contract.</li> <li>• Emphasize to the learners that they will be required to answer questions on the legal implications of a contract.</li> <li>• Use real life situations to illustrate the link between the Constitution and business operations.</li> <li>• Outsource information from the internet and other reliable sources and give them to the learners to study at home. Let them have a class discussion on the information provided and indicate the importance of the different kinds of contracts.</li> </ul>	<ul style="list-style-type: none"> <li>• For informal assessment learners can identify the different kinds of contracts from scenarios drawn from NCS past question papers and discuss their benefits to the clients.</li> </ul>

## Memoranda to activities

### Activity 15.1 Learner's Book page 212

#### 1.1 Meaning of a contract

- A Contract can formally be defined as an agreement enforceable by law ✓ between two or more parties (people and/or businesses), in which they promise to fulfil certain obligations. ✓
- A contract is legally ✓ binding agreement. ✓
- In a legally binding contract, the people/parties that are involved are bound to perform ✓ (or not to perform) a certain task, or give goods/services in return for something else. ✓
- Any other relevant answer related to the meaning of a contract.

**Max (4)**

#### 1.2 Aspects of a contract

- The information of the parties involved in the contract and the terms and conditions of their agreement must be stipulated. ✓✓
- The contract includes a proposal by one party and an acceptance of the proposal by another party. ✓✓
- Additional details that could be included are payment arrangements, duration of the agreement and the date the agreement comes into effect. ✓✓
- Both parties must be legally able to enter a contract. ✓✓

- The contract must be entered into voluntarily, without threat or force from another person. ✓✓
- Any other relevant answer related to aspects of a contract.

**Max (4)**

### 1.3 Types of contracts

#### 1.3.1 Types of contracts from the scenario

TYPE OF CONTRACT	MOTIVATIONS
Employment contract ✓✓	Abel Traders entered into an agreement when they employed Tracy as an administrator. ✓
Insurance contract ✓✓	AT also signed a contract with VB Insurers to protect business vehicles against possible losses or damages. ✓
<b>Submax (4)</b>	<b>Submax (2)</b>

**Max (6)**

**Note:** 1. Award marks for the type of contract even if the quote is incomplete.  
2. Do not award marks for the motivations if the types of contract were incorrectly motivated.

#### 1.3.2 Other types of contracts

- Hire purchase contract: ✓✓

A hire purchase contract is an agreement between a customer and a business in which the business allows the customer to take possession of a product and the customer agrees to pay for the product in fixed instalments over a given period of time. ✓

Type of contract	2
Explanation	1
Submax	3

- Lease contract: ✓✓

A lease contract is an agreement between the lessor and the lessee, in which the lessor makes an asset available to the lessee, and the lessee pays monthly premiums for using the asset. ✓

Type of contract	2
Explanation	1
Submax	3

- Rental contract: ✓✓

A rental contract is an agreement between the landlord and a tenant in which the landlord allows the tenant to occupy their property (house or flat), and the tenant agrees to pay monthly rent for using the property. ✓

Type of contract	2
Explanation	1
Submax	3

**Note:** Mark the first TWO (2) only.

**Max (6)**

**QUESTION 1**

**1.1** Types of contracts

- Employment contract ✓
- Insurance contract ✓
- Hire purchase contract ✓
- Lease contract ✓
- Rental contract ✓
- Any other relevant answer related to types of contracts.

**Any (5 × 1) (5)**

*Note: Mark the first FIVE (5) only.*

**1.2** The meaning of the contract

- A contract can formally be defined as an agreement enforceable by law ✓ between two or more parties (people or businesses), in which they promise to fulfil certain obligations. ✓
- A contract is a legally ✓ binding agreement. ✓
- In a legally binding contract, the people or parties that are involved are bound to perform ✓ (or not perform) a certain task, or give goods or services in return for something. ✓
- Any other relevant answer related to the meaning of the contract.

**Max (4)**

**1.3** Rights of a lessee in the lease contract

- The lessee must pay the agreed premium on time, ✓ or else he/she has breached the contract. ✓
- The lessee must take good care of the asset during ✓ the lease period. ✓
- The lessee must inform the lessor should ✓ he or she wants to make any improvements to the asset. ✓
- The lessee must honour all his or her obligations in terms ✓ of the agreement. ✓
- Any other relevant answer related to the rights of a lessee in the lease contract.

**Max (6)**

**1.4** Answer questions based on a scenario

**1.4.1** Insurance contract. ✓✓

**(2)**

Motivation: Baker Manufacturers entered into an agreement with Bala Insurers for their buildings. ✓

**(1)**

**1.4.2** Legal implications of contracts

- The parties entering into a contract ✓ must have contractual capacity. ✓
- The agreement must be reasonable to be fair and achievable. ✓✓
- The agreement must be legally possible. ✓✓
- All necessary legal formalities ✓ must be complied with. ✓
- A contract must be voidable. ✓✓
- Terms and conditions must be certain ✓ and not vague or unclear. ✓
- There must be intention by both parties ✓ to enter into a contract. ✓
- A contract may be terminated when ✓ all the legal conditions created by it have been fulfilled. ✓
- Any other relevant answer related to legal implications of contracts.

*Note: Mark the first SIX (6) answers only.*

**Max (6)**

## QUESTION 2

### 2.1 Rights and responsibilities of the parties of the contract

- It should describe the activities and the timeframe for their implementation. ✓✓
- It should also state if any responsibilities could be permitted and what those are. ✓✓
- The rights and responsibilities of the parties in a contract will differ from one contract to another, but the basic principles of fair practice remain the same. ✓✓
- Once an offer has been made and accepted, there is a contract. It is binding on all the parties and is enforced by law. ✓✓
- Any product or asset in a contract should be in good condition. ✓✓
- If any parties involved in a legal contract breaches it, the other party must be compensated for any losses they incur. ✓✓
- All parties to a legal contract should act in honesty and must fulfil their obligations in the contract. ✓✓
- Any relevant answer related to the rights and responsibilities to the parties of the contract.

**Max (6)**

# TOPIC 16 Presentation of business information

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>Start with the following probing questions:                             <ul style="list-style-type: none"> <li>Why would businesses present Information?</li> <li>To whom would information be presented?</li> <li>How would it be presented?</li> </ul> </li> <li>Unpack the glossary of concepts with learners</li> <li>Emphasise that this topic provides the foundational knowledge for content covered in:                             <ul style="list-style-type: none"> <li>Grade 11: verbal and non-verbal presentation of various business-related information and responding to questions and feedback.</li> <li>Grade 12: recap the content and amend information as necessary.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Have examples of visual aids / ask learners to collect visual aids and paste it into their workbooks.</li> <li>All relevant types of audio-visual aids and their purpose must be taught and discussed at length.</li> <li>Smartboards and projectors may be used to demonstrate the differences, as well as the purpose of a PowerPoint presentation.</li> <li>Pictures of different types of visual aids used in lessons, will be more effective in providing a deeper understanding of this topic.</li> </ul>
Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>Emphasize that the use of visual aids serves to enhance effective presentation of business information.</li> <li>Learners must be provided with explanations so that they do not confuse a PowerPoint presentation with interactive smartboards / videos with video conferencing.</li> </ul>	<ul style="list-style-type: none"> <li>Consult the latest NSC Grade 10 Question Papers for Section B and C type questions:</li> <li>Create informal 10 mark quizzes/tests on the key concepts on the content covered on previous days – in this way you will expose your learners to continuous consolidation.</li> <li>Ensure that learners practise writing various examples of essays, thus ensuring optimum exposure.</li> </ul>

## Memoranda to activities

### Activity 16.1 Learner's Book page 219

#### 1.1 Importance of business reports

- Business reports are important tools to guide decision-making in the business. ✓✓
- It allows business owners and senior management the opportunity to investigate and solve any identified issues. ✓✓
- Senior management relies on business reports to inform them of what each department is doing. ✓✓
- Business reports provide important information for management that is timely and factual. ✓✓
- Any other relevant answer related to the importance of business reports.

**Max (4)**

#### 1.2 Business reports

##### 1.2.1 Business reports from scenario

- He enquired about the target market that the report is intended for. ✓
- Lita asked Reuben to edit the report. ✓

**Max (2)**

##### 1.2.2 Other guidelines on writing an effective business report

- Be focused✓ on the objective of the business report. ✓
- Prepare an overview/summary✓ of the findings. ✓
- Write to the point✓ using brief sentences. ✓
- Use simple✓ and understandable language. ✓
- Use tables/graphs/diagrams/drawings✓ to help get the message across. ✓

- Get someone to look at the report ✓ and to provide feedback to improve on it. ✓
- Any other relevant answer related to the guidelines on writing an effective business report.

**NOTE: Do not award marks for responses that are indicated in QUESTION 1.2.1.**

**Max (6)**

## Activity 16.2 Learner's Book page 222

### 1.1 The importance of graphs/diagrams

- Diagrams play an important role in statistical data presentation. ✓✓
- Diagrammatic data presentation allows understanding of data more easily. ✓✓
- It helps illustrate points to the reader/audience more easily and effectively. ✓✓
- It also helps maintain the audience's interest during the presentation. ✓✓
- It engages the audience with the presentation, making them remember it afterwards. ✓✓
- Diagrams are interesting, relevant, and supports the presentation. ✓✓
- Visual aids will effectively help convey the message. ✓✓
- It helps to clarify the message and provides a point of reference for the mind. ✓✓
- Any other relevant answer related to the importance of graphs/diagrams.

**Max (6)**

### 1.2 Visual aids

1.2.1 Flowchart/Diagrams ✓✓

1.2.2 Bar graphs ✓✓

1.2.3 Illustrations ✓✓

**(3 × 2) (6)**

### 1.3 TWO advantages of graphs/diagrams

- Graphical representation of information helps with understanding ✓ and identifying patterns and trends in data. ✓
- Graphical representation enables quick analysis of large amounts of data at one time ✓ and assists in making predictions and informed decisions. ✓
- A lot of information ✓ can be displayed in an easy-to-understand format. ✓
- Graphs ✓ do not require much explanation. ✓
- Visual aids simplifies ✓ the presentation when using complex information. ✓
- Any other relevant answer related to advantages of graphs/diagrams.

**NOTE: Mark the first TWO (2) only.**

**Any (2 × 2) (4)**

### 1.4 Disadvantages of graph/diagrams.

- Too many diagrams and graphs ✓ can be confusing to the audience. ✓
- Information can easily be manipulated, ✓ causing false interpretations. ✓
- It may distract the audience from the speech ✓ as they pay more attention to the visual aids. ✓
- Preparation of graphs ✓ and diagrams is time consuming. ✓
- Any other relevant answer related to disadvantages of graph/diagrams.

**Max (4)**

## Activity 16.3 Learner's Book page 223

### DOWN:

1. Flip chart
2. Video conferencing
4. Graphs
5. Audio visual aids
8. Verbal presentation
10. Slide
11. Data projector
12. Business report
13. Flow charts
14. Line graph
17. Tables

### ACROSS:

2. Videos
3. Visual aids
6. Handouts
7. Pie chart
9. Bar graph
15. Non verbal presentation
16. Transparencies
18. Illustrations
19. Smartboard
20. Poster

## Consolidation

Learner's Book page 226

### SECTION A

#### QUESTION 1

##### 1.1 Multiple Choice Questions

- 1.1.1 B ✓✓
- 1.1.2 B ✓✓
- 1.1.3 A ✓✓

(3 × 2) (6)

##### 1.2 Choose the correct answer

- 1.2.1 C ✓✓
- 1.2.2 F ✓✓
- 1.2.3 B ✓✓

(3 × 2) (6)

## SECTION B

### QUESTION 2

#### 2.1 Examples of graphs

- bar graphs ✓
- line graphs ✓
- pie charts ✓

**NOTE: Mark the first TWO (2) only.**

**Any (2 × 1) (2)**

#### 2.2

AUDIO VISUAL AIDS	MOTIVATIONS
1. Video conferencing ✓✓	The meeting will take place online face-to-face with the directors being in their different locations. ✓
2. Interactive whiteboard / smartboard ✓✓	He will use a device that will allow the participants to take and share notes by using a touchscreen. ✓
<b>Submax (4)</b>	<b>Submax (2)</b>

**Max (6)**

#### 2.3 ESSAY

##### INTRODUCTION

- Verbal presentation means a presentation is delivered through speech or orally. ✓
- The aim of a business report is to provide critical analysis of how the business is performing in all areas of the business. ✓
- Audio-visual aids combine pictures and sound that will enhance the quality of the presentation. ✓
- The design in presentations enhances information, facilitates understanding and provokes reactions from the audience. ✓
- Any other relevant introduction related to factors that must be considered when preparing for a verbal presentation/ the guidelines on writing an effective business report/the purpose of audio-visual aids/factors that must be considered when designing a presentation.

**Max (2)**

Factors that must be considered when preparing for a verbal presentation.

There are a number of aspects that needs to be considered when preparing for a verbal presentation:

- The purpose and main points of the presentation. ✓✓
- The main aim must be captured in the introduction of the presentation. ✓✓
- The information presented should be relevant and accurate. ✓✓
- Be fully conversant with the content of the presentation. ✓✓
- Know the background of the audience to determine the appropriate visual aids. ✓✓
- Prepare a rough draft of the presentation with an introduction, body and conclusion. ✓✓
- The conclusion must summarise the key facts and show that all aspects have been addressed. ✓✓
- Create visual aids that will assist in getting the point across effectively. ✓✓
- Visit the venue and ensure that the equipment provided is working and suitable. ✓✓
- Consider the time frame for presentation. ✓✓
- Practise the presentation and note how long it takes. ✓✓
- Practise in front of a person who will give an honest opinion of the presentation. ✓✓
- Prepare for the feedback session by anticipating possible questions. ✓✓
- Any other relevant answer related to factors that must be considered when preparing for a verbal presentation.

**Max (16)**

The guidelines on writing an effective business report.

- Be focused on ✓ the objective of the business report. ✓
- Know the target audience ✓ that the business report is for. ✓
- Prepare an overview/summary ✓ of the findings. ✓
- Write to the point ✓ using brief sentences. ✓
- Use simple ✓ and understandable language. ✓
- Use tables/graphs/diagrams/drawings ✓ to help get the message across. ✓
- Edit the report ✓ for spelling error/grammatical mistakes/factual inaccuracies. ✓
- Get someone to look at the report ✓ and to provide feedback to improve on it. ✓
- Any other relevant answer related to the guidelines on writing an effective business report.

**Max (14)**

The purpose of any TWO audio-visual aids.

Data Projector ✓✓

- A data projector projects images ✓ that allows a large audience to see the presentation. ✓
- Any other relevant answer related to the purpose data projectors.

**Submax (4)**

Interactive smartboard/whiteboard ✓✓

- Interactive smartboard creates interactive presentations ✓ where notes may be added or changes made to a document during meetings ✓
- Any other relevant answer related to the purpose of interactive smartboard/whiteboard.

**Submax (4)**

Video conferencing ✓✓

- Video conferencing enables face-to-face communication ✓ between two or more people in different locations. ✓
- Any other relevant answer related to the purpose of video conferencing.

**Submax (4)**

Videos ✓✓

- Videos capture ✓ an audience's attention immediately. ✓
- Any other relevant answer related to the purpose of videos.

**Submax (4)**

**NOTE: Mark the first TWO answers only.**

**Max (8)**

Factors that must be considered when designing a presentation.

The following factors must be considered when designing a presentation:

- Start with the text and headings. ✓✓
- Use legible font and font size. ✓✓
- Select a suitable background that would not distract from the content. ✓✓
- Choose images that may help to communicate the message. ✓✓
- Include graphics and images related to the content. ✓✓
- Add special effects to support the message. ✓✓
- Create hyperlinks to allow quick access to other files. ✓✓
- Keep images and graphics simple. ✓✓
- Make sure there are no grammatical or spelling errors. ✓✓
- Use bright colours to increase visibility. ✓✓
- Structure information in a logical sequence. ✓✓
- Limit the information on each slide. ✓✓
- Any other relevant answer related to factors that must be considered when designing a presentation.

**Max (10)**

## CONCLUSION

- A good presentation promotes the image of the business/owner/management. ✓✓
- Effective presentations of business information is one of the key elements of communication with various stakeholders ✓✓
- Variation of colour and background capture the attention of the audience. ✓✓
- A well-prepared presentation creates a good impression and will attract potential investors. ✓✓
- Any other relevant conclusion related to factors that must be considered when preparing for a verbal presentation/ the guidelines on writing an effective business report/the purpose of audio-visual aids/factors that must be considered when designing a presentation.

(1 × 2) (2)  
[40]

Breakdown of mark allocation		
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Verbal presentation	16	
Business report	12	
Audio-visual aids	8	
Designing a presentation	10	
Conclusion	2	
<b>INSIGHT</b>		<b>8</b>
<b>TOTAL MARKS</b>		<b>40</b>

LASO – For each component:

Allocate 2 marks if all requirements are met.

Allocate 1 mark if some requirements are met.

Allocate 0 marks where requirements are not met at all.

# TOPIC 17 Understanding business plans and implications

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>Refer learners to content covered in Topic 12 Creative thinking and problem solving, Topic 13 Business opportunities and related factors, and Topic 14 Business location decisions.</li> <li>The knowledge learned from the above topics will be used to draw up a business plan.</li> <li>Learners should be able to compare the different components of the business plan.</li> <li>Teachers to ask learners to draw a table when comparing the marketing mix.</li> <li>Revise &amp; consolidate content identified in analysis of the baseline assessment.</li> <li>Unpack the key concepts to the learners</li> </ul>	<ul style="list-style-type: none"> <li>Use the different examples of the business plan to explain the different components of the business plan.</li> <li>Explain each section of the business plan in detail.</li> <li>Practical examples and QR codes can be used to illustrate the distinctions between each component of the business plan.</li> <li>Briefly explain the content of each component of the business plan.</li> </ul>
Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>Learners must be well conversant with the components of the business plan.</li> <li>They need to know the importance of the marketing plan and the marketing research.</li> <li>Show learners some basic examples when teaching them the financial analysis.</li> <li>Emphasise on differences between sole trader/partnership and private and public company.</li> <li>Use practical examples when explaining the strategies to overcome competition in the market.</li> </ul>	<ul style="list-style-type: none"> <li>Use the practical examples given in the learner's workbook to assess learners.</li> <li>For informal assessment, learners can identify the components of the business plan from the statements/scenarios/case studies</li> <li>Learners can be asked to do research on any business of their choice and draw up specific components of the business plan. For example, cover page, executive summary etc.</li> <li>Ask learners to draw a SWOT analysis of their business.</li> </ul>

## Memoranda to activities

### Activity 17.1 Learner's Book page 237

1.1 7Ps of the marketing mix that applies in EACH statement below:

- 1.1.1 Promotion ✓
- 1.1.2 People ✓
- 1.1.3 Place/Distribution ✓

**(3 × 2) (6)**

1.2 Importance of a marketing research

- A marketing plan helps businesses to ✓ promote products and services. ✓
- It is a process to understand more ✓ about what the business's customers' need. ✓
- The target market refers to the people who are likely to buy the product ✓ or service offered by the business. ✓
- The business must conduct market research to know about the following factors ✓ of the target market: age group, gender, personality, income, and education. ✓
- The results of the market research are important ✓ – they indicate the target market and their interest in goods and services. ✓
- Any other relevant answer related to the importance of the marketing research.

**Max (4)**

## Consolidation

Learner's Book page 239

- 1.1 Components of the business plan ✓
- Cover page ✓
  - Contents page/Index ✓
  - Executive summary ✓
  - Description of the business/Overview ✓
  - SWOT analysis ✓
  - Legal requirements of business ✓
  - Marketing plan ✓
  - Operational plan ✓
  - Financial plan ✓
  - Management plan ✓
  - Competitor analysis ✓

**NOTE:** Mark the first FOUR (4) only.

**(4 × 1) (4)**

- 1.2 marketing mix that applies in EACH statement below:

1.2.1 Place/Distribution ✓✓

1.2.2 Promotion ✓✓

**(2 × 2) (4)**

- 2.2 SWOT analysis from the scenario

STRENGTH	WEAKNESS
The business has employed a qualified computer technician. ✓	BCS does not have sufficient capital to buy the latest equipment for computer repairs.
Bandy Computer Services specialises in the repair and sale of computers at a reasonable price. ✓	The management of Bandy Computer Services lacks good financial planning skills. ✓
<b>Submax (2)</b>	<b>Submax (2)</b>
OPPORTUNITY	THREAT
Zanny Computers has recently close down their operations. ✓	BCS is located in a high-crime area. ✓
BCS signed a three year contract with EC Electronics to supply electronic devices at reduced prices. ✓	Loadshedding has affected their ability to render their services. ✓
<b>Submax (2)</b>	<b>Submax (2)</b>

**NOTE:** The answer does not have to be in a tabular format.

**Max (8)**

- 2.3 Importance of the business plan

- A business plan helps entrepreneurs ✓ to set goals and objectives. ✓
- It can be used to attract investors ✓ and prospective employees. ✓
- The business plan guides the entrepreneur on the viability ✓ of his/her business idea. ✓
- It also helps the entrepreneur to identify problems ✓ that may arise and helps management to take steps to avoid these problems. ✓
- It improves processes and practices ✓ of the business operations. ✓
- It evaluates the success ✓ of the business. ✓
- It is essential when applying for financial assistance ✓ from investors or lenders. ✓
- It gives direction ✓ once the business is operating. ✓
- Any other relevant answer related to the importance of the business plan.

**Max (6)**

# TOPIC 18 Self management

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>The knowledge learned from topics will help the learners to build their future after finishing school.</li> <li>Learners should be able to discover their strength and weaknesses.</li> <li>Explain to the learners the importance of time management.</li> <li>Revise &amp; consolidate content identified in analysis of the baseline assessment.</li> <li>Unpack the key concepts to the learners</li> </ul>	<ul style="list-style-type: none"> <li>Have a class discussion on this topic where learners can express their personal views.</li> <li>Explain each sub topic in details.</li> <li>Practical examples and QR codes can be used to illustrate the different units in this topic.</li> <li>Ask learners to explain the importance of professional image.</li> <li>Teach learners the importance of stress management and ask them to give practical examples on how to manage stress.</li> </ul>
Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>Discuss the meaning of setting personal goals and what it means to other people.</li> <li>Emphasise on the importance of having plan for your life so that you can always have direction.</li> <li>Emphasise the importance of displaying the good image of yourself in order to overcome competition.</li> <li>Emphasis should be made on the adaptability and the ways in which people can adapt to change.</li> </ul>	<ul style="list-style-type: none"> <li>Learners to complete activities on which they consider their personal strengths.</li> <li>Use practical examples given in the learner's workbook to assess learners.</li> <li>For informal assessment, learners can identify the sub topics from the statements/scenarios/case studies</li> </ul>

## Memoranda to activities

### Activity 18.1 Learner's Book page 251

#### 1.1 Meaning of time management

- Time management is the skill of using time in the most productive way ✓ in order to complete assigned tasks. ✓
- It is also the ability to manage time effectively, ✓ using the number of hours available in the day to work towards important goals. ✓
- Effective time management means that less time is wasted – ✓ which in turn will result in deadlines being met timeously, and the reduction of unnecessary stress. ✓
- It also promotes self-discipline ✓ and enables one to complete set tasks on time. ✓
- Any other relevant answer related to the meaning of time management.

**Max (4)**

#### 2.1 Strengths and weaknesses

##### 2.1.1 The importance of identifying one's strengths and weaknesses

- It is important to conduct a SWOT analysis ✓ in order to help to use the strengths and minimise weaknesses and threats taking advantage of the opportunities. ✓
- You can work to improve on your weaknesses ✓ once you can recognise them. ✓
- Concentrate on your strengths ✓ as much as possible. ✓
- Improve the weaknesses ✓ that could potentially harm your life or career. ✓
- Build on strengths and learn to manage your weaknesses. ✓
- Focus on transforming your weaknesses ✓ into strengths. ✓
- Surround yourself with people who can uplift you ✓ instead of those that choose not to change. ✓
- Any other relevant answer related to the importance of identifying one's strengths and weaknesses.

**Max (4)**

### 2.1.2 Ways to build ones strength and weaknesses

- Identify your strengths before you consider your weaknesses. ✓✓
- Focus on taking full advantage of your strengths rather than investing scarce resources in correcting weaknesses. ✓✓
- Develop skills to the maximum/push your talents as far as you can. ✓✓
- Talent in a particular area should not be ignored but time should rather be spent on enhancing it. ✓✓
- Break your weaknesses down into:
  - those you can change – set goals for fixing ✓✓
  - those you cannot change – spend the most time in it and manage it. ✓✓
- Any other relevant answer related to ways to build one strength and weaknesses.

**Max (6)**

### 2.2 The importance of setting goals.

- Goal setting helps you to organise your time and resources ✓ so that you live a productive and satisfying life. ✓
- Setting goals gives long term vision ✓ and short-term motivation ✓
- When setting goals, you take control of your life ✓ – you have direction of where you want to go. ✓
- Your goals propel you to take more action.
- Create an action plan and even when things are not on track, you can review your action plan. ✓
- Goals gives you focus, because you spend your time and energy on achieving exactly what you want. ✓
- They create accountability – you are accountable to yourself not to anyone else.
- When setting goals, you connect with your innermost desires – these motivate you and give you something to strive towards. ✓
- Goals also enable you to achieve your highest potential because you set targets ✓ to strive towards. ✓
- They make you to live ✓ the best type of life. ✓
- Goals helps you become ✓ the best you can be. ✓
- They make you to stretch beyond normal self, ✓ to reach new heights ✓
- Any other relevant to the importance of setting goals

**Max (4)**



## Activity 18.2

### Learner's Book page 254

#### 1.1 Meaning of self-management

- Self-management skills are the abilities that allow people ✓ to control their thoughts, feelings and actions. ✓
- People with strong self-management skills, can set goals independently ✓ and take the initiative to achieve them. ✓
- Any other relevant answer related to the meaning of self-management.

**Max (2)**

#### 1.2 Self-confidence

##### 1.2.1 Self-confidence from the scenario

- Employees were told to accept and love themselves unconditionally ✓
- Also to confront what we find so difficult to accept about ourselves. ✓

**NOTE: 1 Mark the first TWO answers only.**

**2 Only award marks for responses that are quoted from the scenario.**

**(2 × 1) (2)**

##### 1.2.2 Ways in which people can adapt to change

- People should adapt to learning styles/skills to make the most of new learning opportunities.
- They should transfer and adapt skills/resources for new tasks/situations.
- Avoid complaining and learn to be positive about change.
- Find ways to meet the challenges that change brings and benefit from them.
- Be proactive by keeping up with changes that are taking place in the world.
- Accept that change is inevitable.
- Reflect on how you've handled the change in the past.
- Take responsibility to respond to change.
- Adopt a positive attitude.
- Hold yourself accountable for adapting to the new change.

**Max (6)**

## Consolidation

Learner's Book page 255

### QUESTION 1

- 1.1 1.1.1 A ✓✓  
1.1.2 C ✓✓

Max (4)

1.2 The importance of a professional image.

- It creates an impression on others. ✓✓
- People form ideas about who you are and what you are capable of. ✓✓
- If you are aware of the image you project, you can influence how others see you. ✓✓
- If you are viewed positively, it can have huge benefits for your career, work relationships and work experience. ✓✓
- The image a business projects helps build customer confidence. ✓✓
- Companies providing both a professional image and quality service attract and retain customers. ✓✓
- Any other relevant answer related to the importance of professional image.

Max (6)

### QUESTION 2

2.1.1 Quote from the scenario

- Reggy the manager, always advises his employees to conduct regular medical check-ups. ✓
- To avoid activities that can lead to stress. ✓

*NOTE: Mark the first TWO (2) only.*

(2× 1) (2)

2.1.2 Ways to manage stress

- Setting aside personal time. ✓✓
- Developing a healthy lifestyle. ✓✓
- Spending time with people you enjoy/love. ✓✓
- Having a plan so that you stay control. ✓✓
- Regular exercise. ✓✓
- Take a break. ✓✓
- Listen to music ✓✓
- Reducing caffeine intake. ✓✓
- Eating a well-balanced diet. ✓✓
- Being assertive. ✓✓
- Being optimistic. ✓✓
- Having a sense of humour. ✓✓
- Any other relevant answer relate to the ways of managing stress.

Max (6)

2.1.3 Other ways in which RL can encourage employees to live a successful and balanced lifestyle.

- Maintain positive ✓ attitude. ✓
- Reflect on actions and take necessary corrective measures.
- Take responsibility ✓ for your actions. ✓
- Engage on self-development programmes ✓ to enhance growth. ✓
- Ensure proper hygiene ✓ and regular physical exercises. ✓
- Physical: get enough exercise and rest, ✓ and maintain a healthy, balanced diet. ✓
- Mental: plan your day and activities ✓ to avoid unnecessary stress. ✓
- Spiritual: make time every day for any religion you practice. ✓
- Social: do good deeds by giving, ✓ helping and guiding others. ✓
- Material: get a good education ✓ to get a good job that will enable you to be self-supporting. ✓
- Any other relevant answer related to other ways in which RL can encourage employees to live a successful and balanced lifestyle.

*NOTE: Do not include: Businesses should always advise employees to conduct regular medical check-ups OR They should avoid activities that could lead to stress.*

Max (4)

### QUESTION 3

#### 3.1 The importance of setting goals

- Goal setting helps you to organise your time and resources ✓ so that you live a productive and satisfying life. ✓
- Setting goals gives long term vision ✓ and short-term motivation ✓
- When setting goals, you take control of your life ✓ – you have direction of where you want to go. ✓
- Your goals propel you to take more action.
- Create an action plan and even when things are not on track, you can review your action plan. ✓
- Goals gives you focus, because you spend your time and energy on achieving exactly what you want. ✓
- They create accountability – you are accountable to yourself not to anyone else.
- When setting goals, you connect with your innermost desires – these motivate you and give you something to strive towards. ✓
- Goals also enable you to achieve your highest potential because you set targets ✓ to strive towards. ✓
- They make you to live ✓ the best type of life. ✓
- Goals helps you become ✓ the best you can be. ✓
- Any other relevant answer related to the importance of setting goals.

**Max (4)**

#### 3.2 Ways people can use to adapt to change

- People should adapt to learning styles/skills to make the most of new learning opportunities. ✓ ✓
- They should transfer and adapt skills/resources for new tasks/situations. ✓ ✓
- Avoid complaining and learn to be positive about change. ✓ ✓
- Find ways to meet the challenges that change brings and benefit from them. ✓ ✓
- Be proactive by keeping up with changes that are taking place in the world. ✓ ✓
- Accept that change is inevitable. ✓ ✓
- Reflect on how you've handled changes in the past. ✓ ✓
- Take responsibility to respond to change. ✓ ✓
- Adopt a positive attitude. ✓ ✓
- Hold yourself accountable for adapting to the new change. ✓ ✓
- Any other relevant answer related to ways people can use to adapt to change.

**NOTE: Mark the first THREE (3) only.**

**Max (6)**

**TOTAL (26)**

# TOPIC 19 Relationships and team performance

## Teaching tips:

How to introduce	Specific strategies to teach/approach the topic
<ul style="list-style-type: none"> <li>Teamwork is applied in sports teams and in a business. Teamwork is when two or more people come together to reach a common goal. Teamwork can be intuitive for some people, but some people can find it difficult to be a team player.</li> <li>Explain the meaning of business objectives. Focus on the difference between the profit, productivity, and service business objectives:</li> <li>Explain the importance of interpersonal relationships in the workplace.</li> <li>Explain the advantages of teamwork focusing on:               <ul style="list-style-type: none"> <li><b>Synergy</b> The combined effort of team members is much more than the sum of each member's individual effort.</li> <li><b>Creativity</b> Team members are capable of generating more creative solutions. <b>Quality</b> Team members are committed to perform at their best when they are part of a team, and this impacts favourably on the quality of work delivered.</li> <li><b>Productivity</b> Teams that work together will be able to complete tasks in the shortest possible time.</li> <li><b>Motivation</b> Team members help to keep each other motivated.</li> <li><b>Involvement</b> Teamwork increases employees' involvement.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teamwork can be described as a group of individuals working together efficiently and effectively towards a common goal. Teamwork is effective if it produces a result that is wanted.</li> <li><b>Teamwork</b> is efficient if the team can produce desired results without wasting materials, time, or energy.</li> <li><b>Synergy</b> when the combined effort of team members is much more than the sum of each member's individual effort.</li> <li>A clear distinction should be made between the meaning of 'diversity', 'discrimination' and 'prejudice'. This will enable learners to understand the differences between the terms.</li> <li><b>Prejudice</b> is the preconceived opinion that is not based on reason or actual experience</li> <li><b>Discrimination</b> means to treat someone who is different from us in an unfair manner. Unfair discrimination can lead to unfair labour action, such as strikes</li> <li><b>Diversity</b> is the practice of including or involving people from a range of different social and ethnic backgrounds, and of different genders.</li> </ul>
Important tips for the topic	Other ways of assessing the topic
<ul style="list-style-type: none"> <li>Show learners how to analyse a business objective.</li> <li>Teamwork is when a group of individuals works cooperatively and efficiently toward a collective goal or to conduct a set aim.</li> <li>Focus on the importance of teamwork in a business to run effectively and efficiency and on the criteria for a successful team:               <ul style="list-style-type: none"> <li>Clear objectives and agreed goals</li> <li>Openness and expression</li> <li>Mutual respect, support and trust</li> <li>Good decision making</li> <li>Review of team process</li> <li>Creative problem solving</li> <li>Role clarity</li> <li>Clear standards</li> <li>Achievable tasks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>In groups, prepare a four-minute presentation on ways a business can create an environment that will enables the teams to work effectively.</li> <li>Explain the criteria to create a well-defined business objective.</li> <li>Discuss why business objectives must be communicated to all the staff.</li> <li>Write an article for a webpage with the heading: <b>Explain possible reasons for the lack of communication at the workplace.</b></li> <li>Create a mind map on the criteria for a successful team.</li> </ul>

## Memoranda to activities

### Activity 19.1 Learner's Book page 260

#### 1.1 Meaning of a business objectives

- A business objective is the end result ✓ that a company aims to achieve. ✓
- The strategies on how to achieve the business goals ✓ form the basis of the business objectives. ✓
- Business objectives should focus on profit, ✓ productivity, and service. ✓
- Business objectives should also be aligned to the vision, ✓ mission, and purpose of the business. ✓
- Any other relevant answer related to meaning of business objectives.

Max (4)

#### 1.2.1 Benefits of teamwork from scenario

- The manager observed that employees are more creative when the work with others. ✓
- The employees also realised that with them working together, they are communicating better. ✓

*Note: Mark the first TWO (2) only.*

(2 × 1) (2)

#### 1.2.2 Other benefits of teamwork

- The members of the team learn from each other and grow. ✓✓
- The team achieve more than the individual. ✓✓
- Good teamwork helps business to achieve its objectives. ✓✓
- Gives employees more control over their jobs. ✓✓
- The performance of all team members improves because they support each other's skills. ✓✓
- Teamwork encourages workers to increase their range of skills to increase productivity. ✓✓
- Teamwork improves effective communication. ✓✓
- Teamwork can create strong relationships among employees, which in turn leads to better communication within a team. ✓✓
- Teamwork promotes healthy risk-taking/Working as a team allows team members to take more risks, because they have the support of the team in case of failure. ✓✓
- Teamwork promotes a wider sense of ownership when working together to achieve business objectives. ✓✓
- The team members feel connected to the company which builds loyalty towards the company and individual job satisfaction. ✓✓
- Teamwork promotes creativity and learning: creativity thrives when people work together as a team. ✓✓
- Teamwork creates synergy to maximise energy levels of employees. ✓✓
- Any other relevant answer related to benefits of teamwork.

*Note: Do not mark benefits of teamwork listed in Question 1.2.1.*

Max (6)

### Activity 19.2 Learner's Book page 263

#### 1.1 Factors that influence team relationships

FACTORS THAT INFLUENCE TEAM RELATIONSHIPS	MOTIVATION
Belief ✓✓	Some team members do not tolerate each due to different cultural beliefs. ✓
Prejudice ✓✓	Paul also does not like Zizi because he does not know her. ✓
<b>Submax (4)</b>	<b>Submax (2)</b>

- Note: 1. Award marks for the factors that influence team relationships if the quote is incomplete.  
2. Do not award marks for the motivation if the types of contract were incorrectly motivated.*

(6)

- 1.2 Ways in which businesses can address factors influencing team relationships.
- The business can make sure that employees understand✓ and believe in business objectives. ✓
  - The business should listen to employees✓ when they share ideas. ✓
  - Important decisions should be taken✓ through a process of teamwork. ✓
  - Good teamwork needs to be rewarded✓ and mistakes must be viewed as opportunities to learn and grow. ✓
  - Being clear and specific when communicating✓ to prevent confusion. ✓
  - Encouraging trust, respect, and cooperation✓ among members of the team. ✓
  - Encouraging team members✓ to share information and resources effectively. ✓
  - Delegating problem-solving tasks✓ to the team. ✓
  - Establishing a method for arriving at a consensus to prevent conflict. ✓
  - Any other relevant answer related to ways to address factors that influence team relationships.

(4)

## Consolidation

Learner's Book page 265

### QUESTION 1

#### 1.1.1 Working relationship

- Working relationship refers to the strong association✓ among individuals working together. ✓
- The quality of interpersonal relationships ✓ impact on the productivity.✓
- Any other relevant answer related to working relationships.

(2)

#### 1.1.2 Interpersonal relationships

- Interpersonal relationships in the workplace refers to a strong association✓ among individuals working together. ✓
- The quality of interpersonal relationships impacts✓ on the productivity of teams. ✓
- Interpersonal relationships in the workplaces✓ allows team members to share a special relationship. ✓
- Team members build up a relationship of trust,✓ openness, understanding and effective communication.✓
- The degree of power and authority that managers own✓ depend on the level of management.✓
- Any other relevant answer related to interpersonal relationships.

(3)

#### 1.2.1 Factors that influence team relationships

- Belief ✓
- Prejudice ✓
- Discrimination ✓
- Diversity ✓
- Any other relevant answer related to factors that influence team relationships.

*Note: Mark the first FOUR (4) answers only.*

(4)

#### 1.2.2 Ways it can address factors that influence team relationships

- The business can make sure that employees understand✓ and believe in business objectives. ✓
- The business should listen to employees✓ when they share ideas. ✓
- Important decisions should be taken✓ through a process of teamwork. ✓
- Good teamwork needs to be rewarded✓ and mistakes must be viewed as opportunities to learn and grow. ✓
- Being clear and specific when communicating✓ to prevent confusion. ✓
- Encouraging trust, respect, and cooperation✓ among members of the team. ✓
- Encouraging team members✓ to share information and resources effectively. ✓
- Delegating problem-solving tasks✓ to the team. ✓
- Establishing a method for arriving at a consensus to prevent conflict. ✓
- Any other relevant answer related to ways to address factors that influence team relationships.

(4)

## QUESTION 2

### 2.1 Introduction

- Teamwork refers to several people working together effectively to reach common goals. ✓
- Working as a team requires clear business objectives. ✓
- Effective teamwork is essential for achieving success. ✓
- A team must work together to contribute to the success of the business. ✓
- Any other introduction related to factors, criteria, benefits of teamwork.
- Any other relevant introduction related to factors/criteria/benefits of teamwork/ways businesses can create an environment that enables teams to work effectively.

(2 × 1) (2)

### 2.2 Criteria for successful team performance

#### Communication ✓✓

- A clear set of processes and procedures for teamwork ensures that every team member understands their role. ✓
- Efficient communication between team members may result in quick decisions. ✓
- Quality feedback improves the morale of the team. ✓
- Open discussions lead to effective solutions of problems. ✓
- Continuous review of team progress ensures that team members can rectify mistakes and can act pro-actively to ensure that goals are reached. ✓

Criteria	2
Explanation	2
Submax	4

#### Collaboration ✓✓

- Clearly defined realistic goals are set, so that all members know exactly what is to be accomplished. ✓
- All members take part in decision making ✓
- Willingness to co-operate as a unit to achieve team objectives. ✓
- Co-operate with management to achieve team/business objectives. ✓
- Agree on methods to get the job done effectively without wasting time on conflict resolution. ✓

Criteria	2
Explanation	2
Submax	4

#### Shared values ✓✓

- Shows loyalty, respect and trust towards team members despite differences. ✓
- Shows respect for the knowledge/skills of other members. ✓
- Perform team tasks with integrity/pursuing responsibility/meeting team deadlines with necessary commitment to team goals. ✓

Criteria	2
Explanation	2
Submax	4

#### Clear objectives and agreed goals ✓✓

- Team members must agree on goals and set clear objectives. ✓
- Team members who agree to the goals will be more committed. ✓
- Team members will show more commitment if the objectives are understood clearly. ✓
- Teams need to focus on the agreed goals essential for success
- Team members should know what they want to achieve. ✓
- Clear goals for direction. ✓

Criteria	2
Explanation	2
Submax	4

#### Interpersonal attitudes and behaviour ✓✓

- Team members have a positive attitude of support and motivation towards each other. ✓
- Good interpersonal relationships will ensure job satisfaction, and in this way increase the productivity of the team. ✓

- Team members are committed and enthusiastic towards achieving a common goal. ✓
- Team leaders give credit to members for positive contributions. ✓

Criteria	2
Explanation	2
Submax	4

**Max (16)**

### 2.3 Factors that can influence team relationships

- Prejudice is a negative attitude toward an individual based on the membership in a particular social group. ✓✓
- Discrimination is negative action toward an individual as a result of one's membership in a particular group. ✓✓
- Diversity is the practice of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations ✓✓
- Belief is a conviction that we generally accept to be true, without evidence or proof. Beliefs are related to culture and religion. ✓✓
- Beliefs influence our thoughts and attitudes, and we must be aware of it. ✓✓
- Equity is the quality of being fair and impartial. ✓✓
- Any other relevant answer related to factors that can influence team relationships.

**Max (8)**

### 2.4 Benefits of teamwork

- Teamwork improves effective communication: ✓ it can create strong relationships among employees that can lead to better communication. ✓
- Teamwork promotes healthy risk-taking: ✓ working as a team allows team members to take more risks, as they have the support of the group in case of failure. ✓
- Teamwork promotes a wider sense of ownership: ✓ when teams work together to achieve business objectives the employees feel connected to the company. This builds loyalty and job satisfaction. ✓
- Teamwork promotes creativity and learning: ✓ creativity thrives when people work together as a team. Brainstorming ideas as a team can create solutions. Teamwork can maximise shared learning. ✓
- Teamwork promotes conflict resolution skills: ✓ employees have unique viewpoints and conflict can happen when working together. When conflict arises in a team, members are forced to resolve the conflicts. ✓
- Teamwork can advance an individual career: ✓ when working as part of a team an individual can expand their skills. ✓
- Teamwork creates synergy: ✓ synergy is when the combined effort of team members is much more than the sum of each member's individual effort ✓
- Any other relevant answer related to benefits of teamwork.

**Max (12)**

### 2.5 Ways in which businesses can create an environment that enables teams to work effectively

- The business can make sure that employees understand and believe in business objectives. ✓✓
- The business should listen to employees when they share ideas. ✓✓
- Important decisions should be taken through a process of teamwork. ✓✓
- Good teamwork needs to be rewarded and mistakes must be viewed as opportunities to gain experience and grow. ✓✓
- Being clear and specific when communicating to prevent confusion. ✓✓
- Encouraging trust, respect and cooperation among members of the team. ✓✓
- Encouraging team members to share information and resources effectively. ✓✓
- Delegating problem-solving tasks to the team. ✓✓
- Establishing a method for arriving at a consensus to prevent conflict. ✓✓
- Any other relevant answer related to ways in which businesses can create an environment that enables teams to work effectively. ✓✓

**Max (10)**

## 2.6 Conclusion

- The successful collaboration within a team ensures that business objectives are met. ✓✓
- Clear business objectives can lead to improved productivity. ✓✓
- Teamwork achieves business objectives. ✓✓
- Positive results can be achieved through teamwork. ✓✓
- Any other introduction related to factors, criteria, benefits of teamwork.
- Any other relevant conclusion related to factors/criteria/benefits of teamwork/ways businesses can create an environment that enables teams to work effectively.

(2 × 1) (2)

[40]

Breakdown of mark allocation		
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Outline the factors that can influence team relationships	8	
Explain the following criteria for successful team performance:	16	
Discuss the benefits of teamwork	12	
Suggest ways in which businesses can create an environment that enables teams to work effectively	10	
Conclusion	2	
<b>INSIGHT</b>		<b>8</b>
<b>TOTAL MARKS</b>		<b>40</b>

LASO – For each component:

Allocate 2 marks if all requirements are met.

Allocate 1 mark if some requirements are met.

Allocate 0 marks where requirements are not met at all.

# Formal Assessment Tasks

## Assessment guidelines

Assessment drives instruction and learning by providing relevant information on the learners' progress and performance. Its main purpose is to support and improve further learning by incorporating artefacts, illuminating various processes, checking in at multiple waypoints and placing value on multiple ways of knowing.

To make sure that tests and examinations are applicable to all learners, you should use Bloom's taxonomy as described below according to the DBE's SBA tasks booklet.

Teachers who are successful also analyse mistakes made by the learners in tests and examinations to inform teaching and to follow-up through improvement strategies.

## Cognitive levels of learners (Bloom's taxonomy)

The **cognitive demand** of a question refers to the type and level of thinking learners need to successfully engage with and answer a question.

- High cognitive questions are those which demand that the learners manipulate bits of information previously learned to create and support an answer with logically reasoned evidence. This sort of question is generally **interpretive, evaluative, inquiry-based, inferential, synthesis-based** and **open-ended**.
- Lower cognitive questions are more basic. They ask learners to recall material previously presented and learned. These questions are generally direct, closed, recall-related and that measure knowledge only – factual and process.

Bloom's revised taxonomy illustrates the different cognitive levels.

	Cognitive level	Comment	Context
<b>C1</b>	Knowledge Recall of factual or process knowledge in isolation, i.e. one step or set of steps, instructions and processes at a time.	Requires recalling or recognising only. The learner practised or learned the isolatable bit, e.g. fact, skill, process or steps before.	Exactly the same context as a textbook example or a classroom-based exercise. Explicitly part of the teaching and learning material.
<b>C2</b>	Understanding Convert from one form of representation to another.	Requires knowledge and understanding of steps, processes or isolatable bits. Translating 'words', pictures, symbols, diagrams, etc., for example 'words' into spreadsheet formulas.	Familiar context. Includes interpreting, exemplifying, classifying, summarising, inferring, comparing and explaining.
<b>C3</b>	Application Combining known routines, steps and processes to complete a task. All of the information required is immediately available to the learner.	Requires knowledge, understanding and combining steps, routines, processes and isolatable bits. Application of appropriate abstraction without having to be prompted and without having to be shown how to use it in a familiar context.	Familiar context but with new elements or new circumstances. Learners working with the same or similar steps but different data or new circumstances.

	Cognitive level	Comment	Context
<b>C4</b>	Analysis Understand how parts relate to a whole (pinpoint the core or main aspects) or interact with each other and use appropriate methods to complete a task or solve a problem.	Requires reasoning, investigation or developing a plan or determining a sequence of steps; has some complexity. Completing the task could have more than one possible approach. Organising component parts to achieve an overall objective.	New context. Unseen, unfamiliar problems or tasks.
<b>C5</b>	Evaluation Judging or deciding according to some set of criteria, generally without real right or wrong answers.	Requires weighing possibilities, deciding on the most appropriate. Testing to locate errors.	
<b>C6</b>	Create Putting elements together to form a coherent or functional whole or re-organising elements into a new pattern or structure.	Requires familiarisation with the task by exploring different approaches and interpreting and analysing relevant approaches. Generalisation.	Novel situation. The learner has no familiarity with completed functional whole.

In BS, the above cognitive levels are collapsed providing for lower-order, middle-order and higher-order levels.

	Lower Order C1	Middle Order C2 & C3	Higher Order C4, C5 & C6
Theoretical	Recall (Knowledge)	Understand and apply	Analyse, evaluate and create
Practical	Routine procedures (Knowledge/ Remembering)	Multi-step procedures (Understanding/ Applying)	Problem-solving (Analysing/ Evaluating/ Creating)
Weighing	30%	40%	30%

### Did you know

Within each cognitive level, there exists different difficulty levels.

Cognitive demand describes the type of thought process that is required to answer a question and is not necessarily the same as the level of difficulty of a question, such as the difficulty of the content knowledge that is being assessed.

## Difficulty levels

As per the same booklet, the difficulty level of a question refers to *the ease with which a learner is able to answer a question*. It is described as follows:

Level	Description
1	Easy to answer
2	Moderately challenging
3	Difficult to answer
4	Very difficult (It allows high achieving learners to excel above the others)

The difficulty level of a question is influenced by one or more of the following:

- The content (subject, concept, facts, principles or procedures), e.g.
- Content that is learned in Grade 10 and that is repeated and practised in Grade 11 and 12 usually becomes easier by Grade 12.
- The number of steps required, or the length of the answer could influence difficulty.
- Stimulus (item or question)
- The language, text or scenario used could influence difficulty.
- Re-read required or limited time could influence difficulty.
- Task (process)
- Short questions vs paragraph or essays – answers that require extended writing are generally more difficult.
- Steps provided or scaffolding of questions – open-ended questions are generally more difficult than structured questions, i.e. questions that lead or guide learners.
- Expected response
- Mark scheme, memo, e.g. detail required in memo vs detail expected in question.
- Allocation of marks.

## Assessment in Business Studies

Assessment is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment in Business Studies focuses on the knowledge, skills and values necessary for informed, ethical, productive and responsible participation in economic sectors. The study and assessment of Business Studies must not only cover essential business knowledge, skills and principles, but should also promote entrepreneurial initiatives, sustainable enterprises and economic growth.

Business Studies covers valuable skills such as leadership, risk taking, problem solving and management skills that prepare learners for success in different business environments. Teachers must take all these skills into account when planning teaching, learning and assessment activities.

## Informal or daily assessment

Assessment for Learning aims to continuously collect information of a learner's achievement that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities in the classroom. Learners or teachers can mark these informal assessment tasks.

Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

## Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

The Programme of Assessment for Business Studies in Grades 10 and 11 comprises seven tasks which are internally assessed. Of the seven tasks, the six tasks which are completed during the school year make up 25% of the total mark for Business Studies, while the end-of-year examination is the seventh task and makes up the remaining 75%.

In Grade 12, assessment is made up of two components: a Programme of Assessment which makes up 25% of the total mark for Business Studies and an external examination which makes up the remaining 75%. The Programme of Assessment for Business Studies comprises seven tasks which are internally assessed. The external examination is externally set and moderated.

Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject, are school-based and are weighted as follows for the different grades:

Grades	Tasks done during the year	End-of-year examination
R-3	100%	n/a
4-6	75%	25%
7-9	40%	60%
10 and 11	25%	75%
12	25%	External examination: 75%

The forms of assessment used should be appropriate to age and developmental level. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

Formal assessments must cater for a range of cognitive levels and abilities of learners as shown below.

**Table 1** Copy to be filled

Cognitive levels	Activity	Percentage of task
Knowledge and comprehension Levels 1 and 2	Basic thinking skills (e.g. factual recall, low-level application and low-level comprehension)	30%
Application and analysis Levels 3 and 4	Moderately high thinking skills (e.g. more advanced application, interpretation and low-level analysis)	50%
Synthesis and evaluation Levels 5 and 6	Higher-order thinking skills (e.g. advanced analytical skills, synthesis and evaluation)	20%

### PROGRAMME OF ASSESSMENT GRADE 10-12

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. The requirements (number and nature of tasks) for Business Studies are indicated below.

### 3.2 Business Studies

*Note: Refer to Section 4 of the CAPS*

### PROGRAMME OF ASSESSMENT GRADE 10-11

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. The requirements (number and nature of tasks) for Business Studies are indicated below.

### The Programme of Assessment in Grade 10

GRADE 10									
	TERM 1		TERM 2			TERM 3		TERM 4	
Form of assessment	Case study	Control Test	Presentation	June examination		Project	Control test	Final examination	
Tool(s) of assessment	Marking guideline	Marking guideline	Rubric and Marking guideline	Marking guideline		Rubric and Marking guideline	Marking guideline	Marking guideline	
Total marks	50	100	50	Paper 1	Paper 2	50	100	Paper 1	Paper 2
				100	100			150	150
Time allocation	2 Hrs	1.5 Hrs	1 Hr	1.5 Hrs	1.5 Hrs	6 Weeks	1.5 Hrs	2 Hrs	2 Hrs
Date of completion	Week 8	Week 8	Week 6	Week 9–10		Week 8	Week 9	Week 10	
Content focus: Knowledge and skills	Market, Micro and Macro environment	Control test should cover 4 topics done as per the ATP for Term 1	At least 4 topics as per the ATP of Term 2	The June exam should cover all topics done as per the ATP for Term 1 & 2		At least 4 topics as per the ATP of Term 3	Control test should cover all topics done as per the ATP for Term 3	The final exam should cover all topics done for the year as per the ATP	

## Weighting of formal assessment in Grade 10

Assessment	Term 1		Term 2			Term 3			Term 4		Total
	Case Study	Control Test	Presentation	June examination		Project	Control Test	Year mark	Final Exam		
Total marks	50	100	50	Paper 1 100	Paper 2 100	50	100		Paper 1 150	Paper 2 150	300
Per term weighting	25	75	25	37.5	37.5	25	75				
Per annum weighting	50/5 =10	100/5= 20	50/5 =10	100/10 =10	100/10 =10	50/2.5 =20	100/5 =20	100	300		400
Final Mark								25	75		100

### 3.2.1 Forms of assessment

In Business Studies, the following forms of assessment must be administered:

- Case study
- Presentation
- Project
- Controlled Test/s
- Examinations

#### Terms of references for all tasks:

- The Programme of Assessment informs the type of assessment per term expected from learners
- Each formal assessment task must consist of only one assessment activity
- Each task must be completed by individual learners. (Group work is not allowed as it influences mark allocations as well and result in skewed SBA marks)
- A topic must be specified and clear instructions given to learners as guidance of what is expected when completing the task
- Questions must scaffold from lower cognitive levels to higher cognitive level questions where they are asked to analyse, comment and possibly make suggestions based on the topic and the case study given.
- All tasks must be administered under controlled conditions. Learners must collect information and bring it to the classroom where the teacher and learners can interact with the collected information to complete the task

#### Case study

- Teachers must provide learners with the topics on which the case study will be based for assessment
- Learners to be given one week to collect resources on the topics
- The case study must be administered and completed within two hours under controlled conditions
- Case studies are a very good way of keeping the subject up to date and relevant
- Learners are presented with a real-life situation, a problem or an incident related to the topic
- Each formal assessment task must consist of only one assessment activity
- They should draw on their own experience or prior learning to interpret, analyse and solve a problem or set of problems and make suggestion/s and or recommendation/s to defend their arguments.
- Case studies may be taken from newspaper articles, magazine articles, video clips or radio recordings and all sources must be acknowledged.

#### Controlled Tests

Two tests, written under controlled conditions, are prescribed for Grades 10 and 11. These control tests must adhere to the following:

- They must be completed by all classes in the same grade on the same day.
- Where there is more than one teacher, agreement must be reached on the scope as well as the date and time of the tests.

- All learners write the same test under examination conditions.
- The duration of each of these tests must be one and half hour for 100 marks.
- The two tests must be written in Terms 1 and 3.
- Tests must cover the different cognitive levels in examinations. See table on cognitive levels under Examinations in the following section.
- Tests must also include problem-solving questions.
- Tests must cover a range of integrated topics, as determined by the annual teaching plan work schedule and the assessment plan.
- Questions must comply with year-end examination standards.

## Presentation

- A presentation in Business Studies consists of the following components:
  - ✓ **Written (40) marks**
  - ✓ **Oral (10) marks**
  - ✓ **Total (50) marks**
- The presentation must be based on covered topics in term 2 according to the Annual Teaching Plan.
- A maximum of five (5) minutes must be allocated to the oral presentation per learner.
- A separate rubric must be used for both the written and oral part of the presentation.
- The rubric for the written presentation must be accompanied by a marking guideline.
- Evidence must be available of the oral mark allocated using a rubric.
- The rubric for the assessment of the written as well as for the oral part of the presentation must include the following aspects:
  - ✓ Criteria used to assess must be discussed with the learners prior to the commencement of the project.
  - ✓ Clear level descriptors, which represents the contents of the topic identified for assessment through specific criteria, must be used. (All levels from 0 – 5 must be included)
  - ✓ No clustering of levels is permitted, e.g. 0-1; 2-3 and 4-5
  - ✓ The depth of responses must be clear to allow a learner to obtain maximum marks.
  - ✓ Technical aspects required must also be set as criteria and to be clearly defined in the level descriptors.
- Descriptors should be clearly developed in both rubrics.
- Where e-learning resources are available, the use of electronic presentations should be encouraged and where e-learning resources are not available, posters and/or handout presentations are encouraged.
- Project
  - The purpose of a research project is to develop the research, critical thinking and problem-solving skills of learners.
  - Projects generally work well if they are structured around some form of problem and learners guided towards further research.
  - Research will form part of the project – the project is the evidence of the research conducted.
  - Projects must be given to learners towards the end of the second term for submission during the third term.
  - A project is completed over a longer period of time, as they involve some form of research, consolidation and the choosing of relevant information to prepare a written document as evidence.
  - Submission of the project is due within the second week of the third term.
  - The control in the case of a project will be in the form of continuous monitoring of progress.
  - All the criteria used in a rubric to assess the project must be discussed with the learners prior to them commencing with the project.
- A marking rubric must be used for the project and the following aspects are of importance:
  - ✓ Criteria used to assess must be discussed with the learners prior to the commencement of the project.
  - ✓ Clear level descriptors, which represents the contents of the topic identified for assessment through specific criteria, must be used. (All levels from 0 – 5 must be included)
  - ✓ No clustering of levels is permitted, e.g. 0-1; 2-3 and 4-5
  - ✓ The depth of responses must be clear to allow a learner to obtain maximum marks.
  - ✓ Technical aspects required must also be set as criteria and to be clearly defined in the level descriptors.

### 3.2.2 Examinations

The following guidelines should be considered when constructing examinations:

- Content

Content stipulated specifically for the grade	100%
-----------------------------------------------	------

- Cognitive levels

Basic thinking skills (e.g. factual recall, low-level application and low-level comprehension)	30%
Moderately high thinking skills (e.g. more advanced application, interpretation and low-level analysis)	50%
Higher-order thinking skills (e.g. advanced analytical skills, synthesis and evaluation)	20%

- Problem solving

Approximately 10% of all examinations should address problem-solving questions using critical and creative thinking.

These include the solving of real-life problems within the context of the Business Studies curriculum.

These problem-solving questions must also cover a range of cognitive skills (lower, middle and higher order) to cater for all learners, but within the context of the learners.

#### June examinations

Below is an outline of the structure of the June examination in each of the grades:

Grades	Paper/s	Time	Marks	Topics
Grade 10	1 and 2	1.5 Hrs each	100 marks each	As per Annual Teaching Plan per grade
Grade 11	1 and 2	2 Hrs each	150 marks each	

#### Distribution of marks per section

Exam Paper	Paper	Section A	Sections B	Section C	Total
Grade 10	1	20	40	40	100
	2	20	40	40	<b>100</b>

Exam Paper	Paper	Section A	Sections B	Section C	Total
Grade 11	1	30	80	40	150
	2	30	80	40	<b>150</b>

#### End-of-year examinations

Grade 10-11 must two question papers consisting of 150 marks EACH and the duration must be 2 hours per question paper.

	Paper	Time	Marks	Business Environment	Business Venture	Business Role	Business Operation
Grade 10-11	1	2 Hrs	150	50%			50%
	2	Hrs	150		50%	50%	

## NOTES TO MARKERS

### PREAMBLE

The notes to markers are provided for quality assurance purposes to ensure the following:

- Fairness, consistency and reliability in the standard of marking
- Facilitate the moderation of candidates' scripts at the different levels
- Streamline the marking process considering the broad spectrum of markers across the country
- Implement appropriate measures in the teaching, learning and assessment of the subject at schools/institutions of learning

1. Candidates' responses must be in full sentences for SECTIONS B and C. However, this would depend on the nature of the question.
2. A comprehensive marking guideline has been provided but this is by no means exhaustive. Due consideration should be given to an answer that is correct but:  
**NOTE: There is only ONE correct answer in SECTION A.**
3. Take note of other relevant answers provided by candidates and allocate marks accordingly. (In cases where the answer is unclear or indicates some understanding, part-marks should be awarded, for example, one mark instead of the maximum of two marks.)
4. The word 'Submax' is used to facilitate the allocation of marks within a question or sub-question.
5. The purpose of circling marks (guided by 'max' in the breakdown of marks) on the right-hand side is to ensure consistency and accuracy in the marking of scripts as well as for calculation and moderation purposes.
6. Subtotals to questions must be written in the right-hand margin. Circle the subtotals as indicated by the allocation of marks. This must be guided by 'max' in the marking guidelines. Only the total for each question should appear in the left-hand margin next to the appropriate question number.
7. In an indirect question, the theory as well as the response must be relevant and related to the question.
8. Correct numbering of answers to questions or sub-questions is recommended in SECTIONS A and B. However, if the numbering is incorrect, follow the sequence of the candidates' responses. Candidates will be penalised if the latter is not clear.
9. No additional credit must be given for repetition of facts. Indicate with an 'R'.
10. The allocation of marks must be informed by the nature of the question, cognitive verb used, mark allocation in the marking guideline and the context of each question.  
Cognitive verbs, such as:
  - 10.1 Advise, name, state, mention, outline, motivate, recommend, suggest, (list not exhaustive) do not usually require much depth in candidates' responses. Therefore, the mark allocation for each statement/answer appears at the end.
  - 10.2 Define, describe, explain, discuss, elaborate, distinguish, differentiate, compare tabulate, justify, analyse, evaluate, critically evaluate (list not exhaustive) require a greater depth of understanding, application and reasoning. Therefore, the marks must be allocated more objectively to ensure that assessing is conducted according to established norms so that uniformity, consistency and fairness are achieved.
11. Mark only the FIRST answer where candidates offer more than one answer for SECTION B and C questions that require one answer.
12. **SECTION B**
  - 12.1 If, for example, FIVE facts are required, mark the candidate's FIRST FIVE responses and ignore the rest of the responses. Indicate by drawing a line across the unmarked portion or use the word 'Cancel'.**NOTE: This applies only to questions where the number of facts is specified.**
  - 12.2 If two facts are written in one sentence, award the candidate FULL credit. Point 12.1 above still applies.
  - 12.3 Use of the cognitive verbs and allocation of marks
    - If the number of facts is specified, questions that require candidates to 'describe/discuss/explain' may be marked as follows:
      - Fact 2 marks (or as indicated in the marking guidelines)
      - Explanation 1 mark (two marks will be allocated in Section C)

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

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

### 13. SECTION C

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

Introduction	<b>Maximum: 32</b>
Content	
Conclusion	
Insight	<b>8</b>
<b>TOTAL</b>	<b>40</b>

13.2 Insight consists of the following components:

Layout/Structure	<b>Is there an introduction, a body, and a conclusion</b> ✓	<b>2</b>
Analysis and interpretation	<b>Is the candidate able to break down the question into</b> ✓ headings/subheadings/interpret it correctly to show understanding of what is being asked✓	<b>2</b>
	Marks to be allocated using this guide: – All headings addressed: 1 (One 'A') – Interpretation (16 to 32 marks): 1 (One 'A')	
Synthesis	<b>Are there relevant decisions/facts/responses made based</b> ✓ on the questions✓	<b>2</b>
	Marks to be allocated using this guide: Option 1: <b>Only relevant facts:</b> 2 marks (No '-S')	
	Where a candidate answers 50% or more (two to four sub-questions) of the question. With only relevant facts: no '-S' appears in the left margin. Award the maximum of TWO (2) marks for synthesis. Option 2: <b>Some relevant facts:</b> 1 marked (One '-S')	
	Where a candidate answers less than 50% (only one sub-question) of the question with only OR some relevant facts; one '-S' appears in the left margin. Award a maximum of ONE (1) mark for synthesis. Award a maximum of ONE (1) mark for synthesis. Option 3: <b>Some relevant facts:</b> 1 marked (One '-S')	
Originality	Where a candidate writes FOUR questions, but one sub-question of the questions with no relevant facts; one '-S' appears in the left margin. Award a maximum of ONE (1) mark for synthesis. Option 4: <b>No relevant facts:</b> 0 marks (Two '-S')	
	Where a candidate answers less than 50% (only one sub-question) of the question with no relevant facts; two '-S' appears in the left margin. Award a ZERO mark for synthesis.	
	<b>Is there evidence of examples based on recent information, current trends and developments</b> ✓	<b>2</b>
<b>TOTAL FOR INSIGHT:</b>		<b>8</b>
<b>TOTAL MARKS FOR FACTS:</b>		<b>32</b>
<b>TOTAL MARKS FOR ESSAY (8 + 32):</b>		<b>40</b>

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

- 13.3 Indicate insight in the left-hand margin with a symbol e.g. ('L, A, –S and/or O').
- 13.4 The breakdown of marks is indicated at the end of the suggested answer/marketing guideline to each question.
- 13.5 Mark all relevant facts until the SUBMAX/MAX mark in a subsection has been attained. Write SUBMAX/MAX after maximum marks have been obtained but continue reading for originality 'O'.
- 13.6 At the end of each essay indicate the allocation of marks for facts and marks for insight as follows: (L – Layout, A – Analysis, S – Synthesis, O – Originality) as in the table below.

CONTENT	MARKS
<b>Facts</b>	<b>32 (max)</b>
<b>L</b>	<b>2</b>
<b>A</b>	<b>2</b>
<b>S</b>	<b>2</b>
<b>O</b>	<b>2</b>
<b>TOTAL</b>	<b>40</b>

- 13.7 When awarding marks for facts, take note of the sub–maximum indicated, especially if candidates do not use the same subheadings. Remember, headings and subheadings are encouraged and contribute to insight (structuring/logical flow/sequencing) and indicate clarity of thought. (See MARK BREAKDOWN at the end of each question.)
- 13.8 If the candidate identifies/interprets the question INCORRECTLY, then he/she may still obtain marks for layout.
- 13.9 If a different approach is used by candidates, ensure that the answers are assessed according to the mark allocation/subheadings as indicated in the marking guideline.
- 13.10 Award TWO marks for complete sentences. Award ONE mark for phrases, incomplete sentences and vague answers.

### RECORDING AND REPORTING

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to progress or promote to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R - 12.

The various achievement levels and their corresponding percentage bands are as shown in the Table below.

### CODES AND PERCENTAGES FOR RECORDING AND REPORTING

Rating code	Description of competence	Percentage
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 - 69
4	Adequate achievement	50 - 59
3	Moderate achievement	40 - 49
2	Elementary achievement	30 - 39
1	Not achieved	0 - 29



### Take note

The seven-point scale should have clear descriptors that give detailed information for each level.

Teachers will record actual marks against the task by using a record sheet, and report percentages against the subject on the learners' report cards.

### MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

### Formal assessment (SBA)

All Grade 10 and 11 tasks are internally moderated, while Grade 12 tasks should be externally moderated. The subject head for Business Studies or Head of Department for the Business, Commerce and Management subjects at the school will generally manage this process. Moderation at the school will be carried out at least once per school term.

# School-based assessment (SBA)

Term 1  
Exemplar

GRADE 10

Business studies

MARCH 202\_

## Case study: marking guidelines

Marks: 50

*This marking guideline consists of 5 pages.*

### INSTRUCTIONS TO THE MARKER:

- a) Mark ALL questions.
- b) Mark only with a red pen.

#### 1. Components of the micro environment from scenario

COMPONENTS OF THE MICRO ENVIRONMENT		MOTIVATIONS
1.	Mission✓✓	UFS wants to improve people's lives by offering frozen foods in a healthy and convenient way.✓
2.	Vision✓✓	Abongile sees the business expanding to the rest of the African continent.✓
Submax (4)		Submax (2)

**NOTE: 1. Mark the first TWO (2) only.**

**2. The answer does not have to be in tabular format.**

**3. Award marks for the components even if the quotes were incomplete.**

**4. Do not award marks for the motivations if the components were incorrectly identified.**

**Max (6)**

2. The meaning of the micro environment

- The micro environment of a business includes everything✓ inside the business.✓
- All the internal affairs of the business✓ are managed by the directors or the owners of the business.✓
- The business has full control✓ over its micro environment.✓
- Any relevant answer related to the meaning of micro environment.

Max (2)

3. The components of the market environment from the scenario above.

- Suppliers✓
- Consumers/Customers✓

(2 × 1) (2)

**NOTE: Award marks ONLY to the components of the market environment quoted from the scenario.**

4. TWO other components of the market environment.

**Intermediaries✓✓**

- These are individuals or businesses that distribute and sell the products/ services of a business. ✓
- Intermediaries bridge the gap between producers and consumers. ✓
- Intermediaries include: wholesalers, retailers, agents, brokers, transportation services. ✓
- Some intermediaries assist businesses with packaging and advertising of their products and services. ✓
- Examples of intermediaries include stores like Spar, Pick 'n Pay, Big Daddy, Woolworths✓
- Any relevant answer related to intermediaries as a component of the market environment.

Component	2
Explanation	1
Submax	3

**Competitors✓✓**

- Competitors refer to businesses/organisations that provide or sell more or less the same goods/services. ✓
- Businesses will be forced to offer quality products or services at the lowest possible prices or else they will lose their customers to their competitors.✓
- Businesses should monitor the activities of their competitors so that they could produce goods or services that are of better quality than their competitors.✓✓
- Examples of competitors in the retail market include: Spar and Shoprite, Woolworths and Truworths, MTN and Vodacom.✓✓
- Any relevant answer related to competitors as a component of the market environment.

Component	2
Explanation	1
Submax	3

**NOTE: 1. Mark the first TWO (2) only.**

**2. Do not award marks for suppliers/consumers/customers/other organisations/civil societies.**

Max (6)

5. The meaning of opportunities and threats to businesses.

**Opportunities**

- Opportunities are any factors in the external environment✓ that will contribute or is already contributing to the success of the business.✓
- Businesses need to constantly seek opportunities ✓ in their external environment in order to remain competitive. ✓
- Any other relevant answer related to the meaning of opportunities to businesses.

Submax (2)

### Threats

- Threats are any factors in the external environment ✓ that will stand in the way or is already standing in the way of businesses achieving their goals. ✓
- Businesses have a challenge of constantly identifying threats in the external environment ✓ and devising strategies to turn them into opportunities. ✓
- Any other relevant answer related to the meaning of threats to businesses.

Submax (2)

Max (4)

### 6. Components of the macro environment

COMPONENTS OF MACRO ENVIRONMENT		MOTIVATIONS
1.	Social ✓✓	consumer spending has decreased due to high unemployment rate ✓
2.	Technological ✓✓	Abongile has introduced online shopping with delivery service to boost sales ✓
Submax (4)		Submax (2)

**NOTE: 1. Mark the first TWO (2) only.**

**2. The answer does not have to be in tabular format.**

**3. Award marks for the components of the macro environment even if the quotes were incomplete.**

**4. Do not award marks for the motivations if the business functions were incorrectly identified.**

Max (6)

### 7. Business functions

BUSINESS FUNCTIONS		MOTIVATIONS
1.	Purchasing ✓✓	Abongile visits various suppliers to buy produce for the store. ✓
2.	Public relations ✓✓	He believes that by sponsoring the local orphanage and by offering donations, his business will gain the support from the community. ✓
Submax (4)		Submax (2)

**NOTE: 1. Mark the first TWO (2) only.**

**2. The answer does not have to be in tabular format.**

**3. Award marks for the business functions even if the quotes were incomplete.**

**4. Do not award marks for the motivations if the business functions were incorrectly identified.**

Max (6)

### 8. Difference between cash and credit payment.

Cash payment	Credit payment
Cash purchasing refers to all payments ✓ made by cash for business purchases immediately. ✓	Credit purchasing refers to making payments ✓ on a future date for business purchases. ✓
Cash purchases have an immediate effect ✓ on the cash flow of the businesses. ✓	Credit purchases results in the creation of assets ✓ (receivable)/liabilities of the business (payable). ✓
Cash purchasing can qualify ✓ for cash discounts. ✓	The credit payer can pay more for goods ✓ because of the interest added onto credit purchases. ✓
Any other relevant answer related to cash payment	Any other relevant answer related to credit payment
Submax (2)	Submax (2)

**NOTE: 1. The answer does not have to be in tabular format.**

**2. The difference does not have to link, but must be clear.**

**3. Award a maximum of TWO (2) marks if the difference is not clear. Mark either cash payment or credit payment only.**

Max (4)

## 9. The type of organizational structures

Functional organisational structure ✓✓

- Employees get instructions from more than one manager. ✓
- The plans to be executed determines who will be giving instructions. ✓
- This structure confuses employees because they report to more than one manager. ✓
- Any relevant answer related the functional organisational structure.

Organisation structure	2
Description	1
Submax	3

Project organisational structure ✓✓

- Structured around project teams. ✓
- It is a temporary structure because employees are drawn from different departments. ✓
- Employees are then grouped to form a project team that will carry out a particular project. ✓
- Any relevant answer related the project organisational structure.

Organisation structure	2
Description	1
Submax	3

Matrix organisational structure ✓✓

- Structured around projects but employees remain in their departments. ✓
- A project must be completed up to a certain point. ✓
- The project is then passed on to the next team that will carry out the next phase of the project. ✓✓
- Any relevant answer related the matrix organisational structure.

Organisation structure	2
Description	1
Submax	3

**NOTE: Mark the first TWO (2) only.**

Max (6)

## 10. TWO sources of financing

Bank loans ✓✓

- This is money borrowed from the bank, which will be repaid an agreed upon timeframe. ✓
- Bank loans are usually used for long-term financing. ✓
- The money is repaid with an interest. ✓
- An entrepreneur who borrows money may attach his/her fixed asset as surety to the value of the loan. ✓
- Any relevant answer related bank loans.

Submax (3)

Bank overdraft ✓✓

- A bank overdraft is the short-term loan ✓ added onto the account of an entrepreneur/ business. ✓
- It is repaid with a set interest rate ✓ over an agreed upon timeframe. ✓
- Any relevant answer related bank overdraft.

Submax (4)

Asset-based loan ✓✓

- Money is lent to successful businesses ✓ that want to expand their operations. ✓
- The loan is used to purchase an asset ✓ and that asset belongs to the lender until it is fully paid off. ✓
- If the money is not paid back, ✓ then the lender will take that asset. ✓
- Any relevant answer related asset-based loan.

Submax (4)

### Grants ✓✓

- This is money provided by the government to small businesses✓ that are in their development phase. ✓
- The money does not have to be paid back✓ if it benefits the community. ✓
- The government wants to see small developing businesses ✓benefiting the community and the environment in some way. ✓
- Any relevant answer related grants.

Submax (4)

### Receivable finance ✓✓

- This is a loan provided to businesses while they are waiting for payment of the goods/service provided✓ to avoid a cash flow shortage. ✓
- The loan is equal ✓to the outstanding invoices that are due.✓
- Any relevant answer related receivable income .

Submax (4)

### Angel funding ✓✓

- This is money offered by wealthy entrepreneurs to other businesses✓ in exchange for a share in that business. ✓
- This is usually used when a business is still in its start-up phase, ✓ and it carries a high risk for the investor. ✓
- Any relevant answer related angel funding.

Submax (4)

### Venture capital✓✓

- This is money offered by individuals or organisations✓ to start up or expand a business. ✓
- This is done in exchange✓ for a share in the business. ✓
- The investor usually requires a management position, ✓ or to be a board member in the business.✓
- Any relevant answer related venture capital.

**NOTE: Mark the first THREE (3) only.**

Submax (4)

Max (8)

TOTAL: 50 MARKS

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# School-based assessment (SBA)

Term 1  
Exemplar

GRADE 10

Business studies

MARCH 202\_

## CONTROLLED TEST: marking guidelines

Marks: 100

*This marking guideline consists of 18 pages.*

### Section A

#### QUESTION 1 (COMPULSORY)

- 1.1 1.1.1 D✓✓  
1.1.2 C✓✓  
1.1.3 B✓✓  
1.1.4 D✓✓  
1.1.5 D✓✓

(5 × 2) (10)

- 1.2 1.2.1 legal✓✓  
1.2.2 intermediaries✓✓  
1.2.3 formal✓✓  
1.2.4 cash✓✓  
1.2.5 public relations✓✓

(5 × 2) (10)

TOTAL SECTION A: [20]

### SECTION B

*Mark the FIRST TWO answers only.*

#### QUESTION 2: BUSINESS ENVIRONMENTS

##### 2.1 Meaning of the market environment

- The market environment refers to the immediate ✓ external components that directly affect the ability of the business to operate. ✓
- For the business to be successful it must be able to influence ✓ the components in this environment. ✓
- Any other relevant answer related to the meaning of the market environment.

Max (2)

## 2.2 Components of the market environment

### 2.2.1 Consumers/Customers

- Consumers/customers refer to individuals or other businesses that purchase products and services from a business. ✓✓
- Consumers are the final users of the product/service. ✓✓
- The market is the new and old customers who have money to buy goods/services. ✓✓
- Customer's preferences and taste does change as time goes by, so it is essential for businesses to conduct market research to ensure that their target market's changing needs are continuously met. ✓✓
- If customers are not happy with the products or services of a business, they will turn to a competitor. ✓✓
- Any other relevant answer related to consumers/customers as a component of the market environment.

Any (1 × 2) (2)

### 2.2.2 Suppliers

- Suppliers are individuals or other businesses that provide/supply businesses with the inputs or resources that they need in order to produce/ manufacture their product or services. ✓✓
- If suppliers fail to provide businesses with quality resources/inputs or if the suppliers don't deliver these resources/ inputs on time or at the right prices, then the businesses will not be able to meet their goals/ objectives. ✓✓
- Businesses need to ensure that they identify reliable suppliers in the market. ✓✓
- Businesses can establish a good relationship with their suppliers by signing long-term contracts for their raw materials at fixed prices. ✓✓
- Any other relevant answer related to suppliers as a component of the market environment.

Any (1 × 2) (2)

## 2.3 Opportunities and threats

### 2.3.1

OPPORTUNITY	THREAT
Businesses in the same industry as DH are relocating to other areas. ✓	Didi is located in a high crime area. ✓
Didi specialises in cutting and styling hair. ✓	Her business does not have sufficient capital to buy equipment to cater for a large number of clients. ✓
<b>Submax (2)</b>	<b>Submax (2)</b>

Max (4)

## 2.4 Features of the macro environment

### 2.4.1 Economic

- The economic environment refers to all the external economic factors ✓ that influence buying habits of consumers and businesses. ✓
- The economic environment relates to all the economic factors ✓ that affect commercial and consumer behaviour. ✓
- The economic environment consists of all external factors in the immediate marketplace and the broader economy ✓, which includes inflation, petrol price, interest rates and exchange rates. ✓
- Any other relevant answer related to the economic environment.

Max (2)

### 2.4.2 Social

- Social aspects ✓ include changes in culture and demographics. ✓
- The social environment refers to the immediate physical and social setting ✓ in which people live, and the society in which businesses operate. ✓
- The cultural environment affecting businesses ✓ includes religion, customs, and traditions that influence actions and decisions. ✓
- The demographic environment refers to the socio-economic characteristics of a population that businesses use ✓ to identify the product preferences and purchasing behaviours of customers. ✓
- Any other relevant answer related to the social environment.

Max (2)

### 2.4.3 Political

- The political environment represents the government and its institutions, ✓ and the public and private stakeholders that influence businesses. ✓
- The political environment refers to the actions taken by the government ✓ that affects daily business activities. ✓
- The institutional environment refers to the three levels of government in South Africa, ✓ that puts in place laws and rules that regulate how businesses operate. ✓
- All influences that a government has on businesses ✓ could be classified under this environment. ✓
- Any other relevant answer related to the political environment.

Max (2)

### 2.5 Reasons why the macro environment can be a challenge to businesses

- The macro environment cannot be controlled by a business. ✓✓
- This environment is always changing and therefore leads to challenges for businesses. ✓✓
- This means that businesses are constantly faced with challenges that arise due to the macro environment. ✓✓
- Any other relevant answer related to reasons to why the macro environment can be a challenge to businesses.

Any (2 × 2) (4)

[20]

## QUESTION 3: BUSINESS OPERATIONS

### 3.1 TWO Factors that influence the organisational structure

- Size of the company ✓
- Technology ✓
- Resources ✓
- Strategic goals of the company ✓
- Any other relevant answer related to factors that influence the organisational structure.

**NOTE: Mark the first TWO (2) only.**

Any (2 x 1) (2)

### 3.2 Business Functions

#### 3.2.1 Business Functions from scenario

BUSINESS FUNCTIONS		MOTIVATIONS
1.	General management ✓✓	Dave manages the different business functions in a manner that will provide maximum benefit to all parties concerned. ✓
2.	Administration ✓✓	Lutho ensures the efficient capturing and processing of data and information. ✓
Submax (4)		Submax (2)

**NOTE: 1. Mark the first TWO (2) only.**

**2. The answer does not have to be in tabular format.**

**3. Award marks for the quality concepts even if the quotes were incomplete.**

**4. Do not award marks for the motivations if the business functions were incorrectly identified.**

Max (8)

### 3.3 Activities of the administration function

#### 3.3.1 Handling of information

- Information is collected ✓ from both outside and inside the business. ✓
- Correct and reliable information should be available ✓ for meaningful decision-making and to run the business successfully. ✓
- Any other relevant answer related to handling of information.

Submax (2)

### 3.3.2 Office practice

- Office practice refers to how the administrative staff ✓ should handle their duties. ✓
- It covers matters such as ✓ the dress code for employees/proper filing of documents/telephone etiquette/ internet usage by staff. ✓
- Any other relevant answer related to office practice.

Submax (2)  
(4)

### 3.4 Differences between management and leadership

MANAGEMENT	LEADERSHIP
A manager understands the goals ✓ of the business. ✓	A leader creates ✓ a vision/sets direction. ✓
Managers ensure that tasks ✓ given to subordinates are completed. ✓	Leaders create the team ✓ and inspire the subordinates. ✓
He/she guides ✓ human behaviour. ✓	He/she influences ✓ human behaviour. ✓
A manager communicates ✓ through management functions, for example, line function. ✓	A leader communicates ✓ using vision/charisma. ✓
A person becomes a manager ✓ because he/she is appointed to the position. ✓	Leaders are born ✓ with natural/instinctive leadership skills. ✓
Any other relevant answer related to management.	Any other relevant answer related to leadership.
Submax (2)	Submax (2)

- NOTE: 1. The answer does not have to be in tabular format.**  
**2. The difference does not have to link, but must be clear.**  
**3. Award a maximum of TWO (2) marks if the difference is not clear/mark either management or leadership only.**

Max (4)

### 3.5 The purpose of the financial function

- Determines how much capital the business needs. ✓✓
- Establishes the sources for acquiring the capital. ✓✓
- Decides how to invest/allocate the capital funds in the business. ✓✓
- Ensures that the business can generate enough income to cover the cost of raising capital. ✓✓
- Prepares financial statements to present to the bank/investors to convince them that the business is financially healthy. ✓✓
- Any other relevant answer related to the purpose of the financial function.

Any (2 × 2) (4)  
[20]

## QUESTION 4: MISCELLANEOUS TOPICS

### BUSINESS ENVIRONMENTS

#### 4.1 Examples of intermediaries

- wholesalers ✓
- retailers ✓
- agents ✓
- brokers ✓
- transportation services ✓

**NOTE: Mark the first FOUR (4) only.**

(4 × 1) (4)

#### 4.2 Business sectors from statements

- 4.2.1 Tertiary sector ✓✓
- 4.2.2 Primary sector ✓✓
- 4.2.3 Secondary sector ✓✓

(3 × 2) (6)

## BUSINESS OPERATIONS

### 4.3.1 Planning

- This task evaluates ✓ the existing activities and goals. ✓
- This includes scheduled activities ✓ that will lead to achieving those goals. ✓
- The top management ✓ formulates strategic plans. ✓
- The middle management ✓ formulates tactical plans. ✓
- It includes getting all the information you need for planning. ✓
- The lower management ✓ formulates operational plans. ✓
- Different plans ✓ are considered to achieve set goals. ✓
- Backup plan/s are put in place ✓ if the chosen plan becomes impossible. ✓
- The chosen plan ✓ is implemented. ✓
- Any other relevant answer related to planning.

Any (1 × 2) (2)

### 4.3.2 Organising

- This task brings resources ✓ together to achieve the set goals. ✓
- Resources include ✓ materials, human and financial resources. ✓
- It is the mechanism ✓ used to execute the plan. ✓
- Involves breaking a plan ✓ up into actions. ✓
- The activities ✓ are assigned/delegated to specific individuals. ✓
- Training is included ✓ to ensure that the job/s are carried out successfully. ✓
- The tasks are coordinated ✓ to keep resources moving efficiently toward set goals. ✓
- Resources are prioritised ✓ to essential areas at any given time. ✓
- Organise the jobs ✓ within specific functions or departments. ✓
- Any other relevant answer related to organising.

Any (1 × 2) (2)

### 4.4 TWO methods of carrying out public relations

#### Media ✓✓

- Businesses get publicity for promotional events and information through media. ✓
- Includes advertising and the distribution of the business. ✓

Method	2
Description	1
Submax	3

#### Direct contact ✓✓

- Information about the business is passed on to the members of the public who have been clients/consumers of the business before. ✓
- Direct contact with employees or telephonic communication is a popular form of public relations. ✓

Method	2
Description	1
Submax	3

#### Brochures ✓✓

- Brochures are an excellent way of distributing information cost-effectively. ✓

Method	2
Description	1
Submax	3

#### Exhibitions ✓✓

- The business is introduced to the public and meet existing and new customers in shopping centres. ✓

Method	2
Description	1
Submax	3

### Social responsibility ✓✓

- The business uplifts the community because the community supports the business by buying their product/s. ✓

Method	2
Description	1
Submax	3

### Transit advertising ✓✓

- Advertising on vehicles such as taxis, busses, vans, and so on. ✓

Method	2
Description	1
Submax	3

### Use of the telephone ✓✓

- A potential customer phones the business to enquire about something, the person answering the phone is perceived as the business. ✓
- If the potential customer is pleased with information, that person opt to become a permanent customer. ✓
- Any other relevant answer related to methods of carrying out public relations.

**NOTE: Mark the first TWO (2) only.**

Method	2
Description	1
Submax	3

Any (2 × 3) (6)

[20]

**TOTAL SECTION B: [40]**

## SECTION C

**Mark the FIRST question only.**

### QUESTION 5

#### 5.1 Introduction

- The micro environment of a business includes everything inside the business. ✓
- Organisational culture refers to how things are done in the business. ✓
- The resources of a business can be classified into four main groups. ✓
- Entrepreneurs should be visionaries in order to make their businesses successful. ✓
- Any other relevant introduction related to the micro-environment, purpose of the organisational culture, organisational resources, vision/mission statement, goals and objectives of any business, the importance of a business organizational structure with specific reference to an organogram.

**Max (2)**

#### 5.2 Purpose of the organisational culture

- The purpose of the organisational culture is to define the business' internal and external identity and core values. ✓✓
- A strong business culture has the power to turn employees into ambassadors of the business. ✓✓
- It helps businesses to retain its employees and clients. ✓✓
- It breaks down boundaries between teams, guides decision-making, and improves productivity. ✓✓
- Any other relevant answer related to the purpose of the organisational culture.

**Max (6)**

#### 5.3 Organisational resources

##### Human resources ✓✓

- Human resources includes all the people that are employed in the business, ✓ that is, the employees of the business. ✓
- Human resources are the most important ✓ resource of the business. ✓
- Any other relevant answer related to human resources

Heading	2
Explanation	2
Submax	4

**Financial resources ✓✓**

- Financial resources refers to the capital ✓ that the business owns or has borrowed from a financial institute. ✓
- It includes all the funds that are available to the business, ✓ for example, bank overdraft, credit cards, long-term and short-term loans. ✓
- Any other relevant answer related to financial resources

Heading	2
Explanation	2
Submax	4

**Physical resources ✓✓**

- Physical resources include the equipment, tools, machinery, ✓ and all the physical components of the business. ✓
- These include the raw materials, tools/equipment, furniture, land, buildings, trucks and vehicles, ✓ owned by the business. ✓
- Any other relevant answer related physical resources

Heading	2
Explanation	2
Submax	4

**Technological resources ✓✓**

- Technological resources are all the resources of the business ✓ that help to speed up the production process and also increase the productivity of the business. ✓
- Examples include computer software, laptops, computers, websites, internet facilities, cell phones, photocopy machines. ✓
- Any other relevant answer related to technological resources.

Heading	2
Explanation	2
Submax	4

**Max (18)****5.4 The vision, mission statement, goals and objectives of any business**

- The vision statement of a business is its long-term goal, ✓ that is, where the business sees itself in the future. ✓
- The mission statement describes what the business provides or produces, ✓ and why the business exists. ✓
- The mission statement points out clearly ✓ what the business was established for. ✓
- Goals are the long-term plans ✓ that the business wants to accomplish. ✓
- They serve as guidelines ✓ to help businesses achieve what they set out to do. ✓
- Objectives describes ✓ how goals will be achieved. ✓
- Objectives are the short-term steps that will guide the business owner ✓ on how their set goals can be accomplished/achieved. ✓
- Any other relevant answer related to vision/mission statement, goals and objectives of any business.

**Max (14)****5.5 Advise on the importance of a business organisational structure**

- The organisational structure shows the different departments in the organisation and how they are organised. ✓✓
- The organisational structure is also known as an organogram. ✓✓
- An organogram shows the level of authority, responsibility and tasks of the various departments in the business. ✓✓
- An organogram shows the hierarchical structure of the business. ✓✓
- Any other relevant answer related to the importance of a business organizational structure with specific reference to an organogram.

**Max (8)**

## 5.6 Conclusion

- The management of a business is responsible for making decisions that help the business to achieve goals. ✓✓
- Without a good vision and mission statement, businesses may not succeed. ✓✓
- Organisational culture also includes the values, beliefs, norms and standards that are shared among the employees and management. ✓✓
- The organisational structure shows the different departments in the organisation and how they are organised. ✓✓
- Any other relevant conclusion related to the, micro-environment, the purpose of the organisational culture, organisational resources, vision/mission statement, goals and objectives of any business, the importance of a business organizational structure with specific reference to an organogram.

Max (2)  
[40]

Breakdown of mark allocation		
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Organisational culture	6	
Organisational resources	18	
Vision	14	
Mission statement		
Goals		
Objectives		
Business organisational structure	8	
Conclusion	2	
<b>INSIGHT</b>		<b>8</b>
<b>TOTAL MARKS</b>		<b>40</b>

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

## QUESTION 6

### BUSINESS OPERATIONS (BUSINESS FUNCTIONS)

#### 6.1 Introduction

- The purchasing function plays an important role in buying quality raw materials and services for the business. ✓
- The NCA was introduced to provide both credit providers and credit applicants with clear guidelines regarding their rights and responsibilities. ✓
- The CPA was introduced to prevent consumers from exploitation by businesses. ✓
- It ensures the full participation of previously disadvantaged individuals in the economy. ✓
- Any other relevant introduction related to the activities of the purchasing function, the purpose of the National Credit Act, the purpose of the Consumer Protection Act, the consumer rights as outlined in the NCA, the impact of these Acts on businesses.

Max (2)

#### 6.2 Activities of the purchasing function

- The purchasers should have expert knowledge of the product/s they need to buy and about the market in which they operate. ✓✓
- The purchasing manager should find out the needs of other departments. ✓✓
- They look for suitable, new and better suppliers. ✓✓
- They ensure that there is enough stock available for continuous production and sales. ✓✓
- They should follow up on orders placed with suppliers. ✓✓
- They should ensure that ordered products are delivered on time. ✓✓
- They should keep the correct stock levels for stock on hand. ✓✓
- They need to record the cost prices and selling prices of stock. ✓✓
- Any other relevant answer related to the activities of the purchasing function.

Max (10)

### 6.3 Purpose of Consumer Protection Act

- Promotes responsible ✓ consumer behaviour. ✓
- Strengthens a culture ✓ of consumer rights and responsibilities. ✓
- Establishes national standards ✓ to protect consumers. ✓
- Establishes ✓ a National Consumer Commission (NCC). ✓
- Ensures that consumers have access to information ✓ they need to make informed choices. ✓
- Provides guidelines for better consumer information ✓ and prohibits unfair business practices. ✓
- Empowers consumers to take legal action ✓ if their rights are not upheld. ✓
- Promotes consumer safety by protecting them ✓ from hazardous products/services. ✓
- Promotes fair/accessible and sustainable places ✓ for people to sell their products. ✓
- Protects consumers against contracts ✓ that include unfair terms which limit the liability of suppliers. ✓
- Any other relevant answer related to the purpose of the Consumer Protection Act.

Max (10)

### 6.4 The impact of the National Credit Act on businesses

#### Positives/Advantages

- Lowers bad debts ✓ resulting in better cash flow. ✓
- Protects business ✓ against non-paying consumers. ✓
- Increases cash sales ✓ as credit can only be granted to qualifying customers. ✓
- Prevents reckless lending ✓ by financial institutions. ✓
- Ensures that businesses settle their debts ✓ on time so that they can obtain good credit scores. ✓
- Ensures that credit process is transparent, ✓ for example, both businesses and customers know their responsibilities. ✓
- Any other relevant answer related to the positives/advantages of the NCA on businesses.

AND/OR

#### Negatives/Disadvantages

- Businesses are forced to budget ✓ to keep more cash/have enough cash on hand for stock purchases. ✓
- Businesses can no longer take the risk ✓ of selling poor-quality goods at high prices. ✓
- Businesses can no longer carry out ✓ credit marketing. ✓
- Leads to loss of sales ✓ as many businesses may no longer qualify to buy on credit. ✓
- Businesses can only buy limited stock ✓ as credit is not available resulting in loss of customers. ✓
- Complicates the purchasing process ✓ because of too much administration work in the credit providing process. ✓
- The purchasing department must know ✓ the terms and conditions of credit granting and the NCA. ✓
- It may take longer to purchase goods, ✓ and this could influence the overall efficiency of the business. ✓
- The Act compels businesses to sell quality products, ✓ or they may be forced to reimburse consumers. ✓
- Any other relevant answer related to the negatives/disadvantages of the NCA on businesses.

Max (16)

### 6.5 Consumer rights as outlined in the NCA

Consumers have a right to:

- apply for credit ✓✓
- receive information in their official language ✓✓
- be protected from unfair discrimination in granting credit ✓✓
- be given reasons why a credit application is refused ✓✓
- be informed about the interest rate and any other costs of the proposed credit transaction ✓✓
- receive a copy of a credit contract and a replacement copy when the consumer asks for one apply for debt counselling if a customer has too much debt ✓✓
- Any other relevant answer related to the consumer rights as outlined in the NCA.

Max (10)

## 6.6 Conclusion

- The purchasing function should ensure that ordered goods are delivered at the agreed price, right quantities, and right quality. ✓✓
- Businesses should comply with the NCA to avoid any penalties. ✓✓
- The CPA ensures the full participation of previously disadvantaged individuals in the economy. ✓✓
- Businesses need to adhere to consumer rights outlined in the NCA. ✓✓
- Any other relevant conclusion related to the activities of the purchasing function, the purpose of the National Credit Act, the purpose of the Consumer Protection Act, the consumer rights as outlined in the NCA, the impact of these Acts on businesses.

(1 × 2) (2)

Breakdown of mark allocation		
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Activities of the purchasing function	10	
Purpose of Consumer Protection Act	10	
The impact of the National Credit Act on businesses	16	
The consumer rights as outlined in the NCA	10	
Conclusion	2	
<b>INSIGHT</b>		<b>8</b>
<b>TOTAL MARKS</b>		<b>40</b>

LASO – For each component:

Allocate 2 marks if all requirements are met.

Allocate 1 mark if some requirements are met.

Allocate 0 marks where requirements are not met at all.

[40]

TOTAL SECTION C: 40

GRAND TOTAL: 100

# School-based assessment (SBA)

Term 2  
Exemplar

GRADE 10

Business studies

JUNE 202\_

## PRESENTATION: Marking guidelines and marking rubric

Marks: 40

*This marking guideline consists of 5 pages.*

### 1.1 Socio-economic issues

- 1.1.1 – Strikes ✓
- Crime ✓
- HIV/Aids ✓
- Inequality ✓
- Gambling ✓

**NOTE: Mark first (TWO (2)) only.**

(2)

#### Negative impact of socio-economic issues

Impact of strikes and political disturbance on businesses

- People in township/informal settlement areas may block roads preventing employed people ✓ from going to work due to service delivery protests ✓
- Scares ✓ off potential investors ✓
- Businesses may be forced to close down ✓ especially those located in townships. ✓
- May results in losses of production ✓ as employees stay absent from work during strikes ✓
- Many businesses suffer losses ✓ as a result of damage to property ✓
- Any other relevant answer related to the impact of strikes and political disturbance on businesses.

Submax (2)

#### Impact of crime on businesses

- Loss of profits ✓ due to stolen goods from businesses ✓
- Insurance/security costs ✓ become expensive ✓
- Smaller businesses often cannot afford insurance ✓ and have to replace the stolen goods themselves at greater loss ✓
- Lower profits affect the decision to expand ✓ and employ more people/pay higher wages ✓
- Business loses skilled people resulting in a decline in productivity ✓
- Crime causes increase in health costs of employees ✓ due to injuries or stress ✓
- Discourages foreign investment ✓ and reduces tourism ✓

- Crime brings about unfair competition ✓ from stolen goods resold at a lower price ✓
- Any other relevant answer related to the impact of crime on businesses.

Submax (2)

#### Impact of HIV/AIDS on businesses

- Loss of skilled staff ✓ due to HIV related illnesses ✓
- Conflict can arise among staff ✓ if they discover that a worker is HIV positive ✓
- Businesses find it difficult to keep up production levels ✓ and to meet deadlines because of poor staff morale. ✓
- High absenteeism ✓ from illness. ✓
- Businesses face increased costs ✓ of finding/recruiting/training replacements ✓
- The pool of available skilled workers is getting smaller ✓ due to the high rate of HIV infection. ✓
- Any other relevant answer related to the impact of HIV/Aids on businesses.

Submax (2)

#### Impact of inequality and poverty on businesses

- People cannot participate fully ✓ in the economy. ✓
- It leads to a culture of crime ✓ and violence. ✓
- It gives rise to industries ✓ such as security services ✓
- It results in lack of skills ✓ and job opportunities. ✓
- Any other relevant answer related to inequality and poverty on businesses.

Submax (2)

#### Impact of gambling on businesses

- Employees may not work ✓ overtime at short notice ✓
- Compulsive gamblers cannot focus ✓ on work while preoccupied with gambling. ✓
- Addicted employees could also steal ✓ to get money for gambling. ✓
- Local businesses ✓ forced out of business. ✓
- High rate ✓ of absenteeism ✓
- Reduces productivity as it encourages crime ✓ and corruption. ✓
- It hides criminal activities ✓ and can lead to workplace violence. ✓
- Any other relevant answer related to the impact of gambling on businesses.

**NOTE: The negative impact must correlate with the identified socio-economic issue**

Submax (2)

Max (4)

## 1.2 Socio-economic issues from the scenario.

### 1.2.1 Piracy ✓✓

(2)

#### Motivation

Some people decided to download the song from the internet without RRC's permission ✓

(1)

Max (3)

### 1.2.2 Methods of dealing with piracy

#### Copyright ✓✓

- Businesses can sue someone who infringes the copyright. ✓
- They can also sue someone who sells or distributes work that they knew were infringements of copyright. ✓
- Businesses can take legal action against people who copy their products ✓

Submax (3)

#### Patent ✓✓

- Businesses can take out a patent for new inventions and include a sample of their invention with application. ✓
- Businesses must register a patent with the patents office in South Africa. ✓
- The invention must comply with the Patent Act No. 57 of 1978. ✓
- A patent prevents other businesses/people from producing or selling the same product/specific service. ✓
- They can bring legal proceedings against anyone who uses their invention. ✓
- Any other relevant answer related to patents as a method of dealing with piracy.

Submax (3)

**Trademarks** ✓✓

- Businesses can use trademarks to identify themselves and their products. ✓
- They must register their trademarks with the register of trademarks at the companies and intellectual property registration. ✓
- A registered trademark is protected forever, provided it is renewed every ten years and a renewal fee is paid. ✓
- A registered trademark may not be used by another person/business. ✓
- Damages may be claimed from someone who infringes the trademark. ✓
- Any other relevant answer related to trademarks as a method of dealing with piracy.

**NOTE: Mark first TWO (2) only.**

(2 × 3) (6)

Max (6)

**1.3 Meaning of Corporate Social Responsibility (CSR)**

Corporate social responsibility is about:

- businesses taking responsibility for their impact on society ✓ and the environment ✓
- the way in which business conducts its operations ethically and morally, ✓ how they use human, physical and financial resources. ✓
- Any other relevant answer related to the meaning of Corporate Social Responsibility

(4)

**1.4.1 Form of ownership from the scenario**

Non-profit company ✓✓

(2)

Motivation: The business was established for charity purpose not for gain. ✓

(1)

**1.4.2 Advantages of non-profit company**

- Profits are used solely for the primary objective ✓ of the organisation. ✓
- The company does not pay tax, ✓ so all earnings can be cycled back into the organisation to improve it. ✓
- Donations made by donors are tax-deductible, ✓ therefore it motivates people to donate to the organisation. ✓
- Employees of non-profits are not personally liable ✓ for the debts of the non-profit company. ✓
- An NPC's existence can last long ✓ after the founders leave the business. ✓
- Can receive grants/aid ✓ from the government. ✓
- A surplus of income is retained ✓ to further the goals of the business. ✓
- Must prepare the financial statements ✓ at the end of the year and is not compelled to audit the financial statements. ✓
- NPCs are not compelled ✓ to hold an AGM. ✓
- Any other relevant answer related to the advantages of a non-profit organisation.

Max (4)

**1.5 Factors to consider when choosing a form of ownership**

- The start-up cost and the future capital. ✓
- The size and nature of the business ✓
- Tax implications ✓
- How the business will be controlled ✓ and the management structure ✓
- The risk involved ✓
- How capital will be contributed ✓
- How profits and losses will be shared ✓
- Who is responsible for any debts made by the business/liability ✓
- The continuity of the business ✓
- The vulnerability of the business in terms of lawsuits/legal persons. ✓
- New business owners will also need to consider whether the business will be a profit-making company or a non-profit company ✓
- Any other relevant answer related to the factors need to be considered when choosing a form of ownership.

**NOTE: Mark first TWO (2) only.**

Max (2)

## 1.6 Advantages of a partnership

- Each partner will bring their knowledge, skills, experience, and contacts to the business thus giving the business a better chance to succeed. ✓✓
- All partners have a personal interest in the business. ✓✓
- The workload and responsibility are shared between partners and each partner can focus on their strengths. ✓✓
- Partners invest new capital into the business to finance expansion. ✓✓
- Partners share responsibilities for decision-making and managing the business. ✓✓
- Partnerships are not compelled by law to prepare audited financial statements. ✓✓
- Partners are taxed in their capacities, which could lead to lower taxation – this will be dependent on the level of income of everyone. ✓✓
- Partners share profits made and they are therefore motivated to work harder. ✓✓
- Any other relevant answer related to advantages of partnerships.

Max (6)

### 1.7.1 Leadership and management skills of an entrepreneur from the scenario

- Malik, the managing director of RRC, has good communication skills in resolving conflict generating enthusiasm in others ✓
- RRC employees are always motivated and inspired to do their best. ✓

(2)

### 1.7.2 Risk taking and perseverance as qualities of an entrepreneur.

#### Risk taking

- Entrepreneurs are willing to take risks✓ to achieve their goals. ✓
- They measure risks carefully and once a decision is made, ✓ they dare to see it through. ✓
- They risk by putting capital together✓ to start their business. ✓
- They are flexible in their decisions, ✓ even when it turns out to be a wrong one. ✓
- Any other relevant answer related to risk taking as a quality of an entrepreneur.

Sub max (2)

#### Perseverance

- Entrepreneurs keep on going✓ even if things are difficult/failing. ✓
- They do not give up easily✓ and are motivated that keeps them going. ✓
- They are goal-driven✓ and cannot tolerate failure. ✓
- Any other relevant answer related to perseverance as quality of an entrepreneur.

Sub max (2)

Max (4)

TOTAL (40)

## RUBRIC TO ASSESS THE GRADE 10 PRESENTATION

ASSESSMENT CRITERIA	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	TOTAL
1.1 Socio-economic issues	Learner did not mention any socio-economic issue affecting businesses and did not discuss the negative impact of the issues on businesses.	Learner mentioned INCORRECT issue affecting businesses <b>OR</b> Learner did not discuss any negative impact the identified socio-economic issues.	Learner mentioned ONE CORRECT socio-economic issue affecting businesses <b>OR</b> Learner discussed negative impact socio-economic issues which do not correlate with identified socio-economic issues.	Learner mentioned TWO socio-economic issues affecting businesses <b>OR</b> Learner discussed negative impact of socio-economic issues which correlate with only ONE identified socio-economic issue.	Learner mentioned TWO socio-economic issues affecting businesses <b>AND</b> Learner discussed negative impact of socio-economic issues which correlate with TWO identified socio-economic issue.	Learner mentioned MORE THAN TWO socio-economic issues affecting businesses with practical examples. <b>AND EXCEPTIONALLY</b> discussed negative impact of socio-economic issues which correlate with TWO identified socio-economic issue and included practical and relevant examples.	5
1.2 Naming the socio-economic issue affecting RRC, quoting motivation and recommending solutions to deal with socio-economic issues.	Learner did not name the socio-economic issue affecting RRC and did not quote a motivation from the scenario and did not recommend solutions to deal with the socio-economic issues.	Learner named the incorrect socio-economic issue and quoted motivation that is NOT from the scenario. <b>OR</b> Learner did not recommend solutions to deal with the socio-economic issues.	Learner named the INCORRECT socio-economic issue and quoted the CORRECT motivation from the scenario. <b>OR</b> Learner recommended ONLY ONE solution to deal with the socio-economic issues.	Learner named the CORRECT socio-economic issue and quoted the CORRECT motivation from the scenario. <b>OR</b> Learner recommend TWO solutions to deal with correct socio-economic issues identified.	Learner named the CORRECT socio-economic issue and quoted the CORRECT motivation from the scenario. <b>OR</b> Learner recommend THREE solutions to deal with correct socio-economic issues identified	Learner named the CORRECT socio-economic issue and quoted the CORRECT motivation from the scenario <b>AND EXCEPTIONALLY</b> Recommended THREE solutions to deal with correct socio-economic issues identified with practical examples	5
1.3 Elaboration on the meaning of corporate social responsibility	Learner did not elaborate on the meaning of corporate social responsibility.	Learner indicated only ONE part of a sentence to give meaning of corporate social responsibility.	Learner indicated TWO parts of sentence/point to give meaning of corporate social responsibility.	Learner indicated ONE and a half complete sentences/ points to give meaning of corporate social responsibility.	Learner indicated TWO complete sentences/ points to give meaning of corporate social responsibility.	Learner indicated TWO complete sentences/ points to give meaning of corporate social responsibility with practical examples.	5

ASSESSMENT CRITERIA	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	TOTAL
1.4 Identification of the form of ownership and discussion of form of ownership.	Learner did not identify and discuss the form of ownership from the scenario	Learner identified the INCORRECT form of ownership from the scenario. <b>OR</b> Learner did not discuss the form of ownership.	Learner identified the CORRECT form of ownership from the scenario. <b>OR</b> Learner did not discuss the form of ownership	Learner identified the CORRECT form of ownership from the scenario. <b>OR</b> Learner discussed only ONE advantage of the form of ownership identified.	Learner identified the CORRECT form of ownership from the scenario. <b>OR</b> Learner discussed only TWO advantages of the form of ownership identified.	Learner identified the CORRECT form of ownership from the scenario. <b>AND EXCEPTIONALLY</b> discussed MORE THAN TWO advantages of the form of ownership identified with practical examples.	5
1.5 Factors to be considered when choosing the form of ownership.	Learner did not name factors to be considered when choosing the form of ownership.	Learner named INCORRECT/IRRELEVANT factor to be considered when choosing the form of ownership.	Learner named ONE CORRECT factor to be considered when choosing the form of ownership.	Learner named TWO CORRECT factors to be considered when choosing the form of ownership.	Learner named THREE CORRECT factors to be considered when choosing the form of ownership.	Learner EXCEPTIONALLY named MORE THAN THREE factors to be considered when choosing the form of ownership with practical examples.	5
1.6 Advantages of partnership.	Learner did not suggest advantages of partnership.	Learner suggested INCORRECT/IRRELEVANT advantages of partnership. <b>OR</b> Learner suggested CORRECT/RELEVANT advantages of OTHER FORMS OF OWNERSHIP either than the partnership.	Learner suggested ONE CORRECT advantage of partnership.	Learner suggested TWO CORRECT advantages of partnership.	Learner suggested THREE CORRECT advantages of partnership.	Learner EXCEPTIONALLY suggested MORE THAN THREE advantages of partnership with practical examples.	5
1.7.1 Quoting leadership and management skills from the scenario	Learner did not quote any leadership and management skills from the scenario.	Learner quoted the INCORRECT leadership and management skills which are not from the scenario.	Learner quoted the INCORRECT issues that are neither the leadership or management skills from the scenario.	Learner quoted ONLY ONE leadership OR ONE management skill from the scenario.	Learner quoted the TWO leadership OR ONE management skill from the scenario.	Learner EXCEPTIONALLY quoted the TWO leadership and management skills from the scenario.	5
1.7.2 Discussing the risk and perseverance as qualities of an entrepreneur.	Learner did not discuss the risk and perseverance as qualities of an entrepreneur.	Learner wrote an INCORRECT discussion about the risk and perseverance as qualities of an entrepreneur.	Learner discussed ONLY ONE CORRECT fact about the risk OR perseverance as qualities of an entrepreneur.	Learner discussed ONLY ONE CORRECT fact about the risk AND ONE INCORRECT fact about perseverance as qualities of an entrepreneur.	Learner discussed TWO facts about the risk AND ONE fact about perseverance as qualities of an entrepreneur.	Learner EXCEPTIONALLY discussed TWO CORRECT facts about the risk AND perseverance as qualities of an entrepreneur with practical examples.	5
<b>SUB TOTAL FOR WRITTEN WORK</b>							<b>40</b>

## ORAL PRESENTATION

ASSESSMENT CRITERIA	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	TOTAL
Insight/mastery of topic	No understanding of sub topics	Very little understanding of the sub topic.	Understanding of SOME sub topics.	Understanding of MOST sub topics.	MOST sub topics understood and conveyed satisfactorily.	Proper planning and preparations. Excellently demonstrated mastery and insight into sub topic.	5
Presentation skills	No effort made	Can only maintain eye contact and finds it difficult to handle feedback.	Can maintain GOOD eye contact but finds it difficult to handle feedback.	Can maintain GOOD eye contact but dominates the discussion. (NO feedback.)	Maintains good eye contact, highlights important aspects of the topic but does not handle feedback effectively.	Maintains good eye contact, highlights important aspects of the topic, handle questions in a professional manner and does not dominate the discussion.	5
<b>SUB TOTAL FOR ORAL PRESENTATION</b>							10
<b>GRAND TOTAL</b>							<b>[50]</b>

# School-based assessment (SBA)

Term 2  
Exemplar

GRADE 10

Business studies

JUNE 202\_

## JUNE PAPER 1: marking guidelines

Marks: 100 Time: 1½ Hour

*This marking guideline consists of 10 pages.*

### SECTION A

#### QUESTION 1

##### 1.1 Multiple choice questions

1.1.1 A ✓✓

1.1.2 A ✓✓

1.1.3 D ✓✓

1.1.4 B ✓✓

1.1.5 C ✓✓

(5 × 2) (10)

##### 1.2 Complete the statement

1.2.1 Leading ✓✓

1.2.2 Quality control ✓✓

(2 × 2) (4)

##### 1.3 Matching column

1.3.1 E ✓✓

1.3.2 A ✓✓

1.3.2 F ✓✓

(3 × 2) (6)

Breakdown of marks	
Question 1	Marks
1.1	10
1.2	4
1.3	6
<b>TOTAL</b>	<b>20</b>

**TOTAL SECTION A: 20**

## SECTION B

Mark the first TWO answers only.

### QUESTION 2: BUSINESS ENVIRONMENT

#### 2.1 Business sectors

- Primary sector ✓
- Secondary sector ✓
- Tertiary sector ✓

**NOTE: Mark the first THREE (3) only.**

(3 × 1) (3)

#### 2.2. Meaning of the market environment

- It is the immediate ✓ external environment of the business ✓
- Business has little or no control ✓ over the environment. ✓
- All elements determine why and how ✓ the business exists and operate ✓
- Any other relevant answer related to the meaning of the market environment.

Max (4)

#### 2.3 Business sectors

##### 2.3.1 Secondary sectors ✓✓

##### Motivation

- Lucky Canned foods is a factory that manufacture canned fruit and vegetables ✓

**NOTE: Do not award marks for responses not quoted from the scenario.**

Max (3)

##### 2.3.2

CHALLENGE	BUSINESS ENVIRONMENT
Severe rainfall damage of agricultural production in the region. ✓	Macro ✓
Solly Farmers also delayed delivery of fruits and vegetables to LCF. ✓	Market ✓
The business is negatively affected by high rates of employee absenteeism on rainy days. ✓	Micro ✓
<b>Submax (3)</b>	<b>Submax (3)</b>

Max (6)

**NOTE: 1: Award marks for the first THREE (3) challenges only.**

**2: If the business environment is not linked to the challenge, mark the challenge only.**

#### 2.4 Difference between Management and Leadership

MANAGEMENT	LEADERSHIP
Guides human behaviour ✓✓	Influences human behaviour ✓✓
Communicates through management functions, e.g., line function ✓✓	Communicates by means of interaction/behaviour/ vision/values/ charisma ✓✓
Administers plans/programs/tasks to reach targets ✓✓	Encourages new ideas to increase productivity ✓✓
Control systems and procedures to get the job done ✓✓	Inspires staff to trust and support each other ✓✓
A person becomes a manager because he/she is appointed in the position ✓✓	Leaders are born with natural/ instinctive leadership skills
Task orientated ✓✓	People orientated ✓✓
Manage by planning/organising/ leading/ control ✓✓	Lead by example/trust/respect ✓✓
Instructional in their approach ✓✓	Motivational/Inspirational in their approach ✓✓
Any other relevant answer related to management.	Any other relevant answer related to leadership
<b>Submax (2)</b>	<b>Submax (2)</b>

Max (4)

[20]

- NOTE: 1. The answers do not have to be in tabular format.**  
**2. The differences do not have to link, but they must be clear.**  
**3. Award a maximum of TWO (2) marks if the differences are not clear. Mark either Management or Leadership.**

Breakdown of marks	
Question 2	Marks
2.1	3
2.2	4
2.3.1	3
2.3.2	6
2.4	4
<b>TOTAL</b>	<b>20</b>

### QUESTION 3: BUSINESS OPERATIONS

#### 3.1 Business functions

- 3.1.1 Marketing function ✓✓
- 3.1.2 Financial function ✓✓
- 3.1.3 General management ✓✓

(3 × 2) (6)

#### 3.2 Organisational resources from the scenario

##### 3.2.1. Organisational resources

- Human resources/ employees ✓
- Financial resources/ money ✓
- Physical/material resources/raw materials/ infrastructure/ machinery ✓
- Information resources ✓

**NOTE: Mark the first FOUR (4) only.**

(4)

##### 3.2.2. Reasons why a business need financing

- Money for starting up a business ✓ – borrowing money in order to start a business ✓
- Money to cover the running costs of a business ✓ while waiting for outstanding payments ✓
- Money to replace ✓ machinery, equipment and computers ✓
- Money for expansion, ✓ to grow a successful business ✓
- Any other relevant answer relating to the reasons why a business needs financing

**NOTE: Mark the first TWO (2) only.**

(4)

#### 3.3 Quality of performance of administration function

- Applying technology efficiently ✓✓
- Collecting data and information ✓✓
- Ensuring that captured data or information is accurate ✓✓
- Processing data and information ✓✓
- Making information available to management so that management can react to opportunities and threats ✓✓
- Any other relevant answer relating to the quality performance in the administrative function.

Max (6)

[20]

Breakdown of marks	
Question 3	Marks
3.1	6
3.2.1	4
3.2.2	4
3.3	6
<b>TOTAL</b>	<b>20</b>

## QUESTION 4 (MISCELLANEOUS TOPICS) BUSINESS ENVIRONMENTS

### 4.1 Sector of Economy

#### 4.1.1 Business sectors from the scenario.

SECTOR OF ECONOMY	MOTIVATIONS
Formal sector ✓✓	"Janson Plaza consists of well-known registered clothing and grocery shops in Sasolburg." ✓
Informal sector ✓✓	"There is a number of unregistered stalls and spaza shops selling vegetables and fruits next to the mall." ✓
<b>Submax (4)</b>	<b>Submax (2)</b>

(6)

**NOTE: 1. Mark the first TWO (2) only.**

**2. Award marks for the correct business sector even if the quote is incomplete.**

**3: Do not award marks for the motivation if the business sector is incorrect.**

### 4.2. Reasons for the NGOs and CBOs to form part of the market environment

- They employ workers and operate in the community ✓✓
- They supply and consumer goods and services ✓✓
- They can act as intermediaries ✓✓
- They focus on socio economic issues, like HIV, unemployment, etc. ✓✓
- Any other relevant answer relating to reasons why NGO's and CBO's form part of the market environment.

(4)

## BUSINESS OPERATIONS

### 4.3 Differences between own capital and borrowed capital.

OWN CAPITAL	BORROWED CAPITAL
Owner savings use to start the business, ✓ it can also be shares issued or retained profit ✓	Money borrowed from the financial institution, friend or family member ✓ to start the business it can be for long or short term ✓
Own capital can also be referred to as equity capital ✓✓	Borrowed capital can also be referred to as debt capital. ✓✓
<b>Submax (2)</b>	<b>Submax (2)</b>

**NOTE: 1. The answer must be in tabular format.**

**2. The differences do not have to link but must be clear.**

**3. Award a maximum of TWO (2) marks if the differences are clear./Mark either own capital or borrowed capital only.**

Max (4)

### 4.4 Levels of management

#### 4.4.1 Top Level management

- Consists of the executives ✓ and are responsible for making strategic decisions ✓
- They set the vision, mission and goals ✓ of the business ✓
- Top-level management is responsible ✓ for the business as a whole. ✓
- Any other relevant answer relating to the top-level management

Max (2)

#### 4.4.2 Middle level management

- Consists of the heads of different departments ✓ and are responsible for making tactical decisions ✓
- Middle-level management is responsible for specific department ✓ within the business, such as finance, marketing and purchasing. ✓
- Communicate with top-level management ✓ and implement plans ✓
- Is the link ✓ between the top-level management and lower-level management ✓
- Any other relevant answer relating to the middle level management.

Max (2)

#### 4.4.3 Lower-level management

- Consists of foremen or supervisory management ✓ and they carry out operational or routine decisions ✓
- Lower-level management is responsible for a high level of productivity, technical assistance ✓ motivating employees and accomplishing the day-to-day objective. ✓
- Communicate with the middle-level management ✓ and workforce ✓
- The lower-level management supervise ✓ and encourages the workforce ✓.
- Any other relevant answer relating to the lower-level management.

Max (2)

[20]

TOTAL SECTION B: 40

Breakdown of marks	
Question 4	Marks
4.1	6
4.2	4
4.3	4
4.4.1	2
4.4.2	2
4.4.3	2
TOTAL	20

## SECTION C

### QUESTION 5: BUSINESS ENVIRONMENTS

#### 5.1 Introduction

- The macro environment has a big effect on businesses and they have no control over it. ✓
- Businesses need to have proper knowledge of the components of the macro environment. ✓
- All three business environments have an interrelationship to each other and businesses must know when to use each. ✓
- There are many challenges posed by the market environment and although businesses cannot change it, they can influence it. ✓
- Any other relevant introduction related to macro environment/components of macro environment/interrelationship between micro, market, macro environment/reasons why macro environment can be a challenge.

(2 × 1) (2)

#### 5.2 Meaning of macro environment

It refers to the interaction of businesses with forces outside of themselves.

- The macro environment is also known as the external environment. ✓✓
- The external environment presents both opportunities and threats. ✓✓
- It is always changing and developing. ✓✓
- Businesses have no control over this environment. ✓✓
- Any other relevant answer related to the meaning of macro environment

Max (6)

#### 5.3. Components of macro environment and the practical examples

##### Social and demographic environment ✓✓

- Deals specifically with the people of the community, ✓ country and target market ✓
- Composition of the consumer force ✓ e.g., suppliers, investors, buyers and their tastes and preferences ✓
- Any other relevant answer related to the social and demographic environment.

Submax (4)

##### Economic environment ✓✓

- Economic factors that have an effect on consumer buying and spending. ✓
- Changes in interest rates, exchange rates, inflation, income levels and taxes ✓
- Any other relevant answer related to the economic environment.

Submax (4)

**Technological environment ✓✓**

- Is a fast-changing environment and has forced businesses to keep- up- to- date with new trends✓
- e.g., internet, e-mails, electronic commerce, iPods, cellphones, IT✓
- Any other relevant answer related to the technological environment.

Submax (4)

**Natural and physical environment✓**

- Forces that are present in the natural environment✓ e.g., pollution, infrastructure, natural resources✓
- Any other relevant answer related to the natural and physical environment.

Submax (4)

**International/global environment✓✓**

- Refers to all happenings in the rest of the world that influence local business enterprises✓  
e.g., technological innovations/ telecommunication / international trade✓
- Any other relevant answer related to the international environment.

Submax (4)

**Legal and political environment✓✓**

- Policies, frameworks and rules that businesses must obey and consider, laws that impact the functioning of the business✓ e.g., Labour relations Act, BCEA, NCA, CPA, etc. ✓
- Any other relevant answer related to the legal and political environment.

Submax (4)

**Institutional environment✓✓**

- Refers to the three spheres of government in South Africa, local, provincial and national government✓  
e.g., local municipalities, district municipalities and metropolitan municipalities✓
- Any other relevant answer related to the institutional environment.

Submax (4)

**NOTE: Mark the first SIX (6) only.**

Max (24)

**5.4. Interrelationship between environments**

- Business environments work independently✓, no business environment can work in isolation✓
- Micro environment✓ has a direct influence on market environment✓
- Market environment✓ has a direct influence on micro environment✓
- Both micro and market environment cannot control macro environment✓ but can adapt to the influences from macro environment✓
- A change in natural environment✓, e.g., weather patterns can influence availability of natural resources✓
- This can cause an increase in prices✓ which will affect consumers and suppliers✓
- Any other relevant answer related to interrelationship between business environments

Max (10)

**5.5. Reasons why macro environment can be a challenge to the business**

- This is the largest environment with big challenges, e.g., like politics, technology, etc.✓✓
- The challenges and features are outside the business and are completely outside the control of the business✓✓
- Business enterprises should come up with strategies to deal with the external forces✓✓
- The forces always increase the business's threats and decreases the business's opportunities✓✓
- Any relevant answer related to reasons why macro environment can be a challenge to the business.

Max (6)

**5.6. Conclusion**

- The success of a business depends on the strategies developed and implimented. ✓✓
- Components of macr environment gives businesses a better understanding of the external environment and the industry in which it competes. ✓✓
- All three business environments have an interrelationship to each other and businesses must know when to use each. ✓✓
- There are many challenges posed by the market environment and although businesses cannot change it, they can influence it. ✓✓

- Any other relevant conclusion related to macro environment/components of macro environment/interrelationship between micro, market, macro environment/reasons why macro environment can be a challenge. (2)

Breakdown of mark allocation		
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Description of macro environment	6	
Components of macro environments	24	
Relationship between the environments	10	
Reasons why macro is a challenge to businesses	6	
Conclusion	2	
<b>INSIGHT</b>		<b>8</b>
<b>TOTAL MARKS</b>		<b>40</b>

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

## QUESTION 6: BUSINESS OPERATIONS

### 6.1 Introduction

- Purchasing function is one of the eight business functions ✓
- The business does not make all payments as cash payments and often participates in activities that involve credit payments. ✓
- The National Credit Act deals mainly with regulating credit market. ✓
- The NCA stipulates the rights and obligations of consumers. ✓
- Any other relevant introduction related to the activities of the purchasing function/cash and credit payments/impact of NCA/consumer rights in terms of the NCA.

(2 × 1) (2)

### 6.2 Activities of the purchasing function

- Purchasers should have expert knowledge both about the products they must buy and about the markets in which they operate. ✓✓
- Purchasing function must find out what other business functions needs are. ✓✓
- It must look for suitable suppliers, new and better suppliers continuously ✓✓
- Purchasing function must ensure that there is enough stock for continuous production and sales. ✓✓
- It must place orders with suppliers that are not that much expensive. ✓✓
- Purchasing department must negotiate the best terms and conditions with suppliers. ✓✓
- Any other relevant answer related to the activities of the purchasing function.

Max (10)

### 6.3 Distinction between cash payment and credit payment

CASH PAYMENT	CREDIT PAYMENT
Cash purchasing refers to all payments ✓ made by cash for business purchases immediately. ✓	Credit purchasing refers to all payments ✓ on a future date for business purchases. ✓
Cash purchases have an immediate effect ✓ on the cash flow of the businesses. ✓	Credit purchases results in the creation of assets ✓ (receivable)/liabilities of the business (payable). ✓
Cash purchasing can qualify ✓ for cash discounts. ✓	The credit payer can pay more for goods ✓ because of the interest added onto credit purchases. ✓
Any other relevant answer related to cash payment	Any other relevant answer related to credit payment
<b>Submax (4)</b>	<b>Submax (4)</b>

Max (8)

- NOTE: 1. The answers do not have to be in a tabular format.**  
**2. The distinctions do not have to link, but they must be clear.**  
**3. Award a maximum of FOUR (4) marks if the distinctions are not clear. Mark either cash payment or credit payment.**

#### 6.4 Impact of the NCA on businesses

##### Positives/Advantages

- Lowers bad debts ✓ resulting in better cash flow. ✓
- Protects business ✓ against non-paying consumers. ✓
- Increases cash sales ✓ as credit can only be granted to qualifying customers. ✓
- Prevents reckless lending ✓ by financial institutions. ✓
- Ensures that businesses settle their debts on time ✓ so that they can obtain good credit scores. ✓
- Ensures that credit process is transparent, ✓ and both businesses and customers know their responsibilities. ✓
- Any other relevant answer related to the positives/advantages of NCA on businesses.

##### AND/OR

##### Negatives/Disadvantages

- Businesses are forced to budget ✓ to keep more cash/have enough cash on hand for stock purchases. ✓
- Businesses can no longer take the risk ✓ of selling poor-quality goods at high prices. ✓
- Businesses can no longer carry out ✓ credit marketing. ✓
- Leads to loss of sales ✓ as many businesses may no longer qualify to buy on credit. ✓
- Businesses can only buy limited stock ✓ as credit is not available resulting in loss of customers. ✓
- Complicates the purchasing process ✓ because of too much administration work in the credit providing process. ✓
- Any other relevant answer related to the negatives/disadvantages of NCA on businesses.

Max (16)

#### 6.5 Consumer rights in terms of the National Credit Act.

- The right to apply for credit. ✓✓
- The right not to be discriminated against ✓ when applying for credit. ✓✓
- The right to information in an official language ✓✓
- The right to plain and understandable language being used in the credit market ✓✓
- The right to a copy of the credit agreement. ✓✓
- The right to be given a reason for credit being refused ✓✓
- The right to access and challenge credit records and information ✓✓
- Right to confidentiality of personal information. ✓✓
- Any other relevant answer related to consumer rights in terms of the NCA.

**NOTE: Mark the first SIX (6) only.**

(12)

#### 6.6 Conclusion

- Businesses must take care to manage the purchasing function to produce quality products.
- Businesses must consider the evaluation of the impact of cash and credit payment for proper cash flow. ✓✓
- The NCA promotes responsible lending by businesses and eliminates reckless borrowing by consumers. ✓✓
- The rights of customers according to the NCA must always be kept in mind by businesses to produce quality products. ✓✓
- Any other conclusion related to activities of the purchasing function/conducting cash/credit payments/impact of the NCA on businesses/consumer rights in terms of the NCA.

(1 × 2) (2)

Breakdown of mark allocation		
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Activities of the purchasing function	10	
Differences between cash and credit payment	8	
The impact of NCA on the purchasing function	16	
Consumer rights in terms of the NCA	12	
Conclusion	2	
<b>INSIGHT</b>		<b>8</b>
<b>TOTAL MARKS</b>		<b>40</b>

LASO – For each component:

Allocate 2 marks if all requirements are met.

Allocate 1 mark if some requirements are met.

Allocate 0 marks where requirements are not met at all.

TOTAL SECTION C: 40

GRAND TOTAL: 100

Formal Assessment Tasks

169

# School-based assessment (SBA)

Term 2  
Exemplar

GRADE 10

Business studies

JUNE 202\_

## JUNE PAPER 2: marking guidelines

Marks: 100 Time: 1½ Hour

*This marking guideline consists of 5 pages.*

### QUESTION 1

- 1.1 1.1.1 C ✓✓  
1.1.2 C ✓✓  
1.1.3 C ✓✓  
1.1.4 B ✓✓  
1.1.5 B ✓✓ (5 × 2) (10)
- 1.2 1.2.1 directors ✓✓  
1.2.2 poverty ✓✓ (2 × 2) (4)
- 1.3 1.3.1 F ✓✓  
1.3.2 C ✓✓  
1.3.3 A ✓✓ (3 × 2) (6)

Breakdown of marks	
Question 1	Marks
1.1	10
1.2	4
1.3	6
<b>TOTAL</b>	<b>20</b>

### QUESTION 2

- 2.1 Types of co-operatives
- Housing co-operative ✓
  - Worker co-operative ✓
  - Social co-operative ✓
  - Agricultural co-operative ✓

- Co-operative burial society✓
- Financial services co-operative✓
- Consumer co-operative✓
- Transport co-operative✓
- Any other relevant answer related to types of co-operatives.

**Note: Mark the first TWO (2) only.**

Max (2)

## 2.2 Factors to consider when choosing a form of ownership

- The start-up cost and the future capital ✓✓
- The size and nature of the business✓✓
- Tax implications✓✓
- How the business will be controlled and managed/management structure✓✓
- The risk involved✓✓
- How capital will be contributed✓✓
- How profits and losses will be shared✓✓
- Who is responsible for any debts made by the business/the liability✓✓
- The life span of the business/continuity✓✓
- The vulnerability of the business in terms of lawsuits/legal persons✓✓
- Any other relevant answer when choosing a form of ownership.

Max (4)

## 2.3 Forms of ownership

### 2.3.1 Forms of ownership from the scenario

FORM OF OWNERSHIP	MOTIVATIONS
1. Partnership✓✓	Tambo, George and Fatima have started a business, they are jointly and severally liable for the debts of the business✓
2. Public company✓✓	They want to convert their business which will enable them to invite the public to buy shares to raise more capital.✓
Submax (4)	Submax (2)

(6)

**NOTE: 1. The answers do not have to be in a tabular format.**

**2. Award marks for the form of ownership even if the quotes are incomplete.**

**3. Do not award marks if the form of ownership was incorrectly identified..**

## 2.4 Differences between profit and non-profit company

Profit companies	Non-profit companies
This company is formed with one aim✓ of making a profit✓	This company is formed for charity purposes✓ or to promote social and cultural activities✓
A company incorporated for financial gain✓ for its shareholders✓	A non-profit company is an association incorporated✓ not for gain✓
Profit organisations are responsible for paying taxes✓ based on their profit. ✓	Non-profit organisations are not required to pay taxes✓ on net income✓
Any other relevant answer related to profit companies	Any other relevant answer related to non-profit companies
Submax (2)	Submax (2)

**Note: 1. The answers do not have to be in a tabular format.**

**2. The distinctions do not have to link, but they must be clear.**

**3. Award a maximum of FOUR (4) marks if the distinctions are not clear. Mark either cash payment or credit payment.**

Max (4)

## 2.5 Characteristics of a sole trader

- There are no legal requirements regarding the name of the business. ✓✓
- Legally, the sole trader and the business are not separate entities. ✓✓
- A sole trader may be started without performing any legal formalities/registration. ✓✓
- There may be some persons to help but ultimate control lies with the owner. ✓✓
- The owner has a personal interest in the management and the services that are rendered. ✓✓
- The owner has unlimited liability. ✓✓
- The business dissolve when the owner dies. ✓✓
- Any other relevant answer related to the characteristics of a sole trader.

Max (4)

[20]

Breakdown of marks	
Question 2	Marks
2.1	2
2.2	4
2.3	6
2.4	4
2.5	4
<b>TOTAL</b>	<b>20</b>

## QUESTION 3

### 3.1 Types of gambling

- Pyramid Schemes ✓
- Illegal gambling ✓
- Money laundering ✓
- Any other relevant answer related to types of gambling

**NOTE: Mark first TWO (2) only.**

(2 × 1) (2)

### 3.2 Ways businesses can address crime

- Businesses should encourage their employees ✓ to participate in community policing forums. ✓
- They should also become involved ✓ in sustainable projects within the local community. ✓
- They should sponsor special sport programmes ✓ by providing special community events. ✓
- Any other relevant answer related to ways businesses can address crime.

Max (4)

### 3.3 Socio-economic issues

#### 3.3.1 Socio-economic issues from the scenario

SOCIO-ECONOMIC ISSUES	MOTIVATIONS
1. Inequality ✓✓	The community is complaining that a certain minority racial group is employed by BC. ✓
2. Political disturbance ✓✓	The high level of riots and protest made businesses suffer significant loses. ✓
<b>Submax (4)</b>	<b>Submax (2)</b>

**NOTE: 1. The answers do not have to be in a tabular format.**

**2. Award marks for the form of ownership even if the quotes are incomplete.**

**3. Do not award marks if the form of ownership was incorrectly identified.**

Max (6)

### 3.3.2 Ways businesses can address socio-economic issues

#### Inequality

- Some businesses may invest in young start-ups✓ that could potentially be a competitor, buyer or supplier. ✓
- Business could also organise and encourage entrepreneurial programmes for start-ups,✓ in this way, they can stimulate growth in the economy. ✓
- Businesses can provide bursaries to matriculants for furthering their studies✓ or offer learnerships/apprenticeships for scarce skills within their organisations. ✓
- Employees could offer their time and/or services✓ through volunteer programs. ✓
- Businesses could also upskill their employees✓ through targeted training in the workplace. ✓
- Any other relevant answer related to ways businesses can address inequality.

**Submax (2)**

#### Political disturbance

- Businesses should continually strive to address challenges✓ through improved relationships with their employees.✓
- Any other relevant answer related to ways businesses can address political disturbance.

**Submax (2)**

**Max (4)**

### 3.4 Initiatives businesses can take to address gambling as a socio-economic issue

- Businesses could conduct awareness programmes on dangers of gambling for their employees. ✓✓
- They could also offer financial literacy education to them. ✓✓
- They could refer employees to Gamblers Anonymous and the National Council on Problem Gambling to help gamblers fight their addiction. ✓✓
- Any other relevant answer related to initiatives businesses can use to address gambling as a socio-economic issue.

**Max (4)**

**[20]**

Breakdown of marks	
Question 3	Marks
3.1	2
3.2	4
3.3.1	6
3.3.2	4
3.4	4
<b>TOTAL</b>	<b>20</b>

## QUESTION 4: MISCELLANEOUS

### 4.1 Forms of ownership

4.1.1 Close corporation✓✓

(2)

4.1.2 Partnership✓✓

(2)

### 4.2 Entrepreneurial qualities

#### 4.2.1 Flexibility/Ability to adapt quickly ✓✓

- Entrepreneurs are able to adapt quickly to changing circumstances because they are open to change. ✓
- They are willing to listen to other ideas and use the ideas to correct their mistakes. ✓
- They continuously update their skills and knowledge for the latest technology or market trends. ✓
- They are always ready to expand their businesses by seeking new opportunities. ✓

Heading	2
Explanation	1
Submax	3

#### 4.2.2 Desire for responsibility ✓✓

- Entrepreneurs like to be self-employed as they find it difficult to take instructions from other people. ✓
- They strive for autonomy and like to make their own decisions. ✓
- They prefer to build their future. ✓

Heading	2
Explanation	1
Submax	3

#### 4.2.3 Willpower to overcome obstacles ✓✓

- Entrepreneurs can solve problems and establish a successful business. ✓
- They are ambitious, set their goals, and work to achieve them. ✓
- They set their working schedules to achieve their goals. ✓
- They are motivated to keep going even when things are not working in their favour. ✓
- Their hard work ensures success can be achieved. ✓

Heading	2
Explanation	1
Submax	3

#### 4.2.4 Ambition and self-confidence ✓✓

- Entrepreneurs always strive to reach their future dreams. ✓
- They are self-driven to achieve their goals. ✓
- They have a high level of enthusiasm and a willingness to learn from mistakes. ✓

Heading	2
Explanation	1
Submax	3

#### 4.2.5 Risk takers ✓✓

- Entrepreneurs are willing to take risks to achieve their goals. ✓
- They measure risks carefully and once a decision is made, they dare to see it through. ✓
- They risk by putting capital together to start their business. ✓
- They are flexible in their decisions, even when it turns out to be a wrong one. ✓

Heading	2
Explanation	1
Submax	3

#### 4.2.6 Perseverance ✓✓

- Entrepreneurs keep on going even if things are difficult/failing. ✓
- They do not give up easily and have motivation that keeps them going. ✓
- They are goal-driven and cannot tolerate failure. ✓

Heading	2
Explanation	1
Submax	3

#### 4.2.7 Management and leadership skills ✓✓

- The entrepreneurs' management skills enable them to plan, lead, organise and control the activities of the business. ✓
- They are good leaders who always listen to other people and also inspire them to do their best. ✓
- They are good communicators, skilled at resolving conflict and generating enthusiasm in others. ✓
- They know what they are not good at and get others to complement their strengths. ✓

Heading	2
Explanation	1
Submax	3

#### 4.2.8 High motivation/energy levels ✓✓

- Entrepreneurs are self-motivated. ✓
- They have great physical stamina and commitment to work hard for long hours and to deal with demanding customers. ✓
- They have a high tolerance for the stress involved in running one's own business and making difficult decisions. ✓
- They have the emotional and personal strength to think clearly and deal with problems calmly. ✓

Heading	2
Explanation	1
Submax	3

#### 4.2.9 A high degree of commitment ✓✓

- Entrepreneurs are not afraid to make sacrifices to realise their dreams. ✓
- They are open-minded towards learning about people and the future. ✓
- They have high standards and cannot tolerate mediocrity. ✓
- They are committed to their business idea and work hard to achieve their goals. ✓

Heading	2
Explanation	1
Submax	3

Max (6)

*Note: Mark the first TWO (2) only*

## Business Roles

### 4.3 Meaning of social responsibility

- Being socially responsible means that individuals take responsibility ✓ for the effects of their behaviour and lifestyle on the environment and on others. ✓
- Each person has a duty to act in the best interests ✓ of their environment and society. ✓
- Every individual and organisation can contribute towards the well-being of the community ✓ and the environment in which they live. ✓

Max (2)

#### 4.4.1 Difference between strike and lock-out

##### Strike

- A strike occurs when employees refuse to work, ✓ usually to petition a specific issue. ✓
- Any other relevant answer related to the meaning of a strike.

Submax (2)

##### Lockout

- Lockouts occurs when the business owners do not allow the workers to work ✓ and stop them from entering the workplace so that no damage to the premises can occur. ✓
- Any other relevant answer related to the meaning of a lockout.

Submax (2)

Max (4)

#### 4.4.2 Negative impact of a strike on the business

- Businesses may not be able to operate at full capacity due to high numbers of absent staff. ✓✓
- Employees may not be able to travel to work due to protest action and this may result in lower productivity for the business. ✓✓
- Smaller businesses may be forced to close if roads are blocked. ✓✓
- Business may incur damages to their premises due to protests or protest action. ✓✓
- Any other relevant answer related to the negative impact of a strike on the business.

Max (4)

[20]

Breakdown of marks	
Question 4	Marks
4.1.1	2
4.1.2	2
4.2.1	2
4.2.2	2
4.2.3	2
4.3	2
4.4.1	4
4.4.2	4
<b>TOTAL</b>	<b>20</b>

## SECTION C

*Mark FIRST question only.*

### QUESTION 5: BUSINESS VENTURES

#### 5.1 Introduction

- A private/public company is a type of business structure that has a separate legal entity from its owners. ✓
- According to the new Companies Act, new Close corporations cannot be formed. ✓
- NPC is governed by members and directors. ✓
- State-owned company is a legal entity that is created by the government to participate in commercial activities on its behalf. ✓
- Any other relevant introduction related to private/public companies/close corporations/non-profit organisations/state-owned companies.

(2 × 1) (2)

#### 5.2. Differences between private company and public company

Private company	Public company
May not offer shares to the public. ✓✓	Trades its shares publicly on the Johannesburg Securities Exchange (JSE). ✓✓
Shares are not freely transferable. ✓✓	Shares are freely transferable. ✓✓
Minimum of one director. ✓✓	Minimum of three directors ✓✓
Name must end with Proprietary Limited/(Pty) Ltd. Shift ticks to answer/part of answer to ticks ✓✓	Name must end with Limited/Ltd ✓✓
Annual financial statements need not be audited and published. ✓✓	Annual financial statements need to be audited and published. ✓✓
Does not need to publish a prospectus as it cannot trade its shares publicly. ✓✓	Must register and publish a prospectus with the Companies and Intellectual Property Commission/CIPC. Shift ticks to answer/part of answer to ticks ✓✓
The company is not required to raise the minimum subscription/issue minimum shares. ✓✓	Must raise a minimum subscription before the commencement of the company. ✓✓
Any other relevant answer related to private companies.	Any other relevant answer related to public companies
<b>Submax (6)</b>	<b>Submax (6)</b>

- Note:**
- 1. The answers do not have to be in a tabular format.*
  - 2. The distinctions do not have to link, but they must be clear.*
  - 3. Award a maximum of SIX (6) marks if the distinctions are not clear. Mark either private company or public company.*

Max (12)

### 5.3 Characteristics of close corporation

- The CC has a minimum of one and a maximum of ten members✓ who share a common goal. ✓
- The name must end✓ with the letters CC. ✓
- Members of the CC✓ both own and control the business. ✓
- Profits are shared in proportion ✓ to the member's interest in the CC. ✓
- A CC has its own legal personality✓ and therefore has unlimited continuity. ✓
- Each member contributes✓ of some assets/services towards the corporation. ✓
- Audited financial statements are not required for CCs, ✓ they only need to appoint an accounting officer to check and monitor their financials. ✓
- Transfer of a member's interest ✓ must be approved by all other members. ✓
- Any other relevant answer related to the characteristics of a Close corporation

Max (12)

### 5.4 Impact of a non-profit company

#### Advantages

- Profits are used solely ✓ for the primary objective of the organisation. ✓
- The company does not pay tax, ✓ so all earnings can be cycled back into the organisation to improve it. ✓
- Donations made by donors are tax-deductible, ✓ therefore it motivates people to donate to the organisation. ✓
- Employees of non-profits are not personally liable✓ for the debts of the non-profit. ✓
- An NPC's existence can last✓ long after the founders leave the business. ✓
- Can receive grants/aid✓ from the government. ✓
- A surplus of income is retained✓ to further the goals of the business. ✓
- Must prepare the financial statements ✓ at the end of the year and is not compelled to audit the financial statements. ✓
- NPCs are not compelled✓ to hold an AGM. ✓
- Any other relevant answer related to the advantages of a non-profit company.

OR

#### Disadvantages

- Need professional assistance✓ to set up this organisation. ✓
- Does not generate enough capital✓ to cover their expenses. ✓
- Donations may not always be enough✓ to finance the company's expenses. ✓
- Assets are not distributed✓ to the members upon closing. ✓
- Creating an NPC takes time, ✓ effort and money. ✓
- Obtaining grants can be a slow✓ and tiring process. ✓
- Incorporators cannot take along the assets accumulated✓ by the NPC if they decide to leave. ✓
- They are not allowed✓ to pay bonuses to members. ✓
- They are compelled✓ to prepare annual financial statements. ✓
- Any other relevant answer related to the disadvantages of a non-profit company

Max (12)

### 5.5. Advantages of a state-owned company

- SOCs help eliminate economic exploitation and oppression. ✓✓
- They offer essential services which may not be offered by the private sector. ✓✓
- Shareholders have limited liability. ✓✓
- Profits may be used to finance other state departments. ✓✓
- Wasteful duplication of services is eliminated. ✓✓
- Jobs are created for all skill levels. ✓✓
- Generates income to finance social programmes. ✓✓
- Prices are kept reasonable to make services affordable to more citizens. ✓✓
- Provides healthy competition to private sector companies because of government contributions. ✓✓
- Most of SOCs run on sound business lines as they have their surpluses to run their projects. ✓✓
- An SOC company has a separate legal personality. ✓✓
- Any other relevant answer related to the advantages of a state-owned company.

Max (10)

## 5.6 CONCLUSION

- Private and public companies are formed to generate profits for the stakeholders. ✓✓
- Close corporations are beneficial for smaller businesses where the members want to be involved in the management of the CC. ✓✓
- The primary objective of an NPC is to benefit the public, not to make a profit. ✓✓
- The main role of the SOC is to perform specific functions but has not been very successful in being sustainable. ✓✓
- SOC's take on the role of commercial enterprise on behalf of the government. ✓✓
- Any other relevant conclusion related to private/public companies/close corporations/non-profit organisations/ state-owned companies..

Max (2)  
[40]

Breakdown of mark allocation		
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Differences between private and public companies	12	
Characteristics of a Close Corporation	12	
Impact of non-profit companies	12	
Advantages of State-owned companies	10	
Conclusion	2	
<b>INSIGHT</b>		<b>8</b>
<b>TOTAL MARKS</b>		<b>40</b>

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

## QUESTION 6: BUSINESS ROLES

### 6.1. Introduction

- The disparities in income levels and opportunities still exist in South Africa. ✓
- Inclusivity means that everyone should have access to equal opportunities irrespective of their race, gender, sexual orientation, disabilities, religion and education. ✓
- Gambling: a risk that people take by taking a chance with money in the hope to win money or a prize. ✓
- Poverty is defined as the lack of resources to meet basic human needs. ✓
- Any other relevant introduction related to unemployment/inclusivity/HIV/AIDS/gambling/poverty.

(2 × 1) (2)

### 6.2 Meaning of inequality and poverty

- Inequality arises when some individuals are more prosperous ✓ than others or are given better opportunities ✓ than other individuals in society.
- Some people have more money than others ✓ and can therefore access education, basic health care and social services. ✓
- Inequality contributes to poverty ✓ in the country. ✓
- Poverty is defined as the lack of resources (tick) to meet basic human needs.(tick)
- People are not able to meet their basic human needs ✓ when they become unemployed or are retrenched. ✓
- This leads to poverty in families ✓ and society. ✓
- Some people have a low level of education ✓ and limited skills. ✓
- Poverty often gives rise ✓ to crime. ✓

Max (8)

### 6.3 Purpose of inclusivity

- The goal of inclusivity is to ensure that the business implements ✓ fair labour practices. ✓
- It seeks to redress ✓ the inequalities of the past. ✓
- Ensure that workplaces are created ✓ where people of different races, genders and religions can work together to the benefit of the business. ✓
- Ensure that their workforce is representative ✓ of the demographics of the country. ✓
- Try to ensure that the physical business setting ✓ makes provision for individuals with disabilities. ✓
- Any other relevant answer related to the purpose of inclusivity.

Max (10)

### 6.4 Negative impact of socio-economic issues

#### 6.4.1 HIV/AIDS

- Being infected with HIV can lead to reduced productivity of affected employees ✓ and an increased employee absenteeism because of medical appointments for doctor or clinic visits. ✓
- Trained and experienced employees often die due to complications caused by HIV before they can grow old, ✓ which causes an increase in staff turnover for the business. ✓
- This in turn creates additional expenses for businesses ✓ when they need to hire and train new employees. ✓
- Businesses face high levels of non-attendance of employees ✓ who become ill or request to attend funerals. ✓
- Employees may experience low morale because of sick colleagues, ✓ which could lead to a decrease in productivity as workloads increase. ✓
- The business will be affected adversely, ✓ and this could lead to a decline in profits. ✓
- Any other relevant answer related to the negative impact if HIV/AIDS.

Submax (10)

#### 6.4.2 Gambling

- Employees who gamble themselves into financial difficulties ✓ may be absent from work regularly. ✓
- Employees who gamble compulsively may adhere strictly to their working hours only ✓ and be unwilling to work overtime hours when required. ✓
- The consequences of regular gambling may disrupt the work setting ✓ due to staff absenteeism and potentially unproductive employees. ✓
- Individuals losing cash can display lower morale levels at work ✓ and this will influence their work relationships and responsibilities. ✓
- The employees may suffer from depression ✓ and thereby not be able to focus on their work tasks and responsibilities. ✓
- Gambling, such as money laundering, ✓ promotes corruption in businesses. ✓
- Any other relevant answer related to the negative impact of gambling.

Submax (10)

Max (20)

### 6.5 Initiatives businesses can do to address poverty

- Businesses can support poverty alleviation programmes that are offered by the government. ✓✓
- They can also donate things such as money or food parcels to local NGOs. ✓✓
- Some businesses may invest in young start-ups that could potentially be a competitor, buyer, or supplier. ✓✓
- Business could also organise and encourage entrepreneurial programmes for start-ups and in this way, they can stimulate growth in the economy. ✓✓
- Businesses can provide bursaries to matriculants for furthering their studies or offer learnerships/apprenticeships for scarce skills within their organisations. ✓✓
- Employees could offer their time and/or services through volunteer programs. ✓✓
- Businesses could also upskill their employees through targeted training in the workplace. ✓✓
- Any other relevant answer related to initiatives businesses can do to address poverty.

Max (12)

## 6.6 Conclusion

- New legislations are striving to breach the gap between rich and poor. ✓✓
- Inclusivity aims to address imbalances such in a business to decrease discrimination. ✓✓
- The economic and social impact of HIV/AIDS on businesses is noticeable as staff members who may be infected are not able to contribute to the success of the business. ✓✓
- Public and Private initiative programmes have tried to alleviate inequality and poverty. ✓✓
- Any other relevant conclusion related to the meaning of inequality and poverty/purpose of inclusivity/ the negative impact of socio-economic issues/initiatives that business can do to address poverty.

(2 × 1) (2)

Breakdown of mark allocation		
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Meaning of inequality and poverty	8	
Purpose of inclusivity	10	
Negative impact of HIV/AIDS and Gambling	20	
Initiatives to address poverty	8	
Conclusion	2	
<b>INSIGHT</b>		<b>8</b>
<b>TOTAL MARKS</b>		<b>40</b>

LASO – For each component:

Allocate 2 marks if all requirements are met.

Allocate 1 mark if some requirements are met.

Allocate 0 marks where requirements are not met at all.

**TOTAL: 100**

# School-based assessment (SBA)

Term 3  
Exemplar

GRADE 10

Business studies

SEPTEMBER 202\_

## PROJECT: Marking guidelines and rubric

Marks: 50

*This marking guideline consists of 4 pages.*

### QUESTION 1

1.1 Meaning of creative thinking (2)

1.1.1 The meaning of creative thinking

- Creative thinking is the ability to think original, varied and innovative ideas.
- It focuses on exploring ideas/generating possibilities/looking for many possible solutions.
- Thinking in a way that is unconventional and original.
- It is the act of producing new ideas and making them real.
- Generating new ideas and being open to new ideas.
- Focuses on exploring ideas/generating possibilities and looking for many possible answers.

1.1.2 Ways in which businesses can use creative thinking to generate entrepreneurial opportunities. (2)

- Design environments that stimulate creative thinking.
- Encourage staff to come up with new ideas and solutions.
- Encourage alternative ways of doing things.
- Respond enthusiastically to all ideas and never let anyone feel less important.
- Make time for brainstorming sessions to generate new ideas, for example, holding regular workshops.
- Place suggestion boxes around the workplace and keep communication channels open for new ideas.
- Train staff in innovative techniques, creative problem-solving skills, mindmapping and lateral thinking.
- Emphasise the importance of creative thinking to ensure that all staff know that management wants to hear their ideas.
- Encourage job swaps within the organisation and study how other businesses are doing things.
- Regard indigenous knowledge as a valuable resource when solving problems or identifying opportunities.

## 1.2 Application of brainstorming

- The problem must be defined clearly.
- People in the group suggest ideas and solutions at random.
- All ideas must be written on a flip a chart.
- The facilitator must encourage everyone to participate and ensure that no-one criticises any suggestions.
- When the time is up/no one has any more ideas, the sheets with suggestions are hung around the room.
- Similar ideas are grouped together using coloured pens.
- The group evaluates the ideas and rates them according to how successful they think each idea will be.
- A plan of action is discussed to put the best ideas into practice.

## 1.3 Steps in developing a research instrument

- Entrepreneurs have to be clear about what they want to know about potential customers' thoughts/ behaviours V habits/need/desires/financial status etc.
- Give clear, concise instructions on how to answer each section.
- Questions must be short, simple and easy to read.
- Ask simple /unambiguous/clear questions that will lead to an excellent data collection.
- Avoid leading people with the question as a true reflection of what people want or feel may not be obtained.
- Participants/Respondents must not be confused nor offended.
- A questionnaire can also include multiple choice questions that offer a number of options or questions where things must be ranked according to a scale e.g. strongly disagree/disagree/agree/strongly agree.
- The interview schedule can consist of both closed and open questions.
- Test the questionnaire or interview schedule on yourself or friends to see if works and if the required information will be obtained.

## 1.4 Components of the business plan

### 1.4.1 It contains the following information:

- The name of the business
- Contact details of the owner(s)and address
- The logo
- Type of the business
- A copyright disclaimer to protect the contents of the plan

### 1.4.2 The vision and mission statements

#### The vision statement

- A statement which describes how the business will achieve its purpose.
- The vision statement is the long-term goal of how entrepreneurs see their business in future and how they want to grow.
- It addresses profit, growth, purpose and stability.

#### The mission statement

- A statement which describes the purpose of the business and explains why the business exists.
- The mission statement addresses how entrepreneurs hope to achieve their vision.
- It focuses on a business operation and it also specific and measurable.
- The short-term objectives are more specific stepping stones to reach short term goals in order to achieve the long term goals.

### 1.4.3 Description of the business/Overview

- Describes the product/service and unique features of a product.
- Discusses the long-term objectives/mission/vision of the business.
- Indicates the form of ownership.
- Description of the product /service which the business offer.
- Includes the legal requirements of the business.

### 1.4.4 SWOT analysis

- Major strengths and weaknesses of the business.
- Opportunities and threats in the external environment.
- A SWOT analysis is an indication that research was conducted to support the establishment of a business.

#### 1.4.5 Strategies to overcome competition in the market

- Sell quality products and services
- Offer after-sales services
- Charge reasonable prices
- Conduct intensive marketing campaigns
- Make use of clever advertising slogans
- Make your product unique
- Provide attractive product displays

#### 1.5 1.5.1 Guidelines on writing an effective business report

- Determine the scope of the report.
- Determine the target audience of the report.
- Determine how the report should be presented.
- Collect the necessary information.
- Prepare an overview of what the audience to know and details that should be included in the report.
- Write concisely/briefly and only include important information.
- Use regular/basic language/simple grammar and clear short sentences.
- Use accurate/meaningful visual aids such as tables, graphs, drawings etc.
- Spend time revising the report and correct spelling mistakes and grammatical errors.
- Get someone to look at the report and to make suggestions for improvement.

#### 1.5.2 Factors to be considered when designing a presentation:

- Starting with the text and headings
- Using legible font and font size
- Selecting a suitable background that would not distract from the content choosing images that may help to communicate the message
- Including graphics and images related to the content
- Adding special effects to support the message
- Creating hyperlinks to allow quick access to other files
- Keeping images and graphics simple
- Making sure there are no grammatical or spelling errors
- Using bright colours to increase visibility
- Structuring information in a logical sequence
- Limiting the information on each slide.

## RUBRIC TO ASSESS THE GRADE 10 PROJECT

ASSESSMENT CRITERIA	0	1	2	3	4	5	TOTAL
Meaning of creative thinking and entrepreneurial opportunity	Learner responses are irrelevant to the question.	Learner identified only ONE aspect: meaning of creative thinking/entrepreneurial opportunity.	Learner identified only TWO aspects: meaning of creative thinking/entrepreneurial opportunity.	Learner identified only THREE aspects: meaning of creative thinking/entrepreneurial opportunity.	Learner identified only FOUR aspects: meaning of creative thinking/entrepreneurial opportunity.	Learner identified ALL aspect: meaning of creative thinking/entrepreneurial opportunity.	5
Using brainstorming to identify innovative and entrepreneurial business opportunities.	Learner responses are irrelevant to the question.	Learner identified only ONE aspect of using brainstorming to identify an innovative and entrepreneurial business opportunity.	Learner identified only TWO aspects of using brainstorming to identify an innovative and entrepreneurial business opportunity.	Learner identified only THREE aspects of using brainstorming to identify an innovative and entrepreneurial business opportunity.	Learner identified only FOUR aspects of using brainstorming to identify an innovative and entrepreneurial business opportunity.	Learner identified FIVE aspects of using brainstorming to identify an innovative and entrepreneurial business opportunity.	5
Steps in developing a research instrument	Learner did not develop a research instrument.	The learner's research instrument was based on ONE aspect.	The learner's research instrument was based on TWO aspects.	The learner's research instrument was based on THREE aspects.	The learner's research instrument was based on FOUR aspects.	The learner's research instrument was based on ALL aspects.	5
Designing a cover page	Learner did not develop a cover.	Learner addressed ONE aspect of the cover page/description of a product/executive summary.	Learner addressed TWO aspects of the cover page/description of a product/executive summary	Learner addressed THREE aspects of the cover page/description of a product/executive summary	Learner addressed FOUR aspects of the cover page/description of a product/executive summary	Learner addressed ALL of the aspects of the cover page/description of a product/executive summary	5
Formulation of vision and mission statements	Learner did not formulate a vision and mission statement.	Learner addressed ONE of the requirements: vision/mission.	Learner addressed TWO of the requirements: vision/mission.	Learner addressed THREE of the requirements: vision/mission.	Learner addressed FOUR of the requirements: vision/mission.	Learner addressed ALL of the requirements: vision/mission.	5
Description of the business overview.	The learner did not describe the business.	The learner only provided ONE fact on the description of the business.	The learner only provided TWO facts on the description of the business.	The learner only provided THREE facts on the description of the business.	The learner only provided FOUR facts on the description of the business.	The learner provided FIVE facts on the description of the business.	5
SWOT analysis and comments on the findings.	The learner did not compile a SWOT analysis.	The learner included ONE aspect of the SWOT analysis and did not relate it to the business.	The learner included TWO aspects of the SWOT analysis and did not relate it to the business.	The learner included THREE aspects of the SWOT analysis and did not relate it to the business.	The learner included FOUR aspects of the SWOT analysis and did not relate it to the business.	The learner included ALL aspects of the SWOT analysis that are related to the business.	5
Strategies to overcome competition.	The learner did not suggest any strategies to overcome competition.	The learner only suggested ONE strategy to overcome competition in the market.	The learner only suggested TWO strategies to overcome competition in the market.	The learner only suggested THREE strategies to overcome competition in the market.	The learner only suggested FOUR strategies to overcome competition in the market.	The learner suggested FIVE strategies to overcome competition in the market.	5
Guidelines on writing an effective business report.	The learner did not outline any guidelines on writing an effective business report.	The learner only provided ONE guideline on writing an effective business report.	The learner only provided TWO guidelines on writing an effective business report.	The learner only provided THREE guidelines on writing an effective business report.	The learner only provided FOUR guidelines on writing an effective business report.	The learner only provided FIVE guidelines on writing an effective business report.	5
Preparation of support materials for a presentation.	The learner did not give any advice on how to prepare support materials for a presentation.	The learner gave only ONE piece of advice on how to prepare support materials for a presentation.	The learner gave only TWO pieces of advice on how to prepare support materials for a presentation.	The learner gave only THREE pieces of advice on how to prepare support materials for a presentation.	The learner gave only FOUR pieces of advice on how to prepare support materials for a presentation.	The learner gave FIVE pieces of advice on how to prepare support materials for a presentation.	5

# School-based assessment (SBA)

Term 3  
Exemplar

GRADE 10

Business studies

SEPTEMBER 202\_

## CONTROLLED TEST: marking guidelines

Marks: 100 Time: 1 hour 30 minutes

*This marking guideline consists of 5 pages.*

### SECTION A (COMPULSORY)

#### QUESTION 1

##### 1.1 Multiple choice

- 1.1.1 B ✓✓
- 1.1.2 D ✓✓
- 1.1.3 A ✓✓
- 1.1.4 D ✓✓
- 1.1.5 D ✓✓

(5 × 2) (10)

##### 1.2 Match Columns

- 1.2.1 E ✓✓
- 1.2.2 I ✓✓
- 1.2.3 H ✓✓
- 1.2.4 J ✓✓
- 1.2.5 A ✓✓

(5 × 2) (10)

TOTAL SECTION A: 20

### SECTION B

*Mark the FIRST TWO questions from this section.*

#### QUESTION 2: BUSINESS VENTURES

##### 2.1 Types of legal requirements for a business.

- A business needs to be registered before it can obtain finance or start doing transactions. ✓
- A business needs to comply with the following types of legal requirements:
  - Trading Licenses and permits to operate legally ✓
  - Taxation regulations ✓

- International trading /Exporting & Importing requirements/ Exchange rates ✓
- Registration fees. ✓
- Registration. ✓
- Basic conditions of Employment Act. ✓
- Labour relations Act. ✓
- National Credit Act. ✓
- Environmental Conservation Act. ✓
- Patents and copyright ✓

**NOTE: Mark the FIRST four (4) only.**

(4 × 1) (4)

**2.2 Aspects that must be included in the executive summary**

- The form of business enterprise ✓✓
- The main business activity ✓✓
- Information about the owner of the businesses ✓✓
- The way in which capital will be obtained ✓✓
- Any other relevant answer related to aspects that must be included in the executive summary.

Max (4)

**2.3 The type of contract from the scenario**

CONTRACT	MOTIVATION
Hire purchase / Instalment Agreement ✓✓	Nikko Steels bought a welding machines and they are making a monthly payment of R5000 over the period of 60 months. ✓
Rental Contract ✓✓	NS is also making a monthly payment to City Properties for the use of the office space. ✓
<b>Submax (4)</b>	<b>Submax (2)</b>

Max (6)

**NOTE: 1. Do not award marks for the motivation if the type of contract was incorrectly identified.**

**2. Mark the first TWO (2) only.**

**2.4 Aspects that should be included on the employment contract**

- Job title and job specification ✓✓
- Remuneration package ✓✓
- Details of the employee ✓✓
- Job description ✓✓
- Details of any benefits that the business will pay such as car allowance and a contribution towards medical aid and pension funds ✓✓
- Details about hours of work, overtime, weekends and public holidays ✓✓
- Details about meal breaks during the working day ✓✓
- Details about all types of all leave annual leave, sick leave, maternity leave and family responsibility leave ✓✓
- Details about termination of employment by either party. ✓✓
- Any other relevant answer related to aspects that should be included on the employment contract.

Max (6)

[20]

Breakdown of marks	
Question 1	Marks
2.1	4
2.2	4
2.3	6
2.4	6
<b>TOTAL</b>	<b>20</b>

### QUESTION 3: BUSINESS ROLES

#### 3.1 Problem solving cycle

- Identify the problem ✓
- Define the problem ✓
- Formulate a strategy ✓
- Choose the best solution/strategy ✓
- Allocate the resources ✓
- Implement the strategy ✓
- Monitor the problem solving ✓
- Evaluate the problem-solving process ✓
- Any other relevant answer related to problem solving cycle.

**NOTE: Mark the first TWO (2) only.**

(2 × 1) (2)

#### 3.2 Requirements of a good questionnaire.

- State the goal of the research ✓✓
- Short and does not take too much time to complete ✓✓
- Asks one question at a time ✓✓
- Questions are not misleading or biased ✓✓
- Provide meaningful options to questions ✓✓
- Use closed questions and open-ended questions. ✓✓

Max (4)

#### 3.3.1 Problem solving techniques

Problem solving techniques from the given scenario.

Nominal group ✓✓

Delphi ✓✓

**NOTE: Mark the first TWO (2) only.**

(2 × 2) (4)

#### 3.3.2 Application of the nominal group technique

- The problem is defined ✓ clearly. ✓
- Each individual silently brainstorms as many ideas as possible ✓ and write them down. ✓
- One by one, each person in the group gives one of their solution and someone writes them all down ✓ on a big sheet of paper. ✓
- Everyone gives a second solution, ✓ and so on until all possible solutions have been recorded. ✓
- No one is allowed to criticise, ✓ but participants may ask questions to understand the suggested solution more clearly. ✓
- Each person reads through all the suggestions and anonymously ✓ rates them giving the highest points for the best solution, down to the lowest point for the one they like the least. ✓
- The ratings are collected, ✓ and the points collected and calculated. ✓
- The group is given the results of which idea received the most points, the second most points, and so on. ✓
- Each group presents the solution ✓ that was deemed the best according to the votes. ✓
- Any other relevant answer related to the application of nominal group technique.

Max (4)

OR

#### Application of Delphi technique

- A panel of experts is invited to participate ✓ in the process. ✓
- Experts do not have to be in one place ✓ and will be contacted individually. ✓
- A questionnaire is designed and distributed ✓ to the panel. ✓
- The panelist responds to the questionnaire individually ✓ and return it to the organisation. ✓
- The feedback report and a second set of questions/questionnaire ✓ related to the feedback are sent to the panelists. ✓
- The panelists read the feedback report ✓ and decide if they wish to change their initial ideas/suggestions/solutions. ✓
- They then complete ✓ the second questionnaire. ✓

- A final summary and feedback ✓ report are prepared. ✓
- Consensus is reached ✓ and the best solution is chosen. ✓
- Any other relevant answer related to the application of Delphi technique.

Max (4)

### 3.4 Ways in which creative business opportunities can realistically be implemented

- People have to be prepared to pay enough for the product to cover the production costs. ✓✓
- There has to be a demand for the product/service. ✓✓
- Introduce the new product to the consumers and educate them on how it could be useful to them. ✓✓
- The entrepreneur must first identify a business opportunity to implement. ✓✓
- Develop a realistic plan. ✓✓
- Plan the activities to be conducted with reasonable deadlines and resources. ✓✓
- People in the business must also be identified and given tasks and activities of the plan. ✓✓
- The entrepreneur must motivate the workers to implement the plan. ✓✓
- Put control measures in place to ensure that workers are implementing the plan. ✓✓
- Any other relevant answer related to ways in which creative business opportunities can realistically be implemented.

Max (4)

Breakdown of marks	
Question 3	Marks
3.1	2
3.2	4
3.3.1	6
3.3.2	4
3.4	4
<b>TOTAL</b>	<b>20</b>

## QUESTION 4: MISCELLANEOUS TOPICS

### 4.1 Four types of contracts

#### OPTION ONE

- Employment contracts ✓
- Insurance contracts ✓
- Hire purchase contracts ✓
- Lease contracts ✓
- Rental agreements. ✓

#### OPTION TWO

- Identify your business and personal goals. ✓✓
- Research your preferred industries. ✓✓
- Identify promising industry segments. ✓✓
- Identify problem areas and brainstorm solutions. ✓✓
- Compare possible solutions with your objectives and opportunities. ✓✓
- Focus on the most promising opportunities. ✓✓

**NOTE: Mark the first TWO (2) only.**

(4 × 1) (4)

### 4.2 Labour regulations

- Labour regulations increase the cost of labour ✓ as they include issues such as working hours/minimum wage etc. ✓
- Labour becomes expensive ✓ if the minimum wage is high. ✓
- If labour is expensive, ✓ the price of products will increase. ✓
- Strict labour regulations make a location ✓ less desirable. ✓
- Employees have the right to strike ✓ and trade unions have a lot of power. ✓
- Countries with few labour regulations have cheap labour ✓ and exploitation of workers. ✓
- Any other relevant answer related to labour regulations as a business location decision.

Max (6)

#### 4.3 SWOT analysis from the scenario

STRENGTH	WEAKNESS
The employees of CCC are well experienced on customer service. ✓	CCC has no sufficient capital to install security cameras. ✓
OPPORTUNITY	THREAT
Badrudin Traders the only competitor in the area is in a process of closing down. ✓	Choice cash & carry is situated in a high crime area. ✓

Max (4)

#### 4.4 Protocol for conducting research

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

Max (6)

Breakdown of marks	
Question 4	Marks
4.1	4
4.2	6
4.3	4
4.4	6
<b>TOTAL</b>	<b>20</b>

(20)

TOTAL [40]

## SECTION C

**NOTE: Mark the FIRST question only.**

### QUESTION 5: BUSINESS VENTURES: (PRESENTATION)

#### 5.1 Introduction

- It is essential for business-related information to be presented and validated for supported effectively. ✓
- The information can be presented verbally or non-verbally. ✓
- Information can be effectively validated through the proper use of tables/graphs/diagrams/illustration and other appropriate visual. ✓
- A flyer can come in many different formats depending on its purpose. ✓
- Business presentation are often required in a written format such as a report about the performance of a department. ✓
- The presenter must ensure that the listener interprets the information correctly during a presentation. ✓
- Any other relevant introduction related to guidelines on writing an effective business report/ types of visual aids/ factors that must be considered when preparing for a verbal presentation/ guidelines on how to prepare for support materials for a presentation.

(2 × 1) (2)

## 5.2 Guidelines on writing an effective business report

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

Max (12)

## 5.3 Types of visual aids

### 5.3.1 Factors that must be considered when preparing a verbal presentation

- Factors that must be considered when preparing a verbal presentation
- The purpose and main points of the presentation.
- Capturing the main aim in the introduction of the presentation.
- Relevant and accurate presentation of the information.
- Being fully conversant with the content of the presentation.
- Knowing the background of the audience to determine the appropriate visual aids.
- Preparing a rough draft of the presentation with an introduction, body and conclusion.
- Summarising the key facts in the conclusion, and showing that all aspects have been addressed.
- Creating visual aids that will assist in getting the point across effectively.
- Visiting the venue and ensuring that the equipment provided is working and suitable.
- Considering the time frame for the presentation.
- Practicing the presentation and note how long it takes.
- Practicing in front of a person who will give an honest opinion of the presentation.
- Preparing for the feedback session by anticipating possible questions.
- Add mark allocation as indicated in LB on page 221.

Submax (4)

### 5.3.2 Handouts

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

Submax (4)

### 5.3.3 Flip Charts

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

Submax (4)

Max (12)

## 5.4 Advantages and disadvantages of visual aids

### Advantages

- Graphical representation of information helps with understanding and identifying patterns and trends ✓ in data. ✓
- It enables quick analysis of large amounts of data at one time ✓and assists in making predictions and informed decisions. ✓

- A lot of information can be displayed ✓ in an easy-to-understand format. ✓
- Graphs ✓ do not require much explanation. ✓
- Visual aids simplify the presentation ✓ when using complex information. ✓
- Any other relevant answer related to the advantages of visual aids.

**Disadvantages**

- Too many diagrams and graphs ✓ can be confusing to the audience. ✓
- Information can easily be manipulated ✓, causing false interpretations. ✓
- It may distract the audience from the speech ✓ as they pay more attention to the visual aids. ✓
- Preparation of graphs and diagrams ✓ is time-consuming. ✓
- Any other relevant answer related to the disadvantages of visual aids.

**Max (14)**

**5.5 Guidelines on how to prepare for support materials for a presentation**

- Most visual aids require similar qualities to make them effective. They should:
  - use large/clear lettering that is easy to read from an appropriate distance. ✓✓
  - never have too much writing on them. ✓✓
  - provide visual representations of statistics in the form of graphs/charts. ✓✓
  - contain summaries of what the presenter wants to convey and not the whole text. ✓✓
  - be colourful and grab attention. ✓✓
  - be meaningful and appropriate. ✓✓
- Any other relevant answer related to how to prepare for support materials for a presentation.

**Max (8)**

**5.6 Conclusion**

- A business report is done for businesses that have been in operations and key information must be shared with stakeholders. ✓✓
- The question session need to be planned in advance to mandating order during the presentation. ✓✓
- The presenter must know that the receipt might not have the same knowledge/background as him/her. ✓✓
- A good flyers enable businesses to increase sales and convey important information about their products/services. ✓✓
- Any other relevant conclusion related to the importance of presenting business information/composing a flyer/report writing/handling feedback.

**Any (1 × 2) (2)**

**[40]**

Question 5: Breakdown of mark allocation		
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Guidelines of writing effective business report	12	
Factors to consider when preparing a presentation	12	
Advantages and disadvantages of visual aids	14	
Preparing support materials	8	
Conclusion	2	
INSIGHT		
Layout	2	8
Analysis/Interpretation	2	
Synthesis	2	
Originality/Examples	2	
<b>TOTAL MARKS</b>		<b>40</b>

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

## QUESTION 6: BUSINESS ROLES: (CREATIVE THINKING)

### 6.1 Introduction

- Creative thinking is the ability to come up with original ideas. ✓
- Businesses use creative thinking to solve complex problems. ✓
- Creative thinking focuses on exploring ideas and generating possibilities for answers. ✓
- Decision making and problem solving help businesses to adapt to market changes quickly and creatively. ✓
- A business has a clear process to follow whenever problem needs to be solved. ✓
- Any other relevant introduction related to meaning of creative thinking/ benefits of creative thinking in the workplace/differences between decision making and creative thinking in the workplace/ ways in which businesses can use creative thinking to solve business problems.

(2 × 1) (2)

### 6.2 The meaning of creative thinking

- Creative thinking is the ability to think original, ✓ varied and innovative ideas. ✓
- It focuses on exploring ideas/generating possibilities/looking ✓ for many possible solutions. ✓
- Thinking in a way that is unconventional ✓ and original. ✓
- It is the act of producing new ideas ✓ and making them real. ✓
- Generating new ideas ✓ and being open to new ideas. ✓
- Focuses on exploring ideas/generating possibilities ✓ and looking for many possible answers. ✓
- Any other relevant answer related to the meaning of creative thinking.

Max (8)

### 6.3 Differences between decision making and problem solving

DECISION MAKING	PROBLEM-SOLVING
Often done by one person or senior management. ✓✓	Carried out by a group of people. ✓✓
Existing alternative are considered ✓ and choosing a best solution to a problem. ✓✓	Encourages creative thinking since it aims at finding a new solution to a problem. ✓✓
It does not form part of the problem solving since decisions need to be taken for each step of the business process. ✓✓	Innovative solutions are generated, implemented, and evaluated. ✓✓
Implies a process of choosing a best solution. ✓	Implies a method to address a failure. ✓
Any other relevant answer related to the benefits of decision making in the workplace.	Any other relevant answer related to the benefits of problem-solving in the workplace.
<b>Submax (6)</b>	<b>Submax (6)</b>

Max (12)

### 6.4 Benefits of creative thinking in the workplace

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

Max (14)

### 6.5 Ways in which businesses can use creative thinking to solve business problems

- Products and services can be marketed creatively. ✓✓
- New products can be designed to meet changing tastes and demands. ✓✓
- Existing products can be adapted creatively to meet changing tastes and demands. ✓✓
- Managers can come up with creative strategies for the business. ✓✓
- Managers can motivate and manage staff in creative ways in order to get the best from them. ✓✓
- Employees can think for themselves and come up with creative solutions to all kinds of business problems. ✓✓
- Creative public relations strategies can be designed and implemented. ✓✓
- Encourage a spirit of play and experimentation in the workplace. ✓✓
- Give feedback on employees' performance. ✓✓
- Provide time/resources/opportunities for creative problem solving. ✓✓
- Encourage brainstorming sessions for employees. ✓✓
- Train employees on creative thinking and problem-solving techniques. ✓✓
- Recognise and reward achievement. ✓✓
- Encourage employees to express their ideas and take risks in a safe/non-threatening environment. ✓✓
- Any other relevant answer related to the ways in which businesses can use creative thinking to solve business problems.

Max (12)

### 6.6 Conclusion

- Businesses should promote creative thinking in the workplace. ✓✓
- Decision making and problem solving are essential to manage situations in the workplace. ✓✓
- Businesses should always up to date with creative thinking to benefit positively. ✓✓
- Successful businesses use creative thinking to come up with new product or services. ✓✓
- Any other relevant conclusion related to meaning of creative thinking/ benefits of creative thinking in the workplace/ differences between decision making and creative thinking in the workplace/ ways in which businesses can use creative thinking to solve business problems.

Any (1 × 2) (2)

[40]

Question 6: Breakdown of mark allocation		
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Meaning of creative thinking	8	
Differences between decision making and problem solving	12	
Benefits of creative thinking in the workplace	14	
Ways to use creative thinking to solve business problems	12	
Conclusion	2	8
<b>INSIGHT</b>		
<b>Layout</b>	<b>2</b>	
<b>Analysis/Interpretation</b>	<b>2</b>	
<b>Synthesis</b>	<b>2</b>	
<b>Originality/Examples</b>	<b>2</b>	40
<b>TOTAL MARKS</b>		

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

TOTAL SECTION C: [40]

GRAND TOTAL: [100]

# School-based assessment (SBA)

Term 4  
Exemplar

GRADE 10

Business studies

NOVEMBER 202\_

## FINAL EXAM PAPER 1: marking guidelines

Marks: 150 Time: 2 Hours

*This marking guideline consists of 18 pages.*

### Section A

#### QUESTION 1

- 1.1 1.1.1 B ✓✓  
1.1.2 A ✓✓  
1.1.3 C ✓✓  
1.1.4 D ✓✓  
1.1.5 A ✓✓ (5 × 2) (10)
- 1.2 1.2.1 micro ✓✓  
1.2.2 production ✓✓  
1.2.3 money laundering ✓✓  
1.2.4 cash budget ✓✓  
1.2.5 public ✓✓ (5 × 2) (10)
- 1.3 1.3.1 C ✓✓  
1.3.2 A ✓✓  
1.3.3 B ✓✓  
1.3.4 J ✓✓  
1.3.5 G ✓✓ (5 × 2) (10)

**TOTAL SECTION A: 30**

Breakdown of marks	
Question 1	Marks
1.1	10
1.2	10
1.3	10
<b>TOTAL</b>	<b>30</b>

## SECTION B

Mark the **FIRST TWO** answers only.

### QUESTION 2: BUSINESS ENVIRONMENTS

#### 2.1 Components of the micro environment from given statements

- 2.1.1 Organisational culture ✓✓
- 2.1.2 Leadership ✓✓
- 2.1.3 Vision ✓✓

(3 × 2) (6)

#### 2.2 Distinction between the formal sector and the informal sector

FORMAL SECTOR	INFORMAL SECTOR
Businesses in the formal sector are registered with the CIPC. ✓	Businesses in the informal sector are not registered with CIPC. ✓
Businesses ✓ who pay taxes to the government. ✓	Businesses do not pay tax on the profits of the business. ✓
Formal sector activities ✓ are monitored by the government on their profit. ✓	These businesses are not monitored ✓ by the government. ✓
These businesses are controlled ✓ by the laws and regulations of the government. ✓	Government laws and regulations pertaining to businesses ✓ do not apply to the informal sector. ✓
All contributions of these businesses are recorded in the GDP. ✓	It is difficult to calculate ✓ its contribution to GDP. ✓
Employees are protected ✓ by legislation such as BCEA, COIDA, UIF, etc. ✓	Employees are not protected ✓ and can easily be exploited. ✓
Employees earn ✓ a weekly/monthly income. ✓	Employees do not earn ✓ a consistent income. ✓
Consists of small, micro, medium and large businesses. ✓	Consists of small-scale home-based operations. ✓
Examples include companies such as mining, manufacturing, retail, banking. ✓	Examples include spaza shops, street vendors, hairdressers, gardening, car wash services and other home-based activities. ✓
Any other relevant answer related to formal sector.	Any other relevant answer related to informal sector.
<b>Submax (2)</b>	<b>Submax (2)</b>

Max (4)

- NOTE: 1. The answer does not have to be in tabular format.**  
**2. The distinction does not have to link but must be clear.**  
**3. Award a maximum of TWO (2) marks if the distinction is not clear. Mark either formal sector or informal sector only.**

#### 2.3

##### 2.3.1 Identification of the socio-economic issue from the scenario

HIV/AIDS ✓✓

(2)

##### 2.3.2 Negative impact of HIV/AIDS

- This chronic medical condition leads to reduced productivity ✓ of affected staff members. ✓
- It may lead to increased staff absenteeism ✓ as a result of medical appointments for doctor or clinic visits. ✓
- Trained and experienced workers often die from complications of this disease ✓ before they grow old and increase staff turnover in the business. ✓
- Businesses face high levels of nonattendance of staff members ✓ who become ill or request to attend funerals. ✓
- There may be prejudice and stigmatisation in the workplace ✓ against employees affected by HIV/AIDS. ✓
- It is expensive for businesses ✓ to employ and train new staff. ✓
- Staff members may experience low morale as a result of sick colleagues ✓ which will lead to a decrease in productivity as workloads increase. ✓

- Staff who are affected by HIV/AIDS in the workplace ✓ may be discriminated against by fellow staff members. ✓
- The business will be affected adversely ✓ as it may lead to a decline in profits. ✓
- Any other relevant answer related to the negative impact of HIV/AIDS on BLH as a business.

**NOTE: Do not award marks for an explanation of any socio-economic issue other than HIV/AIDS.**

Max (6)

#### 2.4 Relationship between the micro, market and macro environment

- Businesses (the micro environment) are in constant interaction ✓ with components of the market and macro environment. ✓
- Businesses are challenged by changes ✓ in the market and macro environment which cannot be controlled by the business. ✓
- Changes in the macro environment ✓ may affect the micro environment which may then affect the market environment. ✓
- An increase in the interest rate may lead to an increase in the production cost ✓, hence increase in the prices of goods/services, which will in turn decrease consumer spending. ✓
- Changes in the market environment may affect the micro environment ✓. E.g., new competitors entering the market might force businesses to decrease their prices. ✓
- Businesses must adapt to challenges of the macro environment ✓ by formulating strategies to cope with these challenges. ✓
- Any other relevant answer related to the relationship between the micro, market and macro environment.

Max (6)

#### 2.5

##### 2.5.1 Identification of business sectors from the scenario

BUSINESS SECTORS		MOTIVATIONS
1.	Tertiary sector ✓✓	Pertulia's Beauty Parlour offers a variety of beauty treatment services. ✓
2.	Secondary sector ✓✓	Skinhealth specialises in the production of skincare product used by PBP. ✓
Submax (4)		Submax (2)

Max (6)

- NOTE: 1. The answer does not have to be in tabular format.**  
**2. Award marks for the correct business sectors even if the quote is incomplete.**  
**3. Do not award marks for the motivation, if the business sectors were incorrectly identified.**

##### 2.5.2 Meaning of the secondary sector

- Businesses transform raw materials from primary sector ✓ into finished or semi-finished products. ✓
- The secondary sector therefore takes the raw materials from the primary sector ✓ and converting them into new products. ✓
- The secondary sector is often referred to as manufacturing industries because valuable products are created/manufactured/ produced ✓ so that these products can serve a meaningful function/purpose to customers/consumers. ✓
- The secondary sector plays an important/critical role ✓ because not all resources in their natural state are functional/useful and require further processing. ✓
- Any other relevant answer related to the meaning of the secondary sector.

Max (4)

#### 2.6 Purpose of inclusivity in the workplace

- The goal of inclusivity is to ensure that the business implements fair labour practices. ✓✓
- It seeks to compensate employees of businesses for the inequalities of the past. ✓✓
- Workplaces are created where people of different races, gender and creed can work together to the benefit of the business. ✓✓
- Business should ensure that their workforce is representative of the demographics of the country. ✓✓

- Try to ensure that the physical business setting makes provision for individuals with disabilities. ✓✓
- Any other relevant answer related to the purpose of inclusivity in the workplace.

Max (6)  
[40]

### QUESTION 3: BUSINESS OPERATIONS

#### 3.1 Methods of carrying out public relations

- Media ✓
- Direct contact ✓
- Brochures ✓
- Exhibitions ✓
- Social responsibility ✓
- Transit advertising ✓
- Use of the telephone ✓
- Any other relevant answer related to the methods of carrying out public relations.

Max (2)

**NOTE: Mark the first TWO (2) only.**

#### 3.2 Management tasks from given statements

- 3.2.1 Risk management ✓✓
- 3.2.2 Organising ✓✓
- 3.2.3 Controlling ✓✓
- 3.2.4 Planning ✓✓

(4 × 2) (8)

#### 3.3

##### 3.3.1 Quality indicators of the marketing function from the scenario

- Klaasenbosch Pastry Patisserie ensures quality of performance within its marketing function to attract more customers. ✓
- Aggressive advertising campaigns are conducted to maintain their existing market share. ✓

**NOTE: 1. Mark the first TWO (2) only.**

**2. Do not award marks for regular training on improving the production process is provided by KPP.**

Max (2 × 1)

##### 3.3.2 Other quality indicators of the marketing function

- Increase market share by satisfying customers' needs and wants. ✓✓
- Communicate effectively with customers to get necessary feedback with regards to products/services. ✓✓
- Constantly review values in which business operate. ✓✓
- Communicate effectively with customers to get necessary feedback with regards to products/services. ✓✓
- What pricing techniques are used ensure that the company gets the competitive advantage over competitors. ✓✓
- Any other relevant answer related to quality indicators of the marketing function that could be applied by KPP.

**NOTE: 1. Mark the first THREE (3) only.**

**2. Do not award marks for responses quoted in QUESTION 3.3.1.**

Max (3 × 2)(6)

##### 3.3.3 Importance of quality

- Quality is critical to satisfying the needs of the customers. ✓✓
- Quality plays a critical role in retaining customer loyalty, so they continue to buy from the KPP in the future. ✓✓
- Quality products make an important contribution to long-term revenue and profitability of KPP. ✓✓
- Quality enables the business to charge and maintain higher prices. ✓✓
- Quality influences the reputation of KPP. ✓✓
- A strong reputation for quality can be an important differentiation in markets that are very competitive. ✓✓
- Poor quality/product failure that results in a product recall campaign can create negative publicity and damage the reputation of KPP. ✓✓

- Accreditation to a recognised quality standard may be essential for dealing with certain customers or complying with legislation. ✓✓
- Poor quality goods/services and poor quality in production methods increases the costs of KPP. ✓✓
- Any other relevant answer related to the importance of quality for KPP as a business.

Max (4)

### 3.4 Importance of stock control for businesses

- Enables businesses to determine✓ the amount/value of stock. ✓
- Businesses can check the cost✓ and selling price of products. ✓
- Ensure that there is enough stock✓ to meet the normal demand of customers. ✓
- Keep the correct levels✓ of stock on hand. ✓
- Record the cost prices✓ and selling prices of stock. ✓
- Identify theft in the business when physical stock count✓ is compared with the electronic stock control system. ✓
- Any other relevant answer related to the importance of stock control for businesses.

Max (6)

## 3.5

### 3.5.1 Identifications of Acts from the scenario

ACTS		MOTIVATIONS
1.	The National Credit Act (NCA) ✓✓	Altaaf Tile Manufacturers conducts credit checks and affordability assessments for potential customers prior granting of credit. ✓
2.	The Consumer Protection Act (CPA) ✓✓	ATM also ensures that customers have access to information needed to make informed decisions. ✓
Submax (4)		Submax (2)

Max (6)

**NOTE:1. The answer does not have to be in tabular format.**

**2. Award marks for the correct legislations even if the quote is incomplete.**

**3. Do not award marks for the motivation, if the legislations were incorrectly identified.**

### 3.5.2 The impact of either the NCA or CPA

#### The impact of the National Credit Act on businesses

##### Positives/Advantages

- Lower bad debts✓ resulting in better cash flow. ✓
- Protects business✓ against non-paying consumers. ✓
- Increases cash sales✓ as credit can only be granted to qualifying customers. ✓
- Prevents reckless lending✓ by financial institutions. ✓
- Ensures that businesses settle their debts on time✓ so that they can obtain good credit scores. ✓
- Ensures that credit process is transparent✓ e.g. both businesses and customers know their responsibilities. ✓
- Any other relevant answer related to the positives/advantages of the NCA on businesses.

AND/OR

##### Negatives/Disadvantages

- Businesses are forced to budget✓ to keep more cash/have enough cash on hand for stock purchases. ✓
- Businesses can no longer take the risk✓ of selling poor quality goods at high prices. ✓
- Businesses can no longer✓ carry out credit marketing. ✓
- Leads to loss of sales✓ as many businesses may no longer qualify to buy on credit. ✓
- Businesses can only buy limited stock✓ as credit is not available resulting loss of customers. ✓
- The Act complicates the purchasing process ✓ due to too much administration work in the credit providing process. ✓
- The purchasing department must know the terms and conditions✓ of credit granting and the National Credit Act. ✓
- It may take longer to purchase goods✓ and this could influence the overall efficiency of the business. ✓
- The Act compels businesses to sell quality products✓ or businesses may be forced to reimburse the consumer. ✓
- Any other relevant answer related to the negatives/disadvantages of the NCA on businesses.

OR

### The impact of Consumer Protection Act on businesses

#### Positives/Advantages

- Businesses may be safeguarded ✓ from dishonest competitors. ✓
- Businesses may be protected ✓ if they are regarded as consumers. ✓
- Prevents larger businesses ✓ from undermining smaller ones. ✓
- May gain consumer loyalty ✓, if they comply with CPA. ✓
- Enables businesses to resolve disputes fairly ✓ through the National Consumer Commission/Consumer Court/Industrial ombudsmen. ✓
- Businesses may build a good image ✓ if they ensure that they do not violate consumer rights. ✓
- Any other relevant answer related to the positives/advantages of the CPA on businesses.

AND/OR

#### Negatives/Disadvantages

- Confidential business information ✓ may become available to competitors.
- Penalties for non-compliance ✓ may be very high. ✓
- Businesses may feel unnecessarily ✓ burdened by legal processes. ✓
- They have to disclose more information ✓ about their products and processes/ services. ✓
- Staff need to be trained /Legal experts need to be consulted ✓, which can increase costs. ✓
- Any other relevant answer related to the negatives/disadvantages of the CPA on businesses.

Max (6)

**NOTE:1. The candidate may evaluate the impact of either the NCA or the CPA.**

**2. Do not award marks if the candidate provides mixed responses regarding the impact of the NCA and CPA.**

[40]

## QUESTION 4: MISCELLANEOUS TOPICS

### BUSINESS ENVIRONMENTS

#### 4.1 FOUR types of organisational resources

- Human resources ✓
- Financial resources ✓
- Physical resources ✓
- Technological resources ✓
- Any other relevant answer related to the types of organisational resources.

**NOTE: Mark the first FOUR (4) only.**

Max (4)

#### 4.2 Importance of the informal sector

- Encourages entrepreneurship ✓ and self-employment. ✓
- Provides employment opportunities for communities ✓ and contributes to poverty alleviation. ✓
- People working in the informal sector gain work experience, ✓ which enables them to apply for jobs in the formal sector. ✓
- People start informal businesses to supplement ✓ their income earned in the formal sector. ✓
- It is easy to enter this sector ✓ and serves the needs of individuals. ✓
- Any other relevant answer related to the importance of the informal sector.

Max (4)

#### 4.3 Challenges of the macro environment

CHALLENGES (4.3.1)		COMPONENTS OF THE MACRO ENVIRONMENT (4.3.2)	
1.	Confidential information has been lost because its databases were hacked. ✓	Technological environment ✓✓	
2.	Increases in interest rates have also made loans more expensive for RR. ✓	Economic environment ✓✓	
Submax (2)		Submax (4)	

Max (6)

- NOTE: 1. Mark the first challenge for each element of the macro environment only.**  
**2. If the element of the macro environment is not linked to the challenge, mark the challenge only.**  
**3. Award full marks for the element of the macro environment even if the challenge is not quoted in full.**  
**4. Accept responses in any order.**

#### 4.4 Impact of inequality and poverty on businesses

- Individuals and customers have less or no money✓ to spend to buy basic goods and services. ✓
- Individuals and families within poor communities are dependent on the kindness of businesses✓ and non- profit organisations to assist them to provide for their basic needs. ✓
- Businesses are levied with taxes to provide money for✓ government grants, free housing, education and health care for the poor. ✓
- Poverty results in the continuation of the cycle of unemployment and homelessness✓ which can lead to an increase in crime. ✓
- Poor people cannot afford to educate themselves✓ and therefore businesses do not have skilled workers that can be employed. ✓
- Some people do not have the financial means to buy goods✓ as they have little to no disposable income. ✓
- Limited customer spending means✓ that businesses record lower sales figures. ✓
- Businesses may not grow due✓ reduced sales figures. ✓
- Businesses are pressurised by the media attention✓ to poverty into investing in poor communities. ✓
- Any other relevant answer related to the impact of inequality and poverty on businesses.

Max (6)

## Business operations

#### 4.5 Types of organisational structures

- Functional organisational structure ✓
- Project organisational structure ✓
- Matrix organisational structure ✓
- Line organisational structure ✓
- Line and staff organisational structure ✓
- Any other relevant answer related to the types of organisational structures.

**NOTE: Mark the first THREE (3) only.**

Max (3)

#### 4.6 Reasons why businesses may need finance

- Businesses need to✓ find the best investments. ✓
- Businesses need to✓ source funding. ✓
- Audit and control✓ the spending of the finances. ✓
- Plan so that finances✓ are spent in the most efficient way. ✓
- Allocate the necessary funds✓ to the different department. ✓
- Any other relevant answer related to reasons why businesses may need finance.

Max (4)

#### 4.7 Differences between quality control and quality assurance

Quality control	Quality assurance
Inspection/examination of the final product✓ to ensure that it meets the required standards. ✓	Inspection carried out during and after the production process✓ to ensure that required standards have been met at every stage of the process. ✓
Includes setting targets/measuring performance✓ and taking corrective measures. ✓	Ensures that every process is aimed at getting the product right the first time✓ and prevents mistakes from happening again. ✓
Checking raw materials/employees/ machinery/ workmanship/products✓ to ensure that high standards are maintained. ✓	The 'building in' of quality✓ as opposed to 'checking for' quality. ✓
Any other relevant answer related to quality control.	Any other relevant answer related to quality assurance.
<b>Submax (2)</b>	<b>Submax (2)</b>

- NOTE: 1. The answer does not have to be in tabular format.**  
**2. The distinction does not have to link but must be clear.**  
**3. Award a maximum of TWO (2) marks if the distinction is not clear. Mark either quality control or quality assurance.**

Max (4)

#### 4.8

##### 4.8.1 Activity of the administration function from the scenario

Handling of information ✓✓

- Information is handled correctly by the administrative staff of FED to prevent incorrect decisions based on incorrect information. ✓

**NOTE: Do not award marks for the motivation if the activity of the administration function was incorrectly identified.**

Max (3)

##### 4.8.2 Other activities of the administration that could be applied by FED

**Collection of information** ✓✓

- Information is collected from both outside and inside the business. ✓✓
- Correct and reliable information should be available for meaningful decision making and to run the business successfully. ✓✓
- Any other relevant answer related to collection of information as an activity of the administration function that could be applied by FED.

**Information technology** ✓✓

- IT is the use of electronic equipment to assist with various administrative tasks. ✓✓
- Technology is used to both communicate and handle information and referred to as ICT (information and communication technology). ✓✓
- Any other relevant answer related to information technology as an activity of the administration function that could be applied by FED.

**Office practise** ✓✓

- Office practise refers to how the administrative staff should handle their duties. ✓✓
- It covers matters such as the dress code for employees/ proper filing of documents/ telephone etiquette/ internet usage by staff etc. ✓✓
- Any other relevant answer related to office practise as an activity of the administration function that could be applied by FED.

**NOTE: Do not allocate marks for a suggestion related to handling of information.**

Max (6)

[40]

TOTAL SECTION B: 80

## SECTION C

Mark the **FIRST** question only.

### QUESTION 5: BUSINESS ENVIRONMENTS (MARKET ENVIRONMENT)

#### 5.1 Introduction

- The market environment is regarded as an important part of the business. ✓
- The components of market environment has an influence on the success or failure of business. ✓
- Businesses do not operate in isolation of the thee business environment and they are therefore interrelated. ✓
- Business must establish ways of addressing competition that poses challenges to businesses. ✓
- Any other relevant introduction related to the meaning of market environment/components of market environment/ interrelation between the micro and market environment/reason why competition poses a challenge to business.

Any (2 × 1) (2)

#### 5.2 Meaning of the market environment

- The market environment is the immediate✓ external environment of the business.✓
- The business interacts✓ with the various components of this immediate external environment on a daily basis.✓
- A business has some/limited/partial control✓ over its market environment.✓
- In order for the business to be successful, it has to be able to influence✓ the components in this environment.✓
- Some components in the market environment can easily be influenced while others may be difficult to influence.✓
- Any other relevant answer related to the meaning of the market environment.

Max (6)

#### 5.3 Components of the market environment

##### Consumers/customers✓✓

- These refer to individuals or other businesses✓ that purchase products and services from a business.✓
- Consumers/customers play a key role to the success of a business✓, without them the business will not succeed.✓
- Businesses get their incomes from the money that they receive✓ when they sell their products or services to their customers.✓
- Customer’s preference and taste do change as they develop/as time goes by✓ and so it is essential for businesses to conduct a market research to find out the needs of their target market.✓
- If customers are not happy with the products or services of a business✓, they will turn to a competitor.
- Consumers are the final users of the product/service.✓
- Any other relevant answer related to customers as a component of the market environment.

Component	2
Discussion	2
Submax	4

##### Suppliers✓✓

- These are individuals or other businesses that provide/supply businesses with the inputs/ resources✓ that they need in order to produce/manufacture their product or services.✓
- If suppliers fail to provide businesses with quality resources/inputs or if the suppliers don’t deliver these resources/ inputs on time or at the right prices✓, then the businesses will not be able to meet their goals/objectives.✓
- Businesses need to ensure that they identify✓ reliable suppliers in the market.✓
- Without suppliers a business cannot succeed✓ because there would be no goods/services available to sell to customers.✓
- Businesses can establish a good relationship with their suppliers✓ by signing long-term contract for their raw materials at fixed prices.✓
- Any other relevant answer related to suppliers as a component of the market environment.

Component	2
Discussion	2
Submax	4

### Intermediaries✓✓

- These are individuals or businesses that distribute✓ and sell the products/services of a business.✓
- Some intermediaries assist businesses✓ with packaging and advertising of the business's products and services.✓
- Intermediaries bridge the gap✓ between producers and consumers.✓
- Intermediaries include✓; wholesalers, retailers, agents, brokers, transportation services etc.✓
- Any other relevant answer related to intermediaries as a component of the market environment.

Component	2
Discussion	2
Submax	4

### Competitors✓✓

- These refers to businesses/organisations that provide or sell similar/identical goods/services✓ to that of the business.✓
- Increased competition in the market✓ has a great benefit to consumers/customers.✓
- Businesses will be forced to offer quality products/services✓ at the lowest possible prices or else, they will lose their customers to their competitors.✓
- Businesses should monitor the activities of their competitors✓ so that they could produce goods or services that are of good quality than their competitors.✓
- Any other relevant answer related to competitors as a component of the market environment.✓

Component	2
Discussion	2
Submax	4

### Other organisations/Civil society✓✓

- These include all the organisations or institutions that have been formed by some individuals/ members of the community who have mobilised their resources to provide some essential goods/services to the community without charging for these goods or services.
- These organisations or institutions play a key role in the community especially in areas where the public sector has failed to provide these goods/services.
- Any other relevant answer related to other organisations/civil society as a component of the market environment.

Component	2
Discussion	2
Submax	4

### Community-based organisations (CBO's)✓✓

- They have been established to assist the community✓ in job creation, socio-economic development and becoming self-sufficient.✓
- They are local organisations that operate in the community✓ that provide social services with aim of social upliftment.✓
- They focus on social-economic issues✓ such as HIV/Aids/Unemployment/Crime/Illiteracy.✓
- Any other relevant answer related to community-based organisations (CBO's) as a component of the market environment.

Component	2
Discussion	2
Submax	4

### Non-governmental organisations (NGO's)✓✓

- They are non-profit organisations✓ that do not operate under the control of the government.✓
- They are established to fulfil important needs in the community✓ by addressing some socio-economic issues.✓
- Non-governmental organisations (NGO's) are part of the market environment because their activities/decisions✓ may impact positively or negatively on the success or failure of the business.✓
- Any other relevant answer related to non-governmental organisations (NGO's) as a component of the market environment.

Component	2
Discussion	2
Submax	4

### Regulators✓✓

- These are government bodies that make rules and regulations✓ to control the activities of businesses.✓
- These rules and regulations are put in place to ensure✓ that businesses do not exploit their customers or employees.✓
- Regulators include bodies/organisations✓ such as SABS/ACSA etc✓.
- Any other relevant answer related to regulators as a component of the market environment.

Component	2
Discussion	2
Submax	4

### Unions✓✓

- These are established bodies✓ that protect the interest of workers.✓
- Unions have the right to call for an industrial action✓ such as a strike or a go-slow if their demands are not met by organisations or the government.✓
- They constantly negotiate for better wages/salaries✓ for their members and also safeguard their members against unfair dismissal.✓
- They also negotiate for better working conditions✓ for their members and may represent them during disciplinary hearings.✓
- Any other relevant answer related to unions as a component of the market environment.

Component	2
Discussion	2
Submax	4

### Interrelation between the micro and market environment

#### Strategic allies✓✓

- These are businesses that combine their resources✓ to undertake a project that will benefit all of them.✓
- They may share their expertise/information✓ to benefit all their members.✓
- These relationships help businesses to explore new markets✓ and also gain competitive advantage.✓
- Any other relevant answer related to strategic allies as a component of the market environment.

Component	2
Discussion	2
Submax	4

**NOTE: Mark the first FOUR (4) only.**

**Max (16)**

## 5.4 Interrelation between the micro and market environments

### Businesses and consumers ✓✓

- Consumers depend on businesses for their goods/services✓ to satisfy their needs and wants and businesses also depend on consumers for their incomes when they buy from them. ✓
- Without consumers a business cannot survive✓, businesses need to ensure that they produce goods of consistently high quality in order to main or increase their customer base. ✓
- The public relations department has to ensure that the business maintains a positive image✓ at all times so that its customers remain loyal. ✓
- The marketing department has to constantly conduct a market research✓ to identify the needs of their target market so that they are able to satisfy the changing needs of their consumers at all times. ✓
- Any other relevant answer related to the business and consumers as part of the interrelation between the micro and market environments.

Interrelation	2
Discussion	2
Submax	4

### Business and suppliers✓✓

- Businesses depend on suppliers✓ for their raw materials and other inputs. ✓
- Without raw materials from suppliers✓ a business cannot produce its goods or services. ✓
- Businesses need to identify reliable suppliers✓ so that they can be assured of constant supplies. ✓

- Reliable suppliers are those suppliers that offer raw materials ✓ of the right quality, the right quantity, the right prices and deliver them at the right time. ✓
- Supply shortage ✓ is one of the challenges in the market environment. ✓
- Businesses need to honour their commitments to their suppliers by paying for their supplies on time ✓, so that they maintain a good relationship with their suppliers. ✓
- Businesses can also maintain a good relationship ✓ with their suppliers by signing long-term contracts for their raw materials at fixed prices, or buy in bulk in order to get discount on their raw materials. ✓
- Any other relevant answer related to the business and suppliers as part of the interrelation between the micro and market environments.

**Business and intermediaries ✓✓**

- Intermediaries distribute and sell the goods/services of a business ✓; they are the link between the business and the consumers. ✓
- Businesses need to main a good relationship with their intermediaries ✓, so that they could check their activities. ✓
- Intermediaries need to be reliable and efficient ✓, as their activities affect the quality and price of the goods and services. ✓
- Intermediaries are also the customers of the business ✓ and so businesses need to treat them with care at all times. ✓
- Any other relevant answer related to the business and intermediaries as part of the interrelation between the micro and market environments.

**Business and competitors ✓✓**

- The business needs to study the activities of its competitors ✓ and be able to devise strategies to provide goods or services that are better than those offered by their competitors. ✓
- Increased competition ✓ will lead to lower prices of goods and services. ✓
- Businesses that offer the best quality and sell at the right prices ✓ will attract and maintain loyal customers. ✓
- Businesses have to be up-to-date with the current trends ✓ and also the latest technology in order to remain competitive in the market. ✓
- Any other relevant answer related to the business and consumers as part of the interrelation between the business and competitors.

**Max (16)**

**5.5 Reasons why competition poses a challenge to businesses**

- Competition as one of the components of the market environment poses a challenge to businesses because it is not within the control of the business. ✓✓
- Consumers will buy from the business where they get the most value for money and they could choose the competitor. ✓✓
- Competitors may charge prices significantly lower than the business, which could drive the business out of the market/industry. ✓✓
- Business could find that they are unable to make sufficient profit when the demand is not high enough. ✓✓
- Businesses could find it hard to differentiate itself from its competitors in order to gain a competitive advantage. ✓✓
- New entrants with better products can also enter the market ✓ and divide the market even more. ✓✓
- Any other relevant answer related to reasons why competition poses a challenge to businesses.

**Max (8)**

**5.6 Conclusion**

- Market environment and its components influences the profitability and growth of the business. ✓✓
- It is important that interrelation between micro and market must be stable. ✓✓
- Competitor's profile can be used to identify the strength and weakness of competitors which the business can use to improve competitive advantage. ✓✓
- Any other relevant conclusion related to the meaning of market environment/components of market environment/ interrelation between the micro and market environment/reason why competition poses a challenge to business.

**Any (1 × 2) (2)**

**[40]**

Question 5: Breakdown of mark allocation		
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Meaning of the market environment	6	
Components of the market environment	16	
Interrelation between the micro and market environments	16	
Reasons why competition poses a challenge to businesses	8	
Conclusion	2	
<b>INSIGHT</b>		<b>8</b>
<b>TOTAL MARKS</b>		<b>40</b>

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

## QUESTION 6: BUSINESS OPERATIONS (BUSINESS FUNCTIONS)

### 6.1 Introduction

- The business does not make all payments as cash payments and often participates in activities that involve credit payments. ✓
- The purchasing procedure should continuously look for suitable, new and better suppliers. ✓
- There are different sources of funding available for the business depending on the needs of the business. ✓
- Financial function is responsible for planning and managing all the funds and assets of the business. ✓
- Any other relevant introduction related to the differences between cash and credit payments/ purpose of the financial function/sources of financing such as bank loans/angel funding/venture capital/purchasing procedure.

Any (2 × 1) (2)

### 6.2 Distinction between cash and credit payments

Cash payments	Credit payments
Cash payment refers to all payments made by cash/ cheque ✓ for business purchases. ✓	Credit payment refers to all payments made by means of credit cards/on future date ✓ for business purchases. ✓
Cash payment enable businesses to budget for stock purchases ✓ and avoid unnecessary delays. ✓	Credit payment allows businesses to buy stock ✓ and pay on a future date. ✓
Cash payers can qualify ✓ for cash discounts. ✓	The credit payer/purchaser can pay more for goods due to interest ✓ added on credit purchases. ✓
Any other relevant answer related to cash payments.	Any other relevant answer related to credit payments.
<b>Submax (6)</b>	<b>Submax (6)</b>

Max (12)

- NOTE: 1. The answer does not have to be in tabular format.**  
**2. The distinction does not have to link but must be clear.**  
**3. Award a maximum of SIX (6) marks if the distinction is not clear. Mark either cash or credit payments only.**

### 6.3 Steps in the purchasing procedure

#### Determine the need for the product/Requisition ✓✓

- Liaise with the financial department to establish ✓ the budget for the purchasing of goods and services. ✓
- Determine the product/material/ resource ✓ needs of the businesses. ✓
- Find the right quality/ quantity of goods and services ✓ at the right price and at the right time. ✓
- Any other relevant answer related to determine the need for the product/requestion as a step in the purchasing procedure.

Step	2
Discussuion	2
Submax	4

**Determine the price of the product✓✓**

- Find the best price by obtaining quotes/tenders ✓ or making enquiries. ✓
- Any other relevant answer related to determine the price of the product as a step in the purchasing procedure.

Step	2
Discussuion	2
Submax	4

**Select/Choose a suitable supplier✓✓**

- The purchasing department should choose reliable suppliers ✓ for its raw materials/products.✓
- Evaluation criteria based on quality of raw material/prices/delivery time, ✓ should be used to select the best suitable supplier.✓
- The purchasing department should conduct a thorough investigation ✓ about potential suppliers /their reputation and reliability. ✓
- Any other relevant answer related to select/choose a suitable supplier as a step in the purchasing procedure.

Step	2
Discussuion	2
Submax	4

**Place an order✓✓**

- The purchasing function should place an order in writing so that goods delivered ✓ can be compared with the order. ✓
- Confirm the prices of the products on order to avoid unexpected surprises ✓ when payments are made.✓
- Any other relevant answer related to place an order as a step in the purchasing procedure.

Step	2
Discussuion	2
Submax	4

**Collect or receive the order✓✓**

- The purchasing department should ensure ✓ that the right orders are received and recorded.✓
- The quality and quantity of stock received ✓ should be checked against the order.✓
- The purchasing department should keep a copy of a delivery note ✓ for records keeping purposes. ✓
- Any other relevant answer related to collect or receive the order as a step in the purchasing procedure.

Step	2
Discussuion	2
Submax	4

**Pay the supplier✓✓**

- Purchasing department instructs the financial department ✓ to pay the supplier after delivery of the order.✓
- The supplier must provide copies of the requisition ✓ form to the purchasing department.✓
- Purchasing department must provide a delivery note ✓ to the financial department.✓
- The supplier sends the invoice to the financial department ✓ for final payment after satisfactory delivery.
- Any other relevant answer related to pay the supplier as a step in the purchasing procedure.

Step	2
Discussuion	2
Submax	4

**Distribute stock✓✓**

- The purchasing department should ensure proper distribution ✓ of stock/raw materials to all relevant departments.✓
- Distribution of stock should be in line with pre-requisite orders ✓ from each department to avoid stock loss.✓
- Any other relevant answer related to distribute stock as a step in the purchasing procedure.

Step	2
Discussuion	2
Submax	4

**Complete the order** ✓✓

- Ensure that all the correct documentation ✓ is in place and filed for future reference. ✓
- Any other relevant answer related to complete the order as a step in the purchasing procedure.

Step	2
Discussuion	2
Submax	4

**NOTE: Accept steps in any order.**

**Max (12)**

**6.4 Sources of financing**

**Bank loans**

- This is money borrowed from the bank ✓ and will be repaid over a period of time. ✓
- The money is repaid ✓ with an interest. ✓
- The entrepreneur who borrowed the money will attach their fixed asset ✓ as surety to the value of the loan. ✓
- Bank loans are usually ✓ used for long-term financing. ✓
- Any other relevant answer related to bank loans as a source of financing.

**Submax (4)**

**Angel funding**

- This is money offered by wealthy entrepreneurs ✓ to other businesses for a share in that business. ✓
- This is usually used at the start ✓ of a business and carries a high risk for the investor. ✓
- Angel funding is a very popular source of financing ✓ in the technology industry. ✓
- Any other relevant answer related to angel funding as a source of financing.

**Submax (4)**

**Venture capital**

- This is money offered by individuals/organisations ✓ to start up or expand the business.
- This is done in exchange ✓ of a share in the business. ✓
- The investor usually requires for a management position ✓ or to be a board member in the business. ✓
- Any other relevant answer related to venture capital as a source of financing.

**Submax (4)**

**Max (12)**

**6.5 Purpose of the financial function**

- The financial function determines how much capital the business needs. ✓✓
- Establishes the sources for acquiring the capital. ✓✓
- Decides how to invest/allocate the capital funds in the business. ✓✓
- Ensures that the business can generate enough income to cover the cost of raising capital. ✓✓
- Prepare financial statements to present to the bank/investors to convince them that the business is financially healthy. ✓✓
- Any other relevant answer related to the financial function.

**Max (10)**

**6.6 Conclusion**

- The business often purchases goods on credit from creditors while they wait for debtors to repay the debt. ✓✓
- The purchasing procedure provides the appropriate guidance for the purchasing manager/ function for the correct procedure that must be followed when making purchases. ✓✓
- Financial institutions often require business plans/financial planning instruments when applying for different sources of financing for the needs of the business. ✓✓
- Purchasing goods on credit allows the business to continue its operations. ✓✓
- Any other relevant conclusion elated to the differences between cash and credit payments/correct purchasing procedure/sources of financing/purpose of financial function.

**Any (1 × 2) (2)**

**[40]**

Question 6: Breakdown of mark allocation		
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Differences between cash and credit payments	12	
Steps in the purchasing procedure	16	
Sources of financing	12	
– Bank loans		
– Angel funding		
– Venture capital		
Purpose of financial function	6	
Conclusion	2	
<b>INSIGHT</b>		<b>8</b>
<b>TOTAL MARKS</b>		<b>40</b>

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

**TOTAL SECTION C: 40**  
**GRAND TOTAL: 150**

# School-based assessment (SBA)

Term 4  
Exemplar

GRADE 10

Business studies

NOVEMBER 202\_

## FINAL EXAM PAPER 2: marking guidelines

Marks: 150 Time: 2 Hours

*This marking guideline consists of 17 pages.*

### Section A

#### QUESTION 1

- 1.1 1.1.1 B ✓✓  
1.1.2 C ✓✓  
1.1.3 B ✓✓  
1.1.4 D ✓✓  
1.1.5 A ✓✓ (5 × 2) (10)
- 1.2 1.2.1 PESTLE ✓✓  
1.2.2 state-owned companies ✓✓  
1.2.3 video conferencing ✓✓  
1.2.4 Force-field analysis ✓✓  
1.2.5 inclusivity ✓✓ (5 × 2) (10)
- 1.3 1.3.1 D ✓✓  
1.3.2 E ✓✓  
1.3.3 G ✓✓  
1.3.4 B ✓✓  
1.3.5 C ✓✓ (5 × 2) (10)

**TOTAL SECTION A: 30**

Breakdown of marks	
Question 1	Marks
1.1	10
1.2	10
1.3	10
<b>TOTAL</b>	<b>30</b>

## SECTION B

Mark the **FIRST TWO** answers only.

### QUESTION 2: BUSINESS VENTURES

#### 2.1 Types of co-operatives

- Housing co-operatives ✓
- Worker co-operatives ✓
- Social co-operatives ✓
- Agricultural co-operatives ✓
- Co-operative burial societies ✓
- Financial services co-operatives ✓
- Consumer co-operatives ✓
- Transport co-operatives ✓
- Any other relevant answer related to the types of co-operatives.

**NOTE: Mark the first TWO (2) only.**

Max (2)

#### 2.2 Definition of business opportunities

- A business opportunity is a chance for a person to start a business ✓, in order to generate income. ✓
- A business opportunity can also be described as a chance of improving the current operations of the business ✓ which can contribute to greater profitability. ✓
- Entrepreneurs should be constantly on the lookout ✓ for new business opportunities to be competitive. ✓
- Any other relevant answer related to the definition of business opportunities.

Max (2)

#### 2.3 Distinction between external market research and internal market research

Internal market research	External market research
Internal market research is market research usually conducted ✓by a person within the company. ✓	External market research is market research usually conducted ✓by a outside specialist. ✓
Employees are familiar with both customers and products ✓which means they are uniquely capable of generating new ideas and how to market it. ✓	The feedback is obtained ✓ from customers, potential customers and suppliers. ✓
Different resources within the business are used ✓ to gather information to maket informed decisions. ✓	Information about the target market, environment, customers' needs ✓and desires are be obtained. ✓
Internal market research focuses on the factors ✓within the business. ✓	External market research focuses on the interaction ✓between the business and the customers. ✓
Any other relevant answer related to the differences between internal and external marker research.	Any other relevant answer related to the differences between internal and external marker research.
<b>Submax (2)</b>	<b>Submax (2)</b>

**NOTE: 1. The answer does not have to be in tabular format.**

**2. The distinction does not have to link but must be clear.**

**3. Award a maximum of TWO (2) marks if the distinction is not clear. Mark either external market research or internal market research.**

Max (4)

## 2.4

### 2.4.1 Elements of the marketing mix from the scenario

Elements of the marketing mix		Motivations
1.	Promotion ✓✓	RMI uses different methods to communicate its services to its target market. ✓
2.	Place/Distribution ✓✓	The location where consumers are able to purchase the services of RMI have also been considered. ✓
Submax (4)		Submax (2)

**NOTE: 1. The answer does not have to be in tabular format.**

**2. Award marks for the elements of the marketing mix if the quote is incomplete.**

**3. Do not award marks for the motivation, if the elements of the marketing mix were incorrectly identified.**

**Max (6)**

### 2.4.2 Other elements of the marketing mix

#### Product/Service ✓✓

- It is a description of the product, appearance, and usage that is available to customers. ✓
- It can be a picture, drawing or photograph of what the product look like. ✓
- The manufacturing process used to make the product. ✓
- The appearance of the product/services must be different from competitors' products. ✓
- The packaging of the product should protect and preserve the product. ✓
- Accept any other relevant answer related to product/service as an element of the marketing mix.

Element	2
Explanation	1
Submax	3

#### Price ✓✓

- The price of a product refers to the amount of money that must be paid by the consumer to obtain the product. ✓
- The proposed business must include its pricing policy in the business plan. ✓
- The pricing policy describes the way in which the price is used to attract customers. ✓
- The price needs to cover all costs and must appeal to the target market. ✓
- It must be affordable for the consumers. ✓
- Good access to the product/service will increase sales. ✓
- Cash or credit facilities may affect the customer's attitude to the price. ✓
- Customers may be aware of other sellers who are selling the same products for less. ✓
- Accept any other relevant answer related to price as an element of the marketing mix.

Element	2
Explanation	1
Submax	3

#### People ✓✓

- Refer to employees, management, directors and shareholder/All people involved in selling the products. ✓
- The business plan must include detailed information of people that will be involved in the proposed business and in making a business. ✓
- They can affect the business with their knowledge, skills and attitudes. ✓
- Accept any other relevant answer related to people as an element of the marketing mix.

Element	2
Explanation	1
Submax	3

### Process ✓✓

- Refers to processes that are designed and implemented to ensure a pleasant shopping experience. ✓
- Describes the way in which the marketing and sales processes are carried out. ✓
- The process of giving a service and the behaviour of those delivering the service are important for customer approval of staff to customers keep customers happy. ✓
- Examples of systems and processes that will ensure a good customer experience:
  - Systems and processes to ensure that consumers do not wait long in cues/for goods delivered. ✓
  - Systems and processes to make sure telephonic messages are dealt with and delivered to the right person. ✓
  - Systems and processes to ensure that e-mailed messages are read. ✓
- Accept any other relevant answer related to process as an element of the marketing mix.

Element	2
Explanation	1
Submax	3

### Physical environment ✓✓

- Refers to the environment where goods and services are sold/service rendered. ✓
- It includes the appearance of the building and the uniforms of employees. ✓
- The physical environment must be appropriate and make the customer feel comfortable. ✓
- Clean and functional facilities attract and retain customers. ✓
- Well decorated reception also helps to reassure customers that the business offers best services and values their customers. ✓
- Accept any other relevant answer related to physical environment as an element of the marketing mix.

Element	2
Explanation	1
Submax	3

**NOTE: 1. Mark the first TWO (2) elements of the marketing mix only.**

**2. Do not allocate marks for an explanation of promotion and place/distribution as elements of the marketing mix.**

Max (6)

## 2.5 Characteristics of a sole trader as a form of ownership

- There are no legal requirements ✓ regarding the name of the business. ✓
- Legally, the sole trader and his/her business ✓ are not separate entities. ✓
- A sole trader business may be started without performing ✓ any legal formalities/registration. ✓
- There may be some persons to help him/her ✓ but ultimate control lies with the owner. ✓
- The owner has a personal interest in the management and the services that is rendered. ✓
- A sole trade has unlimited liability for debts ✓ of the business ✓ /the owner is responsible for all losses ✓ arising from the business. ✓
- The business is dissolved if the owner dies ✓, becomes insolvent or is removed from the scene. ✓
- Since all decisions are to be taken by the owner ✓, the area of the business will be limited with to his/her management abilities. ✓
- The owner provides capital ✓ from his/her saving/borrow money from the bank. ✓
- Profit is added ✓ to the rest of the owner's taxable income. ✓
- Accept any other relevant answer related to the characteristics of a sole trader as a form of ownership.

Max (6)

## 2.6

### 2.6.1 Importance of diagrams from the scenario

- Diagrams play an important role in statistical data presentation. ✓
- They also help to attract the audience's interest during the presentation. ✓

**NOTE: Mark the first TWO (2) only.**

Max (2 × 1) (2)

### 2.6.2 Importance of diagrams other than those mentioned in the scenario

- Diagrammatic data presentation allows✓ understanding of data in an easier manner. ✓
- It helps illustrate points✓ to the reader/audience more easily and effectively. ✓
- It engages the audience✓ with the presentation, making them remember it afterwards. ✓
- Diagrams are interesting✓, relevant and supports the presentation. ✓
- Visual aids will effectively help✓ convey the message. ✓
- It helps to solidify the message✓ and provides a point of reference for the mind. ✓
- Any other relevant answer related to the importance of diagrams for CNR other than those provided in the scenario above.

**NOTE: Do not award marks for responses quoted in QUESTION 2.6.1.**

Max (6)

### 2.7 Strategies to overcome competition in the market

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

Max (6)

[40]

## QUESTION 3: BUSINESS ROLES

### 3.1 Problem solving steps

- Identify the problem ✓
- Define the problem ✓
- Formulate a strategy ✓
- Implement the strategy ✓
- Allocate resources ✓
- Monitor problem solving ✓
- Evaluate the problem solving process ✓

(2 × 3) (6)

Decision making	Problem solving
Decision making is the process of making a choice✓ from a number of alternatives. ✓	Problem solving is the process✓ of finding a solution to a problem. ✓
Various alternatives are considered✓ before deciding on the best one. ✓	Alternative solutions are identified✓ and evaluated. ✓
It is part of the problem solving process ✓ where a solution is chosen. ✓	It involves analysing the problem✓ to identify solutions. ✓
Decisions are usually made✓ by one person. ✓	Problem solving usually involves✓ a group /team. ✓
Any other relevant answer related to the description of decision making.	Any other relevant answer related to the description of problem solving.
<b>Submax (2)</b>	<b>Submax (2)</b>

Max (4)

**NOTE:1. The answer does not have to be in tabular format.**

**2. The distinction does not have to link but must be clear.**

**3. Award a maximum of TWO (2) marks if the distinction is not clear. Mark either decision making or problem solving.**

### 3.3 3.3.1 Initiatives to address piracy from the scenario

- Umkhombe Software Developers has raised extensive awareness of the negative effects of piracy. ✓
- Software product keys are installed on all products of USD to decrease end-user piracy. ✓

(2 × 1) (2)

### 3.3.2 Methods of dealing with piracy

#### Copyright ✓✓

- Businesses can sue someone who infringes the copyright. ✓
- They can also sue someone who sells or distributes work that they knew were infringements of copyright. ✓
- Businesses can take legal action against people who copy their products. ✓
- Any other relevant answer related to copyright as methods of dealing with piracy.

Heading	2
Explanation	1
Submax	3

#### Patent ✓✓

- Businesses can take out a patent for new inventions and include a sample of their invention with application. ✓
- Businesses must register a patent with the patents office in South Africa.
- The invention must comply with the Patent Act No. 57 of 1978. ✓
- A patent prevents other businesses/people from producing or selling the same product/specific service. ✓
- They can bring legal proceedings against anyone who uses their invention. ✓
- Any other relevant answer related to patent as methods of dealing with piracy.

Heading	2
Explanation	1
Submax	3

#### Trademarks ✓✓

- Businesses can use trademarks to identify themselves and their products. ✓
- They must register their trademarks with the register of trademarks at the companies and intellectual property registration. ✓
- A registered trademark is protected forever, provided it is renewed every ten years and a renewal fee is paid. ✓
- A registered trademark may not be used by another person/business. ✓
- Damages may be claimed from someone who infringes the trademark. ✓
- Any other relevant answer related to trademarks as methods of dealing with piracy.

**NOTE: Mark first TWO only.**

Heading	2
Explanation	1
Submax	3

**Max (6)**

### 3.4 Application of the Nominal Group Technique

- Management team can apply✓ it to identify problems and generate solutions. ✓
- Team is divided into smaller groups✓ seated around a table. ✓
- Problem(s) should be clearly defined✓ to the groups. ✓
- Each team member will silently brainstorms✓ as many ideas as possible and write it down. ✓
- Each team member gives one✓ of their solutions/ideas with a short explanation. ✓
- Someone writes down these ideas✓ on a big sheet of paper. ✓
- No-one is allowed to criticise✓, but participants may ask questions to understand the suggested solution more clearly. ✓
- Duplicated ideas✓ are then eliminated. ✓
- Individuals anonymously✓ rank suggestions from 1 upwards. ✓
- Ratings are captured✓ and points are totalled. ✓
- Solutions may also be chosen✓ by voting to determine the best idea(s). ✓
- Each group presents the solution✓ with the highest votes in their particular group. ✓
- Any other relevant answer related to how businesses can apply the Nominal Group Technique to solve business problems.

**Max (6)**

### 3.5

#### 3.5.1 Criteria for successful team performance from the scenario

Criteria for successful team performance		Motivations
1.	Collaboration ✓✓	FPR have always set clearly defined goals in order for all team members to know exactly what should be accomplished. ✓
2.	Communication ✓✓	A culture exists at FPR where there are open discussions that lead to effective solutions for existing problems. ✓
Submax (4)		Submax (2)

Max (6)

**NOTE: 1. The answer does not have to be in tabular format.**

**2. Award marks for the criteria for successful team performance if the quote is incomplete.**

**3. Do not award marks for the motivation, if the criteria for successful team performance were incorrectly identified.**

#### 3.5.2 Other criteria for successful team performance that could be applied by a business

##### Interpersonal attitudes and behaviour ✓✓

- Members have a positive attitude of support and motivation towards each other. ✓
- Good interpersonal relationships will ensure job satisfaction/increase productivity of the team. ✓
- Members are committed towards achieving a common goal. ✓
- Team leader acknowledges/gives credit to members for positive contributions. ✓
- Any other relevant answer related to interpersonal attitudes and behaviour as a criterion for successful team performance that could be applied by FPR as a business.

Criteria	2
Explanation	1
Submax	3

##### Shared values ✓✓

- Shows loyalty, respect and trust towards team members despite differences. ✓
- Shows respect for the knowledge/skills of other members. ✓
- Perform team tasks with integrity/pursuing responsibility/meeting team deadlines with necessary commitment to team goals. ✓
- Any other relevant answer related to shared values as a criterion for successful team performance that could be applied by FPR as a business.

Criteria	2
Explanation	1
Submax	3

Max (6)

**NOTE: 1. Mark the first TWO (2) criteria for successful team performance that could be applied by a business only.**

**2. Do not allocate marks for an explanation of collaboration and communication as criteria for successful team performance that could be applied by a business.**

#### 3.6 How businesses can use creative thinking to generate entrepreneurial opportunities

- Design environments that stimulate creative thinking. ✓✓
- Encourage staff to come up with new ideas and solutions. ✓✓
- Encourage alternative ways of doing things. ✓✓
- Respond enthusiastically to all ideas and never let anyone feel less important. ✓✓
- Make time for brainstorming sessions to generate new ideas, e.g. regular workshops. ✓✓
- Place suggestion boxes around the workplace and keep communication channels open for new ideas. ✓✓
- Train staff in innovative techniques, creative problem-solving skills, mind-mapping and lateral thinking. ✓✓

- Emphasise the importance of creative thinking to ensure that all staff know that management want to hear their ideas. ✓✓
- Encourage job swops within the organisation and study how other businesses are doing things. ✓✓
- Indigenous knowledge is regarded as a valuable resource when solving problems or identifying opportunities. ✓✓
- Any other relevant answer related to how businesses can use creative thinking to generate entrepreneurial opportunities.

Max (6)  
[40]

## QUESTION 4: MISCELLANEOUS TOPICS

### Business ventures

#### 4.1 Factors impacting the location of a business

- Factors impacting the location of a business ✓
- Labour relations ✓
- Environmental factors ✓
- Transport ✓
- Infrastructure ✓
- Potential markets (customers) ✓
- Raw materials ✓
- Labour markets ✓
- Climate conditions ✓
- Government and local regulations ✓
- Taxes ✓
- Crime ✓
- Competition ✓
- Economic factors ✓
- Geographical factors ✓

(8)

#### 4.2 Aspects to be included in employment contract

- Details of the employer/name of business/physical address/contact details
- Details of the employee ✓✓
- Details of the wages and salary package ✓✓
- Job title and job description ✓✓
- Working hours and days of work ✓✓
- Details of benefits ✓✓
- Overtime; weekends and holidays ✓✓
- Meal breaks ✓✓
- Details of leave ✓✓
- Details about termination of employment ✓✓

(2)

#### 4.2.2 Other characteristics of a public company

- A minimum of one person ✓ is required to start a public company. ✓
- The company name ends ✓ with letters Ltd. ✓
- Shareholders are not personally liable ✓ for the debts of the business/ have a limited liability. ✓
- A prospectus is issued to the public ✓ to invite public to invest in the company in order to raise capital. ✓
- Has legal personality ✓ and therefore has unlimited continuity. ✓
- A public company has a separate ✓ legal personality. ✓
- Requires three or more directors ✓ and three or more shareholders. ✓
- Profits are shared in the form of dividends ✓ in proportion to the share held. ✓
- A public company is required ✓ to hold an AGM (Annual General Meeting) where shareholders vote to elect new board of directors. ✓
- Register with the Registrar of Companies ✓ by drawing up Memorandum of Incorporation. ✓
- Raises capital by issuing shares to the public ✓ and borrowing capital by issuing a debenture. ✓

- Auditing of financial statements is compulsory✓ and audited statements are available to shareholders and the public. ✓
- The new Company's Act forces personal liability on directors✓ who knowingly participated in carrying out business in a reckless/fraudulent manner. ✓
- Any other relevant answer related to the characteristics of a public company.

**NOTE: 1. Mark the first THREE (3) only.**

**2. Do not allocate marks for shares in a public company are freely transferable.**

Max (6)

#### 4.3 Guidelines on writing an effective business report

- Be focused on the objective✓ of the business report. ✓
- Know the target audience✓ that the business report is for. ✓
- Prepare an overview/summary✓ of the findings. ✓
- Write to the point ✓ using brief sentences. ✓
- Use simple✓ and understandable language. ✓
- Use tables, graphs, diagrams and drawings✓ to help get the message across. ✓
- Edit the report for spelling errors✓, grammatical mistakes or factual inaccuracies. ✓
- Get someone to look at the report ✓ and to provide feedback to improve on it. ✓
- Any other relevant answer related to guidelines on writing an effective business report.

Max (4)

## Business roles

#### 4.4 Benefits of creative thinking in the workplace

- New, innovative and better ideas and solutions are generated. ✓✓
- Creativity is key to staying one step ahead of competitors. ✓✓
- Complex business problems may be solved. ✓✓
- It leads to increased productivity of the entire business. ✓✓
- It leads to more positive attitudes as managers and employees feel that they have contributed towards problem solving. ✓✓
- It improves motivation amongst staff members. ✓✓
- Creativity may lead to new inventions which improves the general standard of living. ✓✓
- Management and employees may keep up with fast changing technology. ✓✓
- Any other relevant answer related to the benefits/advantages of creative thinking for the business.

Max (4)

#### 4.5 Application of the forced combinations problem-solving technique

- Participants must write down words✓ and place them into a box. ✓
- Random words are selected✓ from the box. ✓
- A forced connection is made✓ – the more unrelated the words are to the creative opportunity, the better. ✓
- Allow the group to brainstorm✓ without any judgement or criticism. ✓
- A list of new ideas would develop✓ by the end of the session. ✓
- Any other relevant answer related to how businesses can apply the forced combinations problem-solving technique.

Max (4)

#### 4.6 4.6.1 Examples of social responsibility from the scenario

- A donation of R2 000 000 was provided to a local charity by NEO. ✓
- NEO makes a concerted effort to reduce its carbon footprint. ✓

**NOTE: Mark the first TWO (2) only.**

Max (2 × 1) (2)

#### 4.6.2 Initiatives business can take to address HIV/Aids

- Conduct regular workshops and information on the effects of HIV/Aids with employees ✓
- Initiate and develop counselling programmes for affected persons ✓
- Develop strategies to deal with issues around the stigma and discrimination of affected people ✓
- Offer voluntary HIV/Aids testing and counselling in the workplace ✓
- Encourage employees to join HIV/Aids support groups ✓
- Roll out or support HIV/Aids prevention programmes in the community ✓

- Encourage and support the roll out of antiretroviral treatment programmes for infected employees ✓
- Support non-governmental and community-based organisations who work with infected people in communities. ✓

**NOTE: Do not award marks for responses quoted in QUESTION 4.6.1.**

Max (4)

#### 4.7 Ways in which employees can project a professional image

- Employees should dress appropriately for the work they do and the place they work ✓✓
- Work hard and be productive ✓✓
- Employees are more likely to be promoted if they do more than what they are required to do in their job description ✓✓
- Employees must always be punctual ✓✓
- Employees must be friendly and accepting of their colleagues ✓✓
- Employees must treat everyone with respect ✓✓
- Try to avoid/manage conflict ✓✓
- Be courteous and professional on the telephone. ✓✓

Max (6)

[40]

TOTAL SECTION B: 80

## SECTION C

**Mark the FIRST question only.**

### QUESTION 5: BUSINESS VENTURES (BUSINESS PLANS AND FORMS OF OWNERSHIP)

#### 5.1 Introduction

- A business plan is a written description of a prospective business. ✓
- The vision, mission statement and objectives are key components in ensuring that overall business objectives as stipulated in the business plan are achieved. ✓
- The structure of the business speaks to the type of form of ownership that will be chosen by the shareholders for the specific needs of the business. ✓
- A private company is described as a form of ownership whose shares may not be offered to the public for sale. ✓
- Any other relevant introduction related to the importance of a business plan/description of the business/the business structure/impact of a private company.

Any (2 × 1) (2)

#### 5.2 Importance of a business plan

- A business plan helps entrepreneurs to set goals and objectives. ✓✓
- It can be used to attract investors and prospective employees. ✓✓
- The business plan guides the entrepreneur on the viability of his/her business idea. ✓✓
- It also helps the entrepreneur to identify problems that may arise and helps management to take steps to avoid these problems. ✓✓
- It improves business operations processes and practices. ✓✓
- It evaluates the success of the business. ✓✓
- It is essential when applying for financial assistance from investors or lenders. ✓✓
- It gives direction once the business is operating. ✓✓
- Any other relevant answer related to the importance of a business plan.

Max (12)

#### 5.3 The following parts of the description of the business

##### Vision

- A statement which describes how✓ the business will achieve its purpose. ✓
- The vision statement is the long-term goal✓ of how entrepreneurs see their business in future and how they want to grow. ✓/The vision statement can be described✓ as the long-term dream of the business✓.
- It addresses profit✓, growth, purpose and stability✓.
- Any other relevant answer related to vision as a component of the business plan that forms part of the description of the business.

Submax (4)

### Mission statement

- A statement which describes the purpose✓ of the business and explains why the business exists.
- The mission statement addresses✓ how entrepreneurs hope to achieve their vision. ✓
- It focuses on a business operation✓ and it also specific and measurable. ✓
- The short-term objectives are more specific stepping stones✓ to reach short term goals in order to achieve the long-term goals. ✓
- Any other relevant answer related to mission statement as a component of the business plan that forms part of the description of the business.

Submax (4)

### Objectives

- The long-term objectives is to provide direction✓ for the company to achieve the vision. ✓
- It is also specific and measurable✓ just like the mission statement. ✓
- Any other relevant answer related to objectives as a component of the business plan that forms part of the description of the business.

Submax (4)

Max (12)

## 5.4 Relationship between the structure of the business and forms of ownership

The business structure should have a description of the following aspects:

- How many people✓ the business intends to employ. ✓
- Management and staff✓ e.g. their qualifications/experience/job description/remuneration. ✓
- Administration✓ and record keeping. ✓
- Staff policy✓ regarding working hours/fringe benefits/overtime/sick leave/medical aid. ✓
- The structure of the business should include the type of ownership✓ such as sole trader/partnership/close corporation/ private company/public company. ✓

The form of ownership will determine the following:

- The reason✓ for the form of ownership. ✓
- Legal requirements✓ of the business. ✓
- Products and services✓ offered by the business. ✓
- Size✓ of the business. ✓
- Number of owners✓ required for commencement of activities. ✓
- How much control✓ the owners would like to exercise. ✓
- Legal protection in the context of✓ legal entity status and liability for debts. ✓

Any other relevant answer related to the relationship between the structure of the business and forms of ownership.

Max (10)

## 5.5 Impact of a private company

### Positives/advantages

- A company can continue to trade✓ even if one shareholder dies/resigns. ✓
- It managed at least by one✓ competent highly skilled director. ✓
- Shareholders must agree ✓ to the sale of transfer of shares. ✓
- Shareholders liability is restricted✓ to the amount of shares they own. ✓
- Information in a private company✓ is only available to shareholders. ✓
- Not required to file✓ annual financial statements with the commission. ✓
- Shareholders can vote for/ appoint the most capable directors✓ to manage their company. ✓
- The company has own legal identity✓ and shareholders have no direct legal implications/ limited liability. ✓
- Large amount of capital can be raised✓ since there is no limit on the number of shareholders. ✓
- Even though shares are not freely transferable✓, additional capital can be raised by large private companies by selling shares. ✓
- It is possible to sell a private company✓ as it is a legal entity in its own right. ✓
- The management of the company✓ can improve since directors are appointed by shareholders. ✓
- The company can access long term capital✓ and therefore has good long term growth opportunities. ✓
- The company is a separate legal person✓ it may purchase assets in its own name. ✓
- Any other relevant answer related to the positives/advantages of a private company.

AND/OR

### Negatives/disadvantages

- Private companies are subject to many ✓ legal requirements/regulations which can be onerous. ✓
- Decision-making taking time ✓ because of the large number of people in management. ✓
- The private company cannot be listed on the stock exchange/JSE ✓; therefore, it cannot sell shares to the public. ✓
- Directors may sometimes act in their own interest ✓, not in the company’s best interest. ✓
- Annual financial statements must be reviewed by a qualified person ✓, which is an extra expense to the company. ✓
- Difficult and expensive to establish ✓ as the company is subjected to many legal requirements. ✓
- Pays tax on the profits of the business ✓ and on declared dividends/Subject to double taxation. ✓
- In most cases private company require their financial statement to be audited ✓, which is an extra expense to the company. ✓
- Directors may sometimes be held liable for debts ✓ if it can be proven that that they committed fraud. ✓
- Some shareholders may not exercise their voting rights ✓ resulting in choosing the wrong person as a director. ✓
- A meeting may not begin, or a matter may not be debated unless ✓ at least three shareholders are present. ✓
- Any other relevant answer related to the negatives/disadvantages of a private company.

Max (12)

### 5.6 Conclusion

- The business plan is an essential document that is required to determine whether the business concept can be materialised. ✓✓
- Appropriate strategies must be devised and communicated to all stakeholders in order to effectively achieve the vision, mission statement and objectives of the business. ✓✓
- The business structure impacts the amount of taxes to be paid and the ability to raise money. ✓✓
- Although a private company is subject to double taxation, shareholders prefer this form of ownership because of the limited liability for debts and legal entity status. ✓✓
- Any other relevant introduction related to the importance of a business plan/description of the business/the business structure/impact of a private company.

Any (1 × 2) (2)

Breakdown of mark allocation		
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Importance of a business plan	12	
The following parts of the description of the business: <ul style="list-style-type: none"> <li>– Vision</li> <li>– Mission statement</li> <li>– Objectives</li> </ul>	12	
Relationship between the structure of the business and forms of ownership	10	
Impact of a private company	12	
Conclusion	2	
<b>INSIGHT</b>		
<b>TOTAL MARKS</b>		<b>40</b>

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

[40]

## QUESTION 6: BUSINESS ROLES (RELATIONSHIPS AND TEAM PERFORMANCE)

### 6.1 Introduction

- Sound interpersonal relations must be fostered between team members in the workplace. ✓
- Teamwork can be natural for some people, but some people can find it difficult to be a team player. ✓
- Effective teamwork is essential to achieve business success. ✓
- Businesses must be familiar with an environment that enables a team to work effectively. ✓
- Any other relevant introduction related to the meaning of interpersonal relationships in the workplace/factors that can influence team relationships/benefits of teamwork for a business/ ways in which a business can create an environment that enables teams to work effectively.

Any (2 × 1) (2)

### 6.2 Meaning of interpersonal relationships in the workplace

- Interpersonal relationship in the workplace refers to a strong association ✓ among individuals working together. ✓
- Interpersonal relationship in the workplace skills allow us ✓ to share a special relationship among employees. ✓
- There is a relationship ✓ of trust/openness/understanding and effective communication. ✓
- The degree of power and authority ✓ that managers possess depend on the level of management. ✓
- Each individual plays a role ✓ in achieving the business objectives. ✓
- Any other relevant answer related to the meaning of interpersonal relationships in the workplace. ✓

Max (10)

### 6.3 Factors that can influence team relationships

#### Prejudice ✓✓

- Prejudice is a negative attitude toward an individual ✓ based on the membership in a particular social group. ✓
- Prejudice can lead to depression/anxiety/loss of self-control leading to employees becoming hostile/absenteeism. ✓
- Any other relevant answer related to prejudice as a factor that can influence team relationships.

Factor	2
Explanation	2
Submax	4

#### Discrimination ✓✓

- Discrimination is negative action ✓ toward an individual as a result of one's membership in a particular group. ✓
- Discrimination can lead to lower participation/loss of knowledge of highly skilled workers. ✓
- Any other relevant answer related to discrimination as a factor that can influence team relationships.

Factor	2
Explanation	2
Submax	4

#### Diversity ✓✓

- Diversity is the practice of including or involving people from a range of different social and ethnic backgrounds/ genders/sexual orientation. ✓
- A wider variety of skills and abilities associated with workplace diversity directly contributes to productivity/ increased production. ✓
- Any other relevant answer related to diversity as a factor that can influence team relationships.

Factor	2
Explanation	2
Submax	4

#### Belief ✓✓

- Belief is a conviction that we generally accept to be true ✓, without evidence or proof. ✓
- Beliefs are related ✓ to culture and religion. ✓
- Beliefs influence our thoughts and attitudes ✓, and we must be aware of it. ✓
- Any other relevant answer related to belief as a factor that can influence team relationships.

Factor	2
Explanation	2
Submax	4

### Equity ✓✓

- Equity in the workplace to respectful and dignified treatment ✓ of every person in the business. ✓
- Equity encourages diversity in decision ✓ making/allows job satisfaction and employee engagement. ✓
- Any other relevant answer related to equity as a factor that can influence team relationships.

**NOTE: Mark first THREE only.**

Factor	2
Explanation	2
Submax	4

Max (9)

## 6.4 Benefits of teamwork for businesses

### Teamwork improves effective communication ✓✓

- The members of the team learn from each other and grow.
- The team achieve more than the individual.
- Good teamwork helps business to achieve its objectives.
- Gives employees more control over their jobs.
- The performance of all team members improves because they support each other's skills.
- Teamwork encourages workers to increase their range of skills to increase productivity.
- Teamwork improves effective communication
- Teamwork can create strong relationships among employees, which in turn leads to better communication within a team.
- Teamwork promotes healthy risk-taking
- Working as a team allows team members to take more risks, because they have the support of the team in case of failure.
- Teamwork promotes a wider sense of ownership when working together to achieve business objectives.
- The team members feel connected to the company which builds loyalty towards the company and individual job satisfaction.
- Teamwork promotes creativity and learning: creativity thrives when people work together as a team.
- Teamwork creates synergy to maximise energy levels of employees.

Factor	2
Explanation	2
Submax	4

### Teamwork promotes healthy risk-taking ✓✓

- Working as a team allows team members to take more risks✓, as they have the support of the group in case of failure. ✓
- Any other relevant answer related to teamwork promotes healthy risk-taking as a benefit of teamwork for businesses.

Factor	2
Explanation	2
Submax	4

### Teamwork promotes a wider sense of ownership ✓✓

- When teams work together to achieve business objectives✓ the employees feel connected to the company.
- This builds loyalty✓ and job satisfaction. ✓
- Any other relevant answer related to teamwork promotes a wider sense of ownership as a benefit of teamwork for businesses.

Factor	2
Explanation	2
Submax	4

**Teamwork promotes creativity and learning ✓✓**

- Creativity thrives✓ when people work together as a team. ✓
- Brainstorming ideas✓ as a team can create solutions. ✓
- Teamwork can maximise✓ shared learning. ✓
- Any other relevant answer related to teamwork promotes creativity and learning as a benefit of teamwork for businesses.

Factor	2
Explanation	2
Submax	4

**Teamwork promotes conflict resolution skills ✓✓**

- Employees have unique viewpoints✓ and conflict can happen when working together. ✓
- When conflict arises in a team✓, members are forced to resolve the conflicts. ✓
- Any other relevant answer related to teamwork promotes conflict resolution skills as a benefit of teamwork for businesses.

Factor	2
Explanation	2
Submax	4

**Teamwork can advance an individual career ✓✓**

- When working as part of a team✓ an individual can expand their skills. ✓
- Any other relevant answer related to teamwork can advance an individual career as a benefit of teamwork for businesses.

Factor	2
Explanation	2
Submax	4

**Teamwork creates synergy ✓✓**

- Synergy is when the combined effort of team members is much more✓ than the sum of each member's individual effort. ✓
- Any other relevant answer related to teamwork creates synergy as a benefit of teamwork for businesses.

Factor	2
Explanation	2
Submax	4

**Max (12)**

**6.5 Ways in which businesses can create an environment that enables teams to work effectively**

- Ensure the team clearly understands the objectives of the business. ✓✓
- Set ground rules for the team. ✓✓
- Establish team values and goals. ✓✓
- Consider each employee's ideas as valuable. ✓✓
- Be clear and specific when communicating to prevent confusion. ✓✓
- Encourage listening and brainstorming. ✓✓
- Encourage trust, respect, and cooperation among members of the team. ✓✓
- Encourage team members to share information and resources effectively. ✓✓
- Delegate problem-solving tasks to the team. ✓✓
- Establish a method for arriving at a consensus to prevent conflict. ✓✓
- Be aware of employees' unspoken feelings. ✓✓
- Any other relevant answer related to ways in which businesses can create an environment that enables teams to work effectively.

**Max (12)**

## 6.6 Conclusion

- Teamwork is important to achieve business objectives. ✓✓
- The factors that influence team relationship must be correctly analysed to improve team performance. ✓✓
- Collaboration in a team will yield innovative solutions. ✓✓
- Great/efficient results can be achieved through teamwork, so it is important that a business creates an environment that enables teams to work effectively. ✓✓
- Any other relevant conclusion related to the meaning of interpersonal relationships in the workplace/factors that can influence team relationships/benefits of teamwork for a business/ ways in which a business can create an environment that enables teams to work effectively.

Any (1 × 2) (2)

[40]

**TOTAL SECTION C: 40**

**GRAND TOTAL: 150**

Breakdown of mark allocation		
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Meaning of interpersonal relationships in the workplace	10	
Factors that can influence team relationships	12	
Benefits of teamwork for businesses	12	
Ways in which a business can create an environment that enables teams to work effectively	12	
Conclusion	2	
<b>INSIGHT</b>		<b>8</b>
<b>TOTAL MARKS</b>		<b>40</b>

LASO – For each component:

Allocate 2 marks if all requirements are met.

Allocate 1 mark if some requirements are met.

Allocate 0 marks where requirements are not met at all.

[40]

**TOTAL SECTION C: 40**

**GRAND TOTAL: 100**

