



education

Department:

Education

PROVINCE OF KWAZULU-NATAL

CURRICULUM GRADE 10-12 DIRECTORATE

NCS (CAPS)

TEACHER SUPPORT DOCUMENT

GRADE 12

BUSINESS STUDIES

STEP AHEAD PROGRAMME

2021

PREFACE

This support document serves to assist Business Studies teachers and learners on how to deal with curriculum gaps and learning losses as a result of the impact of COVID-19 in 2020. It also captures the challenging topics in the Grade 10 – 12 work. The lesson plans should be used in conjunction with the 2021 Recovery Annual Teaching Plan. Activities should serve as a guide on how to assess topics dealt with in this document. It will cover the following:

A.	Legislation	3 – 50
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C.	Professionalism and Ethics	74 – 88
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LESSON PLAN 1

TOPIC	Macro environment: impact of recent legislation on business		
Term	1	Week	1
Duration	1 Hour	Weighting	10%
Sub-topics	SDA, LRA, EEA, BCEA, COIDA, BBBEE, NCA, CPA		
RELATED CONCEPTS/ TERMS/VOCABULARY	Skills development, employment equity, affirmative action, previously disadvantaged; SETA's, collective bargaining, compliance, discriminatory actions, effectiveness, impact, compensation, National Credit Regulator, NSDS, HRDS, penalties, non-compliance, impact, consequences, learnerships		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Components of Macro Environment (Grade 10) • Grade 11 challenges of the macro environment 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ Impact of Acts on businesses ➤ Effectiveness of the Acts on businesses ➤ Non-compliance of the Acts by businesses ➤ Discriminatory Actions by the various Acts 			



METHODOLOGY

- Start with Baseline Assessment by recapping business environments and legislations done in Grade 10 and 11.
 - Explain to learners, that in Grade 10 they had done the three environments and its components.
 - Grade 11 it focused on challenges in environments and adaptation of these challenges by business.
 - Grade 12 we will be focusing only on the Macro Environment. Learners must be reminded that the business has **no control** over this environment, however the components of this environment will greatly impact (positives/negatives) on the business.
 - It should be stated that legislation is one component of the PESTLE factors, namely, the legal environment.
- Emphasize government's role in the legislative Acts. **eg.** explain why government had introduced and implemented (**purpose**) these Acts.
- Explain "**What is Legislation?**" Also bring in South African history (Injustices of the past related to the workplace).
- Group the legislations as follow: (**to make it easier for learners to understand**)

Labour laws	Economic development	Consumer protection
SDA	BEE	NCA
LRA	BBBEE	CPA
EEA		
BCEA		
COIDA		

- Briefly state the purpose of each legislative Acts above. Emphasize to learner that the "Purpose", is the reason why the legislation was created. Link this to the explanation given for "Legislation."
- Explain the following terminologies before moving on to a particular Act:

➤ Impact	☞ Takes into account both Positives(Advantages) and/or Negatives(Disadvantages)
➤ Effectiveness	☞ Emphasize that the word “EFFECTIVENESS”, does not mean positive ONLY, the negative can/must also be considered. (Use a practical example to explain this to learners)
➤ Non-compliance	☞ Deals with the violation of the provisions of the Acts. (To understand this term, learner must understand the purpose of the Act).
➤ Discriminatory Action	• Discriminates against individuals/employees eg. On the basis of gender, disability, age, etc.
ACTIVITIES	
• Minimum 3 activities per week	
ASSESSMENT	
• Baseline assessment • Classwork	

NOTES:

ACTS	PURPOSE
SDA	<ul style="list-style-type: none"> • Develops the skills of people in South Africa in order to improve productivity. • Invests in education and training of workers. • Improves the chances of getting a job for previously disadvantaged people.
LRA	<ul style="list-style-type: none"> • Provides a framework/structure for labour relations between employers and employees. • Promotes collective bargaining at the workplace. • Promotes workplace forums to accommodate employees in decision making.
EEA	<ul style="list-style-type: none"> • This Act states that employees who do the same work (work of equal value) must be paid equally (equal pay). • No discrimination on grounds of gender in the workplace. • Promotes equal opportunity and fair treatment in the workplace.

BCEA	<ul style="list-style-type: none"> • Provides clear terms and conditions of employment for employers and employees. • Set minimum requirements/standards for the employment contract. • Regulates the right to fair labour practices as set out in the Constitution.
COIDA	<ul style="list-style-type: none"> • Provides a comprehensive protection to employees who injured in the course of performing their duties. • COIDA applies to all casual and full-time workers who become ill/injured/ disabled/killed due to a workplace accident/disease • It excludes workers who are guilty of willful misconduct/workers working outside South Africa for at least twelve months/members of the SA Defense Force/Police services.
BBBEE	<ul style="list-style-type: none"> • Enable wealth to be spread more broadly across all population groups. • Outline areas that would give the government a platform for bringing equitable spread of wealth. • Allows for the development of Codes of Good Practice.
NCA	<ul style="list-style-type: none"> • Promotes the social and financial interest of consumers. • Promote a fair but competitive credit market. • Ensure that consumers know what is included in their credit contracts.
CPA	<ul style="list-style-type: none"> • Promote and protect the economic interests of consumers by providing access to information. • Promotes fair/accessible and sustainable places for people to sell their products • Establishes national standards to protect consumers.

LESSON PLAN 2

TOPIC	Macro environment: impact of recent legislation on business		
Term	1	Week	1
Duration	1 Hour	Weighting	10%
Sub-topics	SKILLS DEVELOPMENT ACT (SDA), SETA's, NSDS, HRDS		
RELATED CONCEPTS/ TERMS/VOCABULARY	Skills development, previously disadvantaged; SETA's, compliance, discriminatory actions, effectiveness, impact, NSDS, HRDS, penalties, non-compliance, impact, consequences, learnerships		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Components of Macro Environment (Grade 10) • Grade 11 challenges of the macro environment 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ Impact of Acts on businesses ➤ Effectiveness of the Acts on businesses ➤ Non-compliance of the Acts by businesses ➤ Discriminatory Actions by the various Acts 			

METHODOLOGY

- Start with Baseline Assessment by recapping the previous days work (taking purpose of SDA and terminologies into account).
- Discuss the following aspects with learners, using practical examples to make them understand:
 - **Impact of SDA on businesses**
 - ☞ Bring to learners attention that the word “Impact” which implies to the positive(advantages) and/or negative(disadvantages).
 - ☞ It should also be emphasized that a specific impact can be asked, eg. explain the positive impact of SDA on businesses.
 - ☞ In the first point the “Impact” is open-ended, but in the second point the impact is specific.
 - **Discriminatory actions according to SDA**
 - ☞ Ask learners what do they understand by the term “discrimination”
 - ☞ Allow for learner response and build on this by stating that discriminatory actions are when businesses discriminate against employees or people, eg. by only allowing male employees to attend skills development workshops.
 - **Penalties for non-compliance**
 - ☞ Learners should be asked to describe their understanding of the word “non-compliance.”
 - ☞ It should then be emphasized that if a business violates the provisions of the SDA, they will have to face the penalties (which can be fines, etc.)
 - **Ways in which businesses can comply with SDA**
 - ☞ Use a practical example and ask learners why they must comply with school rules.
 - ☞ Then ask learners how they can ensure that they are complying with these school rules.
 - ☞ Now demonstrate to learners how businesses can ensure that they are complying with the SDA.
- **Briefly explain to learners the link between Skills development and BBBEE pillars.**
 - It must be brought to learner’s attention that skills development is one of the pillars of BBBEE.

<ul style="list-style-type: none"> ➤ Therefore, businesses that are BEE compliant, should be promoting skills development among their previously disadvantaged employees in the work place. • Refer to 2020 learner resource material for content.
ACTIVITIES
<ul style="list-style-type: none"> • Minimum 1 activity • Activity 1 - (2016 May/June – question 2.5)
ASSESSMENT
<ul style="list-style-type: none"> • Baseline assessment • Classwork

NOTES:

IMPACT OF SDA ON BUSINESSES

POSITIVES(ADVANTAGES)	NEGATIVES(DISADVANTAGES)
<ul style="list-style-type: none"> • Trains employees to improve productivity in the workplace. • Promotes self-employment and black entrepreneurship • Increases the return on investment in education and training. 	<ul style="list-style-type: none"> • Increases cost as the process requires a large amount of paper work. • Implementation of the SDA can be difficult to monitor and control. • Skills programmes may not always address training needs of employees.

DISCRIMINATORY ACTIONS ACCORDING TO THE SDA

- Preventing employees from signing for a learnership due to their age or position in the workplace.
- Unfair development of skills and training to certain employees.
- Developing a workplace skills plan which exclusively caters for certain race/gender.

PENALTIES FOR NON-COMPLIANCE

- Businesses that do not pay the Skills Development Levy may not offer learnerships/claim grants from the SDA.
- A labour inspector could order the business to stop operating should the business be found guilty of illegal practices.

WAYS IN WHICH BUSINESSES CAN COMPLY WITH THE SDA

- Employers who collect PAYE should register with SETAs.
- One per cent of an employer's payroll has to be paid over to the SETA.
- Businesses should register with SARS in the area in which their business is classified (in terms of the SETA).

LINK BETWEEN SKILLS DEVELOPMENT AND BBBEE PILLARS

- Explain to learners that skills development is one of the pillars of BBBEE, and therefore it has implications on businesses.
- This will be discussed in detail when the BBBEE Act is done.

ACTIVITY 1

1.1 Read the scenario below and answer the questions that follow:

THULANE TRADERS (TT)

Thulane Traders employs 50 workers who are responsible for producing its products. All employees are expected to produce quality products, although only young employees are given the opportunity to learn new skills. Female employees are excluded from attending training.

1.1.1 Name the Act that makes provision for employees to improve their work performance. (1)

1.1.2 Quote actions in the scenario above that may be regarded as discriminatory by this particular Act. (2)

1.1.3 Justify the positive impact of this Act on Thulane Traders. (6)

LESSON PLAN 3

TOPIC	Macro environment: impact of recent legislation on business		
Term	1	Week	1
Duration	1 Hour	Weighting	10%
Sub-topics	SKILLS DEVELOPMENT ACT (SDA), SETA's, NSDS, HRDS		
RELATED CONCEPTS/ TERMS/VOCABULARY	Skills development, previously disadvantaged; SETA's, compliance, discriminatory actions, effectiveness, impact, NSDS, HRDS, penalties, non-compliance, impact, consequences, learnerships		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Components of Macro Environment (Grade 10) 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concept: <ul style="list-style-type: none"> ➤ Differences/differentiation between NSDS and HRDS 			

METHODOLOGY

- Start with Baseline Assessment by recapping the previous days work on SDA.
- Explain Sector Educations and Training Authorities(SETA's). Emphasize link between SDA and SETA's. (Use of a scenario/case study from past papers when explaining. Make use of the internet to get more information).
- Also give background knowledge to learners, e.g. in South Africa there are 21 SETA's.
- Each SETA is responsible for managing and creating learnerships, internships, unit-based skills programmes, and apprenticeships within its jurisdiction.
- Every industry and occupation in South Africa is covered by one of the 21 SETA's
- Explain/discuss the following aspects in accordance with SETA's:
 - Role/functions of SETA'S
 - Funding of SETA's (briefly explain to learners why the National Skills Fund came about – use learner resource and google search.
- Discuss the differences/distinction between NSDS and HRDS.
 - Start off by explaining the purpose of the NSDS.
 - ☞ To increase access to high quality and relevant education and training and skills development opportunities, including workplace learning and experience, to enable effective participation in the economy and society by all South Africans and reduce inequalities.
 - Purpose of HRDS
 - ☞ Is to provide a plan to ensure that people are equipped to participate fully in society, to be able to find or create work, and to benefit fairly from it.
- **Refer to 2020 learner resource material for content.**

ACTIVITIES

- Minimum 1 activity
- **Activity 2 - (2016 Nov – question 2.2 and 2.4)**

ASSESSMENT
<ul style="list-style-type: none"> • Baseline assessment • Classwork

NOTES:

ROLE/FUNCTIONS OF SETAS

- Promote and establishes learnerships.
- Provide accreditation for skills development facilitators.
- Register learnership agreements/learning programmes.

FUNDING OF SETAS

- Skills Development levies paid by employers e.g. 80% is distributed to the different SETA and 20% is paid into the National Skills Fund.
- Donations and grants from the public
- Surplus funds from government institutions

NATIONAL SKILLS DEVELOPMENT STRATEGY AND THE HUMAN RESOURCE DEVELOPMENT STRATEGY

National Skills Development Strategy	Human Resources Development Strategy
<ul style="list-style-type: none"> • Encourages good quality training in the workplace to ensure on-going development of skills. 	<ul style="list-style-type: none"> • Addresses skills shortages in the South African workforce.
<ul style="list-style-type: none"> • Provides for the participation of government, organised business and labour. 	<ul style="list-style-type: none"> • Aims at achieving faster economic growth/higher employment levels and reduced levels of poverty.
<ul style="list-style-type: none"> • Improves social development through economic development. 	<ul style="list-style-type: none"> • Promotes social development/social justice and helps to alleviate poverty

ACTIVITY 2

- 2.1 Outline the role of SETAs in supporting the Skills Development Act. (8)**
- 2.2 Explain the difference between the National Skills Development Strategy and the Human Resources Development Strategy. (8)**
- 2.3 Suggest two(2) in which SETA's receive funding. (4)**

LESSON PLAN 4

TOPIC	Macro environment: impact of recent legislation on business		
Term	1	Week	1
Duration	1 Hour	Weighting	10%
Sub-topics	LABOUR RELATIONS ACT(LRA)		
RELATED CONCEPTS/ TERMS/VOCABULARY	Previously disadvantaged; compliance, discriminatory actions, effectiveness, impact, penalties, non-compliance, impact.		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Components of Macro Environment (Grade 10) • Grade 11 challenges of the macro environment 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ Impact of Acts on businesses ➤ Effectiveness of the Acts on businesses ➤ Non-compliance of the Acts by businesses ➤ Discriminatory Actions by the various Acts ➤ Rights of employers/employees in terms of LRA 			

METHODOLOGY

- Start with Baseline Assessment by recapping the purpose of LRA and terminologies.
- Discuss the following aspects with learners, using practical examples to make them understand:
 - **Impact of LRA on businesses**
 - ☞ Bring to learners attention that the word “Impact” which implies to the positive(advantages) and/or negative(disadvantages).
 - ☞ It should also be emphasized that a specific impact can be asked, eg. explain the positive impact of LRA on businesses.
 - ☞ In the first point the “Impact” is open-ended, but in the second point the impact is specific.
 - **Discriminatory actions according to LRA**
 - ☞ Ask learners what do they understand by the term “discrimination”
 - ☞ Allow for learner response and build on this by stating that discriminatory actions is when businesses discriminate against employees or people, eg. dismissing workers from particular racial groups, etc.
 - **Penalties for non-compliance**
 - ☞ Learners should be asked to describe their understanding of the word “non-compliance.”
 - ☞ It should then be emphasized that if a business violates the provisions of the LRA, they will have to face the penalties (which can be fines, etc.)
 - **Ways in which businesses can comply with LRA**
 - ☞ Use a practical example COSATU strike action, employer has to allow employees belonging to a trade union to participate in the industrial action, has it is their legal right.
 - ☞ Give learners an opportunity to give examples in ways businesses can comply with LRA.
- Rights of the employer and employees according to LRA (This must be emphasized has it as in the past posed a challenge to learners). It is best to use a table to demonstrate to learners the rights of employers and employees.
- **Refer to 2020 learner resource material for content.**

ACTIVITIES
<ul style="list-style-type: none"> • Minimum 1 activity • Activity (2017 Feb/Mar – Question 7)
ASSESSMENT
<ul style="list-style-type: none"> • Baseline assessment • Classwork • Class test (cover legislations done in week 1 – to test learners understanding)

NOTES:

LABOUR RELATIONS ACT (LRA)	
POSITIVES(ADVANTAGES)	NEGATIVES(DISADVANTAGES)
<ul style="list-style-type: none"> • Promotes a healthy relationship between the employer and employees • Protects the rights of businesses in labour related issues. • Labour disputes are settled quicker and are less expensive. 	<ul style="list-style-type: none"> • Costs of labour increases because of legal strikes • Reduced global competitiveness due to lower productivity • Employers may have to disclose information about workplace issues to union representatives that could be the core of their competitive advantage.

Discriminatory actions according to the LRA

- Promoting the interest of one trade union over others in the workplace.
- Dismissing employees from a racial group participated/engaged in an illegal strike action.
- Allowing only particular gender/age groups to be part of workplace forums.

Penalties for non-compliance with the LRA

- The employer may be forced to enter into a dispute resolution process.
- Businesses will be fined if they fail to comply with the agreements reached during the dispute resolution process.
- Businesses that fail to comply with this Act may risk financial costs e.g. legal/CCMA fees and fines.

Ways in which businesses can comply with the LRA

- Businesses must allow employees to form trade unions/participate in union activities/legal strikes.
- Allow/Support the establishment of workplace forums.
- Employees should not be unfairly/illegally dismissed.

The rights of employers and employees according to LRA

Rights of employers

- Employers have the right to lockout employees who engage in unprotected/illegal strike/labour action.
- Form employer organisations.
- Form a bargaining council for collective bargaining purposes.

Rights of employees

- Employees may join a trade union of their choice.
- Request trade union representatives to assist/represent employees in the grievance/disciplinary hearing.
- Trade union representatives may take reasonable time off work with pay, to attend to trade union duties.

ACTIVITY 3

The relationship between employers and employees is guided by the Labour Relations Act (LRA), 1995 (Act 66 of 1995). Businesses who do not comply with this Act may face penalties.

As a labour relations expert, provide a detailed report on the following aspects of the Labour Relations Act:

- Outline the rights of employers and employees according to the LRA.
- Discuss the purpose of the Labour Relations Act.
- Evaluate the impact of this Act on businesses.
- Recommend ways in which businesses can comply with the LRA.

[40]

LESSON PLAN 1

TOPIC	Macro environment: impact of recent legislation on business		
Term	1	Week	2
Duration	1 Hour	Weighting	10%
Sub-topics	EMPLOYMENT EQUITY ACT (EEA)		
RELATED CONCEPTS/ TERMS/VOCABULARY	Employment equity, affirmative action, previously disadvantaged; compliance, discriminatory actions, effectiveness, impact, penalties, non-compliance.		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Components of Macro Environment (Grade 10) • Grade 11 challenges of the macro environment 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ Impact of Acts on businesses ➤ Effectiveness of the Acts on businesses ➤ Non-compliance of the Acts by businesses ➤ Discriminatory Actions by the various Acts 			

METHODOLOGY

- Start with Baseline Assessment by recapping the purpose of EEA and terminologies.
- Discuss the following aspects with learners, using practical examples/case studies to make them understand:
 - **Impact of EEA on businesses**
 - ☞ Bring to learners attention that the word “Impact” which implies to the positive(advantages) and/or negative(disadvantages).
 - ☞ It should also be emphasized that a specific impact can be asked, eg. explain the positive impact of EEA on businesses.
 - ☞ In the first point the “Impact” is open-ended, but in the second point the impact is specific.
 - **Discriminatory actions according to EEA**
 - ☞ Ask learners what do they understand by the term “discrimination”
 - ☞ Allow for learner response and build on this by stating that discriminatory actions is when businesses discriminate against employees or people, eg. dismissing a female employee because she is pregnant, etc.
 - **Penalties for non-compliance**
 - ☞ Learners should be able to describe their understanding of the word “non-compliance.”
 - ☞ It should be again emphasized that if a business violates the provisions of the EEA, they will have to face the penalties (which can be fines, etc.)
 - **Ways in which businesses can comply with EEA**
 - ☞ Use a practical examples, such as treat both male and female employees fairly.
 - ☞ Learners should be given an opportunity to give examples of ways businesses can comply with EEA.
- **Refer to 2020 learner resource material for content.**

ACTIVITIES
<ul style="list-style-type: none"> • Minimum 1 activity • Activity 4 - (2016 Feb/Mar – Question 2.3)
ASSESSMENT
<ul style="list-style-type: none"> • Baseline assessment • Classwork

NOTES:

IMPACT OF EEA ON BUSINESSES	
POSITIVES/ADVANTAGES	NEGATIVES/DISADVANTAGES
<ul style="list-style-type: none"> • Promotes equal opportunity and fair treatment in the workplace • Promotes the implementation of affirmative action measures to redress the imbalances in employment. • Provides all employees with an equal opportunity to be selected/appointed/promoted in a position. 	<ul style="list-style-type: none"> • Expensive to train/employ someone who knows little about the Act. • Fines/Penalties for non-compliant businesses may be expensive for the business. • Employers have to appoint one or more senior managers to ensure the implementation of the plan, which increases salary expenditure.

Penalties for non-compliance with the EEA

- Businesses may be taken to the Labour Court for prosecution.
- Fines may be imposed on businesses that fail to comply with its reporting obligations.
- The Department of Labour may block non-compliant companies from doing business with the government.

Discriminatory actions according to the EEA

- Not employing a young woman/s because she would want to have children in future.
- Refusing to employ a person because he/she has strong religious beliefs/has a disability
- Doing HIV testing unless justified by the Labour Court.
- Denying people access to the workforce based on gender/race/culture/etc. and treating them unfairly.

Ways in which businesses can comply with the EEA

- Businesses must guard against discriminatory appointments.
- Promote equal opportunities and fair treatment
- Reasonable accommodation of people from designated group.

ACTIVITY 4

4.1 Read the scenario below and answer the questions that follow:

JIMMY'S ENTERPRISE (JE)

Elma and Vusi are employees in the same department at Jimmy's Enterprise. They do the same work, but Vusi earns more than Elma. She is unhappy and demands to earn the same salary as Vusi. She feels that Jimmy's Enterprise is not complying with the Employment Equity Act (EEA), 1998 (Act 55 of 1998).

- 4.1.1 Explain the main purpose of the Employment Equity Act (EEA), 1998 (Act 55 of 1998) with specific reference to Elma's claim of JE's non-compliance with this Act. (8)
- 4.1.2 List any THREE business actions that can be regarded as discriminatory according to EEA. (6)
- 4.1.3 Analyse the impact of EEA on businesses. (10)

LESSON PLAN 2

TOPIC	Macro environment: impact of recent legislation on business		
Term	1	Week	2
Duration	1 hours	Weighting	10%
Sub-topics	BASIC CONDITIONS OF EMPLOYMENT ACT (BCEA)		
RELATED CONCEPTS/ TERMS/VOCABULARY	Previously disadvantaged; compliance, discriminatory actions, effectiveness, penalties, non-compliance, impact, consequences.		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Components of Macro Environment (Grade 10) • Grade 11 challenges of the macro environment 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ Impact of the Acts on businesses ➤ Effectiveness of the Acts on businesses ➤ Non-compliance of the Acts by businesses ➤ Discriminatory Actions by the various Acts 			

METHODOLOGY

- Start with Baseline Assessment by recapping the purpose of BCEA and terminologies.
- Discuss the following aspects with learners, using practical examples/case studies to make them understand:
 - **Impact of BCEA on businesses**
 - ☞ Bring to learners attention that the word “Impact” which implies to the positive(advantages) and/or negative(disadvantages).
 - ☞ It should also be emphasized that a specific impact can be asked, eg. explain the negative impact of BCEA on businesses.
 - ☞ In the first point the “Impact” is open-ended, but in the second point the impact is specific.
 - **Discriminatory actions according to BCEA**
 - ☞ Ask learners what do they understand by the term “discrimination”
 - ☞ Allow for learner response and build on this by stating that discriminatory actions is when businesses discriminate against employees or people, eg. not allowing employees to have access to their employment contracts.
 - **Penalties for non-compliance**
 - ☞ Ask learners to identify the penalties, if a business does not comply with BCEA.
 - ☞ It should then be emphasized that if a business violates the provisions of the BCEA, they will have to face the penalties (which can be fines, etc.)
 - **Ways in which businesses can comply with BCEA**
 - ☞ Use a practical examples/case studies/scenarios, to show compliance, eg. businesses should ensure that employees working hours are in line with BCEA, that workers are remunerated correctly, etc.
- Refer to 2020 learner resource material for content.

ACTIVITIES

- Minimum 1 activity
- Use Past paper question

ASSESSMENT

- Baseline assessment
- Classwork

NOTES:

IMPACT OF BCEA ON BUSINESSES	
POSITIVES/ADVANTAGES	NEGATIVES/DISADVANTAGES
<ul style="list-style-type: none"> • Creates a framework of acceptable employment practices e.g., work hours, leave, etc. • Promotes fair treatment of employees in business. • Encourages consultation between employers and employees. 	<ul style="list-style-type: none"> • Developing/Drafting a formal/legal employment contract may be time-consuming/costly. • Businesses may regard employment contracts negative and may not implement it, which result in non-compliance/penalties. • No employer may force an employee to work more than 45 hours in a week. This may result in reduced productivity.

Discriminatory actions according to the BCEA

- Forbidding workers to discuss wages/salaries with co-workers.
- Preventing workers from having access to employment contracts.
- Refusing to accept a valid medical certificate of a sick worker.

Penalties businesses may face for not complying with the BCEA

- Labour inspectors may serve a compliance order by writing to the Department of Labour.
- The Director General may agree/change/cancel the compliance order.
- Labour inspectors may investigate/inspect/ask questions about complaints and remove records as evidence.

Ways in which businesses can comply with the BCEA

- Workers should only work 9 hours per day in a 5-day work week. /8 hours per day in a 6-day work week. /Overtime should not exceed 10 hours per week.
- They must have a break of 60 minutes after five hours of work.

LESSON PLAN 3

TOPIC	Macro environment: impact of recent legislation on business		
Term	1	Week	2
Duration	1 hours	Weighting	10%
Sub-topics	BASIC CONDITIONS OF EMPLOYMENT ACT (BCEA)		
RELATED CONCEPTS/ TERMS/VOCABULARY	Previously disadvantaged; compliance, discriminatory actions, effectiveness, penalties, non-compliance, impact, consequences.		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Components of Macro Environment (Grade 10) • Grade 11 challenges of the macro environment 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ Impact of the Acts on businesses ➤ Effectiveness of the Acts on businesses ➤ Non-compliance of the Acts by businesses ➤ Discriminatory Actions by the various Acts 			

METHODOLOGY
<ul style="list-style-type: none">• Start with Baseline Assessment by recapping the BCEA from the previous day.• Explain the following provisions of the BCEA:<ul style="list-style-type: none">➤ Hours of work/working hours➤ Overtime➤ Types of leave<ul style="list-style-type: none">☞ Annual leave☞ Sick leave☞ Maternity leave☞ Family responsibility leave➤ Meal breaks and rest periods➤ Public holidays➤ Termination of employment➤ Child and forced labour• Refer to 2020 learner resource material for content.
ACTIVITIES
<ul style="list-style-type: none">• Minimum 1 activity• Activity 5 - (2017 May/June – Question 7)
ASSESSMENT
<ul style="list-style-type: none">• Baseline assessment• Classwork

NOTES:

Provisions of the BCEA

Hours of work/Work hours

- Workers may not work for more than 45 hours in any week.
- Workers may work nine hours a day if they work five days or less per week/eight hours a day if they work more than five days a week.
- Night work performed after 18:00 and before 6:00 the next day by agreement, must be compensated by allowance/reduction of work hours.

Overtime

- Workers must agree to work overtime.
- Workers cannot work more than three hours overtime per day/10 hours per week.
- Overtime must be compensated as follows:
 - One and half times the normal rate of pay for overtime worked on week days and Saturdays.
 - Double the normal rate of pay for overtime worked on Sundays and public holidays.
 - Overtime must be paid either at specified rate for overtime or an employee may agree to receive paid time off.

LEAVE

TYPES OF LEAVE

Annual leave

Workers are entitled to:

- 21 consecutive days annual leave per year/One day for every 17 days worked/One hour for every 17 hours worked.
- An employer can only pay a worker in lieu of leave if that worker leaves the job.

Sick leave

Workers are entitled to:

- Six weeks paid sick leave in a period of 36 months/1 day paid sick leave for every 26 days worked during the first six months of employment.
- A medical certificate may be required before paying an employee who is absent for more than two consecutive days/who is frequently absent.

Maternity leave

- A pregnant employee is entitled to four consecutive months' leave.
- A pregnant employee may not be allowed to perform work that is hazardous to her unborn child.
- The starting date is usually any time from four weeks before the expected date of birth or on advice of a doctor/midwife.

Meal breaks and rest periods

- Workers must have a meal break of 60 minute after five continuous hours of work.

- This can be reduced to 30 minutes by written agreement, when working less than 6 hours per day.
- A worker must have a daily rest period of 12 continuous hours/a weekly rest period of 36 continuous hours which must include Sundays.

Public holidays

- Workers must be paid for any public holidays that fall on a working day.
- Work on public holidays is by agreement and paid at double the rate.

Termination of employment

- A contract of employment may only be terminated following one week's notice, if the worker has been employed for six months or less.
- A minimum of four weeks' notice must be given, if the worker has been employed for a year or longer.
- The employee must be given notice in writing.

Child and forced labour

- It is illegal to employ a child younger than 15 years of age.
- It is also illegal to force someone to work.
- Businesses may employ children over the age of 15 years, if employment is not harmful to their health/well-being/education/moral and social development/ minors under 18 years of age may not do dangerous work/work meant for an adult.

ACTIVITY 5

The Basic Conditions of Employment Act (BCEA), 1997 (Act 75 of 1997) was established to enforce the basic conditions of employment. Businesses who do not comply with this Act will be penalized.

As an expert on the implementation of the BCEA in the workplace, write an essay on the following:

- Explain the purpose of the Basic Conditions of Employment Act (BCEA).
- Discuss any FOUR provisions of this Act.
- Outline the penalties that businesses may face for non-compliance to this Act.
- Evaluate the positive impact of this Act on businesses.

[40]

LESSON PLAN 4

TOPIC	Macro environment: impact of recent legislation on business		
Term	1	Week	2
Duration	1 hours	Weighting	10%
Sub-topics	COMPENSATION FOR OCCUPATIONAL INJURIES AND DISEASES ACT (COIDA)		
RELATED CONCEPTS/ TERMS/VOCABULARY	Previously disadvantaged; compliance, discriminatory actions, effectiveness, compensation, penalties, non-compliance, impact, consequences.		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Components of Macro Environment (Grade 10) • Grade 11 challenges of the macro environment 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ Impact of the Acts on businesses ➤ Effectiveness of the Acts on businesses ➤ Non-compliance of the Acts by businesses ➤ Discriminatory Actions by the various Acts 			

METHODOLOGY

- Start with Baseline Assessment by recapping the purpose of COIDA and terminologies.
- Discuss the following aspects with learners, using practical examples/case studies to make them understand:
 - **Impact of COIDA on businesses**
 - ☞ Bring to learners attention that the word “Impact” which implies to the positive(advantages) and/or negative(disadvantages).
 - ☞ It should also be emphasized that a specific impact can be asked, eg. explain the negative impact of COIDA on businesses.
 - ☞ In the first point the “Impact” is open-ended, but in the second point the impact is specific.
 - **Discriminatory actions according to COIDA**
 - ☞ Ask learners what do they understand by the term “discrimination”
 - ☞ Allow for learner response and build on this by stating that discriminatory actions is when businesses discriminate against employees or people, eg. providing safety equipment for male employees only.
 - **Penalties for non-compliance**
 - ☞ Learners should be able to describe their understanding of the word “non-compliance.”
 - ☞ It should then be emphasized that if a business violates the provisions of the COIDA, they will have to face the penalties (which can be fines, etc.)
 - **Ways in which businesses can comply with COIDA**
 - ☞ Use a practical example ask learner how does school provide a healthy and safe environment for them and draw their attention to compliance of COIDA.
 - ☞ Now give learners an opportunity to give examples in ways businesses can comply with COIDA.

ACTIVITIES
<ul style="list-style-type: none"> • Minimum 1 activity • Activity 6 - (2018 Feb/Mar – Question 2.4)
ASSESSMENT
<ul style="list-style-type: none"> • Baseline assessment • Classwork/homework • Class test (cover legislations done in week 2 – to test learners understanding)

NOTES:

IMPACT OF COIDA ON BUSINESSES	
POSITIVES/ADVANTAGES	NEGATIVES/DISADVANTAGES
<ul style="list-style-type: none"> • Promotes safety in the workplace. • Creates a framework for acceptable employment practices and safety regulations. • Supply administrative guidelines/mechanisms for dealing with/processing claims 	<ul style="list-style-type: none"> • Claiming processes can be time consuming. • Procedures required by this Act may be costly as paperwork places an extra administrative burden on businesses. • Implementation processes/procedures required by the Act may be expensive.

Discriminatory actions according to COIDA

- Preventing employees from a specific racial group/gender in reporting the accident/injury.
- Providing protective clothing to only to male employees.
- Delaying the submission of claim forms for an injured employee who regularly report late for work.

Penalties for non-compliance with COIDA

- Businesses can be fined for refusing to lodge the claim/contravening the Act.
- Businesses can be forced to make large payments if it did not take the necessary precautions according to the Act.
- They may be forced to pay any recovery costs required by the Compensation Fund.

Ways in which businesses can comply with the COIDA

- Businesses should provide a healthy/safe working environment.

- Register with the Compensation Commissioner and provide the particulars of the business.
- Keep records of employees' income and details of work for four years.

ACTIVITY 6

6.1 Read the scenario below and answer the questions that follow:

BARKER INCORPORATED (BI)

An employee of Barker Incorporated lost his hand due to an injury sustained while performing his duties. The management of the company is refusing to submit the claim to the Compensation Fund as they did not register the employee with the commissioner of the Compensation Fund.

- 6.1.1 Identify the Act that allows employees to claim for workplace injuries. Motivate your answer by quoting from the scenario above. (3)
- 6.1.2 Discuss the penalties that Barker Incorporated may face for not complying with the Act identified in QUESTION 2.4.1. (6)

LESSON 1

TOPIC	Macro environment: impact of recent legislation on business		
Term	1	Week	3
Duration	4 hours	Weighting	10%
Sub-topics	BROAD-BASED BLACK ECONOMIC EMPOWERMENT(BBBEE), BLACK ECONOMIC EMPOWERMENT(BEE)		
RELATED CONCEPTS/ TERMS/VOCABULARY	Skills development, employment equity, affirmative action, previously disadvantaged; compliance, discriminatory actions, effectiveness, penalties, non-compliance, impact, consequences, pillars, empowerment		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Components of Macro Environment (Grade 10) 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ Impact of Acts on businesses ➤ Effectiveness of the Acts on businesses ➤ Non-compliance of the Acts by businesses ➤ Discriminatory Actions by the various Acts ➤ Differences between BEE and BBBEE ➤ Implications of pillars on businesses 			

METHODOLOGY

- Start with Baseline Assessment by recapping the purpose of BBBEE and terminologies.
- Discuss the following aspects with learners, using practical examples/case studies to make them understand:
 - **Impact of BBBEE on businesses**
 - ☞ Bring to learners attention that the word “Impact” which implies to the positive(advantages) and/or negative(disadvantages).
 - ☞ It should also be emphasized that a specific impact can be asked, eg. explain the positive impact of BBBEE on businesses.
 - ☞ In the first point the “Impact” is open-ended, but in the second point the impact is specific.
 - **Discriminatory actions according to BBBEE**
 - ☞ Learners should be able to explain the term “discrimination”
 - ☞ Allow for learner response and build on this by stating that discriminatory actions is when businesses discriminate against employees or people, eg. offering shareholder opportunities to specific racial groups.
 - **Penalties for non-compliance**
 - ☞ Learners should be able to describe their understanding of the word “non-compliance.”
 - ☞ It should then be emphasized that if a business violates the provisions of the BBBEE, they will have to face the penalties (which can be fines, etc.)
 - **Ways in which businesses can comply with BBBEE**
 - ☞ Use a practical example, businesses can improve the standard of living in communities they operate, through social responsibility programmes.
 - ☞ Give learners an opportunity to give examples in ways businesses can comply with BBBEE.
- Refer to 2020 learner resource material for content.

ACTIVITIES
<ul style="list-style-type: none"> • Minimum 1 activity • Use Past paper question
ASSESSMENT
<ul style="list-style-type: none"> • Baseline assessment • Classwork

NOTES:

IMPACT OF BBBEE ON BUSINESSES	
POSITIVES/ADVANTAGES	NEGATIVES/DISADVANTAGES
<ul style="list-style-type: none"> • Encourages businesses to address the demands for redress/equity directly. • Provides a variety of business codes to improve employment equity. • A good BEE rating improves the image of the business. 	<ul style="list-style-type: none"> • Businesses that want to do business with the government must have their BEE status assessed annually. • Processes may lead to corruption/nepotism if not monitored properly. • Investment/Ownership issues can cause unhappiness amongst existing shareholders/owners.

Discriminatory actions according to BBBEE

- Giving preferential procurement to businesses owned by certain racial group.
- Organising social responsibility programmes for a specific cultural group in the community.
- Implementing enterprise and supplier development programmes that caters for specific gender/age group.

Penalties for non-compliance with the BBBEE

- Businesses may face imprisonment for non-compliance and fronting practices.
- The penalty could be a fine of up to 10% of the company's annual turnover.
- A business can be banned from participating in government contracts for a period of 10 years.

Ways in which businesses can comply with the BBBEE

- Businesses must appoint black people in managerial positions
- Businesses must sell shares to black employees/people.
- Send black people for black for skill development training.

LESSON PLAN 2

TOPIC	Macro environment: impact of recent legislation on business		
Term	1	Week	3
Duration	4 hours	Weighting	10%
Sub-topics	BROAD-BASED BLACK ECONOMIC EMPOWERMENT(BBBEE), BLACK ECONOMIC EMPOWERMENT(BEE)		
RELATED CONCEPTS/ TERMS/VOCABULARY	Skills development, employment equity, affirmative action, previously disadvantaged; compliance, discriminatory actions, effectiveness, penalties, non-compliance, impact, consequences, pillars, empowerment		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Components of Macro Environment (Grade 10) • Grade 11 challenges of the macro environment 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ Differences between BEE and BBBEE ➤ Implications of pillars on businesses 			



METHODOLOGY
<ul style="list-style-type: none"> • Start with Baseline Assessment by recapping BBBEE from the previous lesson. • Discuss the following aspects with learners, using practical examples/case studies/scenarios to make them understand: <ul style="list-style-type: none"> ➤ Differences of BEE and BBBEE ➤ BBBEE pillars (the old and revised pillars). It must be emphasized to learners that they should know the 5 revised pillars. ➤ Implications of the pillars on businesses. • Refer to 2020 learner resource material for content.
ACTIVITIES
<ul style="list-style-type: none"> • Minimum 1 activity • Activity 7 - (2017 Nov – Question 7)
ASSESSMENT
<ul style="list-style-type: none"> • Baseline assessment • Classwork

NOTES:

BBBEE PILLARS

OLD PILLARS	REVISED PILLARS
• Management	• Management control
• Employment Equity	
• Skills development	• Skills development
• Ownership	• Ownership
• Preferential procurement/Supplier development	• Enterprise and supplier development (ESD)
• Enterprise development	
• Social responsibility	• Socio-economic development/social responsibility

IMPLICATIONS OF BBBEE PILLARS ON BUSINESSES

Management control

- Business must ensure that transformation is implemented at all levels.
- Appoint black people in senior executive positions/to management.
- Involve black people in the decision-making processes.

Skills development

- Business must engage black employees in skills development initiatives.
- Provide learnerships and learning programmes to black employees.
- Business must contribute 1% of their payroll to fund the skills development programmes.

Ownership

- Business should include black people in shareholding/partnerships/franchises.
- Exempted Micro Enterprises (EMEs) with an ownership of 50% or more of black people are promoted to level 3 of the BEE scorecard.
- More opportunities are created for black people to become owners/ entrepreneurs.

Enterprise and supplier development (ESD)

- Business must create jobs as ESD promotes local manufacturing.
- Businesses are encouraged to invest/support black owned SMMEs.
- Contribution can be monetary, e.g. loans/investments/donations.

Social responsibility/Socio-economic development

- Businesses should focus on critical areas which can affect growth and development in communities where they operate. e.g. environmental awareness/education/ housing, poverty/unemployment etc.
- They should distribute scarce CSI resources to selected beneficiaries in the community.
- Plan and budget for CSI projects.

ACTIVITY 7

The Broad-Based Black Economic Empowerment Act (BBBEE), 2003 (Act 53 of 2003) (amended in 2013) was introduced to overcome the challenges of Black Economic Empowerment (BEE). Businesses are now compelled to comply with this Act. The government also uses the Skills Development Act (SDA), 1998 (Act 97 of 1998) to support the implementation of the BBBEE.

You specialise in guiding businesses in the implementation of the BBBEE. Write an essay on the following aspects:

- Distinguish between BEE and BBBEE.
- Evaluate the impact of BBBEE on businesses.
- Discuss the implications of ownership, management and ESD (enterprise and supplier development) as BBBEE pillars of businesses.
- Analyse the effectiveness of the SDA in supporting the successful implementation of the BBBEE.

[40]

LESSON PLAN 3

TOPIC	Macro environment: impact of recent legislation on business		
Term	1	Week	3
Duration	4 hours	Weighting	10%
Sub-topics	NATIONAL CREDIT ACT (NCA)		
RELATED CONCEPTS/ TERMS/VOCABULARY	compliance, discriminatory actions, effectiveness, impact, National Credit Regulator, penalties, non-compliance.		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Components of Macro Environment (Grade 10) • Grade 11 challenges of the macro environment 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ Impact of Acts on businesses ➤ Effectiveness of the Acts on businesses ➤ Non-compliance of the Acts by businesses ➤ Discriminatory Actions by the various Acts ➤ Consumer rights according to NCA 			

METHODOLOGY

- Start with Baseline Assessment by recapping the purpose of NCA and terminologies.
- Discuss the following aspects with learners, using practical examples/case studies to make them understand:
 - **Impact of NCA on businesses**
 - ☞ Learner should be able to understand the term “Impact” which implies to the positive(advantages) and/or negative(disadvantages).
 - ☞ It should also be emphasized that a specific impact can be asked, eg. explain the negative impact of NCA on businesses.
 - ☞ In the first point the “Impact” is open-ended, but in the second point the impact is specific.
 - **Discriminatory actions according to NCA**
 - ☞ Learners should be able to explain the term “discrimination”
 - ☞ Allow for learner response and build on this by emphasizing that discriminatory actions is when businesses discriminate against employees or people, eg. refusing customers credit based on their race.
 - **Penalties for non-compliance**
 - ☞ Learners should be able to describe the word “non-compliance.”
 - ☞ It should then be emphasized that if a business violates the provisions of the NCA, they will have to face the penalties (which can be fines, etc.)
 - **Ways in which businesses can comply with NCA**
 - ☞ Use a practical example such as business should disclose all cost of a loan, etc.
 - ☞ Give learners an opportunity to give examples in ways businesses can comply with LRA.
- Explain consumer rights according to NCA (**Use practical examples to explain these rights. Also emphasize that there is a clear and distinct difference between these rights and consumer rights according to CPA).**
- Refer to 2020 learner resource material for content.

ACTIVITIES
<ul style="list-style-type: none"> • Minimum 1 activity • Activity 8 - (2017 Feb/Mar – Question 2.5)
ASSESSMENT
<ul style="list-style-type: none"> • Baseline assessment • Classwork

NOTES:

IMPACT OF NCA ON BUSINESSES	
POSITIVES/ADVANTAGES	NEGATIVES/DISADVANTAGES
<ul style="list-style-type: none"> • The whole credit process is transparent e.g. both businesses and customers know their responsibilities • Authorised credit providers may attract more customers. • Lower bad debts resulting in better cash flow. 	<ul style="list-style-type: none"> • Businesses can no longer carry out credit marketing. • Leads to loss of sales as many consumers may no longer qualify to buy on credit. • The paperwork and administrative process required by the act are costly and time consuming.

Discriminatory actions according to the NCA

- Refusing credit to customers based on gender/race.
- Charging different interest rates to customers based on gender/race
- Blacklisting customers along racial lines without making efforts to recover the debt.

Penalties/consequences for non-compliance with the NCA

- The court may declare the granting of credit by the business reckless and may order consumers not to repay the credit/or part thereof to the business.
- The business may not demand payment, sue or attach the clients/consumers salaries/assets.
- The business may not charge any fee/interest/other charges under that specific credit agreement.

Ways in which businesses can comply with the NCA

- Credit providers must be registered with the National Credit Regulator.
- Businesses must submit an annual compliance report to the National Credit Regulator.
- Conduct affordability assessment to ensure the consumer has the ability to meet his/her obligation.

Consumer rights in term of the NCA

Consumers have a right to:

- Apply for credit and to be free from discrimination.
- Obtain reasons for credit being refused
- Receive pre-agreement documentation before concluding any credit transaction.
- Fair and responsible marketing.
- Choose which goods they will buy and return such goods if they are not satisfied.

ACTIVITY 8

8.1 Read the scenario below and answer the questions that follow:

QUICK CASH FUNDING (QCF)

Quick Cash Funding makes loans available to anyone who needs cash at short notice. QCF encourages people to apply for loans regardless of their financial status. They also use misleading and deceptive methods to attract potential clients.

- 8.1.1 Quote TWO ways from the scenario above in which QCF is not complying with the National Credit Act (NCA). (2)
- 8.1.2 Recommend ways in which QCF can comply with this Act. (8)

LESSON PLAN 4

TOPIC	Macro environment: impact of recent legislation on business		
Term	1	Week	3
Duration	4 hours	Weighting	10%
Sub-topics	CONSUMER PROTECTION ACT (CPA)		
RELATED CONCEPTS/ TERMS/VOCABULARY	compliance, discriminatory actions, effectiveness, impact, compensation, penalties, non-compliance, impact		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Components of Macro Environment (Grade 10) • Grade 11 challenges of the macro environment 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ Impact of Acts on businesses ➤ Effectiveness of the Acts on businesses ➤ Non-compliance of the Acts by businesses ➤ Discriminatory Actions by the various Acts ➤ Consumer rights according to CPA 			

METHODOLOGY

- Start with Baseline Assessment by recapping the purpose of CPA and terminologies.
- Discuss the following aspects with learners, using practical examples/case studies to make them understand:
 - **Impact of CPA on businesses**
 - ☞ “Impact” which implies to the positive(advantages) and/or negative(disadvantages).
 - ☞ It should also be emphasized that a specific impact can be asked, eg. explain the positive impact of CPA on businesses.
 - ☞ In the first point the “Impact” is open-ended, but in the second point the impact is specific.
 - **Discriminatory actions according to CPA**
 - ☞ Allow for learner response and build on this by stating that discriminatory actions is when businesses discriminate against employees or people, eg. offering after sales services to certain age group, race, gender, etc.
 - **Penalties for non-compliance**
 - ☞ Learners should be able to describe their understanding of the word “non-compliance.”
 - ☞ It should then be emphasized that if a business violates the provisions of the CPA, they will have to face the penalties (which can be fines, etc.)
 - **Ways in which businesses can comply with CPA**
 - ☞ Use a practical example such as staff should be adequately trained on CPA.
 - ☞ Give learners an opportunity to give examples in ways businesses can comply with CPA.
- Explain consumer rights according to CPA (**Again emphasize that there is a clear and distinct difference between these rights and consumer rights according to NCA**).
- Refer to 2020 learner resource material for content.

ACTIVITIES
<ul style="list-style-type: none"> • Minimum 1 activity • Activity 9 - (2016 May/June – Question 7)
ASSESSMENT
<ul style="list-style-type: none"> • Baseline assessment • Classwork • Class test (cover legislations done in week 3 – to test learners understanding)

NOTES:

IMPACT OF CPA ON BUSINESSES	
POSITIVES/ADVANTAGES	NEGATIVES/DISADVANTAGES
<ul style="list-style-type: none"> • 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. • May gain consumer loyalty, if they comply with CPA. 	<ul style="list-style-type: none"> • Confidential business information may become available to competitors. • They have to disclose more information about their products and processes/services. • Businesses may feel unnecessarily burdened by legal processes.

Discriminatory actions according to the CPA

- Providing product/service information to specific group of customers
- Varying the quality of goods/prices of goods when selling in different areas.
- Prioritising specific consumer group over another when marketing/selling products.

Penalties for non-compliance with the NCA

- A contract may be rendered void or a fine or term of direct imprisonment may be imposed.
- Businesses may face fines or imprisonment for a period not exceeding 10 years.
- Government agencies may conduct audits, enact fines or even dissolve your business entirely.

Ways in which businesses can comply with the CPA

- Disclose prices of all products on sale.
- Provide adequate training to staff on the CPA.
- Ensure that goods/services offered are standardised/of the same quality.

Consumer rights of the Consumer Protection Act

Right to choose

Consumers have the right to:

- choose suppliers and/or goods.
- shop around for the best prices.
- reject goods that are unsafe/defective for a full refund.

Right to privacy and confidentiality

- Consumers have the right to stop/restrict unwanted direct marketing.
- They can object to unwanted promotional e-mails/telesales.
- They have the right to stop/lodge complaints about the sharing of their personal details.

Right to fair and honest dealings

- Suppliers may not use physical force or harass customers.
- Suppliers may not give misleading/false information.
- Businesses may not promote pyramid schemes and/or chain-letter schemes

Right to information about products and agreements/Right to disclosure and information

- Contracts and agreements should be in plain language and easy to understand.
- Businesses should display prices which are fully inclusive disclosing all costs.
- Consumers may request the unit and bulk price of the same product.

Right to fair/responsible marketing/promotion

- Businesses should not mislead consumers on pricing, benefits/uses of goods.
- Consumers may cancel purchases made through direct marketing within five working days/cooling off-period.
- All information related to the country of origin/expiry dates/ingredients of the products should be disclosed/clearly labelled.

NOTE: REFER TO RESOURCE FOR MORE CONSUMER RIGHTS ACCORDING TO CPA.

ACTIVITY 9

The introduction of the Consumer Protection Act (CPA), 2008 (Act 68 of 2008) forced businesses to change the way they had been conducting business. This Act impacts on how businesses should treat consumers. Now businesses are seeking legal advice on the impact of this Act on their operations.

Give an in-depth analysis of the Consumer Protection Act by deliberating on the following aspects:

- Outline the purpose of the CPA.
- Discuss FOUR consumer rights, as specified in the CPA.
- Evaluate the impact of the CPA on businesses.
- Suggest practical ways in which a business could comply with this Act. [40]

LESSON PLAN 1

TOPIC	HUMAN RESOURCE FUNCTION		
Term	1	Week	4-5
Duration	60 minutes	Weighting	20%
Sub-topics	RECRUITMENT		
RELATED CONCEPTS/ TERMS/VOCABULARY	Recruitment, notice boards, billboards, job analysis, job specification and job analysis		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Grade 10-micro environment components- business functions • Grade12- macro environment-components legislation 			
RESOURCES			
<ul style="list-style-type: none"> • 20201 annual teaching plan • Exam guideline 2020 • Caps document • 2020 learners resource materials • 2020 learner assistance revision document • National marking guidelines, approved textbooks • NSC/SCE previous question papers. 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Learners confuse sources of recruitment and types of recruitment. • They also confuse billboards and company notice boards. 			
METHODOLOGY			
<ul style="list-style-type: none"> • Conduct a baseline assessment by assist learners what do they understand about Human Resource Management as per business function taught in grade 10 • Introduce a lesson by explanation why recruitment has to be done and why it shall first be done internal. • In addition, define key concepts i.e. job analysis (job analysis & job specification), internal sources, etc. • Explain the two types of recruitment and its impact on business (use a table) 			

- Discuss the sources of recruitment.
- Give out class activities and move around to provide clarity when it is needed.
- Conduct the remedial work for the class activity
- Learners complete homework activity

ACTIVITIES

- Minimum 1 activity
- Activity 1 – (2017 May-June (Question 5.1))

ASSESSMENT

- Baseline assessment
- Classwork

NOTES

HUMAN RESOURCE MANAGEMENT (HR)

- Is one function that contributes to success of the business.
- Businesses must follow a step by step process to ensure that the most efficient candidates will be selected for the job.
- It ensures that the aim and objectives of the business are achieved and proper planning of human resources is done.
- It is the process of using business goals to determine staffing needs in terms of finding qualified employees.
- This process involves Recruiting, Selection, Conducting Interviews, Induction and Placement of the successful candidate.

STEPS IN HUMAN RESOURCE MANAGEMENT

- Recruiting
- Selection
- Conducting Interviews
- Completing the Employment Contract

- Induction
- Placement

STEP 1 - RECRUITING: is the tool to attract applicants and to ensure that suitable candidates apply.

The Recruitment Process/Procedure

- The HR manager should prepare the job description in order to identify recruitment needs.
 - The HR manager should indicate the job specification/description or key performance areas to attract suitable candidates.
 - A decision to recruit internally should be made to identify suitable candidates from within the business.
 - If internal recruitment is unsuccessful, external recruitment should be considered.
 - If external recruitment done, the relevant recruitment source should be selected.
 - The advertisement should be prepared with relevant information, eg. The name of the company, contact person and contact number, closing date of application, job title, etc.
 - Place the advertisement in the appropriate media that will ensure that the best candidate applies.
- It is important that the HR department conducts a **needs analysis** to determine where the need exists and what type of employee must be employed.
 - A **JOB ANALYSIS** should be done to gather information about the tasks, qualifications, skills and responsibilities of the job. This entails conducting :
 - **JOB DESCRIPTION:** Describes the job title, duties and tasks and responsibilities that the successful candidate will be expected to perform.
 - **JOB SPECIFICATION:** Identifies the qualifications, skills and experience that the successful candidate must possess to be placed in the position advertised.

TYPES OF RECRUITMENT	
INTERNAL	EXTERNAL
<p>Recruiting from within the company by advertising the vacant position in company.</p> <p>Sources of Internal Recruitment: newsletters, on notice boards, by word of mouth or by management recommendations/referrals, internal bulletins, head hunting, etc</p>	<p>Recruiting from outside of the company</p> <p>Sources of External Recruitment: newspapers, electronic media, eg Radio, in shop windows, employment agencies, head hunting, walk ins, educational /training institutions, social media</p>
ADVANTAGES	ADVANTAGES
<ul style="list-style-type: none"> • Improves staff morale as the opportunity for promotion in the company exists. • Employees have an understanding of how the business operates and training is not always necessary. • A cheaper and quicker form of recruitment. • Management are aware of employee capabilities. Thereby making assessment of applicants easier. • Reliable staff are maintained if they are promoted. 	<ul style="list-style-type: none"> • There is a larger pool of qualified candidates to draw from. • New ideas, more creativity and better schools of thought are brought by new candidates. • The most suitable candidate with the necessary qualifications and experience can be selected. • This can improve company productivity and efficiency. • Minimises unhappiness among current employees who may have applied for the post.
DISADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> • The number of applicants from which to choose is limited to existing staff only. • The most suitable candidate may not necessarily be in the company. • Internal conflict may exist between employees who were not appointed. • May close doors to new ideas from outsiders. 	<ul style="list-style-type: none"> • Advertising costs are higher. • There is no guarantee that the most suitable candidate will be appointed which may leave management disappointed in their choice of applicant. • Recruitment processes take longer as background checks must be conducted. • Many unsuitable applications can slow

<ul style="list-style-type: none"> • Staff that are not promoted may feel demotivated. 	<p>down the selection process.</p> <ul style="list-style-type: none"> • New candidates generally take longer to adjust to a new work environment. • In service training may be needed which decreases productivity during the time of training.
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ACTIVITY 1

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

JONES TRADERS (JT)

Jones Traders has advertised a vacancy for a senior administrative secretary on their notice board. The successful candidate must meet the following requirements:

Good interpersonal relations

- Excellent computer skills
- Coordinate in-service training for staff
- Compile reports and give feedback timeously

1.1.1 Quote TWO examples EACH of job description and job specification from the scenario above. Tabulate your answer as follows:

JOB DESCRIPTION	JOB SPECIFICATION

(4)

1.1.2 Identify the type of recruitment that JT used when they advertised the vacant post. Motivate your answer.

(3)

1.1.3 Give TWO other sources of the type of recruitment identified in

LESSON PLAN 2

TOPIC	HUMAN RESOURCE FUNCTION		
Term	1	Week	4-5
Duration	60 minutes	Weighting	20%
Sub-topics	SELECTION		
RELATED CONCEPTS/ TERMS/VOCABULARY	Selection, screening, interview, panel, candidate , short listing		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Grade 10-micro environment components- business functions • Grade12- macro environment-components legislation 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 annual teaching plan • Exam guideline 2020 • Caps document • 2020 learners resource materials • 2020 learner assistance revision document • National marking guidelines, approved textbooks • NSC/SCE previous question papers. 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Screening procedure is not adequate explained as part of selection steps. 			
METHODOLOGY			
<ul style="list-style-type: none"> • Conduct a baseline assessment: verbal ask questions based on the previous lesson which was about recruitment • Introduce a lesson by explaining selection and the selection steps • Create group of few learners who will act as a selection team. • Assist group of learners in formulating the criteria for shortlisting and also involve the whole class in order to understand reasons behind the criteria formulation. • Bring in old CVs in class and give it to the team to create a shortlist based on the formulated criteria • And then explain the rest of the steps for selection. 			

- Give out class activities and move around to provide clarity when it is needed.
- Conduct the remedial work for the class activity
- Learners complete homework activity.

ACTIVITIES

- Minimum 1 activity
- Activity 2 – (2017 November (Question 5.1 and Question 5.2))

ASSESSMENT

- Baseline assessment
- Classwork

NOTES:

STEP 2 - SELECTION: searching for and finding the right candidate for the job for company efficiency.

1. Receiving Documentation

Applicants must submit application letters, forms, curriculum vitae and certified copies of all prescribed documents (identity documents, letters of motivation, qualifications and certificates) that are required to the company advertising the position by the due date specified in the advertisement.

2. Evaluate CV's and create a short list/Screen the applicants

A sifting process will occur where applicants who do not meet the requirements that were specified in the advertisement are separated from those that do.

3. Verify information supplied on the CV

- All candidate qualifications and their employment history as stated on the CV or Application Form are checked and confirmed.
- Referees stated on the CV are contacted to verify or testify to the person's character, abilities, skills and work ethic.

4. Notification and conducting the interview

Shortlisted candidates are then invited to an employment interview.

5. Offer of employment

- The successful applicant is given an offer of employment in writing.

SCREENING

- Check application documents against the requirements of the job.
- Candidates who meet the minimum requirements are separated from those that don't.
- Background/credit/reference checks of applicants who qualify for the job is done.
- Prepare a shortlist of candidates who will be invited to the employment interview.

STEP 3 - CONDUCTING THE INTERVIEW

PURPOSE

- To determine suitability for the job.
- It's an opportunity to obtain information about the strengths and weaknesses of each candidate.
- It matches the information provided by the applicant to the job requirements.
- Evaluate the skills and personal characteristics of the applicant.
- Creates an opportunity where information about the business and applicant can be Exchanged.

ROLE OF THE INTERVIEWER *BEFORE* THE INTERVIEW

- Develop a core set of questions based on knowledge/skills/ability required.
- Book and prepare the venue of the interview.
- Set the interview date and ensure that all interviews take place on the same date, if possible.
- Inform all shortlisted candidates about the date and place of the interview.
- Notify all panel members conducting the interview about the date and place of the interview.

ROLE OF THE INTERVIEWER <i>DURING</i> THE INTERVIEW	ROLE OF THE INTERVIEWEE <i>DURING</i> THE INTERVIEW
Allocate the same amount of time to each candidate.	Listen carefully to questions before responding.
Introduce members of the interviewing panel to each candidate.	Make eye contact with the panel and have a good posture/body language
Make the interviewee feel at ease.	Ask clarity seeking questions.
Provide an opportunity for the interviewee to ask questions.	Show respect and treat the interview with due importance.
Close the interview by thanking the interviewee for attending the interview.	Be inquisitive and show interest in the business.
Do not misinform or mislead the interviewee.	Know your strengths and weaknesses and be prepared to discuss them.

THE OFFER OF EMPLOYMENT

- This is a written offer of employment made to the successful candidate.
- The successful candidate would need to accept the offer in writing.
- Unsuccessful candidates must be informed unless otherwise stated in the advertisement.
- An Employment Contract will be negotiated and signed by the employer and the employee.

STEP 4 - THE EMPLOYMENT CONTRACT

The Employment Contract is a written agreement between the employer and employee that is legally binding.

LEGAL REQUIREMENTS OF THE CONTRACT

- May not contain any information that is in conflict with the BCEA.
- Both the employer and employee must agree to any changes to the contract.

- The employer and the employee must both sign the contract.
- Should contain the company code of conduct and code of ethics.
- All benefits/remuneration package must be clearly stipulated.
- Conditions of employment/duties/responsibilities of employees must be clearly stipulated.
- Employers must allow employees to read through the contract before signing it.

CONTENTS OF THE CONTRACT

- **Details of the employer:** address and contact details of the business.
- **Personal details of the employee:** physical address, contact details, id number etc of employee.
- **Job title and job description:** job title, duties and responsibilities of the employee.
- **Working hours:** the hours of work in line with the BCEA.
- **Overtime:** overtime per week, per day must be stipulated and rate of pay thereof.
- **Remuneration/salary/wage:** the amount of money the employee will earn must be clearly stated.
- **Leave:** the types of leave due to the employee and the number of days allowed for each type must be clearly stipulated.
- **Termination of employment:** clear guidelines must be given on how notice must be served when terminating the contract.

TERMINATION/ ENDING OF THE CONTRACT

- Employee decides to leave and resigns voluntarily.
- Employer dismisses an employee for a valid reason, eg misconduct.
- Employer has no work for the employee/ the business is closing down.
- Employee reaches retirement age as stipulated in the contract.
- By mutual agreement between the employer and employee.

ACTIVITY 2

2.1 State FOUR aspects that should be included in the employment contract. (4)

2.2 Outline the selection procedure as an activity of the human resources function. (8)

LESSON PLAN 3

TOPIC	HUMAN RESOURCE FUNCTION		
Term	1	Week	4-5
Duration	60 minutes	Weighting	20%
Sub-topics	INDUCTION		
RELATED CONCEPTS/ TERMS/VOCABULARY	Induction		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Grade 10-micro environment components- business functions • Grade12- macro environment-components legislation 			
RESOURCES			
<ul style="list-style-type: none"> • 2021 annual teaching plan • Exam guideline 2020 • Caps document • 2020 learners resource materials • 2020 learner assistance revision document • National marking guidelines, approved textbooks • NSC/SCE previous question papers. 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Distinguish induction procedure and purpose for induction. 			
METHODOLOGY			
<ul style="list-style-type: none"> • Conduct a baseline assessment: verbal ask questions based on the previous lesson which was about selection • Introduce a lesson by asking learners how can they make sure that a Grade 8 learner who just arrived at school quickly adapt in high school. • Use learners' response to unpack what is induction. • Ask learners what are the things that they think should grade 8 learner introduced do. • Use their responses to consolidate the full explanation of aspects of induction program • In addition, outline the difference between aspects of induction program and purpose for induction. 			

- Give out class activities and move around to provide clarity when it is needed.
- Conduct the remedial work for the class activity
- Learners complete homework activity.

ACTIVITIES

- Minimum 1 activity
- Activity 3 – (2017 May-June (Question 6.8))

ASSESSMENT

- Baseline assessment
- Classwork

NOTES:

STEP 5 – INDUCTION

- The process whereby the newly appointed employee is introduced to other colleagues in the business environment.
- It is also an opportunity for the new employee to ask questions. Ensures that the employees are well conversant with the businesses safety regulations.

BENEFITS OF INDUCTION

- To reduce fear in new employees and makes the new employee feel at ease.
- Acquaint the new employees with work procedures and allows them to settle in quickly and work effectively.
- Minimises the need for on-going training and development.
- New employees can establish relationships with fellow employees at different levels.
- Increases quality of performance/productivity.

AN INDUCTION PROGRAMME SHOULD INCLUDE:

- A tour of the business and introduction to key people.
- Explaining the Conditions of Employment incl., working hours, leave, etc
- Explaining Administrative Details eg. how orders would be made.
- Explaining Safety Regulations eg. evacuation procedures, smoking restrictions etc.

- Job discussion on what is expected and how to perform tasks
- Allowing the employee to ask questions about the work environment.
- Identifying another worker as a mentor to the new employee.
- Introducing the company aims and expectations to ensure productivity.

ACTIVITY 3

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

TOMMY'S INDUCTION PROGRAMME

Tommy has developed an induction programme for newly appointed employees. They are usually taken on a tour of the premises and introduced to senior management and colleagues.

- 3.1.1 Quote TWO aspects from the scenario that Tommy included in his induction programme. (2)
- 3.1.2 Advise Tommy on any other THREE aspects that should be included in an induction programme. (6)

LESSON PLAN 4

TOPIC	HUMAN RESOURCE FUNCTION		
Term	1	Week	4-5
Duration	60 minutes	Weighting	20%
Sub-topics	Placement and salary determination		
RELATED CONCEPTS/ TERMS/VOCABULARY	Piecemeal, time related, remuneration, salary, and wages, psychometric test, placement		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Grade 10-micro environment components- business functions • Grade12- macro environment-components legislation 			
RESOURCES			
<ul style="list-style-type: none"> • 20201 annual teaching plan • Exam guideline 2020 • Caps document • 2020 learners resource materials • 2020 learner assistance revision document • National marking guidelines, approved textbooks • NSC/SCE previous question papers. 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Learners confuse concepts/ definition of piecemeal, time related. • Learners confuse legal requirements/legality of employment contract with the link between salary determination and BCEA 			
METHODOLOGY			
<ul style="list-style-type: none"> • Conduct a baseline assessment by issuing worksheets and assign learners to complete it. • Conduct a quick remedial work from the worksheet given. • Fully explain what is placement using graduate recruitment program <i>for i.e graduate has to move to many departments in a large business before he or she get placed where he or she will permanently be placed. In the process the graduate will be writing assessments (psychometric test).</i> • Outline the placement procedure 			

- Explain the difference between salary determination methods using practical examples.
- Explain the link between salary determination and BCEA.
- Issue a class work (case study)
- Facilitate marking of the class work.
- Sum up the lesson and give out homework.

ACTIVITIES

- Minimum 1 activity
- Activity 4 – (DBE/2020 Exemplar (Question 3.3))

ASSESSMENT

- Baseline assessment
- Classwork

NOTES:

STEP 6 – PLACEMENT

- The process by where the new employee is placed where they will function optimally and add value to the business
- A specific job is assigned to the selected candidate.
- This activity matches the employee's ability and expectations with requirements of the job.
- An employee placed in the right position is more productive.

PLACEMENT PROCEDURE:

- Specific responsibilities of the job must be outlined by the employer.
- The employer should determine the relationship/similarities between expectations of the position and the competencies of the employee.
- Determine the strengths and weaknesses of the employee by subjecting him to various psychometric tests.

SALARY DETERMINATION METHODS

PIECEMEAL PAY	TIME- RELATED PAY
<ul style="list-style-type: none"> • Workers are paid according to the number of items/units produced. • Workers are remunerated of items produced regardless of how long it took to produce the item. • Mostly used in factories, particularly in the textile industry. 	<ul style="list-style-type: none"> • Employees are paid for the amount of time they spend on a task. • Workers with the same experience/qualifications are paid on salary scales regardless of the amount of work done. • Mostly used by public and private businesses.

LINK BETWEEN SALARY DETERMINATION AND THE BCEA

- The BCEA sets out conditions that ensure fair labour and human resource practices.
- According to the BCEA businesses may use different remuneration methods to pay employees.
- Payment of salaries should be based on whether the employee is permanent or employed on affixed contract.
- Businesses are supposed to deduct income tax (PAYE) from the employee's taxable income.
- BCEA outlines legalities such as the employment contract, which may affect salary determination.

ACTIVITY 4

- 4.3 Discuss TWO salary determination methods that employers may use to determine the wages of their employees.

LESSON 5

TOPIC	HUMAN RESOURCE FUNCTION		
Term	1	Week	4-5
Duration	60 minutes	Weighting	20%
Sub-topics	FRINGE BENEFITS/PERKS		
RELATED CONCEPTS/ TERMS/VOCABULARY	Fringe benefits, pension funds, UIF, allowances		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Grade 10-micro environment components- business functions • Grade12- macro environment-components legislation 			
RESOURCES			
<ul style="list-style-type: none"> • 20201 annual teaching plan • Exam guideline 2020 • Caps document • 2020 learners resource materials • 2020 learner assistance revision document • National marking guidelines, approved textbooks • NSC/SCE previous question papers. 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Learners do not know the impact of fringe benefits on business 			
METHODOLOGY			
<ul style="list-style-type: none"> • Conduct a baseline assessment: verbal ask questions based on the previous lesson which was about salary determination and placement • Explain the fully the concept of fringe benefits using an old payslip which shows allowances as an example • Brainstorm with the class about the benefits they wish to receive when they get employed. • Outline the impact of fringe benefits on the business. • Issue a class work (case study) • Facilitate marking of the class work. • Sum up the lesson and give out homework 			

ACTIVITIES

- Minimum 1 activity
- Activity 5 – (DBE/FEB-MARCH 2018 (Question 6.8))

ASSESSMENT

- Baseline assessment
- Classwork

NOTES:

EMPLOYEE BENEFITS

Fringe benefits

These are benefits that an employee receives in addition to the salary/wage paid.

Examples of Fringe Benefits

- Medical Aid subsidy
- Pension Fund
- Provident Fund
- Funeral Benefits
- Housing/Travel/Cell phone/Clothing/Car/Petrol allowance
- Staff Discount
- Bonus Shares
- Bonus/13th Cheque
- Performance bases incentives

Advantages of providing fringe benefits to businesses

- Attractive fringe benefits may result in higher employee retention/reduces employee turnover.
- It increases employee loyalty/satisfaction and employees would be willing to do more than what is required.
- Leads to higher productivity resulting in higher profitability.
- Fringe benefits can be used as leverage for salary negotiations.
- Businesses can save money as these benefits are tax deductible.

Disadvantages of providing fringe benefits to the business

- Additional costs to the company which could result in cash flow problems.
- Decreases company profits as incentive costs are higher.
- Creates conflict and leads to corruption if unfairly allocated.
- Businesses who cannot afford to offer fringe benefits fail to attract skilled employees.
- Offering different benefit plans can result in resentment by those who receive less benefits and results in lower productivity.

BENEFITS REQUIRED BY LAW: UIF

- The UIF Fund offers short-term financial assistance to workers when they become unemployed or are unable to work due to illness, maternity leave.
- The fund also assists the dependents of a contributing worker who has died.
- Employers pay 1% of the employee's salary or wage to the UIF fund.
- Employees pay 1% of their salary or wage to the UIF fund.
- Contributions are paid to the UIF fund or SARS.

ACTIVITY 5

5.8 Give FOUR examples of fringe benefits in the workplace.

(4)

LESSON 6

TOPIC	HUMAN RESOURCE FUNCTION		
Term	1	Week	4-5
Duration	60 minutes	Weighting	20%
Sub-topics	Implications of Acts on Human Resource Management		
RELATED CONCEPTS/ TERMS/VOCABULARY	SDA, EEA, BCEA, LRA		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Grade 10-micro environment components- business functions • Grade12- macro environment-components legislation 			
RESOURCES			
<ul style="list-style-type: none"> • 20201 annual teaching plan • Exam guideline 2020 • Caps document • 2020 learners resource materials • 2020 learner assistance revision document • National marking guidelines, approved textbooks • NSC/SCE previous question papers. 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<p>Learners confuse concepts/ definition of piecemeal, time related.</p> <p>Learners confuse legal requirements/legality of employment contract with the link between salary determination and BCEA.</p>			

METHODOLOGY

- Conduct a baseline assessment by revisit the compliance of the EEA, SDA, LRA and BCEA as per term 1 legislation.
- Divide a chalkboard into four sections all the aforementioned Act as headings.
- Outline what a business should do to comply with each act.
- Issue a class work (case study)
- Facilitate marking of the class work.
- Sum up the lesson and give out homework

ACTIVITIES

- Minimum 1 activity
- Activity 6 – (2019 November (Question 5.3))

ASSESSMENT

- Baseline assessment
- Classwork

NOTES:

IMPLICATIONS OF THE ACTS ON THE HUMAN RESOURCE FUNCTION:

Employment Equity Act (EEA)

- The HR manager must provide equal opportunities in the workplace.
- Ensure that Affirmative Action promotes diversity in the workplace.
- Compile employment equity plans that indicate how they will implement Affirmative Action.
- Ensure that there is equal pay for work of equal value.
- Ensure that the workplace represents the demographics of the country at all levels.

Labour Relations Act (LRA)

- HR manager must protect the rights of employees/employers as outlined in the constitution.
- Promote the resolution of labour disputes.
- Provide for unresolved conflicts to be referred to the labour court.

- Allow employees to form workplace forums and join trade unions.
- Workers cannot be easily dismissed as CCMA processes need to be followed.

Skills Development Act (SDA)

- HR manager must identify training needs of employees and provide them with training opportunities so they perform their tasks effectively.
- Contribute 1% of their salary bill to the Skills Development Levy.
- Ensure that training in the workplace is formalised and structured.
- Appoint a full time consultant as a Skills Development Facilitator.
- Assist managers to identify training needs to help them introduce Learnerships.


Basic Conditions of Employment Act (BCEA)

- Businesses should not employ children 16 years and under.
- Workers must have a 60-minute break after FIVE hours worked.
- Workers can take up to six weeks paid sick leave in a 36-month cycle.
- Workers should receive double pay when working on Sundays or public holidays.
- Workers should work 9 hours a day in a 5-day week or 8 hours a day in a 6-day week.
- Overtime should not exceed 3 hours a day or 10 hours a week.

ACTIVITY 6

- 6.1 Discuss the implications of the Skills Development Act (SDA), 1998 (Act 97 of 1998) on the human resources function. (6)

LESSON PLAN 1

TOPIC	Ethics and Professionalism		
Term	1	Week	6
Duration	1 hour	Weighting	10%
Sub-topics	<ul style="list-style-type: none"> • Meaning of Ethical Behaviour • Examples of Ethical and Unethical Behaviour • Meaning of Professional Behaviour • Examples of Professional and Unprofessional Behaviour 		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> • Business Ethics • Ethical behaviour • Business practice • Professionalism 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Ethics and Professionalism Grade 11 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12 • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE (Study guides as well) • Past exam papers • 2020 Learner resource material • 2020 Learner assist documents • Newspaper articles • Video clips 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Learners are unable to differentiate between ethical and unethical behaviour. • Learners are unable to differentiate between professional and unprofessional behaviour. 			
METHODOLOGY			
<ul style="list-style-type: none"> • Introduce the lesson by recapping the grade 11 content of ethics and professionalism. 			

<ul style="list-style-type: none"> • Use a video clip to explain ethical and professional behaviour from business perspective. • Explain the definition of Ethical behaviour. • Explain with examples the difference between ethical and unethical behaviour. • Explain the definition of Professional behaviour. • Explain with examples the difference between professional and unprofessional.
ACTIVITIES
<ul style="list-style-type: none"> • One activity • Past year papers
ASSESSMENT
<ul style="list-style-type: none"> • Baseline assessment. • Classwork

NOTES:

ETHICS AND PROFESSIONALISM

Definition of Ethical Behaviour

- Acting in ways consistent with what society and individuals think are good values.
- Ethical behaviour is expected from everyone in the business.
- It means that the highest legal and moral values are upheld when dealing with stakeholders.

Examples of Ethical and Unethical Business Practices

Ethical Business Practices	Unethical Business Practices
Using fair advertising	Using unfair advertising
Paying fair wages	Paying unfair wages
Paying taxes regularly	Evading tax
Operating within the law	Disobeying the law
Fair pricing of goods in rural areas	Unfair pricing of goods in rural areas

Examples of Professional and Unprofessional Business Practices

Professional Business Practices	Unprofessional Business Practices
Good use of work time.	Abuse of work time.
Unauthorised use of company funds and	Authorised use of company funds and resources.

resources.	
Using polite language to colleagues.	Using impolite and rude language to colleagues.
Keeping client's information confidential.	Disclosing client's personal information to others.
Treating all people equally.	Not treating everyone equally.

Activity 1

1.1 **Indicate in each case below whether it represents an unethical or unprofessional business practice.**

1.1.1 JA Dealership advertised a second-hand vehicle as new.

1.1.2 The receptionist of Thembelihle High is using the office phone for personal calls.

1.1.3 The owner of Thabi's Transport did not keep her promise to deal with the complaints of the clients.

1.1.4 Carr's Furniture Manufacturer used some of the ideas of Pillay's Manufacturers in the design of their products.

1.1.5 Sparrow Wholesalers did not declare all the income to SARS. (5 x 2) (10)

LESSON PLAN 2

TOPIC	Ethics and Professionalism		
Term	1	Week	6
Duration	1 hour	Weighting	10%
Sub-topics	<ul style="list-style-type: none"> • Difference between Ethical and Professional behaviour • Explanation the King Code principles • Ways in which professional, responsible, ethical and effective business practice should be conducted 		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> • Corporate governance • Accountability, transparency, responsibility. 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Ethics and Professionalism Grade 11 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12 • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE (Study guides as well) • Past exam papers • 2020 Learner resource material • 2020 Learner assist documents • Newspaper articles • Video clips 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Identifying the principle of the King Code from scenarios • Application of the King Code principles • Explaining ways in which professional, responsible, ethical and effective business practices should be conducted. 			
METHODOLOGY			
<ul style="list-style-type: none"> • Explain the difference between Professional and Ethical behaviour. • Use a video clip to describe the principles of the King Code. • Discussion on the background of the King Code. 			

<ul style="list-style-type: none"> • Explain the three principles of the King Code. • Explain the application of the King Code. • Elaborate on ways in which professional, responsible, ethical and effective business practice should be conducted.
ACTIVITIES
<ul style="list-style-type: none"> • One activity • Past year papers
ASSESSMENT
<ul style="list-style-type: none"> • Baseline assessment. • Classwork

NOTES:

Difference between Professional and Ethical Behaviour

Professional Behaviour	Ethical Behaviour
Refers to what is right or acceptable in a business.	Refers to what is right and accepted in society.
Set of standards of expected behaviour.	Conforms to a set of values that are morally accepted.
Applies a code of conduct of a profession or business.	Forms a code of conduct to guide employees to act

Ways in which businesses can apply the King Code for good Corporate Governance

King Code	Application for good business governance
Transparency	<ul style="list-style-type: none"> • Decisions/Actions must be clear to all stakeholders. • Staffing and other processes should be open and transparent. • Auditing and other reports must be accurate/available to shareholders/employees. • Regular audits should be done to determine the effectiveness of the

	business.
Accountability	<ul style="list-style-type: none">• There must be regular communication between management and stakeholders.• Companies should appoint internal and external auditors to audit financial statements.• Business must be accountable/responsible for their decisions and actions.• Businesses should present accurate annual reports to shareholders at the AGM.
Responsibility	<ul style="list-style-type: none">• The business should develop and implement programmes that should be aimed at protecting the communities in which they operate.• The business should develop remedial programmes to protect the environment for example, reduce air and water pollution.

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

- Never start a business venture at the expense of somebody else.
- Pay fair wages and salaries that are in line with requirements of the BCEA.
- Pay taxes regularly.
- Hire honest and trustworthy financial officers with good reputations
- Provide quality goods and services
- All workers should have access to equal opportunities.
- Treat workers with respect and dignity by recognising work well done.

Activity2

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

RAINS INVESTMENTS LIMITED (RI)

Rains Investment Limited is failing to attract investors due to the company's poor performance. The shareholders discovered that the board of directors are reporting incorrectly on business performance. The directors are denying the allegations of misappropriation of company funds.

2.1.1 Quote TWO examples of poor corporate governance for the scenario. (2)

2.1.2 Identify TWO King Code principles that RI did not apply. (4)

2.1.3 Advise RI on how to apply each principle identified in 2.1.2 to improve the company's corporate governance. (8)

Use the table below as a guide to answering 2.1.1, 2.1.2 and 2.1.3.

POOR CORPORATE GOVERNANCE (2.1.1)	KING CODE PRINCIPLES (2.1.2)	APPLICATION OF KING CODE (2.1.3)

2.2 Recommend ways in which professional, responsible, ethical and effective business practices should be conducted. (6)

[20]

LESSON PLAN 3

TOPIC	Ethics and Professionalism		
Term	1	Week	6
Duration	1 hour	Weighting	10%
Sub-topics	<ul style="list-style-type: none"> • Unfair advertising • Pricing of goods in rural areas • Taxation/ Tax evasion 		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> • Tax evasion • Unfair pricing of goods in rural areas 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Ethics and Professionalism Grade 11 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12 • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE (Study guides as well) • Past exam papers • 2020 Learner resource material • 2020 Learner assist documents • Newspaper articles 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Learners are unable to identify the unethical practices from scenarios. • Learners are not able to identify challenges and provide strategies to address the challenges in business. 			
METHODOLOGY			
<ul style="list-style-type: none"> • Group work with newspaper articles to find and discuss unethical business practices. • Explain unfair advertising with examples. • Discussion on how unfair advertising challenges the business. • Recommend the strategies to address the challenges. • Explain pricing of goods in rural areas with examples. • Discussion on how pricing of goods in rural areas challenges the business. 			

<ul style="list-style-type: none"> • Recommend the strategies to address the challenges. • Explain taxation/tax evasion with examples. • Discussion on how tax evasion challenges the business. • Recommend the strategies to address the challenges.
ACTIVITIES
<ul style="list-style-type: none"> • One activity • Past year papers
ASSESSMENT
<ul style="list-style-type: none"> • Baseline assessment. • Classwork

NOTES:

Unethical Business Practices

Name of Unethical Business Practice	Challenges on the Business	Strategies the Business can implement
Unfair Advertising	<ul style="list-style-type: none"> • Businesses receive negative publicity. • The image of the business is viewed in a negative light. • Businesses may lose potential customers due to exploitation. • Demand for goods and services may decrease. 	<ul style="list-style-type: none"> • Consumers must report unfair advertisements to the Advertising Standards Authority. • Businesses should be encouraged to keep advertising fair and in line with the constitution.
Unfair Pricing of Goods in Rural Areas	<ul style="list-style-type: none"> • Business may lose potential customers due to exploitation. • Business image is viewed in a negative 	<ul style="list-style-type: none"> • Businesses should charge fair and market related prices for goods and services. • Avoid this unethical

	<p>light.</p> <ul style="list-style-type: none"> • The demand of goods and services may decrease thereby decreasing profits. 	<p>practice to attract customer loyalty.</p> <ul style="list-style-type: none"> • Businesses should work together with suppliers to share delivery costs.
Tax Evasion/Taxation	<ul style="list-style-type: none"> • The business will lose key customers and stakeholders • Tax evasion is a crime and is punishable with a fine or prison sentence. • Businesses who are forced to pay tax may need to implement defensive strategies. Example: Retrenchment, Divestiture, Liquidation. 	<ul style="list-style-type: none"> • Businesses should submit all tax returns on time. • Businesses should pay the correct amount of tax to SARS. • Keep all financial records honest and accurate. • Make sure all financial records are checked and audited.

Activity 3

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

SIMISO'S FARM STORE (SFS)

Simiso from Simiso's Farm Store has been charging the villagers excessively high prices for his fruit and vegetables. He has also not been declaring all his income to SARS.

Redraw the table below and then answer the questions that follow.

UNETHICAL BUSINESS PRACTICES (3.1.1)	TYPES (3.1.2)	RECOMMENDATIONS (3.1.3)
(a)		
(b)		

3.1.1 Quote TWO unethical business practices from the scenario above. (2)

3.1.2 Identify the type of unethical business practice for each one quoted in

QUESTION 3.1.1. (4)

3.1.3 Recommend practical ways that SRR could introduce to deal with unethical business practices identified in QUESTION 3.1.2. (8)

3.2 Explain how unfair advertising poses a challenge to the business. (6)

[20]

LESSON PLAN 4

TOPIC	Ethics and Professionalism		
Term	1	Week	6
Duration	1 hour	Weighting	10%
Sub-topics	<ul style="list-style-type: none"> • Sexual harassment • Unauthorized use of workplace funds and resources • Abuse of work time 		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> • Quid pro quo • Fraud 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Ethics and Professionalism Grade 11 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12 • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE (Study guides as well) • Past exam papers • 2020 Learner resource material • 2020 Learner assist documents • Newspaper articles • Video clips 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Learners are unable to identify the unprofessional practices from scenarios. • Learners are not able to identify challenges and provide strategies to address the challenges in business. 			
METHODOLOGY			
<ul style="list-style-type: none"> • Group work with newspaper articles to find and discuss unprofessional business practices. • Use a video clips to describe the negative impact of unprofessional behaviour on business enterprises. 			

<ul style="list-style-type: none"> • Explain sexual harassment with examples. • Discussion on how sexual harassment challenges the business. • Recommend the strategies to address the challenges. • Explain unauthorized use of workplace funds and resources with examples. • Discussion on how unauthorized use of workplace funds and resources challenges the business. • Recommend the strategies to address the challenges. • Explain abuse of work time with examples. • Discussion on how abuse of work time challenges the business. • Recommend the strategies to address the challenges.
ACTIVITIES
<ul style="list-style-type: none"> • One activity • Past year papers
ASSESSMENT
<ul style="list-style-type: none"> • Baseline assessment. • Classwork

NOTES:

Unprofessional Business Practices

Name of Unprofessional Practice	Challenges on the business	Strategies that business can implement
Abuse of work time	<ul style="list-style-type: none"> • Decreases productivity and loss of profits. • Businesses cannot meet deadlines and lose profits. • Wasting time costs money and lessens cash flow. 	<ul style="list-style-type: none"> • Speak directly to the employees about the abuse of work time. • Monitor employees to ensure that tasks are completed. • Code of conduct should contain clear rules about

		<p>the abuse of work time.</p> <ul style="list-style-type: none"> • Conduct training sessions on the code of conduct.
<p>Unauthorised use of workplace funds and resources</p>	<ul style="list-style-type: none"> • Fraud increases the cost of doing business. • It discourages investors when prices are increased to absorb losses. • Less working capital to finance business expenses. 	<ul style="list-style-type: none"> • Conduct regular audits. • Identify high risk areas. • Limit the number of employees that have access to company funds and assets. • Educate employees about the impact of fraud on themselves and the business.
<p>Sexual Harassment</p>	<ul style="list-style-type: none"> • The affected employee's productivity suffers. • The affected may stay away from work regularly thereby losing man hours. • The employees may leave the company resulting in high staff turnover. • Lengthy disciplinary hearings can be time consuming and expensive. 	<ul style="list-style-type: none"> • Implement internal complaint protocol and disciplinary procedures. • Educate employees on sexual harassment issues. • Formulate strategies regarding sexual harassment. • Create a good working environment where employees' rights and dignity are respected.

Activity 4

4.1 Discuss how the following unprofessional practices pose a challenge to

the business:

4.1.1 Sexual harassment

4.1.2 Abuse of work time

4.1.3 Unauthorized use of workplace funds (4 x 3) (12)

4.2 Discuss strategies to address the unprofessional practices listed above. (6)

Use the table below as a guide to answer the questions above.

UNPROFESSIONAL PRACTICE	CHALLENGES (4.1)	STRATEGIES (4.2)
4.1.1 Sexual harassment		
4.1.2 Abuse of work time		
4.1.3 Unauthorized use of workplace funds		

LESSON PLAN 1

TOPIC	BUSINESS STRATEGIES		
Term	1	Week	7 - 9
Duration	1 hour	Weighting	30%
Sub-topic	Steps in developing strategy Strategic management process Steps in evaluating a strategy		
RELATED CONCEPTS/ TERMS/VOCABULARY	Strategy, strategy formulation, strategic management, strategic evaluation		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Problem solving steps; decision making 			
RESOURCES			
<ul style="list-style-type: none"> • Examination guidelines 2021 • Annual Teaching Plan 2021 • Learner resource material 2020 • Past examination papers material 2020 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Confusing strategic management process, strategy formulation and strategy evaluation 			
METHODOLOGY			
<ul style="list-style-type: none"> • Define strategy • Draw three columns and explain each process, in its own column 			
Strategy formulation	Strategic management process	Strategy evaluation	
<ul style="list-style-type: none"> • Application of SWOT analysis/PESTLE/ Porter's Five Forces 	<ul style="list-style-type: none"> • Review the mission statement 	<ul style="list-style-type: none"> • Examine the underlying basis of a business strategy 	

ACTIVITIES		
<ul style="list-style-type: none"> • Minimum 1 activity • Past paper – Activity 1 		
ASSESSMENT		
<ul style="list-style-type: none"> • Classwork 		
<p>NOTES:</p> <p>What is a strategy</p> <ul style="list-style-type: none"> • A strategy is a long term plan of action to achieve a goal • Business needs a strategy to achieve its vision and mission 		
Steps in developing a strategy	Strategic management process	Strategy evaluation
<ul style="list-style-type: none"> • Application of SWOT analysis/PESTLE/ • Formulate strategies to meet objectives • Implement strategies using action plans 	<ul style="list-style-type: none"> • Review vision statement • Analyse mission statement • Formulate strategies such as defensive/retrenchment 	<ul style="list-style-type: none"> • Examine the underlying basis of a business strategy • Draw up table of advantages and disadvantages of a strategy • Decide on desired outcome

ACTIVITY 1

1.1 Elaborate on the meaning of strategy

1.2 Outline the strategy developing steps

1.3 Read the following scenario and answer the questions that follow:

BETTY MANUFACTURING COMPANY (BMC)

The management of BMC has been experiencing some challenges in their business. The management met so as to review the vision statement and also analyse the mission statement.

1.3.1 Quote TWO steps of strategic management process from the scenario

above. (2)

1.3.2 Explain any other steps of strategic management process. (4)

1.3 Advise the business on how strategy can be evaluate.

LESSON PLAN 2

TOPIC	BUSINESS STRATEGIES		
Term	1	Week	7 - 9
Duration	1 hour	Weighting	30%
Sub-topic	<ul style="list-style-type: none"> • SWOT analysis • PESTLE model 		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> • Industrial analysis tool micro environment • macro environment 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Adapting to challenges of three business environments 			
RESOURCES			
<ul style="list-style-type: none"> • Examination guidelines 2021 • Annual Teaching Plan 2021 • Learner resource material 2020 • Past examination papers material 2020 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Political factors, legal factors • Recommendations on how to deal with macro environmental challenges 			
METHODOLOGY			
<ul style="list-style-type: none"> • Explaining what is meant by industrial analysis tools • List industrial analysis tools and link them with business environments • Learners explain each aspect of SWOT analysis and supply own examples • Group learners, give each group two PESTLE factors, discuss challenges and recommendatio to deal with each factor 			
ACTIVITIES			
<ul style="list-style-type: none"> • Activity 2 • Oral presentation by groups • Conduct SWOT analysis 			

ASSESSMENT

- | |
|--|
| <ul style="list-style-type: none"> • Baseline assessment • Classwork |
|--|

NOTES:

- **Industry analysis tools**
- Includes tools like SWOT, Porter's Five Forces and PESTLE analysis models used to analyse the challenges posed by business environments
- **SWOT analysis** used to evaluate micro environment
- **Strengths** strong points of the organisation
- **Weaknesses** ...weak points of the organisation, which the business can overcome
- **Opportunities**...positive chances that might be available to the business
- **Threats** challenges that business cannot overcome but need to adapt or strategise

<p>Strengths</p> <ul style="list-style-type: none"> • What organisation does best than other organisations • Having skilled employees and strong customer base 	<p>Weaknesses</p> <ul style="list-style-type: none"> • High cost infrastructure • High debt level
<p>Opportunities</p> <ul style="list-style-type: none"> • Market growth in the business • Disposable income level 	<p>Threats</p> <ul style="list-style-type: none"> • Increase in corporate tax • Changing technology

- **PESTLE model used to evaluate macro environment**

FACTOR	CHALLENGES	RECOMMENDATIONS
<ul style="list-style-type: none"> • Political 	Trade agreements may prevent businesses from importing some products	Trade only with countries that have favourable trade agreements
Economical Inflation /interest rates may negatively impact on businesses	Loans may be expensive due to high interest rates	Consider decreasing profit margins than increasing the price

ACTIVITY 2

2.1 Read the scenario below and answer the questions that follow:

POSH LIFESTYLE RESTAURANT (PLR)

Pumla, a graduate with B.Comm degree in Business Management, is the owner of Posh Lifestyle Restaurant which sells traditional food at reasonable price. The business is situated in a high-crime area. PLR has been invited by the local municipality to open a traditional food stall at the cultural market on weekends.

Their delivery vehicle broke down and they do not have sufficient capital to buy the new one.

2.1.1 Compile SWOT analysis of PLF. (4)

2.2 Read the scenario below and answer the questions that follow:

ZANELE MANUFACTURERS (ZM)

Zanele specialise in manufacturing of men's clothing. The business is struggling to pay its creditors due to high inflation rate. Customers cannot afford new high prices charged because of their low income levels. The business still using old machineries and equipment which delays business processes and procedures.

2.2.1 Quote the challenges for ZM from the scenario above (3)

2.2.2 Identify the PESTLE element that links to EACH challenge,
as quoted QUESTION 2.2.1

2.2.3 Recommend ONE way in which ZM can deal with EACH
challenge, as identified in QUESTION 2.2.1

Use the table below as a guide to answer QUESTION 2.2.1 to 2.2.3

CHALLENGE	PESTLE ELEMENT	RECOMMENDATION
2.2.1	2.2.2	2.2.3

LESSON PLAN 3

TOPIC:	BUSINESS STRATEGIES		
Term	1	Week	7 - 9
Duration	1 hour	Weighting	30%
Sub-topic	<ul style="list-style-type: none"> Porter's Five Forces 		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> Barriers to market entry, competitors, substitutes, suppliers 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> Market environment factors 			
RESOURCES			
<ul style="list-style-type: none"> Examination guidelines 2021 Annual Teaching Plan 2021 Learner resource material 2020 Past examination papers Revision material 2020 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> Threat of substitution, competitive rivalry, threat of new entrants in the market, power of buyers, power of suppliers. 			
METHODOLOGY			
<ul style="list-style-type: none"> Conduct baseline assessments (recap content from grade 10 and 11) Learners to mention components of market environment Learners to explain the word "barrier" and what could be the barriers in market entry. More information on application of Porter's five forces will be discussed with the learners. 			
ACTIVITIES			
<ul style="list-style-type: none"> Minimum 1 activity Activity 3 			

ASSESSMENTS

- Baseline assessment
- Classwork

NOTES:

APPLICATION OF PORTER'S FIVE FORCES

1. Power of buyers

- Conduct market research to gather more information about target market
- Assess how easy it is for the buyers to drive the price down

2. Power of suppliers

- Assess the power of suppliers in influencing the price
- Assess power of suppliers in terms of reliability/quality of product

3. Power of competitors

- Draw up profile of competitors and identify own strengths and that of competitors
- A Businesses with many competitors in the market has little power in their own market

4 Threat of substitution

- If business sells unique product , it will not be threatened by substitute products
- If business is easily substituted ,it weakens the power in their market

5 Threat of new entrants in the market

- If the business is highly profitable, it will attract potential competitors who want to the market
- If it cheap and easy to enter the market, then there will be more new sellers entering the market.

ACTIVITY 3

3.1 List Porters Five Forces used to analyse the market environment

3.2 Explain how businesses could apply the following forces from

Porter's five forces model:

3.2.1 Power of buyers

3.2.2 Threat / Barriers to entrance to market

LESSON PLAN 4

TOPIC:	BUSINESS STRATEGIES		
Term	1	Week	7 - 9
Duration	1 hour	Weighting	30%
Sub-topic	Types of business strategies		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> Integration, defensive, diversification, intensive 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> Adapting to challenges of three business environments 			
RESOURCES			
<ul style="list-style-type: none"> Examination guidelines 2021 Annual Teaching Plan 2021 Learner resource material 2020 Past examination papers material 2020 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> Failing to explain and identify types of business strategies 			
METHODOLOGY			
<ul style="list-style-type: none"> Explaining each business strategy Listing types of strategies per business strategy 			
ACTIVITIES			
<ul style="list-style-type: none"> Minimum 1 activity Activity 4 			
ASSESSMENT			
<ul style="list-style-type: none"> Classwork 			

NOTES:

Types of strategies

Intergration

- When business needs to improve its efficiency and effectiveness

Intensive strategies

- Applied when business wants to increase sales

Diversification

- Business adds new product in its core/main product

Defensive

- Applied when business is in financial crisis

ACTIVITY 4

BUSINESS STRATEGY	TYPES OF STRATEGY PER BUSINESS STRATEGY
1. Intensive	1. 2. 3.
2. Integration	1. 2. 3.
3. Diversification	1. 2. 3.
4. Defensive	1. 2. 3.

LESSON PLAN 5

TOPIC:	BUSINESS STRATEGIES		
Term	1	Week	7 - 9
Duration	1 hour	Weighting	30%
Sub-topic	<ul style="list-style-type: none"> Types of intergration strategies 		
RELATED CONCEPTS/ TERMS/VOCABULARY	Integration, backward forward, horizontal		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
Forward link, backward link of business sectors Grade 11.			
RESOURCES			
<ul style="list-style-type: none"> Examination guidelines 2021 Annual Teaching Plan 2021 Learner resource material 2020 Past examination papers material 2020 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> Confusing types of integration strategies. 			
METHODOLOGY			
<ul style="list-style-type: none"> Learners to explain meaning of “integration” Explanation of types of integration strategies. Learners to search from Google recent integrations and identify the type of intergration. Learners to present those examples in class 			
ACTIVITIES			
<ul style="list-style-type: none"> Minimum 1 Activity Activity 5 			
ASSESSMENT			
<ul style="list-style-type: none"> Baseline assessment Classwork 			

NOTES:

Integration strategies

- Aims to improve business effectiveness and efficiency

Types of integration strategies

Horizontal integration

- Two or more businesses in the same industry merge

Forward integration

- Business merges with its distributors/retailer/wholesaler

Backward integration

- The business combines with its suppliers

ACTIVITY 5

5.1 Read the scenario below and answer the questions that follow

GLEN SHUTTLE SERVICE (GSS)

Glen Shuttle transports clients to and from the airport. Some clients have requested GSS to sell soft drinks while travelling. GSS has decided to merge with Clear Beverages to be able to satisfy the needs of their clients.

5.1.1 Identify the type of integration strategy that GSS applied in the scenario above. Motivate your answer

(3)

5.1.2 Describe other integration strategies

(6)

LESSON PLAN 6

TOPIC	BUSINESS STRATEGIES		
Term	1	Week	7 - 9
Duration	1 hour	Weighting	30%
Sub-topic	Intensive strategies		
RELATED CONCEPTS/ TERMS/VOCABULARY	Intensive strategies, product development, market development		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> Adapting to challenges of three business environments 			
RESOURCES			
<ul style="list-style-type: none"> Examination guidelines 2021 Annual Teaching Plan 2021 Learner resource material 2020 Past examination papers material 2020 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> Product development, market development, market penetration. 			
METHODOLOGY			
<ul style="list-style-type: none"> Revisit integration strategies, Introduce intensive strategies Explain types of intensive strategies Learners to search examples of intensive strategies and present them to learners 			
ACTIVITIES			
<ul style="list-style-type: none"> Oral presentation by groups. Activity 6 			
ASSESSMENT			
<ul style="list-style-type: none"> Baseline assessment Class activity 			

NOTES:

Intensive strategies

Product development

- Business develops new product or services for an existing market.

Market development

- Finding new markets and new ways to distribute existing products

Market penetrating

- Focus on selling existing product to existing market.

LESSON PLAN 7

TOPIC	BUSINESS STRATEGIES		
Term	1	Week	7 - 9
Duration	1 hour	Weighting	30%
Sub-topic	Defensive strategies		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> defensive strategies, retrenchment, divestiture, liquidation 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> Adapting to challenges of three business environments. 			
RESOURCES			
<ul style="list-style-type: none"> Examination guidelines 2021 Annual Teaching Plan 2021 Learner resource material 2020 Past examination papers material 2020 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> Liquidation and divestiture Explanation of the types of types of defensive strategies 			
METHODOLOGY			
<ul style="list-style-type: none"> Revisit integration and intensive diversification strategies Explain meaning of the Word defensive Explain types of defensive strategies Learners to search examples of defensive strategies and present them to class 			
ACTIVITIES			
<ul style="list-style-type: none"> Oral presentation by groups Activity 7 			

ASSESSMENT
• Classwork

- Classwork

NOTES :

- **Defensive strategy**

- Types of defensive strategies
- Divestiture business sells some of its assets that are no longer profitable
- Retrenchment the business reduces number of employees.
- Liquidation. Business sells all its assets to pay all liabilities or close down the business.

ACTIVITY 7

7.1 Identify a business strategy represented by Each statement below.

- 7.1.1 Snowey Bakery sold all its assets to pay creditors and close down the business.
- 7.1.2 Fresh Juices Ltd terminated employments contracts of some its employees.

LESSON PLAN 8

TOPIC	BUSINESS STRATEGIES		
Term	1	Week	7 - 9
Duration	1 hour	Weighting	30%
Sub-topic	<ul style="list-style-type: none"> • Diversification strategies 		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> • Concentric • Conglomerate 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Adapting to business environments. 			
RESOURCES			
<ul style="list-style-type: none"> • Examination guidelines 2021 • Annual Teaching Plan 2021 • Learner resource material 2020 • Past examination papers • Revision material 2020 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Conglomerate strategy • Horizontal strategy 			
METHODOLOGY			
<ul style="list-style-type: none"> • Explain concept diversification • Explain types of diversification strategies. • Learners give examples of diversification strategies. 			
ACTIVITIES			
<ul style="list-style-type: none"> • Minimum of 3 per week • Activity 8 			
ASSESSMENTS			
<ul style="list-style-type: none"> • Classwork 			

ACTIVITY 8

8.1 Read the scenario below and answer the questions that follow:

ZIZI BAKERY (ZB)

Zizi Bakery sells muffins and biscuits. ZB has added coffee on its product range which appeals to its existing market.

8.1.1 Identify the type of diversification strategy used in the above scenario

8.1.2 Describe other types of diversification strategies.

LESSON PLAN 1

TOPIC	QUALITY OF PERFORMANCE		
Term	02	Week	1
Duration	1 hour	Weighting	10%
Sub-topics	Quality concepts.		
RELATED CONCEPTS/ TERMS/VOCABULARY	Quality, total quality, management, business functions, SABS, ISO 9001, standards, Total client satisfaction, Continuous skills improvement, Continuous improvement to systems and processes, Monitoring and evaluating quality processes, Quality circles.		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Production function in (Grade 10 & 11) 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ Quality ➤ Quality control ➤ Quality assurance ➤ Quality management ➤ Quality performance ➤ Quality management systems (QMS) 			

METHODOLOGY

- Start with Baseline Assessment by recapping production function in Grade 10 and 11.
 - Explain to learners that in grade 10 they had done business functions, specifically production function.
 - Grade 11 focused on challenges production systems and techniques
 - Grade 12 we will be focusing on quality of performance concepts, quality indicators for each business function and total quality management (TQM).
- For easier definitions/ explanations, list the quality performance concepts as follows for easier understanding/differentiation, use the table below as a guide:

Quality	Quality control	Quality assurance	Quality management	Quality performance	Quality management systems
-	-	-	-	-	-

- Practical examples should be given when differentiating between the following concepts:
 - quality control versus quality assurance, and
 - quality management versus quality performance.

ACTIVITIES

- Minimum 1 activity
- Use activity provided

ASSESSMENT

- Baseline assessment
- Classwork

NOTES:

1.1 Quality

- Quality refers to a good/service’s ability to satisfy a specific need.
- The efficiency of services and the ability to provide an effective outcome without too many delays.
- It is measured against specific criteria such as physical appearance /reliability/durability/sustainability/after-sales services.

1.2 Quality control

- A system that ensures the desired quality is met by inspecting the final product to ensure that it meets the required standards.
- Checking raw materials/employees/machinery/workmanship/production to ensure that high quality standards are maintained.
- Includes setting targets/measuring performance and taking corrective measures.

1.3 Quality assurance

- Checks carried out during and after the production process.
- Ensures that required standards have been met at every stage of the process.
- Processes put in place to ensure that the quality of products/services/ systems adhere to pre-set standards with minimal defects/delays/short-comings.
- Ensuring that every process is aimed to get the product 'right the first time' and prevent mistakes from happening.

1.4 Quality management

- Refer to techniques/tools used to design/ improve the quality of a product.
- Can be used for accountability within each of the business functions
- Aims to ensure that the quality of goods/services is consistent/Focuses on the means to achieve consistency

1.5 Quality performance

- Total performance of each department measured against the specified standards.
- Can be obtained if all departments work together towards the same quality standards.
- Quality is measured through physical product/statistical output of processes/surveys of the users and/or buyers of goods/services.

1.6 Quality management system (QMS).

- It a formalized system that document processes, procedures, policies and objectives.
- Coordinates and direct organization's activities to meet customer satisfaction. Improve its systems effectiveness and efficiency on a continuous basis.
- A "culture" of coming up consistence in doing systems and processes are created

ACTIVITY: 1

Choose a description from COLUMN B that matches a term in COLUMN A.

Write only the letter (A- H) next to the question numbers (1.1.1 to 1.1.5) in the ANSWER BOOK.

Column A	Column B
1.1 Quality	A. It a formalized system that document processes, procedures, policies and objectives.
1.2 Quality control	B. Total performance of each department measured against the specified standards
1.3 Quality assurance	C. Refer to techniques/tools used to design/ improve the quality of a product
1.4 Quality management	D. Ensures that required standards have been met at every stage of the process.
1.5 Quality Performance	E. Includes setting targets/measuring performance and taking corrective measures
1.6 quality management system	F. It is measured against specific criteria such as physical appearance /reliability/durability/sustainability/after-sales services.
	G. Plan, Do, Check and Act model
	H. Quality circles being used in organized sittings.

LESSON PLAN 2

TOPIC	QUALITY OF PERFORMANCE		
Term	02	Week	1
Duration	1 hour	Weighting	10%
Sub-topics	Distinguish between Quality control vs. Quality Assurance and Quality management vs. Quality Performance.		
RELATED CONCEPTS/ TERMS/VOCABULARY	Quality, total quality, management, SABS, ISO 9001, standards.		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Production function in (Grade 11) 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE (study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ Quality control ➤ Quality assurance ➤ Quality management ➤ Quality performance 			

METHODOLOGY

- Start with Baseline Assessment by recapping production function in Grade 10 and 11.
 - Explain to learners that in grade 10 they had done business functions, specifically production function.
 - Grade 11 focused on challenges production systems and techniques
 - Grade 12 we will be focusing on quality of performance concepts, quality indicators for each business function and total quality management (TQM).
- For easier definitions/ explanations, list the quality performance concepts as follows for easier understanding/differentiation, use the table below as a guide:

Quality control	Quality assurance	Quality management	Quality performance	Quality management systems
-	-	-	-	-

- Practical examples should be given when differentiating between the following concepts:
 - quality control versus quality assurance, and
 - quality management versus quality performance.

ACTIVITIES

- Minimum 1 activity
- Use Past paper questions NOVEMBER 2020 (NSC 2019/MEO 2019/ SC CANDIDATES)

ASSESSMENT

- Baseline
- classwork

NOTES TO TEACHERS:

- Before doing differences on quality control vs. quality assurance and quality management vs. quality performance, reflect with learners where they lead you on individual term terms done earlier.
- It will easier for learners to scaffold to the next level (differentiation).
- Differences could be tabulated as follows:
- **Differences between quality control and quality assurance**

QUALITY CONTROL	QUALITY ASSURANCE
<input type="checkbox"/> Inspection of the final product to ensure that it meets the required standards.	<input type="checkbox"/> Carried out during and after the production process to ensure that required standards have been met at every stage of the process.
<input type="checkbox"/> Includes setting targets/measuring performance and taking corrective measures.	<input type="checkbox"/> Ensures that every process is aimed at getting the product right the first time and prevents mistakes from happening again.
<input type="checkbox"/> Checking raw materials/employees/ Machinery/ workmanship/products to ensure that high standards are maintained.	<input type="checkbox"/> The 'building in' of quality as opposed to 'checking for' quality

- **Differences between quality management and quality performance**

QUALITY MANAGEMENT	QUALITY PERFORMANCE
<input type="checkbox"/> Techniques/tools used to design/ improve the quality of a product	<input type="checkbox"/> Total performance of each department measured against the specified standards
<input type="checkbox"/> Can be used for accountability within each of the business functions	<input type="checkbox"/> Can be obtained if all departments work together towards the same quality standards
<input type="checkbox"/> Aims to ensure that the quality of goods/ services consistent/ focuses on the means to achieve consistency	<input type="checkbox"/> Quality is measured through physical product/ statistical output of processes/ surveys of the users and/ or buyers of goods/ services

LESSON PLAN 3

TOPIC	QUALITY OF PERFORMANCE		
Term	2	Week	1
Duration	1 hour	Weighting	10%
Sub-topics	Benefits of QMS.		
RELATED CONCEPTS/ TERMS/VOCABULARY	Quality, total quality management (TQM), SABS, ISO 9001, standards,		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Production function in (Grade 11) 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE (study guides as well) <p>Past exam papers -NOVEMBER 2020 (NSC 2019/MEO 2019/ SC CANDIDATES)</p> <ul style="list-style-type: none"> • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ Quality management Quality management systems (QMS) ➤ Total Quality Management (TQM) 			

METHODOLOGY

- Reflect on the previous lesson
- Define Quality management system (QMS)
-documenting processes, procedures, quality policies and coming up quality manuals.
- **Interlink the six (6) terms:** Quality→ Quality control→ Quality assurance→ Quality management→ Quality performance→ Quality management systems.
- For easier definitions/ explanations, list the quality performance concepts as follows for easier understanding/differentiation, use the table below as a guide:

Quality	Quality control	Quality assurance	Quality management	Quality performance	Quality management systems
-	-	-	-	-	It's about documenting processes, procedures, quality policies and coming up quality manuals.

- Benefits of quality management systems (QMS): (documenting processes, procedures, quality policies and coming up quality manuals.)

ACTIVITIES

- Minimum 1 activity
- Use Past paper questions

ASSESSMENT

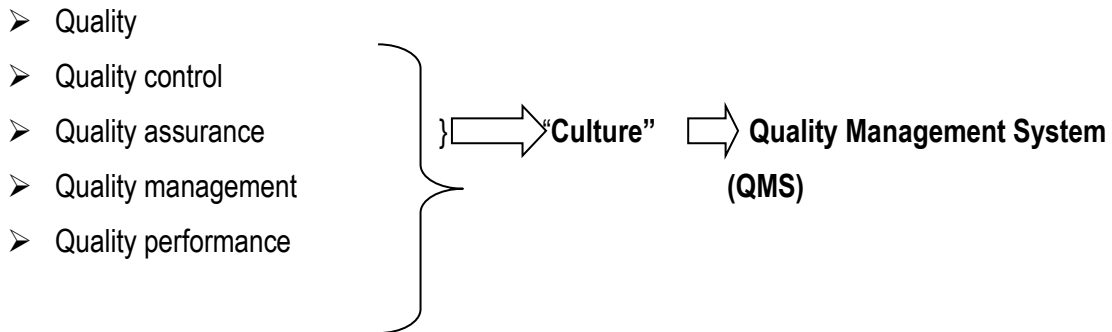
- Baseline
- Classwork

NOTES:

If customers are happy about business's products or services quality, quality control, quality assurance, quality management and quality performance. It then needs a culture to remain consistent with the above.

The "culture" is then called QMS.

- The South African journal of Industrial Engineering: Vol 28 no.2 August 2017 states that Eskom lost it on its QMS, no wonder the SOC is on its "knees"!
- ESKOM falls short on "culture" for documented procedures, policies, processes (Vol 28 no.2 August 2017). This culture is then called Quality Management System (QMS).



- NOTE: since you have given proper discussion on culture, and referred to ESKOM case learners, know, allow learners lead the benefits/advantages of QMS

LESSON PLAN 4

TOPIC	QUALITY OF PERFORMANCE		
Term	2	Week	1
Duration	1 hour	Weighting	10%
Sub-topics	How quality of performance can contribute to the success and/or failure of each business function.		
RELATED CONCEPTS/ TERMS/VOCABULARY	Quality, total quality management (TQM), SABS, ISO 9001, standards, business functions.		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • business functions in (Grade 10) • terminologies on quality, quality control, quality assurance from previous lessons and grade 10 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by D.O.E. (study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ Quality of performance can contribute to the success and/or failure of each business function vs. quality indicators. 			

METHODOLOGY

- Reflect on the previous lesson
- Define business functions
- **TEACHER:** Have EIGHT charts, each representing a business function.
- **LEARNERS:**
 - in group of TWO (2), learners do discussions KEY activities in each business function and jot them down.
- **TEACHER:** FLOAT around assisting/mediating on any challenges. Use the table below as a guide:

Gen. management	Purchasing	Production	Marketing	Financial	Human Resources
Strategic planning	Identify reliable suppliers.	Production systems	Advertising campaigns	Monitoring cash flows	Recruiting the right people for the right job.
Organising resource.	Establish order quantities.	Quality products	Pricing techniques	budgeting and financial reporting.	Labour law compliance.

- Benefits of quality management systems (QMS): (documenting processes, procedures, quality policies and coming up quality manuals.)

ACTIVITIES

- Minimum 1 activity
- Use Past paper questions

ASSESSMENT

- Baseline
- classwork

NOTES:

- Success and/or failure of each business function must be confused with quality indicators.
- Success of each business function are control systems for each and every department.
- success and/or failure of each business function

1. General management function:

Success activities	Failure activities
<ul style="list-style-type: none"> • Strategic planning in place 	<ul style="list-style-type: none"> • Lack of sound strategic planning in place
<ul style="list-style-type: none"> • Organizing resources 	<ul style="list-style-type: none"> • Poor organization of resources
<ul style="list-style-type: none"> • Communicating the vision and goals of the business 	<ul style="list-style-type: none"> • Poor in communicating the vision and goals of the business
<ul style="list-style-type: none"> • Motivating and directing the efforts of workers 	<ul style="list-style-type: none"> • Demotivated staff who have misguided efforts of workers

2. Marketing function:

Success activities	Failure activities
Sound advertising/sampling campaigns	Disorientated advertising/sampling campaigns
Effective pricing techniques (psychological pricing, bait pricing, etc.)	Ineffective pricing techniques.
Win market share	Failure to win market share

3. Purchasing function:

Success activities	Failure activities
Buy raw materials in bulk, to qualify for discounts.	No proper planning in buying raw materials.
Suppliers reliable used	No database of suppliers used
Placing orders in time	Orders are placed disorderly

4. Production function:

Success activities	Failure activities
Quality control system in place	No control systems for quality
Production costs properly calculated	Undocumented production costs
Well document production systems	Unclear production systems (mass/batching/jobbing)

5. Public Relations function:

Success activities	Failure activities
Informative press release is conducted.	Limited/no press release issued
Proper corporate social investment projects are done	Unstructured corporate social investment are carried out.
Business enjoys good public image	No public image enjoyed by the business

LESSON PLAN 5

TOPIC:	QUALITY OF PERFORMANCE		
Term	2	Week	1
Duration	1 hr.	Weighting	10%
Sub-topics	Quality indicators of EACH business function		
RELATED CONCEPTS/ TERMS/VOCABULARY	Quality indicators		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Discussions of business functions in grade 10 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ difficulty in identifying the correct business function from the scenario ➤ financial function being confused with the administration function mainly due to the word 'record' being read out of context 			

METHODOLOGY

- Start with Baseline Assessment by recapping quality concepts of the previous lesson.
- Have EIGHT charts, each representing a business function. Discussion of each business function is jotted on the chart using practical examples.
- Introduce quality indicators from the points listed on the charts, use the table below as a guide:

Marketing function	Purchasing function	Production function	Administration function	Financial function
-	-	-	-	-

- In group of two (2), allow learners outline the quality indicators for Human Resources and General management.
 - quality control and quality assurance, and
 - quality management and quality performance.

ACTIVITIES

- Minimum 1 activity
- Use Past paper questions

ASSESSMENT

- Baseline assessment
- Classwork

NOTES:

1. Contribution of the general management function to quality indicators

- Develop/Implement/Monitor effective strategic plans.
- Efficient organization/allocation of business resources to provide for the successful achievement of long-term and short-term plans.
- Structured standards and norms should be in place so that control mechanisms can be implemented.

- Learn about/understand changes in the business environment on an on-going basis.
- Effectively communicate shared vision, mission and values.
- Set direction and establish priorities for their business.
- Be prepared to set an example of the behaviour that is expected from employees in terms of ethics as well as productivity.
- Be proactive and always seeks to improve competitive advantage over competitors.
- Ensure that all departments/the business meet their deadlines/targets.

2. Contribution of the production function to quality indicators

- Provide high quality services/products according to specifications.
- The production/operating processes of a business should be done correctly through proper production planning and control.
- Products and services should be produced at the lowest possible cost to allow for profit maximisation.
- Businesses should clearly communicate the roles and responsibilities to the production workforce.
- Products must meet customers' requirements by being safe, reliable and durable.
- Businesses should have good after-sales services and warranties.
- Empower workers so that they can take pride in their workmanship.
- Get accreditation from the SABS/ISO 9001 to ensure that quality products are being produced.
- Specify the product or service standards and take note of the factors that consumers use to judge quality.
- Monitor processes and find the root causes of production problems.
- Implement quality control systems to ensure that quality building products are consistently being produced.
- Utilise machines and equipment optimally.
- Accurately calculate the production costs.
- Select the appropriate production system e.g. mass/batch/jobbing.

3. Contribution of the purchasing function to quality indicators

- Buy raw materials in bulk at lower prices.

- Select reliable suppliers that render the best quality raw materials/capital goods at reasonable prices.
- Place orders timeously and regular follow-ups to ensure that goods are delivered on time.
- Effective co-ordination between purchasing and production departments so that purchasing staff understand the requirements of the production process.
- Required quantities should be delivered at the right time and place.
- Implement and maintain stock control systems to ensure the security of stock.
- Maintain optimum stock levels to avoid overstocking/reduce out-dated stock. □ Monitor and report on minimum stock levels to avoid stock-outs.
- Effective use of storage space and maintain product quality while in storage.
- Involve suppliers in strategic planning/product design/material selection/quality control process.
- Ensure that there is no break in production due to stock shortages.
- Establish relationships with suppliers so that they are in alignment with the business's vision/mission/values.
- Have a thorough understanding of supply chain management.

4. Contribution of the marketing function to quality indicators

- Increasing their market share.
- Winning customers by satisfying their needs/wants/Building positive relationships.
- Adhering to ethical advertising practices when promoting products/services.
- Identifying a competitive advantage to focus/improve on marketing strengths.
- Differentiating products in order to attract more customers.
- Constantly reviewing value issues.
- Communicating effectively with customers to get feedback about their experience of products sold/services rendered.
- Co-ordinating distribution with production and advertising strategies.
- Using pricing techniques to ensure a competitive advantage.
- Determine gaps between customer expectations and actual experiences, so that problems/unhappiness may be diagnosed and addressed.

- Making adjustments and changes to products/services based on feedback from customers/results of market research.
- Using aggressive advertising campaigns to sustain/increase the market share.

5 Contribution of the financial function to quality indicators

- Obtain capital from the most suitable/available/reliable sources.
- Negotiate better interest rates in order to keep financial cost down.
- Draw up budgets to ensure sufficient application of monetary resources.
- Keep financial records up to date to ensure timely/accurate tax payments.
- Analyse strategies to increase profitability.
- Invest surplus funds to create sources of passive income.
- Implement financial control measures/systems to prevent fraud.
- Implement credit granting/debt collecting policies to monitor cash flow.
- Draw up accurate financial statements timeously/regularly.
- Accurately analyse and interpret financial information.
- Invest in strategies that will assist the business to remain profitable.
- Avoid over/under-capitalisation so that financial resources will be utilised effectively.

6. Contribution of the public function to quality indicators

- Dealing quickly with negative publicity/less/little/no incidents of negative publicity.
- Providing regular/positive press releases.
- Implement sustainable Corporate Social Investment (CSI) programmes.
- Good results of/Positive feedback from public surveys on business image.
- High standard of internal publicity/appearance of buildings/professional telephone etiquette, etc.
- Deliver quality goods/services that promote the brand/image with key stakeholders/customers/suppliers/government/service providers.

LESSON PLAN 6

TOPIC:	QUALITY OF PERFORMANCE		
Term	02	Week	1
Duration	1 hr.	Weighting	10%
Sub-topics	Impact of FIVE TQM elements on large businesses		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> • Total quality management • Continuous improvement to processes and systems • Continuous skills development • Total client satisfaction • Adequate financing and capacity • Monitoring evaluation of quality processes 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • The concept of quality was introduced in grade 10/11 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ Explanation of each TQM element ➤ difficulty in identifying the correct TQM element from given scenario ➤ Impact of the above mentioned elements on large businesses. 			

METHODOLOGY

- Start with Baseline Assessment by recapping business function and their quality indicators.
- Why TQM after discussing Quality Indicators of ALL business functions? Show the importance of this concept (TQM).
- Have FIVE charts, each representing an ELEMENT OF TQM. Discussion of each TQM element is jotted on the charts using practical examples.
- Evaluate the impact of the above TQM elements on large businesses, use the table below as a guide:

Continuous improvement to processes and systems	Continuous skills development	Total client satisfaction
-	-	-

- In group of two (2), allow learners outline the quality indicators for Human Resources and General management.
 - Adequate financing and capacity
 - Monitoring evaluation of quality processes.

ACTIVITIES

- Minimum 1 activity
- Use Past paper questions

ASSESSMENT

- Baseline assessment
- Classwork

NOTES:

- Assist learners to name the elements of TQM (k)
 - Continuous improvement to processes and system
 - Continuous skills development/ Education and training
 - Total client/customer satisfaction
 - Adequate financing and capacity
 - Monitoring and evaluation of quality processes
- Explain these elements (k)
 - Allow learners to discuss each element in their small groups
 - Consolidate after they have done presentations
- Identify the elements from statements given/scenario (s)
 - This is the application of the information you discussed with them.
- Impact of the FIVE elements on large businesses (s,k)

1. Impact of continuous improvement to processes and systems on large businesses

- **Positives/Advantages**
- Large businesses have more resources to check on quality performance in each unit.
- Enough capital resources are available for new equipment required for processes and systems.
- Large businesses have a person dedicated to the improvement of processes and systems.
- Willing to take risk on/try new processes and systems because they are able to absorb the impact of losing money.

- They can afford to use the services of the quality circles to stay ahead of their competitors.

AND/OR

- **Negatives/ Disadvantages**

- Large scale manufacturing can complicate quality control.
- Systems and processes take time and effort to implement in large businesses as communication/buy-in may delay the process.
- Risk of changing parts of the business that are actually working well.
- Not all negative feedback from employees and customers is going to be accurate, which may result in incorrect/unnecessary changes to systems and processes.

2. Impact of continuous skills development/Education and training on large businesses

Positives/Advantages

- Large businesses have a human resources department dedicated to skills training and development.
- Human resources experts ensure that training programmes are relevant to increased customer satisfaction.
- Ability to afford specialised/skilled employees.
- Large businesses could conduct skills audits to establish the competency/education levels of staff performing work which could affect the quality of products/processes positively.
- May be able to hire qualified trainers to train employees on a regular basis.

AND/OR

Negatives/Disadvantages

- Poor communication systems in large businesses may prevent effective training from taking place.

- Trained employees may leave for better jobs after they gained more skills.
- De-motivates employees, if they do not receive recognition for training.
- Employees who specialise in narrowly defined jobs may become frustrated/ demotivated.
- Employees may not be aware of the level of competency they should meet in order to achieve their targets.
- It may be difficult to monitor/evaluate the effectiveness of training.

3. Impact of total client/customer satisfaction on large businesses

Positives/Advantages

- Large businesses uses market research/customer surveys to measure/ monitor customer satisfaction/analyse customers' needs.
- Continuously promote a positive company image.
- May achieve a state of total customer satisfaction, if businesses follow sound business practices that incorporate all stakeholders.
- Strive to understand and fulfil customer expectations by aligning cross-functional teams across critical processes.
- Ensures that cross-functional teams understand its core competencies√ and develop/strengthen it.
- May lead to higher customer retention/loyalty and businesses may be able to charge higher prices.
- Large businesses may be able to gain access to the global market.
- May lead to increased competitiveness/profitability.

AND/OR

Negatives/ Disadvantages

- Employees who seldom come into contact with customers often do not have a clear idea of what will satisfy their needs.

- Monopolistic companies have an increased bargaining power√ so they do not necessarily have to please customers.
- Not all employees may be involved/ committed to total client satisfaction.

4. Impact of adequate financing and capacity on large businesses

Positives/ Advantages

- Large businesses have sufficient financing to test everything before implementing.
- They can afford to have systems in place to prevent errors in processes/defects in raw materials/products.
- Able to afford product research/market researchers to gather information. □ Can afford to purchase quality raw materials and equipment.

AND/OR

Negatives/ Disadvantages

- If the demand for company's product increases, orders begin coming in faster than expected, and the company lacks the capital required to fund the production of the stock to fill the orders.
- These rapidly growing companies can consume large amounts of capital as they try to balance normal operations and expansion.

5. Impact of monitoring and evaluating quality processes on large businesses

Positives/ Advantages

- Prevents product defects and minimises wastage/customer complaints.

- Good quality checks/procedures minimises the replacement/breakdown of equipment/machinery on a regular basis.
- May be equipped to get things done right the first time.
- Improve performance and maintain high quality standards.
- Improve current and future management of quality outputs/outcomes/impact.
- Provide clear indication about quality aspects that are contributing to the achievement of goals/targets.
- Modify interventions that may improve the efficient use of resources.
- Support management to acquire information needed to make informed decision about processes.
 - Cost of production is reduced as deviations from set standards can be corrected.
- Strategies are revised in order to improve the quality of the product and services/business image.
- Allows for quality control checks and procedures at key points.
- Key performance indicators are carefully selected to monitor and evaluate the outcome.
- Benchmarking is used to find best practices in order to determine the competitive position of the business.
- Quality circles meet on regular basis to evaluate the progress in terms of quality.
- Continuous research is conducted on latest developments to ensure that TQM planning is up to date.

AND/OR

Negatives/ Disadvantages

- Large businesses are often divided and the departments work in silos. It is difficult to get everyone to communicate.
- It often takes longer to detect problems or respond to weaknesses □ It is not viable to check quality of all the products

LESSON PLAN 7

TOPIC:	QUALITY OF PERFORMANCE		
Term	02	Week	1
Duration	1 hour	Weighting	10%
Sub-topics	<ul style="list-style-type: none"> • Application of the PDCA model • Role/importance of quality circles 		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> • PDCA model • Quality circles 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • The concept of quality and TQM from the previous units 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ Explanation of PDCA model ➤ difficulty in identifying the correct TQM element from given scenario ➤ Impact of the above mentioned elements on large businesses. 			

METHODOLOGY
<ul style="list-style-type: none">• Start with Baseline Assessment by recapping business function and their quality indicators.• Why PDCA model after discussing elements of (TQM)?• With the use of practical examples define the term quality circles.• Why PDCA model? Teacher has to show the importance of PDCA before its application.• In group of two (2), allow learners explain the role of quality circles as part of continuous improvement to systems and processes. NOTE: learners will be able to say something here when practical definition was done above.• The educator has to do consolidation on both PDCA model and quality circles.
ACTIVITIES
<ul style="list-style-type: none">• Minimum 1 activity• Use Past paper questions
ASSESSMENT
<ul style="list-style-type: none">• Baseline assessment• Classwork• Class test (covering aspects done in week 1)

NOTES:

- Application of the PDCA model
 - State what does each letter stand for
 - Why PDCA?
 - Effective approach to implement systems and processes
 - The PDCA model forms part of the TQM element continuous improvement to processes and systems
 - The model is useful for testing improvement measures (systems and processes) on a small scale/phases before going full scale.
 - Application of the PDCA model:
 - Plan:**
 - The business should identify the problem.
 - Develop a plan for improvement to processes and systems.
 - Answer questions such as 'what to do' and 'how to do it'.
 - Plan the method and approach.
 - Do
 - The business should implement the change on a small scale.
 - Implement the processes and systems
 - Check/Analyse:**
 - Use data to analyse the results of change. ○ Determine whether it made a difference.
 - Check whether the processes are working effectively.
 - The business should assess, plan and establish if it is working/if things are going according to plan
 - Act as needed:**
 - Institutionalise the improvement.
 - Devise strategies on how to continually improve.
 - If the change was successful, implement it on a wider scale. ○ Continuously revise the process.

- Role/importance of quality circles
 - Solve problems related to quality and implement improvements.
 - Investigate problems and suggest solutions to management.
 - Ensure that there is no duplication of activities/tasks in the workplace.
 - Make suggestions for improving systems and processes in the workplace.
 - Improve the quality of products/services/productivity through regular reviews of quality processes.
 - Monitor/Reinforce strategies to improve the smooth running of business operations.
 - Reduce costs of redundancy in the long run.
 - Increase employees' morale/motivation.
 - Quality circles discuss ways of improving the quality of work/workmanship.
 - Contribute towards the improvement and development of the organisation.
 - Reduce costs/wasteful efforts in the long run.
 - Increase the demand for products/services of the business.
 - Create harmony and high performance in the workplace.
 - Build a healthy workplace relationship between the employer and employee.
 - Improve employees' loyalty and commitment to the organisation and its goals.
 - Improve employees' communication at all levels of the business.
 - Develop a positive attitude/sense of involvement in decision making processes of the services offered.

Activity 2:

2.1

Mavuma Projects (MP)

Mavuma Projects (MP) specializes in software development in a tailor-made approach. It has started with the answering of questions such:

- as 'what to do' and 'how to do it'.
- Plan the method and approach.
- The business should implement the change on a small scale.
- Implement the processes and systems

2.1.1 Quote TWO plan part of the PDCA model from the scenario above (2)

2.1.2 Outline the application of “check” and “act” from the PDCA model (8)

TOPIC:	QUALITY OF PERFORMANCE		
Term	2	Week	2
Duration	1 hour	Weighting	10%
Sub-topics	<ul style="list-style-type: none"> • Impact of TQM if poorly implemented by businesses. • Ways in which TQM can reduce cost of quality 		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> • SABS • ISO 9001 • Standards 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • The concept of quality and TQM from the previous units 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Failure to comprehend cognitive verbs and analyze the following concepts: <ul style="list-style-type: none"> ➤ Limited responses on ways in which TQM can reduce cost of quality. ➤ Learners confuse these ways with quality indicators of the purchasing function. ➤ Others confuse it with TQM if poorly implemented by businesses. 			

METHODOLOGY

- Start with Baseline Assessment by recapping the previous unit
 - TEACHER: TQM if poorly implemented by businesses- do we have TQM in this case? **YES/NO – Learners justify their answers.**
 - What will then occur if TQM is poorly implemented?
 - The same TQM can be used to reduce the cost of quality. Put together the above in a table for learners not to confuse:
- | | |
|--|---|
| <ul style="list-style-type: none"> • TQM if poorly implemented by businesses | <ul style="list-style-type: none"> • Ways in which TQM can reduce cost of quality |
|--|---|
- Teacher must consolidate this part with table showing facts of each side. Learners will then not mix these facts.
 - With the use of practical examples define the term quality circles.
 - Why PDCA model? Teacher has to show the importance of PDCA before its application.

ACTIVITIES

- Minimum 1 activity
- Use Past paper questions
- 2017 MIP Winter/Spring revision document
- 2020 learner assistance document

ASSESSMENT

- Baseline assessment
- Classwork/homework

NOTES:

Impact of TQM if poorly implemented by businesses

- Setting unrealistic deadlines that may not be achieved.
- Employees may not be adequately trained resulting in poor quality products.
- Decline in productivity, because of stoppages.
- Businesses may not be able to make necessary changes of products/services to satisfy the needs of customers.

- Business reputation/image may suffer because of poor quality/defective goods.
- Customers will have many alternatives to choose from and the impact could be devastating to businesses.
- Investors might withdraw investment, if there is a decline in profits.
- Decline in sales as more goods are returned by unhappy customers.
- High staff turnover, because of poor skills development.
- Undocumented/Uncontrolled quality control systems/processes could result in errors/ deviations from preset quality standards.

Ways in which TQM can reduce the cost of quality

- Introduce quality circles to discuss ways of improving the quality of work/ workmanship.
- Schedule activities to eliminate duplication of tasks.
- Share responsibility for quality output amongst management and workers.
- Train employees at all levels, so that everyone understands their role in quality management.
- Develop work systems that empower employees to find new ways of improving quality.
- Work closely with suppliers to improve the quality of raw materials/inputs.
- Improve communication about quality challenges/deviations, so that everyone can learn from experience.
- Reduce investment on expensive, but ineffective inspection procedures in the production process.
- Implement pro-active maintenance programmes for equipment/machinery to reduce/eliminate breakdowns.

3.1 Read the scenario below and answer the question that follow

PETER SHOES LIMITED (PSL)

The management of PSL continuously improves on their processes and systems. Management always request quality circles to investigate problems that are related to poor quality products. Quality circles also increase productivity through regular reviewing processes.

3.1.1. Quote TWO roles of quality circles as part of the continuous improvement to processes and systems in the scenario above.

3.1.2 Explain other roles of quality circles as part of the continuous improvement to processes and systems.

TOPIC:	Business Ventures: Investment Securities		
Term	2	Week	1
Duration	1 hour	Weighting	18%
Sub-topics	A range of available business investment securities, Assurance and insurance, Viability and relevance of investment opportunities, Johannesburg Securities Exchange		
RELATED CONCEPTS/ TERMS/VOCABULARY	Insurance, assurance, inflation, liquidity, volatility/fluctuation, return on investment, risk, Johannesburg Securities Exchange		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> Insurance concept from CONTRACTS in grade 10 			
RESOURCES			
<ul style="list-style-type: none"> 2020 Exam guidelines grade 12 Amended CAPS Document Textbooks prescribed by DOE (Study guides) 2021 Annual Teaching Plan Past exam papers 2020 learner resource material 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> Differences between insurance and assurance Learners cannot elaborate on the meaning of “liquidity” while others confuse the term with liquidation 			
METHODOLOGY			
<ul style="list-style-type: none"> Introduce the lesson by assessing prior knowledge. Explain the functions of the JSE. The educator asks different investment opportunities from the learners. Elaborate further on other investment opportunities not mentioned by learners 			

- Distinguish between insurance and assurance, and give practical examples.
- Reiterate on the differences between compulsory and non-compulsory insurance.
- Discuss the viability and relevance of investment to both individuals and businesses
- Assign the learners a homework adapted from previous question papers.

ACTIVITIES

- Minimum of 1 activity per lesson
- Activity 1

ASSESSMENT

- Classwork

NOTES :

Functions of JSE

- Serves as a barometer/indicator of economic conditions in South Africa.
- Keeps investors informed on share prices by publishing the share prices daily.
- Acts as a link between investors and public companies.
- Shares are valued and assessed by experts.
- Small investors are invited to take part in the economy of the country through the buying/selling of shares.
- Venture capital market is made available on the open market.
- Orderly market for securities serves as a disciplined market for securities.
- Encourages new investments.
- Mobilises the funds of insurance companies and other institutions.

ACTIVITY 1

- 1.1 Outline functions of JSE. (8)
- 1.2 Elaborate on the meaning of the following investment concepts.
- 1.2.1 Dividends (2)
- 1.2.2 Capital gain (2)

1.2.3 Simple interest	(2)
1.2.4 Compound interest	(2)
1.2.5 Shares	(2)
1.2.6 Risk	(2)

TOPIC:	Business Ventures: Investment Securities		
Term	2	Week	1-2
Duration	1 hour	Weighting	18%
Sub-topics	Factors to consider when making investment decisions, Types of investments, Return on investment		
RELATED CONCEPTS/ TERMS/VOCABULARY	Stock broker, commission, budget, liquidity, volatility/fluctuation, return on investment, risk, Johannesburg Securities Exchange		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • A variety of available investment opportunities 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 Exam guidelines grade 12 • Amended CAPS Document • Textbooks prescribed by DOE (Study guides) • 2021 Annual Teaching Plan • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Discussing factors that should be considered when making investment decisions • Learners confuse the meaning of return on investment with period of investment 			
METHODOLOGY			
<ul style="list-style-type: none"> • Introduce the lesson by assessing prior knowledge. • Guide learners on marking the homework • Describe the factors that should be considered when making investment decisions • Return on Investment • Risk 			

- Investment term/period
- Inflation rate
- Taxation
- Liquidity
- Personal budget
- Investment planning factors
- Volatility/ fluctuations on the market
- Assign the learners a classwork adapted from previous question papers.
- Guide learners on the marking of the activity

ACTIVITIES

- Minimum of 1 activity per lesson
- Activity 2

ASSESSMENT

- Classwork

NOTES:

Factors to be considered when making an investment decision

Return on investment

- Refers to income from the investment, namely interest/dividends/increased capital growth on the original amount invested.
- High risk investments yield higher returns.

Risk

- Shares have low/medium risk over a longer investment period.
- Shares with higher risks have a greater potential for higher returns.
- Ordinary shares have the highest risk as the investor may lose the full/part of the investment when the company is dissolved/bankrupt/liquidated.

Investment period

- This refers to the duration of the investment which may influence the return on investment.
- The longer the investment period the higher the returns.

The investment period will depend on an investor's personal needs.

Inflation rate

- The return on investment should be higher than the inflation rate.
- Inflation has a positive effect on some investments such as property/shares where the income will increase as inflation increases.

Personal budgets

- Investors can determine the amount of surplus money that can be invested.
- Investors must budget for unforeseen costs.
- Budget should provide for contingency plans/investments/savings.

Liquidity

- An amount could be invested in a type of investment that can easily be converted to cash.
- It is used to describe the ease and speed with which investors can convert an investment into cash.

Taxation

- A good investment will yield good after-tax returns.
- Income tax implications must be considered in order to ensure a high net after-tax return.

Investment planning factors

- Investors should always consider the safest possible investment opportunities.
- Some investments offer a low income on invested capital, but it could be a safer investment than one that promises a higher income.

Volatility/Fluctuations on investment markets

- Fluctuation in national and international economic trends should be considered.

The level of volatility will determine the amount of returns

ACTIVITY 2

2.1 Explain the following factors that must be considered when making an investment decision.

- | | | |
|-------|----------------------|-----|
| 2.1.1 | Inflation | (4) |
| 2.1.2 | Investment period | (4) |
| 2.1.3 | Return on investment | (4) |
| 2.1.4 | Liquidity | (4) |

LESSON PLAN 3

TOPIC:	Business Ventures: Investment Securities		
Term	2	Week	1-2
Duration	1 hour	Weighting	18%
Sub-topics	Factors to consider when making investment decisions, Types of investments, Return on investment		
RELATED CONCEPTS/ TERMS/VOCABULARY	Risk, liquidity, volatility/fluctuation, return on investment, risk, Johannesburg Securities Exchange		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Calculation of simple and compound (integration with Maths/Maths Lit) • Types of shares (Integration with Accounting) • Risk factors 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 Exam guidelines grade 12 • Amended CAPS Document • Textbooks prescribed by DOE (Study guides) • 2021 Annual Teaching Plan • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Calculations of simple and compound interest • Learners use mathematical formulae to differentiate between compound and simple interest 			
METHODOLOGY			
<ul style="list-style-type: none"> • Introduce the lesson by assessing prior knowledge. 			

- Explain the risk factor of each type of investment opportunity
- Evaluate the positives and negatives of the following forms of investment:
 - Government/RSA Retail bonds
 - Unit trust
 - Shares
 - Fixed deposit
- Assign the learners a class activity adapted from previous question papers where learners have to identify different types of shares from a given scenario.
- Guide learners on the marking of the activity

ACTIVITIES

- Minimum of 1 activity per lesson
- Activity 3 and 4

ASSESSMENT

- Classwork

NOTES:

Types of investments opportunities and risk factors

Fixed Property

- Buying a house/piece of land is usually suitable as a long term investment only.
- Large fees/taxes are payable on these transactions, so property cannot be bought/sold every year.
- Return on property is earned in the form of rental/sales/capital gains at a higher price than what it was bought for (including the transfer costs and taxes).
- The location/size of the property may also influence the growth in value over time.

Risk

- Low risk over a long term.
- Risk may be determined by economic conditions and may influence the value of property.

Mutual funds/Stokvels

- It is an informal savings scheme to which a relatively small group of people contribute.
- Each member takes a turn to draw from the scheme/fund/stokvels for their own personal gain.
- No/Small return on investment, as contributions are distributed monthly to one of the members.
- It encourages people to save each month for a specific reason.
- Banking fees are shared by the members, resulting in low cost of investment per member.
- In times when it is hard to get bank loans, stokvel pay-outs may come in handy.
- A stokvel is usually managed by a trustworthy chairman/treasurer, who will be responsible for keeping records and managing the bank account.
- Members usually discuss how the money will be invested and agree on the risks they are willing to take.

Risk

- Schemers who claim to be running stokvels may actually be running illegal pyramid schemes and pay-outs may not be possible as cash has run out/members may lose their savings.
- Money in a savings account is a safe investment, but with low interest rates/the returns are low.

Managed portfolio

- An investor instructs a financial institution/bank/financial advisor to manage his/her various investments/assets in one portfolio.
- If the portfolio does not perform well/as expected, the portfolio/parts thereof may be changed with/without informing the investor.

Risk

- Risk is lower over a longer term/period.
- Investments are made in various sectors/companies, therefore the risk is spread and better managed by the portfolio manager.
- Money is usually invested in the capital market and unforeseen circumstances may impact negatively on the value of the portfolio on the short term/High risk over the short term.

Fixed deposit

- It is a very conservative method of investment at a fixed rate for a fixed period/at a financial

institution/bank.

- Money cannot be withdrawn/added during the period of the deposit.
- Investors have to be certain that they will not access/need the money for the period of the deposit.

Risk

- Very low as the investor will receive what was promised.
- As the interest rate is usually fixed, the return will not be affected by market fluctuations.

32-day notice accounts/Call Deposits

- Money is invested at a fixed rate, although withdrawals may be made provided the bank is given 32 days' notice of the withdrawal.
- It earns more interest than a current/cheque/savings account, but less interest than a fixed deposit.

Risk

- Low risk, as investment plus interest will be paid out on the maturity date of investment.
- Interest is calculated on the daily balance, accelerating the value/return on the investment/lowering the risk.
- Interest rate may fluctuate with market conditions, increasing the risk.

Debentures

- It is issued to raise borrowed capital from the public.
- The lender/debenture holder agrees to lend money to the company on certain conditions for a certain period.
- Debenture holders are creditors, as the company is liable to repay the amount of the debentures.
- Most types of debentures can be traded on the JSE.
- Debenture holders receive annual interest payments based on the terms/ amount of debentures held.

Risk

- Debentures have a low risk as they need to be paid back.
- Companies are liable to repay the amount of the debenture plus interest, which decrease the risk

for the investor.

- Investors may earn a steady income in the form of interest while preserving their principal amount.

Business Ventures/Venture capital

- Venture capital is given by an investor/businesses to start up/expand a business in return to have a share in the new/expanded business.
- Investor(s) should know the type of business/market/economic conditions before a business is bought/started.
- Buying a franchise/existing businesses will be successful, if the investors has done proper research/understand exactly what he/she is investing in.

Risk

- High risk for the investor(s), if research is not properly done.
- Inexperienced business owners that make wrong business decisions may experience big losses/closing down of an existing business.

Endowment/Life insurance policies/Retirement Annuities

- A monthly payment is paid to an insurance company with the expectancy of receiving a pre-determined amount on a date in the future.
- To provide for a future expenses/give peace of mind to the dependants of the insured.

Risk

- Low risk, as the insured amount will be paid out regardless of circumstances.
- Only the closing down/bankruptcy of the insurance company may result in losing the monthly contributions made up to the close down date.

Unit trusts

- It is a collection of investment options/methods made up of shares in different companies.
- The investments of a number of investors are pooled together in a unit trust fund, managed by a fund/portfolio manager/expert.
- Can be bought directly from the accredited service providers.

Risk

- Investment may be made in high and low risk shares, which spread the risk throughout the fund

and lowers the risk for all the investors/fund members.

- Fund managers are able to manage the risk level of the fund on behalf of the investors.

Shares

- Companies sell/issue portions of its ownership to shareholders in the form of shares on the open market to obtain capital/funds to operate its core business.
- Shares give the holder one vote per share and the right to receive a dividend (portion of the profit).
- Companies do not have to repay share capital and is therefore risk avoiding capital.
- Shares of listed companies are traded on the JSE.
- Shares can be bought/sold through stock/share brokers to whom a brokerage/fee will be paid by the investor.
- Types of shares differ with respect to the claims to profits/dividends/voting rights/claims to assets should the company be liquidated.
- Ordinary shares can be divided into different types, e.g. blue chip/bonus/ growth/income/defensive shares.
- Ordinary shares have no special rights or restrictions and may yield/earn higher dividends, but also have higher risk.
- Types of preference shares are cumulative/non-cumulative/participating/non-participating/redeemable/nonredeemable/convertible/non-convertible shares.
- Preference shareholders mostly receive a fixed dividend and are paid before other shareholders.

Risk

- Shares have low/medium risk over a long term/investment period.
- Ordinary shares have the highest risk as the investor may lose the full or part of the investment when the company is dissolved/bankrupt/liquidated.
- Preference shareholders' risk is lower, as they have preferential claims on the assets of the liquidated company/may receive some compensation before ordinary shareholders.
- Share prices are linked to factors that investors cannot control, e.g. economic conditions, operational success of the company, etc.
- Share prices are volatile/unstable/unpredictable/share values may increase/ decrease sharply within hours which contribute to the uncertainty of the value of an investment on the short term.

RSA Retail Savings Bonds

- To encourage saving, the SA Government offers SA citizens the opportunity to invest in saving bonds. Two different types of bonds are available, i.e. fixed rate/inflation linked retail savings bonds.
- A market related interest rate is determined when investment is made and remains fixed for the whole term of the investment.
- Interest is earned half-yearly on 31 March and 30 September and paid out into the bond holder's/investor's bank account.
- It cannot be used as security to obtain loans, so creditors cannot have any claim on it.
- It can be inherited by a nominated beneficiary/when the investor dies.

Risk

- Risk is very low, as an investment is made in the government who cannot disappear/go bankrupt. It is a safe investment, as it cannot be sold on the open market/not exposed to market risks.

ACTIVITY 3

3.1 Identify the types of investment opportunities that were used on each of the following statements.

3.1.1 The King Inc invested 500 000 for six months at 12% interest with a financial institution (2)

3.1.2 The King Inc received dividends for their portion of ownership at Range Ltd. (2)

3.1.3 Evaluate the impact EACH of the form of investment identified in QUESTION 3.1.1 & 3.1.2. (8)

ACTIVITY 4

Distinguish between ordinary and preference shares. (12)

4.1 Identify the type of shares represented by EACH statement below:

4.1.1 Shares are issued to existing shareholders for compensation for loss of dividends. (2)

4.1.2 Shareholders receive their dividends before others can be paid (2)

4.1.3 These shares are issued to shareholders who started the company (2)

LESSON PLAN 1

TOPIC	Team Performance Assessment, Conflict Management and problem solving		
Term	2	Week	3
Duration	1 hour	Weighting	9%
Sub-topics	Criteria for successful teams, characteristics of successful team		
RELATED CONCEPTS/TERMS/VOCABULARY	Team, conflict, team dynamics, collaboration, mutual trust, values, commitment, accountability, interpersonal attitude		
PRIOR-KNOWLEDGE/BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Grade 10 criteria for successful and collaborative team performance in context to business situation. • Criteria for successful team • Characteristics of a successful team • Stages of team development • Types of teams 			
RESOURCES			
<ul style="list-style-type: none"> • Grade 12 examination guidelines 2020 • Grade 12 Annual Teaching Plan 2020 • Grade 11 Annual Teaching Plan 2020 • Amended CAPS document • Textbooks prescribed by DBE • Internet • Previous examination papers • BSTD Grade 12 Learner Resource Material 2020 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Misinterpretation of criteria for assessing team performance with characteristics of successful team performance. 			
METHODOLOGY			
<ul style="list-style-type: none"> • Cooperative learning: Divide learners into two groups for each topic and allocate sub-topic for each group (criteria and characteristics of successful team) • Facilitate group discussion and allocate time slot for group to present their findings on the presentation. 			

ASSESSMENT
<ul style="list-style-type: none">• Baseline assessment• Classwork, Case study
ACTIVITIES
<ul style="list-style-type: none">• Minimum 3 activities per week• Activity 1

NOTES:

- A **team** is a group of people who work together to achieve a common goal. Business may use teams in various situations, for example, a management team., quality circles, financial team and production team. However, businesses will not be able to achieve these goals if employees fail to work together. Therefore, ALL employees should understand the importance of team work within the workplace.
- When discussing Team Performance, it is important for the teacher to explain the following concepts: teamwork, task/workplace, collaboration/cooperation, mutual, commitment, accountability, shared values.

ACTIVITIES ON TEAM PERFORMANCE

ACTIVITY 1

1.1 State any TWO characteristics of successful team performance. (4)

1.2 Discuss any THREE criteria for successful teams. (9)

LESSON PLAN 2

TOPIC:	Team Performance Assessment, Conflict Management and problem solving		
Term	2	Week	3
Duration	1 hour	Weighting	9%
Sub-topics	Stages of team development		
RELATED CONCEPTS/TERMS/VOCABULARY	Team dynamics, Forming, Norming/Settling and Reconciliation, Performing, Adjourning/Mourning		
PRIOR-KNOWLEDGE/BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Grade 10 criteria for successful and collaborative team performance in context to business situation. • Criteria for successful team • Characteristics of a successful team • Stages of team development • Types of teams 			
RESOURCES			
<ul style="list-style-type: none"> • Grade 12 examination guidelines 2020 • Grade 12 Annual Teaching Plan 2020 • Grade 11 Annual Teaching Plan 2020 • Amended CAPS document • Textbooks prescribed by DBE • Internet • Previous examination papers • BSTD Grade 12 Learner Resource Material 2020 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Confusing norming stage with performing stage • Numbering the stages of team development instead of naming-i.e. Stage 2 – Storming Stage 			
METHODOLOGY			
<ul style="list-style-type: none"> • Cooperative learning: Recap by asking questions based on the previous lesson. • Divide learners into two groups to identify and discuss each stage of development from given scenarios. • Facilitate group discussion and allocate time slot for groups to present their findings. 			

ASSESSMENT
<ul style="list-style-type: none">• Baseline assessment• Presentation• classwork
ACTIVITIES
<ul style="list-style-type: none">• Minimum 3 activities per week•

NOTES :

DESCRIPTION OF EACH STAGE OF TEAM DEVELOPMENT

Forming stage

- Individuals gather information and impressions about each other and the scope of the task and how to approach it.
- Teams are comfortable and polite with each other during this stage.
- People focus on being busy with routines, such as team organisation e.g. who does what, when to meet each other.

Storming

- Teams go through a period of unease/conflict after formation.
- Different ideas from team members will compete for consideration.
- This stage is necessary/important for the growth of the team.

Norming/Settling/Reconciliation

- Team members come to an agreement and reach consensus.
- Roles and responsibilities are clear and accepted.
- Conflict may occur, but commitment and unity are strong.

Performing stage

- Team members are aware of strategies and aims of the team.
- Process and structures are set.
- Leaders delegate and oversee the processes and procedures.

Adjourning/Mourning

- The focus is on the completion of the task ending the project.
- All tasks need to be completed before the team finally dissolves.

ACTIVITIES ON STAGES OF TEAM DEVELOPMENT

ACTIVITY 2

2.1 Identify the stage of team development which is represented by EACH of the statements below:

2.1.1 During this stage the team members get to know each other.

2.1.2 Team members confront each other's ideas.

2.1.3 Team members are motivated and are working together.

2.1.4 Team members reach agreement and consensus.

(8)

LESSON PLAN 3

TOPIC:	Team Performance Assessment, Conflict Management and problem solving		
Term	2	Week	3
Duration	1 hour	Weighting	9%
Sub-topics	Team dynamic theories		
RELATED CONCEPTS/TERMS/VOCABULARY	Teamdynamics, Belbin role theory, Jungian theory, MTR-I approach, Margerison-McCann profiles, Group consensus.		
PRIOR-KNOWLEDGE/BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Grade 10 criteria for successful and collaborative team performance in context to business situation. • Criteria for successful team • Characteristics of a successful team • Stages of team development • Types of teams 			
RESOURCES			
<ul style="list-style-type: none"> • Grade 12 examination guidelines 2020 • Grade 12 Annual Teaching Plan 2020 • Grade 11 Annual Teaching Plan 2020 • Amended CAPS document • Textbooks prescribed by DBE • Internet • Previous examination papers • BSTD Grade 12 Learner Resource Material 2020 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Confusing team development stages with team dynamic theories • Lack knowledge on importance of team dynamic in improving team performance. 			

METHODOLOGY
<ul style="list-style-type: none">• Narrative: Explain team dynamic theories and their importance in improving team performance and learners will write notes and listen to the discussion.• Assign activities to assess team dynamic theories and their importance in improving team performance.• Questions and answers
ASSESSMENT
<ul style="list-style-type: none">• Baseline assessment• Class work
ACTIVITIES
<ul style="list-style-type: none">• Minimum 3 activities per week•

NOTES TO TEACHER:

- Team dynamic theories explain how effective teams work/operate.
- Theories assist team leaders to understand the personality types of team members so that the tasks are assigned more effectively.
- Conflict may be minimised when team members perform different roles.
- Businesses are able to allocate tasks according to the roles of team members.
- Team members with similar strengths may compete for team tasks/responsibilities that best suit their abilities/competencies.

ACTIVITIES ON TEAM DYNAMIC THEORIES

ACTIVITY 1

- 1.1 Define team dynamics. (2)
- 1.2 List FIVE team dynamic theories that can be used by businesses. (5)

ACTIVITY 2

- 2.1 Advise businesses on the importance of team dynamic theories in improving team performance. (8)

LESSON PLAN 4

TOPIC:	Team Performance Assessment, Conflict Management and problem solving		
Term	2	Week	3
Duration	1 hour	Weighting	9%
Sub-topics	Causes of conflict, Conflict resolution steps		
RELATED CONCEPTS/TERMS/VOCABULARY	Conflict, conflict management, grievance, personality		
PRIOR-KNOWLEDGE/BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Levels of management (Grade 10) • Conflict management (Grade 11) • Definition of conflict (Grade 11) • Causes of conflict (Grade 11) • Conflict management skills to resolve differences (Grade 11) 			
RESOURCES			
<ul style="list-style-type: none"> • Grade 12 examination guidelines 2020 • Grade 12 Annual Teaching Plan 2020 • Grade 11 Annual Teaching Plan 2020 • Amended CAPS document • Textbooks • Study guides • Past examination papers 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Differences between grievance and conflict • How to apply conflict resolution steps 			
METHODOLOGY			
<ul style="list-style-type: none"> • Role play: Explain how to apply conflict resolution steps when dealing with conflict in the workplace, using the role play method. • Give an activity on causes of conflict and conflict resolution. • Facilitate the marking of the written activity and remedial work. 			

ASSESSMENT
<ul style="list-style-type: none">• Baseline assessment• Case study• Classwork
ACTIVITIES
<ul style="list-style-type: none">• Minimum 3 activities per week• Activity 1

NOTES:

MEANING OF CONFLICT

- Conflict is a disagreement/clash of opinions in the workplace.
- Disagreement between two or more parties in the workplace.

WHAT IS CONFLICT

- Is the process of handling the situation while interacting with the different people in the workplace.
- It is the management's ability and skill to handle a situation.
- It is about harmony and resolve conflict/problems in the workplace.

RECAP GRADE 10 CONTENT ON LEVELS OF MANAGEMENT

- Top level
- Middle level
- Lower level

RECAP GRADE 11 CONTENT ON CONFLICT MANAGEMENT

- Definition of conflict
- Explanation of conflict management
- Causes of conflict
- Importance of resolving conflict in the workplace

NOTE:Once this is done, proceed with teaching the Grade 12 content.

ACTIVITIES ON CONFLICT MANAGEMENT

ACTIVITY 1

1.1 Read the scenario below and answer the question that follows.

WANDILE'S CLOTHING MANUFACTURERS (WCM)

Wandile is the manager of a clothing manufacturing company. His employees are not satisfied about shortage of resources and unfair workloads. Most employees are frustrated by poor leadership. Stress levels run high because of personal differences.

- 1.1.1 Identify FOUR possible causes of conflict from the scenario above. (4)
- 1.1.2 Explain other causes of conflict in the workplace. (8)

LESSON PLAN 5

TOPIC:	Team Performance Assessment, Conflict Management and problem solving		
Term	2	Week	3
Duration	1 hour	Weighting	9%
Sub-topics	Dealing with grievances		
RELATED CONCEPTS/TERMS/VOCABULARY	Team, conflict, conflict management, grievance, personality		
PRIOR-KNOWLEDGE/BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Conflict management skills to resolve differences • Causes of conflict • Definition of conflict • Steps to resolve conflict 			
RESOURCES			
<ul style="list-style-type: none"> • Grade 12 examination guidelines 2020 • Grade 12 Annual Teaching Plan 2020 • Grade 11 Annual Teaching Plan 2020 • Amended CAPS document • Textbooks prescribed by DBE • Internet • Previous examination papers • BSTD Grade 12 Learner Resource Material 2020 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Confusing steps to resolve conflict with correct procedure to deal with grievances 			
METHODOLOGY			
<ul style="list-style-type: none"> • Role play: Assist learners to recap the causes of conflict and steps to resolve conflict from the previous lesson by placing them in groups and assign activities. • Explain the correct procedure to deal with grievances in the workplace, using the role play method. • Give an activity on grievance procedure. 			

- Facilitate the marking of written activity and conduct remedial work.

ASSESSMENT

- Baseline assessment
- Homework, Case study

ACTIVITIES

- Minimum 3 activities per week
- Activity 1

NOTES:

- **Grievance** is a formal complaint laid by an employee when he/she feels that he/she has been ill-treated by the employer.
- It is when an individual/groups have a work- related issue.

Distinguish between Grievance and Conflict

GRIEVANCE	CONFLICT
<ul style="list-style-type: none"> • When an employee is unhappy/has a problem in the workplace. 	<ul style="list-style-type: none"> • Clash of opinions/ideas/view points in the workplace.
<ul style="list-style-type: none"> • It is when an individual/group has a work-related issue. 	<ul style="list-style-type: none"> • Disagreement between two or more parties in the workplace.
<ul style="list-style-type: none"> • Examples leading to grievance: <ul style="list-style-type: none"> -Discrimination -Unfair treatment -Poor working conditions 	<ul style="list-style-type: none"> • Examples leading to conflict: <ul style="list-style-type: none"> -A lack of trust -Miscommunication -Personal clashes/different values

NOTE: Emphasise on the examples of Grievance and Conflict

ACTIVITIES ON GRIEVANCE PROCEDURE

ACTIVITY 1

- 1.1. Outline steps to resolve conflict. (6)
- 1.2. Explain the correct procedure to deal with grievance in the workplace. (8)

LESSON PLAN 6

TOPIC:	Team Performance Assessment, Conflict Management and problem solving		
Term	2	Week	3
Duration	1 hour	Weighting	9%
Sub-topics	Dealing with difficult people/personalities		
RELATED CONCEPTS/TERMS/VOCABULARY	Team, conflict, team dynamics, collaboration, mutual trust, values, commitment, accountability, interpersonal attitude, interpersonal behaviour		
PRIOR-KNOWLEDGE/BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Grade 10 criteria for successful and collaborative team performance in context to business situation. • Conflict management • Grievance procedure 			
RESOURCES			
<ul style="list-style-type: none"> • Grade 12 examination guidelines 2020 • Grade 12 Annual Teaching Plan 2020 • Grade 11 Annual Teaching Plan 2020 • Amended CAPS document • Textbooks prescribed by DBE • Internet • Previous examination papers • BSTD Grade 12 Learner Resource Material 2020 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Confusing ways in which the business can deal with difficult personalities with ways in which businesses can deal with difficult employees. 			
METHODOLOGY			
<ul style="list-style-type: none"> • Direct instruction: Assist learners to recap causes of conflict, conflict resolution steps and correct procedure to deal with grievances in the workplace from the previous lesson. • Explain the different types of difficult personalities and strategies to deal with each personality. 			

- | |
|--|
| <ul style="list-style-type: none">• Give the learners a class activity using scenario' s to identify the difficult personalities.• Learners complete activity from worksheet given. |
|--|

ASSESSMENT

- | |
|--|
| <ul style="list-style-type: none">• Baseline assessment• Case study |
|--|

ACTIVITIES

- | |
|--|
| <ul style="list-style-type: none">• Minimum 3 activities per week• Activity 1 and 2 |
|--|

NOTES:

- Bring to learner's attention that as long as there are people, you will have conflicts, because of their different personalities and characteristics/traits.
- Get learners involved by asking them to identify the difficult personalities listed below.
- Different types of difficult personalities are as follows:
 - - **Complainer**- a person who has a problem with everything.
 - **Indecisive**- cannot make a decision/s.
 - **Over- agree** – over committing with everything/saying “yes” to everything.
 - **Negativity**- a person who's a pessimist.
 - **Expert**- person who thinks/ claims to know it all.
 - **Quiet**- a person who says very little/limited contributions to discussion.

NOTE: Try to create logical flow of points so that it makes it easier for learners to remember facts.

ACTIVITY ON PERSONALITIES

ACTIVITY 1

1 Match the type of personality in Column A with strategies on how to deal each personality type in Column B. Write only the correct LETTER in your answer book. **E.g. 1. 6 D**

COLUMN A	COLUMN B
1.1 Quiet	A. Nick gets very frustrated as Happy does not provide inputs during meetings, however he emphasizes the importance of solving the problem
1.2 Over-agree	B. Andile constantly interrupts Akhona when she starts to complain and moves her back to the problem- solving process
1.3 Indecisive	C. Nelly is very firm and does not let Sabelo's bad attitude affect her
1.4 Complainer	D. Conrad waits for Henry to calm down and does not allow him to bad-mouth others
1.5 Negative	E. Vicky is very careful not to fill Lilly's silence with words and waits for her response
	F. Capella is always in favour of whatever everyone

(10)

ACTIVITY 2

2.1 Suggest ways a business can deal with difficult employees in the workplace.

(8)

LESSON PLAN 1

TOPIC	Business Ventures: Forms of ownership		
Term	3	Week	3
Duration	1 hour	Weighting	10%
Sub-topics	Characteristics of forms of ownership		
RELATED CONCEPTS/ TERMS/VOCABULARY	Memorandum of Incorporation, limited liability, unlimited liability, shareholders, directors, Legal/ juristic person		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Characteristics of ownership from Grade 10 • Advantages and disadvantages of forms of ownership • Comparison of the forms of ownership 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 Exam guidelines grade 12 • Amended CAPS Document • Textbooks prescribed by DOE (Study guides) • 2021 Annual Teaching Plan • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Limited and unlimited liability 			
METHODOLOGY			
<ul style="list-style-type: none"> • Introduce the lesson by assessing prior knowledge. • Recap on the characteristics of the forms of ownership and draw a comparison • Differentiate between limited and unlimited liability 			

- Assign the learners a homework adapted from previous question papers with forms of ownership.

ACTIVITIES

- Minimum of 1 activity per lesson
- Activity 1

ASSESSMENT

- Classwork

NOTES:

Characteristics, advantages and disadvantages of forms of ownership

Forms of ownership	Characteristics	Advantages	Disadvantages
Sole proprietor	<ul style="list-style-type: none"> • A sole trader is a business that is owned and managed by one person. • A sole trader has limited company for expansion and lacks continuity of existence. • Responsible for all the financial/ management decision. 	<ul style="list-style-type: none"> • Easy to control since it is a small business. • One owner so there is no disagreements. • Can make quick decisions without having to consult others. 	<ul style="list-style-type: none"> • Difficult to continue and grow long term. • Owners has to rely on own decisions and could make incorrect ones. • If profits get too big may end up paying high tax in personal capacity.

<p>Partnership</p>	<ul style="list-style-type: none"> • There is no limitation on numbers of partners. • The partnership does not pay income tax, only the partners in their personal capacities. • Jointly liable for legal/financial/ethical problems. 	<ul style="list-style-type: none"> • Partners are actively involved in management and may use the ideas of other partners. • Not all partners need to be actively involved in management and would rather appoint competent managers. • Easy and expensive to establish/partners must draw up partnership agreement. 	<ul style="list-style-type: none"> • Decision making can be time consuming as all partners have to be in agreement. • Some management tasks may be neglected, as one partner may leave it to others to complete. • Partners may disagree on how to run the business, which may lead to tension between them.
<p>Private company</p>	<ul style="list-style-type: none"> • The company name ends in (PTY) Ltd. • Public cannot buy shares in a private company • Limited liability, jointly shareholders and is a separate legal entity. 	<ul style="list-style-type: none"> • Can obtain tax rebates if they are involved in SCI projects. • Capital can be increased by getting more shareholders. • The company and its owners (shareholders) are separate entities, which may encourage more people to join the company 	<p>Shares are not freely transferable, so less capital can be raised.</p> <p>If the company fails to attract financially strong shareholders, it may hamper its growth opportunities.</p> <p>Directors may not have a direct interest in the company, which can hamper growth and profit maximisation.</p>

<p>Public company</p>	<ul style="list-style-type: none"> • Requires three or more directors and one or more shareholders. • The name ends with Ltd. • Public can buy shares in company. 	<ul style="list-style-type: none"> □ The business has its own legal identity. □ Easy to raise funds for growth through the sale of shares. □ Can appoint a knowledgeable board of directors. □ It is easy to buy and sell shares. 	<p>Large capacity of the company can also lead to its downfall in that structure.</p> <p>Large structure can result in decision making taking time. become too costly.</p> <p>Subject to double taxation e.g. shareholders pay secondary tax this can have a negative impact to a company that is already financially struggling.</p>
<p>State owned company</p>	<ul style="list-style-type: none"> • The company name ends with SOC. • Profits are distributed to all sectors. • Offer essential services which may not be offered by the private sector. • Requires three or more directors and one or more shareholders. 	<ul style="list-style-type: none"> □ Profits are distributed to all sectors. □ Profits may be used to finance other state departments/reduce taxes. □ Offer essential services which may not be offered by the private sector. 	<ul style="list-style-type: none"> • May result to poor management as government is not always as efficient as the private sector. • A lack of incentive for employees to perform if there is no share in the profit. • Often rely on government subsidies.

ACTIVITY 1

1.1. Complete the following statements by using the word(s) in the list below. Write only the word(s) next to the question number.

Partnership; prospectors; personal liability; unlimited liability; memorandum of incorporation; state owned; sole proprietor; non profit company; limited liability; co-operative society

- 1.1.1 Sanitizer Inc is as example of a _____ company. (2)
- 1.1.2 Zimiso & sons ceased to exist when Zimiso died. (2)
- 1.1.3 In this form of ownership it is compulsory to hold annual general meetings. (2)
- 1.1.4 The South African government holds the majority of shares. (2)
- 1.1.5 A public company uses a _____ to invite the public to buy shares. (2)

[10]

LESSON PLAN 2

TOPIC	Business Ventures: Forms of ownership		
Term	3	Week	3
Duration	1 hour	Weighting	10%
Sub-topics	The impact (positives/advantages and/or negatives/disadvantages) of a Non Profit Company, State Owned Company and Co-operatives:		
RELATED CONCEPTS/ TERMS/VOCABULARY	(positives/advantages and/or negatives/disadvantages) of a Non Profit Company, State Owned Company and Co-operatives:		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Characteristics of ownership from Grade 10 • Advantages and disadvantages of forms of ownership • Comparison of the forms of ownership 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 Exam guidelines grade 12 • Amended CAPS Document • Textbooks prescribed by DOE (Study guides) • 2021 Annual Teaching Plan • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
Legal as a criteria for success or failure of a sole trader or partnership			

METHODOLOGY

- Introduce the lesson by assessing prior knowledge.
- Guide the learners on marking the homework
- Discuss/explain the impact (positives/advantages and/or negatives/disadvantages) of a Non Profit Company, State Owned Company and Co-operatives:
- Assign the learners a class activity adapted from previous question papers with forms of ownership.

ACTIVITIES

- Minimum of 1 activity per lesson
- Activity 3

ASSESSMENT

- Classwork

NOTES:

STATE-OWNED COMPANY

Definition

- A state owned company has the government as its major shareholder and falls under the department of Public Enterprise.
- These companies take on the role of commercial enterprise on behalf of the government.

Characteristics of a State-Owned Company

- The name ends with letters SOC.
- SOC is listed as a public company.
- It is owned by the government and operated for profit.
- Requires three or more directors and one or more shareholders.
- Register with the Registrar of Companies by drawing up Memorandum of Incorporation.
- State-owned companies support private businesses by providing infrastructure such as communication service /Post office and supply of electricity/Eskom.

IMPACT OF STATE OWNED COMPANIES

Positives/Advantages and/or Negatives/Disadvantages

Positives/Advantages	Negatives/Disadvantages
-Profits may be used to finance other state departments	-May result to poor management as government is not always as efficient as the private sector.
-Offer essential services which may not be offered by the private sector	-Inefficiency due to the size of the business
-Prices are kept reasonable/Create sound competition with the private sector to make services affordable to more citizens.	-Often rely on government subsidies which may not cover all the company's expenses
-Wasteful duplication of services is eliminated	-A lack of incentive for employees to perform if there is no absence of other motivator such as productivity bonuses.
-Planning can be coordinated through central control.	-Government can lose money through the business.
-Generates income to finance social programmes.	-A lack of incentive for employees to perform if there is no share in the profit.
-Jobs are created for all skills levels.	-Losses must be met by the tax payer.
	-Shares are not freely tradable making it difficult to raise capital.
	-SOC must follow strict regulations for operations to raise capital.
	-Financial statements must be audited

NON-PROFIT COMPANIES

Definition

- A non-profit company/NPO is not formed with intent to make a profit, but established for public

benefit.

Characteristics of non-profit companies

- The main aim is to provide service and not to make a profit.
- They are funded by donations and foreign funding.
- The name of the company must end in NPC.
- All profits must be used for the primary objective of the non-profit company.
- It must prepare the Memorandum of Incorporation.
- Qualifying NPCs are granted tax-exempt status.

Impact of non-profit companies

Positives/Advantages and/or Negative/Disadvantages of non-profit companies

Advantages	Disadvantages
-Profits are used solely for the primary objective of the organisation.	-Need professional assistance to set up this organisation
-They provide social services to various communities.	-Does not generate enough capital to cover their expenses.
-Donors receive tax deductions.	-Donations may not always be enough.
-The liability of the members is limited	-Assets are not distributed to the members upon closing down.
-Has continuity of existence	-Creating a non-profit company takes time/effort/money.
-Most of the income of a non-profit company is free from income taxes.	-Obtaining grants can be a slow and tiring process.
-Can receive grants /financial aid	-Incorporators cannot take along the assets accumulated by the NPC if they decide to leave.
-Surplus of income is retained to further the goals of the business.	-They are not allowed to pay bonuses to members.

COOPERATIVES

Definition

- A cooperative is a traditional way of a group of interested parties getting together and sharing resources/infrastructures and costs to achieve a better outcome.

Characteristics of cooperatives

- Minimum of five members is required to start a cooperative.
- The word 'Cooperative Limited' must appear at the end of its name.
- They are motivated by service rather than profit.
- They are managed by a minimum of three directors.
- Decisions are taken democratically
- Members own and run the business together and share equally in its profits
- Legal entity and can own land and open bank accounts.
- Must register with the Registrar of Cooperatives Societies
- The objective of a co-operative is to create mutual benefit for the members.

Impact of cooperatives

Positives/Advantages and/or Negatives/ Disadvantages

Advantages	Disadvantages
-Access to resources and funding	-Decisions are often difficult to reach and time consuming.
-Decision making is by a group	-Difficult to grow a co-operative.
-Each member has an equal share in the business.	-Very few promotion positions for staff.
-A co-operative can appoint its own management.	-It can be difficult to get a loan because their main objective is not always to make a profit.
-Members have limited liability	-The success of cooperatives depends on the support of the members.
-The decisions are democratic and fair	-Shares are not freely transferable
-Members are motivated because they are working for themselves	-All members have one vote regardless of the number of shares held.
-Can gain extra capital by asking its members to buy shares.	

-Co-operatives have continuity of existence	
-Resources of many people are pooled together to achieve common objectives	
-Profits are shared equally amongst members.	

ACTIVITY 2

2.1 Explain the impact of the following forms of ownership:

2.1.1 State-owned company (8)

2.1.2 Non-profit company (8)

2.1.3 Cooperatives (8)

LESSON PLAN 3

TOPIC	Business Ventures: Forms of ownership		
Term	3	Week	3
Duration	1 hour	Weighting	10%
Sub-topics	Factors that contribute to the success and/or failure of a close corporation and a private company		
RELATED CONCEPTS/ TERMS/VOCABULARY	Capacity, taxation, capital, management, legislation profits, shareholders		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Characteristics of ownership from Grade 10 • Advantages and disadvantages of forms of ownership • Comparison of the forms of ownership 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 Exam guidelines grade 12 • Amended CAPS Document • Textbooks prescribed by DOE (Study guides) • 2021 Annual Teaching Plan • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Legal as a criteria for success or failure • Learners respond by characteristics instead of success/ failure 			
METHODOLOGY			
<ul style="list-style-type: none"> • Introduce the lesson by assessing prior knowledge. • Guide the learners on marking the homework 			

- Discuss how the following criteria could contribute to the success or failure of a close corporation and personal liability:
 - Capacity
 - Tax implications
 - Management
 - Capital
 - Division of profits
 - Legal requirements

Assign the learners a class activity adapted from previous question papers with forms of ownership.

ACTIVITIES

- Minimum of 1 activity per lesson

ASSESSMENT

- Classwork

NOTES:

FACTORS THAT CONTRIBUTES TO THE SUCCESS AND FAILURE OF THE FORM OF OWNERSHIP

CRITERIA	SUCCESS FACTORS	FAILURE FACTORS
PARTNERSHIP		
Capacity	<ul style="list-style-type: none"> • Simple to establish a partnership entity. • Encourages expansion as more partners join the business. 	<ul style="list-style-type: none"> • In large partnership, the partners may struggle to agree on business issues. • The more partners in the partnership, the more difficult it is to control expenses and partners' drawings.

<p>Management</p>	<ul style="list-style-type: none"> ▢ Partners are actively involved in management and may use the ideas of other partners. 	<ul style="list-style-type: none"> ▢ Decision making can be time-consuming as all partners have to be in agreement.
	<ul style="list-style-type: none"> ▢ Not all partners need to be actively involved in management and would rather appoint competent managers. ▢ Partners have access to expertise of other partners when tough decisions have to be made. 	<ul style="list-style-type: none"> ▢ Some management tasks may be neglected, as one partner may leave it to others to complete. ▢ Partners may disagree on how to run the business, which may lead to tension between them. ▢ Partners are agents of the partnership and bad management decisions may be forced onto other partners.
<p>Capital</p>	<ul style="list-style-type: none"> ▢ Partnerships can be financially strong because many partners contribute. ▢ Smooth cash flow as there is enough working capital. 	<ul style="list-style-type: none"> ▢ Partners may lose their capital contribution if the business fails. ▢ Partners don't contribute skills which might be unfair to partners who also have skills. Partners may not all have capital to put into business when needed. ▢ Unequal inputs as some partners put in expertise instead of cash.
<p>Legislation</p>	<ul style="list-style-type: none"> ▢ Easy and expensive to establish/partners must draw up partnership agreement. ▢ Partnerships may apply for local tenders. ▢ Partners are more motivated to make a success because their personal possessions 	<ul style="list-style-type: none"> ▢ An oral agreement may create problems for partners in future which can affect its success. ▢ Partners are jointly and severally liable for business debts. ▢ Unlimited liability/ partners are jointly and severally liable for the debts of the business.

	are at risk.	<ul style="list-style-type: none"> □ If one partner dies or retires, the remaining partners need to draw up a new agreement.
Taxation	<ul style="list-style-type: none"> □ Partnerships pay VAT only on relevant products sold/services rendered which reduces tax administration. □ The partnership does not pay income tax, only the partners in their personal capacities. 	<ul style="list-style-type: none"> □ Failure to comply with tax regulations by one or more partners may lead to business closure. □ Individual tax paid by partners on income earned is higher than fixed tax rate percentage paid by companies/close corporations. □ High-earning partners pay more tax, which may discourage other partners from joining the partnership. □ Partners may withdraw more cash to reduce their tax burden which may cause cash flow problems for the partnership.
Division of profits	<ul style="list-style-type: none"> □ Partners share profits according to their contributions. 	<ul style="list-style-type: none"> □ Amount of work done may not be equal to the amount of profit that each partner
		receives.
PUBLIC COMPANY		

Capacity	<ul style="list-style-type: none"> □ Can raise large amounts of capital as shares/ debentures can be sold to the public/shareholders. □ Share capital clause in the Memorandum of Incorporation (MOI) may be changed to issue more shares. □ May attract financially strong investors if share value increases/remain stable. 	<ul style="list-style-type: none"> □ Very costly to maintain infrastructure and large employee base. □ Large amounts of capital required to start a public company. □ Large capacity of the company can also lead to its downfall in that structures and processes may become too costly.
Management	<ul style="list-style-type: none"> • Management is in the capable hands of a board of directors who have skills/knowledge/ abilities. • Shareholders can vote for/appoint the most capable directors to manage their company. 	<ul style="list-style-type: none"> • Directors may not have a direct interest in the company, which can hamper growth and profit maximisation. • Large management structure can result in decision making taking time. • Directors' fees increase the company's expenses which reduces net profit. • Management may open to legal challenges if their reports do not comply with King Code 111.
Capital	<ul style="list-style-type: none"> • Can raise large amounts of capital as shares/ debentures can be sold to the public/shareholders. • Amount of shares available can be increased to raise capital. 	<ul style="list-style-type: none"> • Shareholders are entitled to see a company's financial statements which impacts on the privacy of the company. • Growth is limited if sufficient capital cannot be raised. • Share prices change all the time and can lose their value.

<p>Legislation</p>	<ul style="list-style-type: none"> • The company and its owners (shareholders) are separate entities, which may encourage more people to join the company. • Limited liability allows for greater risk taking, which may lead to growth of the business. • Auditing of financial statements, gives shareholders the assurance that the business is being properly managed. 	<ul style="list-style-type: none"> • Formation procedures are time consuming/complicated/ expensive, as many legal documents need to be prepared/submitted. • High formation/establishment expenses require large start-up capital. • Annual audit of financial statements is costly. • If a public company does not comply with legislation, its licence maybe withdrawn by the Companies and Intellectual Property Registration Office (CIPRO)/Companies and Intellectual Property Commission (CIPC).
<p>Taxation</p>	<ul style="list-style-type: none"> • Can obtain tax rebates if they are involved in SCI projects. • Can obtain government tenders and renew their licenses if they do not evade tax. 	<ul style="list-style-type: none"> • Subject to double taxation e.g. shareholders pay secondary tax this can have a negative impact to a company that is already financially struggling.
<p>Division of profits</p>	<ul style="list-style-type: none"> • Profits could be split between company and shareholders. • Shareholders receive return on investment, when dividends are paid out according to the type 	<ul style="list-style-type: none"> • Dividends are not always paid out which may discourage new investors. • Subject to double taxation e.g. shareholders pay secondary tax this can have a negative impact to a company that

	<p>and number of shares held in the company.</p> <p>□ Large profits may be used for expansion/kept in a reserve</p>	<p>is already financially struggling.</p>
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	fund for future growth.	
	PRIVATE COMPANY	
Capacity	<ul style="list-style-type: none"> • Large amount of capital can be raised since there is no limit on the number of shareholders. • The company can access long term capital and therefore has good long term growth opportunities. 	<ul style="list-style-type: none"> ▢ It cannot grow into a very large business since it cannot invite the public to buy shares. ▢ Restrictions on transferability of shares may discourage people from joining the company. ▢ If the company fails to attract financially strong shareholders, it may hamper its growth opportunities.
Management	<ul style="list-style-type: none"> • Management is in the capable hands of a board of directors who have skills, knowledge and abilities. • Shareholders can vote for/appoint the most capable directors to manage their company. 	<ul style="list-style-type: none"> ▢ Shareholders have the power to elect suitable directors, but not all shareholders exercise their voting rights. ▢ Directors may sometimes act in their own best interests, not in the company's best interests.
Capital	<ul style="list-style-type: none"> ▢ Even though shares are not freely transferable, large private companies can raise considerable amount of capital. 	<ul style="list-style-type: none"> ▢ Large amount of capital cannot be obtained because capital contribution is only limited to private shareholders.

<p>Legislation</p>	<ul style="list-style-type: none"> • Procedures to form a private company have been simplified by the new Companies Act 71 of 2008. • Limited liability allows for greater risk taking, which may lead to growth of the business. • Auditing of financial statements (if required), gives shareholders the assurance that the business is being properly managed and supports raising additional finance. • There is no longer a limit on the number of shareholders in a private company. • A private company can benefit from government programmes if 	<ul style="list-style-type: none"> □ Formation procedures are time consuming/complicated/ expensive, as many legal documents need to be prepared/submitted. □ High formation/establishment expenses require large start-up capital. □ Annual audit of financial statements (if required) is costly. □ If a private company does not comply with legislation, its licence maybe withdrawn by the Companies and Intellectual Property Registration Office (CIPRO)/Companies and Intellectual Property Commission (CIPC).
	<p>they comply with the relevant legislation.</p> <ul style="list-style-type: none"> □ Personal liability of shareholders does not affect the company's assets. 	
<p>Taxation</p>	<ul style="list-style-type: none"> □ Can obtain tax rebates if they are involved in SCI projects. □ Can obtain government tenders and renew their 	<ul style="list-style-type: none"> □ Subject to double taxation e.g. shareholders pay secondary tax this can have a negative impact to a company that is already financially struggling.

	licenses if they do not evade tax.	
Division of profits	<ul style="list-style-type: none"> □ High profits and good returns to shareholders indicate the success of a company, which increases the value of shares. □ Profits generated can be reinvested to expand business operations. □ Shareholders receive profits according to the type and number of their shares. 	<ul style="list-style-type: none"> • Shareholders may sell their shares when dividends are low, resulting in a drop in share prices. • Dividends are not always paid out which may discourage new investors.
SOLE PROPRIETOR		
Capacity	<ul style="list-style-type: none"> □ Easy to control since it is a small business. 	<ul style="list-style-type: none"> • Difficult to continue and grow long term. • Difficult to get good, well-trained staff as they are expensive. • Owner has to manage and carry out all business functions.
Legislation	<ul style="list-style-type: none"> □ No registration required to establish this business. □ Expensive annual audit of financial statements is not required. □ Unlimited liability may encourage the owner to work harder to ensure the success of the business. 	<ul style="list-style-type: none"> • Personal debts and business debts are one. • Must comply with relevant municipal regulations to avoid closing down. • The owner is personally liable for the business debt; he/she may be reluctant to take calculated risk.

<p>Taxation</p>	<ul style="list-style-type: none"> □ Owner only taxed on profits in personal capacity. □ Depending on how much income the owner earns, his/her tax rate may be lower than the company tax rate. □ If the owner earns below a certain threshold amount per year, no income tax is payable and the business's profits are thus not taxed. 	<ul style="list-style-type: none"> • If profits get too big may end up paying high tax in personal capacity. • Failure by the owner to comply with personal income tax regulations could lead to substantial financial penalties imposed by SARS.
<p>Capital</p>	<ul style="list-style-type: none"> • Capital can be carefully spent and managed. • The owner may be able to borrow money from a financial institution, especially if he/she has assets that can be used as surety for a loan. 	<ul style="list-style-type: none"> □ Limited capital available for expansion. □ Cannot appoint people with large salaries. Owner responsible for any capital borrowed.
<p>Management</p>	<ul style="list-style-type: none"> • One owner so there is no disagreements. • Can make quick decisions without having to consult others. 	<ul style="list-style-type: none"> □ Owner has to do all the administration, management and decision-making in the business. □ Owners has to rely on own decisions and could make incorrect ones.
<p>Division of profits</p>	<ul style="list-style-type: none"> □ Owner receives all profits from the business which can lead to capital growth. 	<ul style="list-style-type: none"> □ Owner needs to budget carefully so that business debts are covered. □ If the owner does not make a profit, the income and livelihood of the owner may be severely affected.

LESSON PLAN 1

TOPIC	PRESENTATION (BUSINESS VENTURES)		
Term	3	Week	4
Duration	1 hour	Weighting	25%
Sub-topics	<ul style="list-style-type: none"> • Presenting business information <ul style="list-style-type: none"> ➤ Baseline (business plan presentation) ➤ Reasons(importance) for presenting business information ➤ Difference between verbal and non-verbal presentation. 		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> • Presentation • Data • information • Visual Aids • Audible 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Grade 9- Business plan (designing a business plan) • Grade 10 and 11 the use of (Diagrams, tables, graphs etc.) • Grade 11 presentation of business related information. 			
RESOURCES			
<ul style="list-style-type: none"> • Grade 12 Exam guideline 2020 • Grade 12 Annual teaching plan 2020 • CAPS Document • Learner resource material 2019 • Winter and spring resources material. • Textbook prescribed by DOE. • Past exam papers. 			

ERRORS/MISCONCEPTIONS/PROBLEM AREAS
<ul style="list-style-type: none">• Difference between information and data
METHODOLOGY
<ul style="list-style-type: none">• Start with baseline assessment, asking learners reasons or importance for presenting information.• Explain the importance enhancing on what learners have discuss.• Direct instruction- discusses different methods of presenting business information.(verbal and non-verbal presentation)• Group discussion-divide learners into groups, each group come up with their topic they will like to present.• Questions and answers-asking questions base on their presentation.
ACTIVITIES
<ul style="list-style-type: none">• Use past paper question (Activity 1)
ASSESSMENT
<ul style="list-style-type: none">• Base line assessment• Class work• Scenarios

NOTES:

- Presentation of data and information is important for the operation.
- Various stakeholders use business information to make decision.
- Verbal presentation –oral presentation
- Non-verbal presentation presenter uses visual aids.(written report,scenarios,graphs)



ACTIVITY 1


SAM'S PRESENTATION

Sam conducted a presentation on the impact of COVID_19 on his business. He could not finish his presentation due to many facts to his slides. He also distributed notes at the beginning of presentation without realising that some of his audience preferred other types of visual aids. Some of his audience became less attentive while he was doing his presentation as he was using too humour.

1.1 Identify Three errors that Sam made while presenting from the scenario.

1.2 Give learners task to compile short report and present it to class in groups.

LESSON PLAN 2

TOPIC	PRESENTATION (BUSINESS VENTURES)		
Term	3	Week	4
Duration	1 hour	Weighting	25%
Sub-topics	<ul style="list-style-type: none"> • Criteria for logical and effective presentation • Explain how to prepare your presentation • What to consider during presentation 		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> • Information • Data • Response • Visual Aids • Logic 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Previous lesson importance of presenting business information. • How to design a report. • Grade 11 presentation of business related information 			
RESOURCES			
<ul style="list-style-type: none"> • Grade 12 Exam guideline 2020 • Grade 12 Annual teaching plan 2020 • CAPS Document • Learner resource material 2019 • Winter and spring resources material. • Textbook prescribed by DOE. • Past exam papers. 			

ERRORS/MISCONCEPTIONS/PROBLEM AREAS
<ul style="list-style-type: none">• Identification of visual aids
METHODOLOGY
<ul style="list-style-type: none">• Baseline assessment on pitfalls identified in the previous lesson• Explain criteria for a logical and effective presentation.• Discuss what factors to be considered when preparing for a presentation.• Allow learners to brainstorm on important things presenter need to take into consideration when presenting.• Narrate to learner more factors to be considered during presentation.
ACTIVITIES
<ul style="list-style-type: none">• Use past paper question (Activity 2)
ASSESSMENT
<ul style="list-style-type: none">• Base line assessment• Home work/class work• Scenarios

NOTES:

- **Criteria for a logical and effective presentation.**
 - Planned
 - Structured
 - Organised
 - Prioritised
 - Developed with audience in mind
- **Factors to be considered when preparing presentation.**
 - List objectives and main points of the presentation.
 - Capture main aim in the opening
 - Information presented should be relevant and accurate.
- **Factors to be considered during presentation**
 - Maintain eye contact
 - Use visual aids effectively.
 - Movements,pauses etc.

ACTIVITY 2

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

DEE PHOLOBAS

Nelly, marketing manager of Dee pholobas, is preparing to present a business report to the stakeholders. She is fully conversant with the objectives of the presentation. Nelly also created visual aids that will support and enhance her information.

- 2.1.1 Quote Two factors that Nelly considered when preparing for her presentation in the scenario above. (2)
- 2.1.2 Advise Nelly on the factors that must be considered while presenting. (6)
- 2.1.3 Mention Two criteria for logical and effective presentation of information. (2)

LESSON PLAN FORMAT 3

TOPIC	PRESENTATION (BUSINESS VENTURES)		
Term	3	Week	4
Duration	1 hour	Weighting	25%
Sub-topics	<ul style="list-style-type: none"> • Using visual aids (EFFECTIVENESS) <ul style="list-style-type: none"> ➤ Examples of visual aids ➤ Designing multimedia ➤ Effectiveness of each aid. 		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> • Design • Data • Visual Aids • Audible 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Grade 11 presentation of business related information • How to design different visual aids • How to use different visual aids 			
RESOURCES			
<ul style="list-style-type: none"> • Grade 12 Exam guideline 2020 • Grade 12 Annual teaching plan 2020 • CAPS Document • Learner resource material 2019 • Winter and spring resources material. • Textbook prescribed by DOE. • Past exam papers. 			

ERRORS/MISCONCEPTIONS/PROBLEM AREAS
<ul style="list-style-type: none">• Types of visual aids
METHODOLOGY
<ul style="list-style-type: none">• Outlining examples of visual aids and how it's used in the presentation.• Explain how to design a multimedia to ensure that it serve its purpose.• Direct instruction on the effectiveness of each visual aids.
ACTIVITIES
<ul style="list-style-type: none">• Use past paper question (Activity 3)
ASSESSMENT
<ul style="list-style-type: none">• Base line assessment• Home work• Scenarios

NOTES

- **Examples of visual aids.**
 - Written report
 - Scenarios
 - Types of graphs
 - Power point
 - Overhead project
 - Explain process and style of presenting using visual aids.
- **Process in designing multimedia presentation.**
 - Start with text
 - Select background
 - Choose images.

- The impact of visual aids.

POWER POINT	
Advantages	Disadvantages
<ul style="list-style-type: none">• Easy to combine with sounds	<ul style="list-style-type: none">• Unable to show slide without electricity
Handouts	
<ul style="list-style-type: none">• Attract attention when distributed at the start	<ul style="list-style-type: none">• Handlin out material at the start may distract the audience

ACTIVITY 3

3.1. Identify the type of visual aid used in each statement below.

3.1.1 Fortunate distributed hard copies of her plan. (2)

3.1.2 Brightness presented her sales figures displayed in columns to various stakeholders (2)

3.1.3. The marketing manager of Dee Pholobas is using slides to present the new designs of their product. (2)

3.1.4 Auditors of SS are using a special pen that allows them to write on the board and capture image on the computer. (2)

LESSON PLAN FORMAT 4

TOPIC	PRESENTATION (BUSINESS VENTURES)		
Term	3	Week	4
Duration	1 hour	Weighting	25%
Sub-topics	<ul style="list-style-type: none"> • Responding to questions and handling feedback in professional way. • Areas of improvements 		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> • Professional manner • Aggressive • Response • Objectives 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Grade 11 presentation of business related information • Factors to be consider when presenting 			
RESOURCES			
<ul style="list-style-type: none"> • Grade 12 Exam guideline 2020 • Grade 12 Annual teaching plan 2020 • CAPS Document • Learner resource material 2019 • Winter and spring resources material. • Textbook prescribed by DOE. • Past exam papers. 			

ERRORS/MISCONCEPTIONS/PROBLEM AREAS
<ul style="list-style-type: none">• Distinguishes the factors to be considered before, during and after.
METHODOLOGY
<ul style="list-style-type: none">• Direct instruction-explain how to respond to questions in a professional manner and also handling feedback in a non-aggressive manner• Questions and answers ask learner to identify their areas of improvement in a presentation that was done in a previous lesson.• Narrate the additional areas of improvement for a presenter.
ACTIVITIES
<ul style="list-style-type: none">• Use past paper question (Activity 4)
ASSESSMENT
<ul style="list-style-type: none">• Base line assessment• Class work• Scenarios

NOTES

- **Responding to questions and handling feedback in professional way.**
 - Calm
 - Acknowledgement
 - Remain professional
 - Avoid debate
- **Areas of improvements.**
 - Use hum our
 - Revise objectives
 - Adjust use of visual aid

ACTIVITY 4

- 4.1 Explain how the presenter should respond to questions about the presentation in a non-aggressive and professional manner. (6)
- 4.2 Suggest areas for improvement in the next presentation for a presenter (4)

LESSON PLAN 1

TOPIC	Human Rights, Inclusivity and Environmental Issues		
Term	3	Week	1
Duration	1 HOUR	Weighting	10%
Sub-topics	Human rights in the workplace, Ways businesses can deal with human rights, Implications of human rights in the workplace,		
RELATED CONCEPTS/ TERMS/VOCABULARY	Rights, human rights, privacy, dignity, equity, freedom of speech and expression, information, safety, security and protection of life,		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Macro-environment : Legislation (LRA, COIDA, BCEA, EEA, SDA) 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Confusing human rights with consumer rights as per the CPA in legislation e.g. Right to privacy • Confusing human rights in the workplace with human rights in general 			
METHODOLOGY			
<ul style="list-style-type: none"> • Start with Baseline Assessment by asking learners the meaning of “human rights”, what they understand about human rights and let them mention a few human rights they know. • Explain to learners that human rights are rights that come from being human and ALL citizens are entitled to these rights irrespective of race, gender, nationality or any other status. Human rights ensure that people can live freely, are treated fairly and with respect. • Learners should know that employees/workers are still human beings/citizens of the country and human rights apply to them hence we have human rights in the workplace. • It should be stated that the human rights form part of the Constitution of the country and therefore the government has established Acts that will compel businesses to acknowledge these human rights in the workplace. 			

- Outline the human rights in the workplace as per in the Exam guideline 2020:
 - Privacy
 - Dignity
 - Equity
 - Freedom of speech and expression
 - Information
 - Safety, security and protection of life
- Explain briefly the above human rights using examples so that learners will understand and be able to identify these rights from given scenarios/statements.
- Discuss ways that businesses can deal with the above-mentioned human rights in the workplace.
- **Refer to 2020 learner resource material for content.**

ACTIVITIES

- Minimum 1 activity
- Past papers (**2020 EXEMPLAR P2 QUESTION 3.2**)
(**2017 NOVEMBER QUESTION 9 (ESSAY QUESTION BULLET 1)**)

ASSESSMENT

- Baseline assessment
- Class work

NOTES:

HUMAN RIGHTS IN THE WORKPLACE

The following human rights are applicable in the workplace:

- Privacy
- Dignity
- Equity
- Freedom of speech and expression
- Information
- Safety, Security and protection of life

IMPLICATIONS OF HUMAN RIGHTS IN THE WORKPLACE

Privacy

- Businesses may not violate the rights of the employees and clients.
- They should not provide personal information about employees to anyone else.
- Information on employees who have disclosed their HIV/Aids status/any chronic illness must be kept confidential.
- It is illegal to read other people's emails/record conversations unless stated clearly and upfront.

Respect/Dignity

- Businesses must treat all employees with respect/dignity regardless of their socio-economic status.
- They should not force workers to do embarrassing or degrading work.

Equity

- Businesses must give equal opportunities/not discriminate against their employees on the basis of gender/race/religion/sexual orientation, etc.
- Equal pay for work of equal value.
- They should apply relevant legislation fairly on all levels.
- Managers should ensure that no employee suffers because of discrimination.

Freedom of speech and expression

- Businesses should allow open communication channels between management and employees.
- They should give employees a platform to raise their grievances without any victimisation.
- An employee should not be punished/discriminated against for voicing their opinion.

Information

- Workers should have access to information, including all information held by the government, e.g. policies/work schedules/employment contracts/labour laws such as BCEA/EEA/SDA, etc.
- Business needs to be transparent in their financial statements/Employees may request to see these statements with motivation.
- Employees should be informed/updated as new information becomes available.

Safety, security and protection of life

- Employees should work in a safe working environment free from hazardous products/areas.
- Provide workers with protective clothing, e.g. gloves and footwear, etc.
- Comply to safety legislation such as OHS/COIDA, etc.
- Take precautionary measures to ensure employees and their belongings are safe in the workplace.

ACTIVITY 1

1.1 Name any FOUR human rights in the workplace. (4)

1.2 Identify the human right that is applicable to EACH statement below:

1.2.1 Employees are not forced to do embarrassing or degrading work.

1.2.2 Employees personal information is kept confidential.

1.2.3 Businesses allow open communication channels between management and employees.

1.2.4 Employees are provided with protective clothing. (8)

1.3 Read the following scenario and answer the questions that follow:

Businesses are not only required to observe human and cultural rights in the workplace, but also to ensure that the workplace is diverse and inclusive. Many businesses respect and uphold the Constitution of South Africa.

1.3.1 Discuss the implications of the following human rights in the workplace:

➤ Privacy (4)

➤ Equity (4)

➤ Freedom of speech and expression (4)

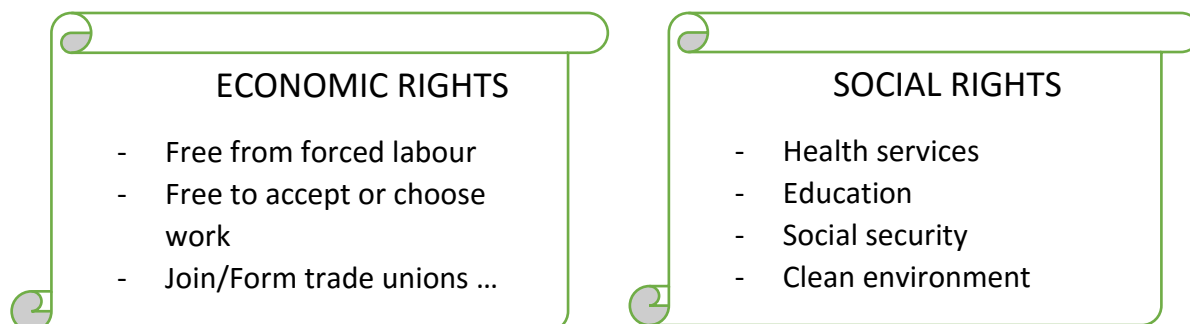
(24)

LESSON PLAN 2

TOPIC	Human Rights, Inclusivity and Environmental Issues		
Term	3	Week	1
Duration	1 hour	Weighting	10%
Sub-topics	Economic rights, social rights, cultural rights, ways to promote social and cultural rights in the workplace		
RELATED CONCEPTS/ TERMS/VOCABULARY	Economic right, social right, cultural right, forced labour, trade unions, legal strike, cultural tolerance, cultural background, cultural activities		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Macro-environment : Legislation (LRA, COIDA, BCEA, EEA, SDA) 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Confusing economic rights of employees with rights of employers and employees as per Labour Relations Act (Some of these rights are similar to economic rights e.g. Join/Form trade unions. 			
METHODOLOGY			
<ul style="list-style-type: none"> • Apply Baseline Assessment by recapping the previous day's work (human rights in the workplace) • Explain to learners that human rights for employees in the workplace are further classified as follows: <ul style="list-style-type: none"> ➤ Economic rights ➤ Social rights ➤ Cultural rights 			

- Using different colours/charts to group economic rights/social rights:-

For example:



- Discuss economic rights/social rights and cultural rights and make examples so that learners understand how they differ.
- Discuss ways in which businesses can promote social and cultural rights.
- **Refer to 2020 learner resource material for content.**

ACTIVITIES

- Minimum 1 activity
- Past papers **2019 SEPTEMBER QUESTION 6.5**
2019 NOVEMBER QUESTION 4.9

ASSESSMENT

- Baseline assessment
- Class work

NOTES:

ECONOMIC RIGHTS OF EMPLOYEES IN THE WORKPLACE

- Free from forced labour
- Free to accept or choose work
- Fair wages/ Equal pay/ Equal pay for work of equal pay
- Reasonable limitation of working hours
- Safe and healthy working conditions
- Join, form trade unions
- Right to participate in a legal strike

SOCIAL RIGHTS OF EMPLOYEES IN THE WORKPLACE

- Health services
- Education
- Social security
- Clean environment

WAYS TO PROMOTE SOCIAL RIGHTS IN THE WORKPLACE

- Businesses should ensure that employees have access to clean water/social security.
- Encourage employees/Provide opportunities for skills training/basic education.
- Register workers with UIF to provide adequate protection in the event of unemployment/illness.
- Encourage employees to participate in special events, e.g. World Aids day.
- Provide health care services by establishing site clinics to give employees access to basic medical examinations.

WAYS TO PROMOTE CULTURAL RIGHTS IN THE WORKPLACE

- Provide the environment in which employees are free to use their own language when interacting with others during their free time.
- Encourage employees to participate in cultural activities.
- Allow employees to provide solutions to challenges from their own cultural perspective.
- Regular cultural information sessions will help employees to respect each other's culture in the workplace.
- Make provision for different cultures, such as food served in the canteen/entertainment at staff functions.
- Employ people from various cultural backgrounds.
- Employees should be trained on cultural tolerance.

ACTIVITY 2

2.1 Outline any FOUR economic rights of employees in the workplace. (4)

2.2 State any THREE social rights of employees in the workplace. (3)

2.3 Advise businesses on how they could promote the cultural rights of employees in the workplace. (6)

(13)

LESSON PLAN 3

TOPIC	Human Rights, Inclusivity and Environmental Issues		
Term	3	Week	1
Duration	1 HOUR	Weighting	10%
Sub-topics	Implications of equality, respect and dignity		
RELATED CONCEPTS/ TERMS/VOCABULARY	Equality, respect, dignity, equal opportunities, values, embarrassment, human capital		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Macro-environment : Legislation (LRA, COIDA, BCEA, EEA, SDA) • Socio-economic issues : Grade 10 (Inequality) 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE (study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • The facts for equality, respect and dignity should not be separated. 			
METHODOLOGY			
<ul style="list-style-type: none"> • Start by recapping previous day's work. • Provide learners with a worksheet where they will outline: <ul style="list-style-type: none"> ➤ economic rights, ➤ social rights ➤ ways businesses can promote social and cultural rights. • Mark the activity and provide feedback • State to learners that human rights are based on the values (Recap what values are: <ul style="list-style-type: none"> ➤ In (Grade 10) components of the micro environment i.e. Organisational culture include values that the business uphold e.g. "in our business we value honesty" ➤ Human rights are based on the values of : 			

<ul style="list-style-type: none">☞ Dignity (being worthy of honour, not to be embarrassed or feel humiliated)☞ Justice (fairness and consistency in applying established rules or laws)☞ Respect (recognition of a person as unique and a free individual)☞ Equality (the state of being equal, especially in rights, status or opportunities) <ul style="list-style-type: none">• Explain briefly the above values and state that they have implications for businesses.• Discuss the implications (what businesses should do) in order to promote equality, respect and dignity for businesses.• Emphasise to learners that the facts to this question should not be separated when responding.• Refer to 2020 learner resource material for content.
ACTIVITIES
<ul style="list-style-type: none">• Minimum 1 activity• Past papers 2018 MAY/JUNE QUESTION 4.5.3
ASSESSMENT
<ul style="list-style-type: none">• Baseline assessment• Class work/homework

NOTES:

IMPLICATIONS OF EQUALITY, RESPECT AND DIGNITY FOR BUSINESSES

- Businesses should treat all their employees equally, regardless of their race/ colour/age/gender/disability, etc.
- All workers should have access to equal opportunities/positions/ resources.
- Employers and employees need to comply with legislation with regard to equal opportunities/human rights in the workplace.
- Businesses should develop equity programmes/promote strategies to ensure that all employees are treated equally regardless of status/rank/power.
- Mission statement should include values of equality/respect.
- Training/Information/Business policies should include issues such as diversity/ discrimination/harassment.
- Employers should respond swiftly and fairly to reported incidents of discrimination in the workplace.

- Ensure that employees work in an environment that is conducive to safety/ fairness/free from embarrassment.
- Orders/Tasks should be given respectfully and allow the recipient/employee to have a say in the manner in which the task should be performed.
- Treat workers with respect/dignity by recognising work well done/the value of human capital.

ACTIVITY 3

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

DREAM TEAM (DT)

Dream Team is a group of computer science graduates who want to undertake a research project. They were comfortable with each other during their first meeting.

3.1.1 Advise DT's team leader on the implications of equality, respect and dignity on businesses.

(6)

LESSON PLAN 4

TOPIC	Human Rights, Inclusivity and Environmental Issues		
Term	3	Week	1
Duration	1 hour	Weighting	10%
Sub-topics	Meaning of diversity, Diversity in the workplace, Meaning of Inclusivity, Diversity issues in the workplace		
RELATED CONCEPTS/ TERMS/VOCABULARY	Inclusivity, diversity, diversity issues, inequality, poverty, demographics, gender, disability, language, age, culture, race, religion/faith, variety		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Macro-environment : Legislation (EEA, BBBEE, LRA, COIDA, BCEA, SDA) • Socio-economic issues – (Inclusivity) – Grade 10 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Unable to identify diversity issues from given scenarios 			
METHODOLOGY			
<ul style="list-style-type: none"> • Show a video clip from You tube which demonstrate the meaning of diversity in the workplace. <ul style="list-style-type: none"> ➤ Ask learners to brainstorm what they've heard and/or seen and based on their contributions – come up with the meaning of diversity. ➤ Recall the Acts that promotes diversity/inclusivity so that learners will understand that businesses are compelled to have a diverse workforce ➤ Ask learners to mention different demographics e.g. race, age, gender ➤ Discuss with learners that when there is a variety/mix of people employed based on age/race/gender/disabilities, etc. then that is diversity in the workplace. 			

<ul style="list-style-type: none">➤ Businesses employ people from different cultural backgrounds.➤ Businesses include/employ different people in order to have an inclusive workforce.• Discuss with learners that diversity can lead to “problems” – namely diversity issues. State diversity issues in the workplace:<ul style="list-style-type: none">➤ Poverty, Race➤ Gender, Language, Age➤ Culture/ Religion and➤ Disability• Refer to 2020 learner resource material for content.
ACTIVITIES
<ul style="list-style-type: none">• Minimum 1 activity• Past papers NOVEMBER 2019 – QUESTION 4.3
ASSESSMENTS
<ul style="list-style-type: none">• Baseline assessment• Classwork

NOTES:

The meaning of diversity

- Diversity refers to the variety of people employed based on age/race/gender/ ethnic groups/disabilities/material wealth/personalities/how employees see themselves and others.
- Businesses employ people from different cultural backgrounds.
- Businesses should have systems in place to support diversity issues.

Diversity issues in the workplace

- Poverty
- Race
- Gender
- Language
- Age
- Disability
- Religion/Faith
- Culture

ACTIVITY 4

4.1 Elaborate on the meaning of diversity in the workplace. (4)

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

NORMAN ACCOUNTING SERVICES (NAS)

The management of Norman Accounting Services employs both males and females. They also encourage older employees to be mentors for young employees to develop their full potential.

4.2.1 Identify TWO diversity issues that are applicable to NAS. Motivate your answer by quoting from the scenario above.

Use the table below as a GUIDE to answer QUESTION 4.2.1

DIVERSITY ISSUES	MOTIVATION
1.	1.
2.	2.

○

(6)

(10)

LESSON PLAN 1

TOPIC	Human Rights, Inclusivity and Environmental Issues		
Term	3	Week	2
Duration	1 hour	Weighting	10%
Sub-topics	Diversity issues, Ways of dealing with diversity issues in the workplace, Benefits of diversity in the workplace.		
RELATED CONCEPTS/ TERMS/VOCABULARY	Inclusivity, diversity, diversity issues, inequality, poverty, gender, disability, language, age, culture, race, religion/faith		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Macro-environment : Legislation (EEA, BBBEE, LRA, COIDA, BCEA, SDA) • Socio-economic issues – (Grade 10) 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Unable to identify diversity issues from given scenarios • Confusing benefits of diversity with advantages of creative thinking 			
METHODOLOGY			
<ul style="list-style-type: none"> • Start with baseline assessment recapping previous day’s work – ask learners the meaning of diversity and to mention diversity issues. • Explain to learners the meaning of each diversity issue so that they can be able to identify these issues from given scenarios/statements. • Mention that since these are “issues” therefore the focus is on how businesses can deal with these issues in the workplace. e.g. Poverty: <ul style="list-style-type: none"> ➤ Businesses should employ people from different socio-economic backgrounds. 			

- Explain to learners that a diverse workforce also has benefits (advantages).
- Mention benefits of diversity in the workplace e.g. Diversity in the workplace improves morale/motivation.
- **Refer to 2020 learner resource material for content.**

ACTIVITIES

- Minimum 1 activity
- Past papers **DBE/2019 QUESTION 4.5**
2018 JUNE QUESTION 3.7

ASSESSMENTS

- Baseline assessment
- Classwork

NOTES

Dealing with diversity issues in the workplace

Poverty

- Businesses should employ people from different socio-economic backgrounds/ status.
- Give previously disadvantaged individuals a chance to be educated by incorporating Adult Basic Education and Training (ABET) into training programmes of the business.
- Train all employees so that they can be able to deal with retrenchment.
- Reward employees for services well-rendered.
- Ensure that the prices of products are affordable for the identified consumer market.
- Sponsor learnerships for unemployed people/use grants received from SETAs to train more unemployed people from local communities.
- Train some unemployed people from local communities as part of a business's CSI projects.
- Offer subsidised meals/canteen facilities on the premises.
- Supply free uniforms to employees for safety purposes.

Race

- Implement affirmative action policies as required by law.
- No discrimination should be made based on skin colour.
- Comply with the Employment Equity Act and BBBEE when appointing people.
- Ensure that the workplace is diverse by employing people from different race groups.
- When appointments are made, previously disadvantaged people should get preferential treatment.

Gender

- Males and females should be offered equal employment opportunities.
- Business directors should promote both men and women in managerial positions.
- Women should be employed to comply with EEA.
- Targets may be set for gender equity in the business.
- New appointments should be based on skills and ability.
- Introduce affirmative action by ensuring that male and female employees are remunerated fairly/equally.

Language

- Business may specify that all communications should be in one specific language only and would expect employees to have a certain level of fluency in that language.
- Provide training in the official language of the business.
 - Employ an interpreter so that everyone can fully understand what is being said in a meeting.

Age

- Promotions should not be linked to age, but rather to a specific set of skills.
- A business may not employ children aged 15 or younger.
- The ages of permanent workers should vary from 18 to 65 to include all age groups.
- A business may employ a person who is older than the normal retirement age, provided that person is the most suitable candidate.

- Businesses must encourage older employees to help young employees to develop their potential.
- Young employees must be advised to respect and learn from older employees.
- The business should encourage employees to be sensitive to different perspectives of various age groups.

Religion/Culture

- Business must be sensitive to special requests from different cultural groups, e.g. allow day(s) off for cultural holidays/festivals.
- Cater for special food/preparation methods in the workers' canteen.
- Businesses should acknowledge/respect cultural differences of employees.
- The business may not discriminate against employees on the grounds of their cultural background.
- Business must not force employees to do work that could be against their religion.

Disability/Physically challenged/People living with disability

- Business should provide employment opportunities for people who are physically challenged.
- Accommodate people who are physically challenged by providing facilities/ ramps for wheel-chairs, etc.
- Ensure that workers with special needs are not marginalised/feel excluded from workplace activities.
- Business should be well informed on how to deal with disabled employees.
- Policies and programs should accommodate the needs of people with disabilities.
- Create an organisational culture/climate that is conducive for people with disabilities.
- Employees should be trained on how to deal with colleagues with disabilities.
- Business should bring in external experts to help with disability and accommodation issues.
- Ensure that employees with disabilities are treated fairly.
- Focus on skills/work performance of the disabled worker, rather than his/her disability/possible problems he/she may pose in future.

BENEFITS OF DIVERSITY IN THE WORKPLACE

- Workforce diversity improves the ability of a business to solve problems/ innovate/cultivate diverse markets.
- Employees value each other's diversity and learn to connect/communicate across lines of difference.
- Diversity in the workforce improves morale/motivation.
- Employees demonstrate greater loyalty to the business because they feel respected/accepted/understood.
- Diversified workforce can give businesses a competitive advantage, as they can render better services.
- Being respectful of differences/demonstrating diversity makes good business sense/improves profitability.
- Diverse businesses ensure that its policies/practices empower every employee to perform at his/her full potential.
- Stakeholders increasingly evaluate businesses on how they manage diversity in the workplace.
- Employees from different backgrounds can bring different perspectives to the business.
- A diversified workforce stimulates debate on new/improved ways of getting things done.
- Employees represent various groups and are therefore better able to recognise customer needs and satisfy consumers.
- Businesses with a diverse workforce are more likely to have a good public image and attract more customers.

ACTIVITY 5

5.1 Explain how businesses could deal with the following diversity issues in the workplace:

5.1 Culture (4)

5.2 Age (4)

5.2 Discuss the benefits of diversity in the workplace. (6)

(14)

LESSON PLAN 2

TOPIC	Human Rights, Inclusivity and Environmental Issues		
Term	3	Week	2
Duration	1 hour	Weighting	10%
Sub-topics	<ul style="list-style-type: none"> • Meaning of environmental issues • Responsibilities of employers in promoting human health and safety in the workplace 		
RELATED CONCEPTS/ TERMS/VOCABULARY	Environmental issues, human health.		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Macro-environment : Legislation (LRA, COIDA, BCEA, EEA, SDA) • Grade 11 Production function – Health and safety laws 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Confusing responsibilities of employers with those of a health and safety representative. 			
METHODOLOGY			
<ul style="list-style-type: none"> • Recap on the meaning of environmental issues and human health • Explain to learners that the employer must first put safety systems in place and provide guidelines on safety measures in the workplace. • Discuss the responsibility of the employer in promoting human health and safety in the workplace. e.g. Provide and maintain all the equipment that is necessary to perform the work, etc. • Refer to 2020 learner resource material for content. 			

ACTIVITIES
<ul style="list-style-type: none">• Minimum 1 activity• Past papers
ASSESSMENT
<ul style="list-style-type: none">• Baseline assessment• Classwork

NOTES:

ENVIRONMENTAL ISSUES

Environmental issues are harmful effects of human activity on the physical environment. May include climate change, pollution, environmental degradation, global warming and resource depletion.

Human health is a state of complete physical, mental and social well-being and not only the absence of disease or illness.

RESPONSIBILITIES OF EMPLOYERS IN PROMOTING HUMAN HEALTH AND SAFETY IN THE WORKPLACE

- Provide and maintain all the equipment that is necessary to perform the work
- Keep the systems to ensure that there will be no harmful impact on the health and safety of workers.
- Reduce/Remove dangers to workers and provide personal protective clothing
 - Ensure that the workers' health is not damaged by hazards resulting from production /processing/storage/transportation of materials or equipment.
- Employers must know where potential dangers might be and take measures to eliminate or limit the harm.
- Workers must be informed /instructed/and supervised to limit potential dangers to them/Emergency exit door signs should be visible to all employees.
- Equipment must be used under the supervision of a designated trained worker
- Comply with safety laws which seek to promote a healthy working environment.

ACTIVITY 6

6.1 Recommend FOUR ways in which the employer can protect the environment and human health.

(8)

LESSON PLAN 3

TOPIC	Human Rights, Inclusivity and Environmental Issues		
Term	3	Week	2
Duration	1 hour	Weighting	10%
Sub-topics	<ul style="list-style-type: none"> • Meaning of environmental issues • Role of the health and safety representatives in protecting the workplace environment, • Responsibility of workers in promoting human health and safety in the workplace 		
RELATED CONCEPTS/ TERMS/VOCABULARY	Environmental issues, health and safety representative, human health, potential dangers,		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Macro-environment : Legislation (LRA, COIDA, BCEA, EEA, SDA) • Grade 11 Production function – Health and safety laws 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Confusing responsibilities of employers with those of a health and safety representative 			
METHODOLOGY			
<ul style="list-style-type: none"> • Recap the role of the employer in promoting health and safety in the workplace • Explain that businesses need to appoint an employee/s called Health and Safety Representative who will be responsible for checking the effectiveness of the business health and safety measures, etc. • Discuss roles of health and safety representatives • State that human rights come with responsibilities. Employees are entitled to safety, security and protection of life but they also have the responsibility to take care of their own safety in the workplace. 			

- Discuss responsibilities of workers in promoting human health and safety in the workplace. For example:
 - Use prescribed safety equipment.
 - Report accidents to the employer by the end of the shift.
- **Refer to 2020 learner resource material for content.**

ACTIVITIES

- Minimum 1 activity
- Past papers **2020 EXEMPLAR P2 QUESTION 4.7**

NOTES:

ROLES OF HEALTH AND SAFETY REPRESENTATIVES IN PROTECTING THE WORKPLACE ENVIRONMENT

- Ensure that protective clothing is provided /available to all workers.
- Identify potential dangers in the workplace.
- Initiate/promote/Maintain /Review measures to ensure the health and safety of workers.
- Check/Monitor the effectiveness of health and safety measures with management
- Ensure that all equipment that is necessary to perform work are provided /maintained regularly
- Promote safety training so that employees may avoid potential dangers/act pro-actively
- Ensure that dangerous equipment is used under the supervision of trained/qualified workers.
- Ensure that workers' health and safety is not endangered by hazards resulting from production/processing/storage/transportation of material/equipment.
- Work together with the employer to investigate any accidents/complaints from the workers concerning health and safety in the workplace.
- Ensure that employers comply with COIDA

RESPONSIBILITY OF WORKERS IN PROMOTING HUMAN HEALTH AND SAFETY IN THE WORKPLACE

- Workers should take care of their own health and safety in the workplace.
- Co-operate and comply with the rules and procedures, e.g. wear prescribed safety clothing.
- Report unsafe/unhealthy working conditions to the relevant authorities/ management.

- Report accidents to the employer by the end of the shift
- Use prescribed safety equipment
- Take reasonable care of their own safety
- Inform the employer of any illness that may affect the ability to work.

ACTIVITY 7

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

LIZEL CLOTHING MANUFACTURER (LCM)

The management of Lizel Clothing Manufacturer has appointed health and safety representatives. They will be responsible for checking the effectiveness of LCM's health and safety measures and for identifying potential dangers in the workplace.

- 7.1.1 Quote TWO roles of the health and safety representatives from the scenario above. (2)
- 7.1.2 Describe TWO other roles of health and safety representatives in the workplace. (4)
- 7.1.3 Explain the responsibilities of workers in promoting human health and safety in the workplace. (4)

LESSON PLAN 4

TOPIC	Human Rights, Inclusivity and Environmental Issues		
Term	3	Week	2
Duration	1 hour	Weighting	10%
Sub-topics	<ul style="list-style-type: none"> • Meaning of environmental issues • Ways/Strategies business may use to protect the environment and promote human health in the workplace. 		
RELATED CONCEPTS/ TERMS/VOCABULARY	Environmental issues, human health, environmental awareness programmes, greener technologies, nature conservation, pollution, re-use, reduce and recycling, occupational health, hygiene issues,		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Macro-environment : Legislation (LRA, COIDA, BCEA, EEA, SDA) • Grade 11 Production function – Health and safety laws • Social responsibility (Triple bottom line) 			
RESOURCES			
<ul style="list-style-type: none"> • 2020 examination guidelines grade 12. • 2021 Annual Teaching Plan • Amended CAPS document • Textbooks prescribed by DOE(study guides as well) • Past exam papers • 2020 learner resource material • 2020 learner assist document 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Confusing responsibilities of employers with those of a health and safety representative. 			
METHODOLOGY			
<ul style="list-style-type: none"> • Recap the role of the health and safety representative in protecting the workplace environment • Recap the role of workers in promoting human health and safety in the workplace. • Ask (remind) learners of the 3Ps of Triple bottom line particularly the 'P' for 'PLANET' businesses should not harm the environment for production/profit purposes. <ul style="list-style-type: none"> ➤ To deal with environmental issues businesses need to come with ways that could protect the environment and promote human health in the workplace. 			

<ul style="list-style-type: none">➤ These strategies are general and apply inside and outside the business, e.g.<ul style="list-style-type: none">☞ Machines must be serviced/maintained regularly.☞ Encourage employees to do regular health check.☞ Promote nature conservation by looking after natural resources.☞ Become involved in environmental awareness programmes.• Refer to 2020 learner resource material for content.
ACTIVITIES
<ul style="list-style-type: none">• Minimum 1 activity• Past papers 2019 SEPTEMBER QUESTION 4.8 2018 MAY-JUNE QUESTION 9 (ESSAY QUESTION)
ASSESSMENT
<ul style="list-style-type: none">• Baseline assessment• Classwork• Class test (cover aspects taught in week 1 and 2)

NOTES:

WAYS IN WHICH BUSINESSES COULD PROTECT THE ENVIRONMENT AND PROMOTE HUMAN HEALTH IN THE WORKPLACE

- Laws and regulations should be adhered to so that profits are not generated at the expense of the environment.
- Pollution and other environmental issues should always be considered in all business activities, e.g. safe disposal of waste/dumping of toxic waste, etc.
- Become involved in environmental awareness programmes.
- The environment can be protected by altering production techniques in favour of cleaner and greener technologies.
- Water for human consumption should be tested before it is used.
- Promote nature conservation by looking after natural resources.
- Minimise pollution, by re-using, reducing and recycling.
- Reduce consumption of goods/services which are environmentally unfriendly.
- Register/Engage with recognised institutions/bodies that promote green peace.

- Physical working conditions should always be worker friendly, safe and promote occupational health.
- Physical working conditions, e.g. adequate lighting/ventilation should be available and functional.
- Machines must be serviced/maintained regularly.
- Educate people about hygiene issues.
- Encourage employees to do regular health checks.

ACTIVITY 8

8.1 Suggest strategies that businesses may use to protect the environment and human health.

ESSAY QUESTION

QUESTION 8: BUSINESS ROLES (ECONOMIC RIGHTS AND ENVIRONMENTAL ISSUES)

Businesses must ensure that the economic rights of employees are observed and respected at all times. However, employees also have the responsibility to protect the workplace environment with the support of the health and safety representatives.

As an expert on economic rights and environmental issues, address the following aspects in your essay:

- Outline the economic rights of employees in the workplace.
- Explain the responsibilities of employers and employees in protecting the workplace environment.
- Discuss the roles of health and safety representatives in protecting the workplace environment.
- Suggest ways in which businesses could protect the environment and human health in the workplace.

[40]



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

CURRICULUM GRADE 10-12 DIRECTORATE

NCS (CAPS)

TEACHER SUPPORT DOCUMENT

SOLUTIONS TO ACTIVITIES

GRADE 12

BUSINESS STUDIES

STEP AHEAD PROGRAMME

2021

BUSINESS ENVIROMNENTS (LEGISLATION) TERM 1

LEARNER ACTIVITIES – MARKING GUIDELINE

ACTIVITY 1

1.1.1 Skills Development Act, 1998 (Act 97 of 1998)/Skills Development Act/SDA ✓ (1)

1.1.2 Actions regarded as discriminatory by the Skill Development Act

- '... only young employees are given the opportunity to learn new skills.' ✓
- 'Female employees are excluded from attending training.' ✓

NOTE: Only allocate marks for responses that are quoted from scenario (2 x 1)

**1.1.3 Positive impact of the Skills Development Act (SDA) on Thulane Traders/
businesses**

- Thulane Traders (TT) may have an increased number of skilled employees ✓ in skills that are scarce. ✓
- Improves productivity ✓ in the workplace. ✓
- TT may be globally ✓ more competitive. ✓
- Higher investment in education and training in the labour market ✓ increases profits/return on investment. ✓
- TT's focus on social investment ✓ may be redirected to other challenges. ✓
- Employees' quality of life may improve ✓ as they will be more employable/ promoted to senior/managerial positions. ✓
- Improves work prospects ✓ and labour mobility. ✓
- Self-employment ✓ and entrepreneurship are promoted. ✓
- On-going skills development, learning and the acquisition of new skills are encouraged ✓ to sustain the improvement of skills development. ✓
- Any other relevant answer related to the positive impact of the SDA on Thulane Traders/businesses.

Max (6)

ACTIVITY 2

2.1 Role of SETAs

- Develop skills plans in line with the National Skills Development Strategy. ✓✓
- Draw up skills development plans for their specific economic sectors. ✓✓
- Approve workplace skills plans and annual training reports. ✓✓
- Allocate grants to employers, education and training providers. ✓✓
- Pay out grants to companies that are complying with the requirements of the Skills Development Act. ✓✓
- Monitor/Evaluate the actual training by service providers. ✓✓
- Promote and establishes learnerships. ✓✓
- Register learnership agreements/learning programmes. ✓✓
- Provide training material/programmes for skills development facilitators. ✓✓
- Provide accreditation for skills development facilitators. ✓✓
- Oversee training in different sectors of the South African economy. ✓✓
- Promote learnerships and learning programmes by identifying suitable workplaces for practical work experience. ✓✓
- Collect levies and pays out grants as required. ✓✓
- Report to the Director General. ✓✓
- Any other relevant answer related to the role of SETAs.

Max (8)

2.2 Difference between National Skills Development Strategy and Human Resources Development Strategy

National Skills Development Strategy	Human Resources Development Strategy
Encourages good quality training in the workplace√ to ensure on-going development of skills. √	- Addresses skills shortages√ in the South African workforce. √
Provides for the participation√ of government, organised business and labour. √	- Aims at achieving faster economic growth/higher employment levels√ and reduced levels of poverty. √
Improves social development√ through economic development. √	- Promotes social development/social justice√ and helps to alleviate poverty. √
Indicates how Sector Education and Training Authorities (SETAs) √ should use the money allocated from the Skills Development Levy. √	- Develops short term√ and long term workforce skills. √
Increases/Improves access√ to training programmes. √	- Improves the supply of skills. √
Builds/Provides career/vocational guidance/training centres. √	- Increases employee participation√ in lifelong learning. √
Submax (4)	Submax (4)

NOTE: 1. The answer does not have to be in tabular format but differences must be clear.

2. Award a maximum of FOUR (4) marks, if differences are not clear.

Max (8)

2.3 SUGGEST TWO(2) IN WHICH SETA'S RECEIVE FUNDING

- Skills Development levies paid by employers e.g. 80% is distributed to the different SETA and 20% is paid into the National Skills Fund.
- Donations and grants from the public.
- Surplus funds from government institutions .

(4)

NOTE: MARK THE FIRST TWO ONLY

ACTIVITY 3

BUSINESS ENVIRONMENTS (LEGISLATION)

3.1 Introduction

- The Labour Relations Act regulates the relationship between employees and their trade unions/employers and their organisation.√
- The Act may include amendments/repeal laws related to labour relations in order to promote sound labour relations.√
- The Act promotes employment equity and democracy in the workplace through prevention of unfair labour practices.√
- LRA deals with hiring/disciplining/firing employees/trade union negotiation/ strikes.√
- Labour relations usually involves three parties namely the employer, the employee and the government.√

- Any other relevant introduction related to LRA.

Max (2)

3.2 The rights of employees and employers

3.2.1 Rights of employers

- Employers have the right to lockout employees who engage in unprotected/illegal strike/labour action.√√
- Form employer organisations.√√
- Form a bargaining council for collective bargaining purposes.√√
- Dismiss employees who are engaged in an unprotected strike/misconduct such as intimidation/violence during a strike action.√√
- Right not to pay an employee who has taken part in a protected strike for services/work they did not do during the strike.√√
- Any other relevant answer related to the rights of employers according to the LRA.

Sub max (8)

3.2.2 Rights of employees

- Employees may join a trade union of their choice.√√
- Request trade union representatives to assist/represent employees in the grievance/disciplinary hearing.√√
- Trade union representatives may take reasonable time off work with pay, to attend to trade union duties.√√
- Embark on legal strikes as a remedy for grievances.√√
- Refer unresolved workplace disputes to the CCMA.√√

- Refer unresolved CCMA disputes to the Labour Court on appeal.√√
- Any other relevant answer related to rights of employees according to the LRA.Sub max (8)

3.3 Purpose of LRA

- Provides a framework/structure for labour relations√ between employers/
employees/trade unions/employer organisations.√
- Promotes/Facilitates collective bargaining√ at the workplace/at sectorial level.√
- Promotes workplace forums√ to accommodate employees in decision making.√
- Provides for the right to lock-out by the employer√ as a reaction to lengthy
strikes.√
- Promotes fair labour practice√ between the employers and employees.√
- Clarifies the transfer of employment contracts√ between the existing and new
employers.√
- Promotes simple procedures√ for the registration of trade unions/employer organisations.√
- Advances economic development/social justice/labour peace√ to ensure that the
workplace maintains the basic rights of employees.√
- Establishes the Commission for Conciliation, Mediation and Arbitration (CCMA)√
for dispute resolutions.√
- Establishes Labour Courts√ and Labour Appeal Courts.√
- Any other relevant answer related to the purpose of the LRA.

Max (12)

3.4 Impact of LRA on businesses

Positives/Advantages

- Protects the rights of businesses√ in labour related issues.√
- Protect employers who embark on lawful lockouts√ when negotiations between parties fail.√
- Ensures participation of all parties in collective bargaining/decision making√ which reduces conflict in the workplace.√
- Labour disputes√ are settled quicker√ are less expensive.√
- Workplace forums can also be tasked to resolve workplace issues√ as they take part in decision making.√
- Provides for dispute resolution through consensus√ between organised labour, businesses and the state.√
- Provides mechanisms√, e.g. statutory councils/collective bargaining/CCMA to settle labour disputes.√
- Prevents unfair discrimination in the workplace√ as all employees should be given equal opportunities.√
- Employers can dismiss employees√ who engage in unprotected strikes.√
- Employers may claim compensation√ through the Labour Court for losses suffered as a result of an unprotected strike.√

- Any other relevant answer related to the positive impact of LRA on businesses.

AND/OR

Negatives/Disadvantages

- Productivity may decrease√ if employees are allowed to participate in the activities of trade unions during work time.√
- Profitability may decrease√ due to a decline in sales/production.√
- Quick decision making may be negatively affected√ as some workplace forum representatives may only focus on the interest of employees and neglect that of the business.√
- Dispute resolution through consensus√ may be time consuming.√
- Incompetent employees may be inherited when a business is transferred/sold√, because the new owner has to take over/continue with the existing employees' contracts.√
- Information about workplace issues may be disclosed to trade unions√ which may be leaked to competitors/media.√
- Costs of labour increases√ because of legal strikes.√
- Labour consultants may be employed to deal with labour related issues√ which may be costly.√
- Reduced global competitiveness√ due to lower productivity.√
- Any other relevant answer related to the negative impact of the LRA on businesses.

Max (14)

3.5 Ways in which businesses can comply with the LRA

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

Max (8)

3.6 Conclusion

- LRA provides for conflict resolution mechanisms in the workplace. ✓✓
- Fair labour practices in the workplace may result in efficient business operations with minimal disruptions. ✓✓
- The Act requires agreement through sound labour relations between trade unions and employer organisations. ✓✓
- Businesses need to comply with the Act to promote a healthy working/workplace relationship. ✓✓
- Any other relevant conclusion related to the LRA.

Max (2)

[40]

ACTIVITY 4

4.1.1 Purpose of the EEA

- This Act states that employees who do the same work (work of equal value)✓ must be paid equally (equal pay).✓
- No discrimination✓ on grounds of gender in the workplace.✓
- Promotes equal opportunity✓ and fair treatment in the workplace.✓
- Protects employees from victimisation✓ if they exercise the rights given to them by the EEA.✓
- Provides for employees to refer unresolved disputes✓ to the CCMA.✓
- Any other relevant answer related to the purpose of the EEA. Max (8)

4.1.2 Actions regarded as discriminatory by the EEA

- Not employing a young woman because she will want to have children.✓✓
- Refusing to employ a person because he/she has strong religious beliefs/has a disability.✓✓
- Doing HIV testing unless justified by the Labour Court.✓✓
- Denying people access to the workforce based on gender/race/culture/etc. and treating them unfairly.✓✓
- Any other relevant actions that can be regarded as discriminatory by EEA.

NOTE: Mark the first THREE (3) only.

Any (3 x 2) (6)

4.1.3 Impact of EEA on businesses

Positives

- Promotes equal opportunities✓ and fair treatment in employment.✓
- Encourages consultation✓ between employer and employees.✓
- Motivates employees✓ because the workforce is more diverse/representative/ inclusive.✓

- Prevents unfair discrimination√ as it ensures that the workforce represents the demographics of the country/promotes diversity in the workplace.√
 - Creates a framework√ of acceptable employment practices/affirmative action measures.√
 - Promotes the implementation of affirmative action√ to address the imbalances of the past.√
- Any other relevant answer related to the positive impact of EEA on businesses.

AND/OR

Negatives

- Increased administration burden√, as businesses must compile/submit employment equity reports every two years.√
- Expensive to train/employ someone√ who knows little about the Act.√
- Other groups may not respect the knowledge/skills/experience of an EE appointment√ and may lead to conflict.√
- Fines/Penalties for non-compliant businesses√ may be expensive for the business.√
- Employers have to appoint one or more senior managers to ensure the implementation of the plan√, which increases salary expenditure.√
- Businesses must submit a compliance certificate√ before they can conduct business with state businesses.√
- Businesses are sometimes pressurised to appoint an unsuitable EE person√ to meet EE requirements.√
- Often positions go unfilled√ because there are no suitable EE candidates.√
- Any other relevant answer related to the negative impact of the EEA on businesses.

Max (10)

ACTIVITY 5

5.1 Introduction

- The BCEA sets out conditions that ensure fair labour and human resources practices.√

- The Act applies to all employers and employees, except for members of the National Defence Force, National Intelligence Agency, South African Secret

Services and unpaid volunteers working for charities.✓

- The BCEA applies to casual, temporary and permanent employees as well as independent contractors.✓

- Businesses should ensure that they comply with this Act to avoid penalties.✓

- Any other relevant introduction related to the BCEA.

Max (2)

5.2 Purpose of the Basic Conditions of Employment Act

- Provides clear terms and conditions of employment✓ for employers and employees.✓

- Set minimum requirements/standards✓ for the employment contract.✓

- Regulates the right to fair labour practices✓ as set out in the Constitution.✓

- It adheres to the rules and regulations✓ set out by the International Labour Organisation.✓

- Regulates the variations✓ of basic conditions of employment.✓

- Advance economic development✓ and social justice.✓

- Any other relevant answer related to the purpose of the BCEA.

Max (10)

5.3 Provisions of the BCEA

5.3.1 Hours of work/Work hours✓✓

- Workers may not work for more than✓ 45 hours in any week.✓

- Workers may work nine hours a day✓ if they work five days or less per week✓/eight hours a day✓ if they work more than five days a week.✓

- Night work performed after 18:00 and before 6:00 the next day by agreement✓,

must be compensated by allowance/reduction of work hours.✓

- Ordinary work hours may be extended by agreement✓ by a maximum of 15 minutes per day/maximum of sixty minutes per week to complete duties when serving the public.✓

- Ordinary work hours may be reduced✓ to a maximum of 40 hours per week/8 hours per day.✓

- Any other relevant answer related to hours of work as a provision of the BCEA.

Provision (2)

Discussion (2)

Sub max (4)

5.3.2 Overtime✓✓

- Workers must agree✓ to work overtime.✓

- Workers cannot work more than✓ three hours overtime per day/10 hours per week.✓

- Overtime must be compensated as follows:

➤ One and half times the normal rate of pay✓ for overtime worked on week days and Saturdays.✓

➤ Double the normal rate of pay for overtime✓ worked on Sundays and public holidays.✓

- Overtime must be paid either at specified rate for overtime✓ or an employee may agree to receive paid time off.✓

- Minister of Labour may prescribe the maximum permitted working hours, including overtime✓, for health and safety reasons for a certain category of work.✓

- Any other relevant answer related to overtime as a provision of the BCEA.

Provision (2)

Discussion (2)

Sub max (4)

5.3.3 Leave

• Annual leave

Workers are entitled to:

- 21 consecutive days annual leave per year/One day for every 17 days worked/One hour for every 17 hours worked.
- An employer can only pay a worker in lieu of leave if that worker leaves the job.
- Any other relevant answer related to annual leave as a provision of the BCEA.

Sick leave

Workers are entitled to:

- Six weeks paid sick leave in a period of 36 months/1 day paid sick leave for every 26 days worked during the first six months of employment.
- A medical certificate may be required before paying an employee who is absent for more than two consecutive days/who is frequently absent.
- Any other relevant answer related to sick leave as a provision of the BCEA.

• Maternity leave

- A pregnant employee is entitled to four consecutive months' leave.
- A pregnant employee may not be allowed to perform work that is hazardous to her unborn child.
- The starting date is usually any time from four weeks before the expected date of birth or on advice of a doctor/midwife.
- Any other relevant answer related to maternity leave as a provision of the BCEA.

NOTE: Adoption leave may also be accepted.

Family responsibility leave ✓✓

- Three to five (3 to 5) days paid leave per year on request ✓ in the event of the death of the employee's spouse/life partner/parent/ adoptive parent/ grandparent/child/adoptive child/grandchild/sibling. ✓
- An employer may require reasonable proof ✓, before granting this leave. ✓
- Male employees are entitled to a maximum of three/five day's paternity leave ✓ when his child is born. ✓
- Any other relevant answer related to family responsibility leave as a provision of the BCEA.

Provision (2)

Discussion (2)

Sub max (4)

Note: Award a maximum of FOUR marks for leave.

5.3.4 Meal breaks and rest periods ✓✓

- Workers must have a meal break of 60 minutes ✓ after five continuous hours of work. ✓
- This can be reduced to 30 minutes by written agreement ✓, when working less than 6 hours per day. ✓
- A worker must have a daily rest period ✓ of 12 continuous hours ✓/a weekly rest period of 36 continuous hours ✓ which must include Sundays. ✓

- Any other relevant answer related to meal breaks and rest periods as a provision of the BCEA.

Provision (2)

Discussion (2)

Sub max (4)

5.3.5 Public holidays✓✓

- Workers must be paid for any public holidays✓ that fall on a working day.✓
- Work on public holidays is by agreement✓ and paid at double the rate.✓
- Any other relevant answer related to public holidays as a provision of the BCEA.

Provision (2)

Discussion (2)

Sub max (4)

5.3.6 Termination of employment✓✓

- A contract of employment may only be terminated following one week's notice✓, if the worker has been employed for six months or less.✓
- A minimum of four weeks' notice must be given✓, if the worker has been employed for a year or longer.✓
- The employee must be given notice✓ in writing.✓
- An employee who is retrenched/dismissed for restruational reasons✓ is entitled to one week's severance pay for every year of service.✓
- Any other relevant answer related to termination of employment as a provision

of the BCEA.

Provision (2)

Discussion (2)

Sub max (4)

5.3.7 Child and forced labour✓✓

- It is illegal to employ a child✓ younger than 15 years of age.✓
- It is also illegal✓ to force someone to work.✓
- Businesses may employ children over the age of 15 years✓, if employment is not harmful to their health/well-being/education/moral and social development✓// minors under 18 years of age✓ may not do dangerous work/work meant for an adult.✓
- Any other relevant answer related to child and forced labour as a provision of the BCEA.

Provision (2)

Discussion (2)

Sub max (4)

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

(4 x 4) (16)

5.4 Penalties businesses may face for not complying with this Act

- Labour inspectors may serve a compliance order by writing to the Department of

Labour✓✓

- The Director General may agree/change/cancel the compliance order.✓✓
- Labour inspectors may investigate/inspect/ask questions about complaints and remove records as evidence.✓✓
- Businesses may be taken to the labour court for a ruling.✓✓
- Businesses that are found guilty of non-compliance may face heavy fines/penalties.✓✓
- They can be ordered to pay compensation and damages to the employee.✓✓
- Any other relevant answer related to the penalties businesses may face for Non-compliance with the BCEA.

5.5 Positive impact of BCEA on business

- Creates a framework of acceptable employment practices✓, e.g. legal employment contracts, work hours, leave✓, etc.
- Promotes fair treatment✓ of employees in business.✓
- The rules and regulations are very specific✓, which clearly guides the employer how to deal with employment issues.✓
- Encourages consultation✓ between employers and employees.✓
- Outlines minimum requirements✓ that forms the basis of employment contracts.✓
- Work hours are specified so that the employer✓ cannot exploit employees.✓
- Employees are permitted to consult labour unions✓ in cases where the BCEA conditions are violated.✓

- Employees may submit complaints√ to labour inspectors who can address it.√
- Any other relevant answer related to the positive impact of the BCEA on businesses.

Max (12)

5.6 Conclusion

- Employers must keep record of employees/their work hours and remuneration.√√
- Businesses should display employees' rights in terms of the BCEA in an area of the workplace where all employees can see it.√√
- Minister of Labour may make variations on BCEA regulations/provisions, so businesses must stay informed about amendments to the act.√√
- Any other relevant conclusion related to the BCEA.

Max (2)

[40]

ACTIVITY 6

6.1.1 Compensation for Occupational Injuries and Diseases Act, 1997 (Act 61 of 1997)/

Compensation for Occupational Injuries and Diseases Act/COIDA.√√

(2)

Motivation:

An employee of Barker Incorporated lost his hand due to an injury sustained while performing his duties/Management is refusing to submit the claim to the Compensation fund/They did not register the employee with the Commissioner of the Compensation Fund.√ (1)

NOTE: Do not award marks for the motivation if the Act was identified incorrectly.

Max (3)

6.1.2 Penalties for non-compliance

- Barker Incorporated can be fined√ for refusing to lodge the claim/contravening the Act.√
- BI can be forced to make large payments√ if it did not take the necessary precautions according to the Act.√
- BI can be forced to pay any recovery costs√ required by the Compensation Fund.√
- The employee may take BI to court√ for not registering him/her with the Commissioner of the Compensation Fund.√
- If BI is found guilty of any misconduct√, they will have to pay large penalties/face imprisonment.√
- Any other relevant answer related to penalties for non-compliance with COIDA.

Max (6)

ACTIVITY 7

7.1 Introduction

- BBBEE was introduced to bring the majority of the South Africans into the mainstream of the economy. ✓
- It increased the number of black people that manage/own/control the economy. ✓
- Enterprise and supplier development enable large businesses to empower black owned businesses and suppliers. ✓
- A BEE scorecard is used to determine the BBBEE status of a business. ✓
- The Skills Development Act was developed in response to the demand for redress and equity. ✓
- Any other relevant introduction related to BBBEE and SDA. (2 x 1) (2)

7.2 Distinction between BEE and BBBEE



BLACK ECONOMIC EMPOWERMENT (BEE)	BROAD BASED BLACK ECONOMIC EMPOWERMENT (BBBEE)
It is a government policy ✓ which may not be enforced. ✓	It is an Act ✓ that is enforced/must be complied with by businesses. ✓
Benefits only a few previously disadvantaged people ✓ in the economy. ✓	Encourages a wider group of previously disadvantaged people/black women/people who are physically challenged/youth/people

	in rural areas✓ to participate in the economy.✓
- Few previously disadvantaged individuals share in the wealth✓ of the economy.✓	- Aims at distributing the country's wealth✓ across a broader spectrum of society.✓ 
- Focuses only on three pillars✓ that did not include all previously disadvantaged people.✓ - Focuses on seven/five pillars✓ which includes all sectors of the society, especially the previously disadvantaged.✓	- Focuses only on three pillars✓ that did not include all previously disadvantaged people.✓ - Focuses on seven/five pillars✓ which includes all sectors of the society, especially the previously disadvantaged.✓
- Any other relevant answer related to BEE.	- Any other relevant answer related to BBBEE.
Sub max (4)	Sub max (4)

NOTE: 1. The answer does not have to be in tabular format, but the distinction must be clear.

2. Award a maximum of FOUR (4) marks if the distinction is not clear/Mark either BEE or BBBEE only.

Max (8)

7.3 Impact of BBBEE on businesses

Positives/Advantages

- Businesses that comply with BBBEE regarding the pillars✓ will be rated high on the BEE scorecard/may get government tenders/may attract other BBBEE business partners/-suppliers.✓
- Encourages businesses to address the demands✓ for redress/ equity directly.✓
- Provides a variety of business codes✓ to improve employment equity.✓
- Provides for human resources development✓ through training and development.✓
- Promotes enterprise development✓, by developing entrepreneurial skills of designated people to start their own businesses.✓
- Businesses will have a good overview on how it is performing✓ in comparison to other businesses in the rest of the country.✓
- A good BBBEE rating✓ will improve the image of the business.✓
- By focusing on BBBEE, the business will show commitment✓ towards the social/education/economic developments in the community/country.✓
- Once rated, the business will understand how to develop BBBEE strategies✓ that will increase its BBBEE ratings on an annual basis.✓
- Fronting is discouraged✓, as it may lead to the disqualification of a business's

entire scorecard/BBBEE status.✓

- Share prices of BBBEE compliant businesses are likely to increase✓ as they attract more business.✓
- Businesses that support Small, Micro, Medium Enterprises (SMMEs)✓, may increase their own BBBEE ratings.✓
- Complying with BBBEE requirements gives businesses experience/exposure✓ to be able to provide better employment opportunities/staff development.✓
- Any other relevant answer related to the positive impact of BBBEE on businesses.

AND/OR

Negatives/Disadvantages

- Businesses have to go through the process of having their BBBEE compliance measured/verified✓ by an independent BEE verification agency.✓
- Businesses that wish to do business with the government✓, must have their BEE status assessed annually.✓
- Provides for preferential procurement✓, so certain businesses may be excluded from supplying goods/services.✓
- Processes may lead to corruption/nepotism✓, if not monitored properly.✓
- Many businesses have been disadvantaged due to BBBEE ratings✓ as they may not be able to meet all the scoring.✓
- Processes and procedures may be costly for a business✓ as there are many legal

requirements for scoring enough points to be compliant.✓

- Businesses could experience large financial implications/penalties✓ if they do not comply with BBBEE.✓
- Businesses will have to spend money in areas covered by the seven/five BBBEE pillars✓ to obtain a good BBBEE rating.✓
- Investment/Ownership issues✓ can cause unhappiness between existing shareholders.✓
- Any other relevant answer related to the negative impact of BBBEE on

businesses.

Max (10)

7.4 Implications of the BBBEE pillars

7.4.1 Ownership

- Business should include black people✓ in shareholding/partnerships/franchises.✓
- Exempted Micro Enterprises (EMEs) with an ownership of 50% or more of black people✓ are promoted to level 3 of the BEE scorecard.✓
- More opportunities are created for black people✓ to become owners/entrepreneurs.✓
- Encourage small black investors✓ to invest in big companies and share ownership.✓
- Large businesses should form joint ventures with small black owned businesses✓ and share business risks.✓

- Businesses sometimes find it difficult√ to locate suitable black business partners/
shareholders.√
- Many black people cannot afford√ shares in companies/contributions to
partnerships.√
- Any other relevant answer related to the implication of ownership as a BBBEE
pillar on businesses.

Max (6)

7.4.2 Management

- Business must ensure that transformation√ is implemented at all levels.√
- Appoint black people√ in senior executive positions/to management.√
- Involve black people√ in the decision making processes.√
- Ensure that black females√ are represented in management.√
- Businesses score points in both management and ownership√ whenselling more
than 25 % of their shares to black investors so that some of them can become
directors.√
- Due to a shortage of skilled black managers/directors√, some businesses find it
difficult to make appointments.√
- Businesses are directly penalised√ for not implementing this pillar.√
- Any other relevant answer related to the implication of management as a BBBEE
pillar on businesses.

Max (6)

7.4.3 Enterprise and supplier development (ESD)

- Business must create jobs√ as ESD promotes local manufacturing.√
- Businesses are encouraged to invest/support√ black owned SMMEs.√
- Contribution can be monetary√, e.g. loans/investments/donations.√
- Contribution can be non-monetary√, e.g. consulting services/advice/entrepreneurial programmes√, etc.
- Outsource services√ to suppliers that are BBBEE compliant.√
- Identify black owned suppliers√ that are able to supply goods and services.√
- Develop the business skills of small/black owned suppliers√, e.g. sales techniques, legal advice√, etc.
- Support the cash flow of small suppliers√ by offering them preferential terms of payment.√
- Businesses should invest in/support√ black owned SMMEs.√
- SMMEs will be encouraged to use their own business initiatives√ to make them sustainable.√
- Develop and implement√ a supplier development plan/supply chain.√
- Small/Large businesses may not be able√ to afford enterprise development investment/support.√
- Black owned SMMEs may become too reliant√ on support from other businesses/ unable to take their own initiatives.√
- BBBEE suppliers√ may be without good workmanship.√
- Smaller businesses that are not BBBEE compliant√lose business.√
- Businesses are forced√ to choose from a smaller pool of suppliers.√

- Any other relevant answer related to the implication of enterprise and supplier Development (ESD) as a BBBEE pillar on businesses.

Max (6)

7.5 Effectiveness/Advantages of Skills Development Act

- Increases the number of skilled employees√ in areas where these skills are scarce.√
- Trained employees√ to improve productivity in the workplace.√
- Increases global√ competitiveness.√
- Increases investment in education and training√ in the labour market.√
- Increases the return on investment√ in education and training.√
- Improves employment opportunities√ and labour movement of workers from previously disadvantaged groups.√
- Self-employment√ and black entrepreneurship are promoted.√
- Workplace discrimination√ can be addressed through training.√
- Workplace is used as an active learning environment√ where employees can gain practical job experience.√
- BBBEE-compliant businesses can improve their products/service delivery√ as they employ more skilled workers.√
- Any other relevant answer related to the effectiveness/advantages of SDA to ensure the successful implementation of BBBEE.

Max (10)

7.6 Conclusion

- An economy that is not growing cannot integrate all its citizens in a meaningful way. ✓✓
- To obtain a good rating, businesses will have to spend money in the areas covered by the BBBEE pillars. ✓✓
- The Skills Development Act makes it possible for business to successfully implement BBBEE pillars as it ensures effective skills development. ✓✓
- Any other relevant conclusion related to BBBEE and SDA.

Max (2)

[40]

ACTIVITY 8

8.1.1 Non-compliance by QCF

- QCF makes loans available to anyone who needs cash at short notice. ✓
- QCF encourages people to apply for loans regardless of their financial status. ✓
- QCF uses misleading and deceptive methods to attract potential clients. ✓

NOTE: 1. Only allocate marks for responses relating to non-compliance with the NCA.

2. Responses must be quoted from the scenario.

(2 x 1) (2)

8.1.2 Ways in which QCF can comply with the National Credit Act (NCA)

- QCF should register with the National Credit Regulator.√√
- Submit an annual compliance report to the National Credit Regulator.√√
- Obtain credit records/checks of clients before granting loans.√√
- Conduct credit affordability assessments to ensure that clients are able to meet their obligations on time.√√
- Offer applicants pre-agreement statements.√√
- Disclose all costs of a loan/No hidden costs should be charged/added.√√
- Any other relevant answer related to ways in which QCF can comply with NCA.

Max (8)

ACTIVITY 9

9.1 Introduction

- The CPA was promulgated/introduced to redress economic inequalities of the past.√
- It applies to consumers/buyers in South Africa.√
- It promotes the social/economic welfare of consumers in South Africa.√
- The Act impacts on almost every business sector in South Africa.√

- Consumers are regarded as recipients of goods and services. ✓
- Any other relevant introduction related to the Consumer Protection Act. Max (2)

9.2 Purpose of the Consumer Protection Act (CPA)

- Promotes fair/accessible and sustainable places for people to sell their products. ✓✓
- Establishes national standards to protect consumers. ✓✓
- Provides guidelines for better consumer information and to prohibit unfair business practices. ✓✓
- Promotes responsible consumer behaviour. ✓✓
- Promotes consistent laws relating to consumer transaction and agreement. ✓✓
- Establishes a National Consumer Commission (NCC). ✓✓
- Ensures that consumers have access to information they need to make informed choices. ✓✓
- Promotes the rights and full participation of historically disadvantaged individuals as consumers. ✓✓
- Ensures that consumers are not misled/deceived by suppliers of goods/ services. ✓✓
- Promotes consumer safety by protecting them from hazardous products/ services. ✓✓
- Strengthens a culture of consumer rights and responsibilities. ✓✓
- Empowers consumers to take legal action if their rights are not upheld. ✓✓

- Protects consumers against contracts that include unfair terms which limit the liability of suppliers.√√
- Protects consumers against unscrupulous businesses such as fly-by-night franchisors.√√
- Allows consumers and businesses to resolve disputes fairly.√√
- Any other relevant answer related to the purpose of the Consumer Protection Act.

Max (10)

9.3 Consumer rights

9.3.1 Right to choose√√

Consumers have the right to:

- choose suppliers√ and goods.√
- shop around√ for the best prices.√
- reject goods that are not the same√ as the sample marketed.√
- cancel/renew√ fixed-term agreements.√
- request written√ quotations/cost estimates.√
- Any other relevant answer related to the consumers' right to choose.

Sub max (4)

9.3.2 Right to privacy and confidentiality√√

- Consumers have the right to stop/restrict√ unwanted direct marketing.√
- They can object√ to unwanted promotional e-mails/telesales.√

- They have the right to stop/lodge complaints√ about the sharing of their personal details.√

- Any other relevant answer related to the consumers' right to privacy and confidentiality.

Sub max (4)

9.3.3 Right to fair and honest dealings√√

- Suppliers may not use√ physical force or harass customers.√

- Suppliers may not give√ misleading/false information.√

- Businesses may not promote pyramid schemes√ and/or chain-letter schemes.√

- Businesses may not overbook/oversell goods/services√ and then not honour the agreement.√

- Any other relevant answer related to the consumers' right to fair and honest dealings.

Sub max (4)

9.3.4 Right to information about products and agreements/Right to disclosure and information√√

- Contracts and agreements√ should be in plain language and easy to understand.√

- Businesses should display prices√ which are fully inclusive disclosing all costs.√

- Consumers may request the unit and bulk price√ of the same product.√

- If two prices for the same product are displayed√, consumers should pay the lower price.√

- Businesses should label products√ and trade descriptions correctly.√

- Any other relevant answer related to the consumers' right to information/
disclosure.

Sub max (4)

9.3.5 Right to fair/responsible marketing/promotion ✓✓

- Businesses should not mislead consumers ✓ on pricing, benefits/uses of goods. ✓
- Consumers may cancel purchases made through direct marketing ✓ within five
working days/cooling off-period. ✓
- All information related to the country of origin/expiry dates/ingredients of the
products ✓ should be disclosed/clearly labelled. ✓
- Any other relevant answer related to the consumers' right to fair marketing/
promotion.

Sub max (4)

9.3.6 Right to fair value/good quality and safety ✓✓

- Consumers have the right to demand ✓ quality service or goods. ✓
- They have the right to return faulty items ✓ if the fault occurs within six months
after purchasing the item. ✓
- Consumers may receive an implied ✓ warranty or a written warranty. ✓
- Any other relevant answer related to the consumers' right to fair value, good
quality and safety.

Sub max (4)

9.3.7 Right to accountability from suppliers ✓✓

- Consumers have the right to be protected ✓ in lay-by agreements. ✓
- Businesses should honour credit vouchers ✓ and prepaid services. ✓

- Any other relevant answer related to the consumers' right to accountability from suppliers.

Sub max (4)

9.3.8 Right to fair/just/reasonable terms and conditions ✓✓

- Businesses should provide consumers with written notices of clauses ✓ that may limit consumer rights. ✓
- Businesses may not market/sell goods ✓ at unfair prices. ✓
- Any other relevant answer related to the consumers' right to fair/just/reasonable terms and conditions.

Sub max (4)

9.3.9 Right to equality in the consumer market place ✓✓

- Businesses should not limit ✓ access to goods and services. ✓
- Quality of goods may not vary ✓ when supplied to different consumers. ✓
- Businesses may not charge different prices ✓ for the same goods/services. ✓
- No discrimination should occur ✓ when businesses market products and services in different areas/places. ✓
- Any other relevant answer related to the consumers' right to equality in the consumer market place.

Sub max (4)

NOTE: Mark the first FOUR (4) only. Max (16)

9.4 Impact of CPA on businesses

Positives/Advantages

- Enables businesses to resolve disputes fairly√ through the National Consumer Commission/Consumer Court/Industrial ombudsmen.√
- Businesses may build a good image√ when they ensure that consumer rights are not violated.√
- May gain consumer loyalty√, if they comply with CPA.√
- Businesses are less likely to have court cases against them√ for consumer rights violations.√
- Businesses may be protected√ if they are regarded as consumers.√
- They may be safeguarded√ from dishonest competitors.√
- Prevents larger businesses√ from undermining smaller ones.√
- Any other relevant answer related to the positive impact/advantages of CPA on businesses.

AND/OR

Negatives/Disadvantages

- Businesses have to replace/repair faulty items/refund money√ if the fault occurs within six months after purchase.√
- They must disclose more information√ about their products and processes/services.√
- Confidential business information√ may become available to competitors.√
- Consumers can take advantage of businesses√ and return goods/complain when

it is not necessary to do so.✓

- Processes and procedures required by CPA✓ can be expensive and time consuming.✓
- Businesses may feel unnecessarily burdened✓ by legal processes.✓
- Penalties for non-compliance✓ may be very high.✓
- Staff need to be trained/Legal experts need to be consulted✓, which can increase costs.✓
- Many business documents need to be simplified/revamped at extra cost✓, as consumers have a right to receive contracts in simple/understandable language.✓
- Administration costs increase✓, as legal contracts need to be worded in plain language/pitched at the level of the consumer.✓
- Businesses may need insurance✓ against claims from consumers✓/Provisions in the Act increase the risks for unforeseen claims and law suits✓, which also increase the risk for insurance companies in protecting businesses.✓
- Supply chain management in stock levels will have to change✓, as defective goods have to be replaced within six months at the request of the customer.✓
- Information technology systems need to be improved✓ as the retailer must keep more detailed records of interactions with consumers/be able to report to the National Consumer Commission.✓
- Any other relevant answer related to the negative impact/disadvantages of CPA on businesses.

Max (12)

9.5 Practical ways to comply with the CPA

- Disclose prices of all products on sale.√√
- Ensure that goods/services offered are standardised/of the same quality.√√
- Comply with the legal requirements of promotional competitions.√√
- Display the name of the business on all business documents, e.g. letterheads/
invoices/contracts.√√
- All agreements must provide for a five-day cooling off period.√√
- Comply with requirements regarding the display of information on labels/
packaging, e.g. smoking is hazardous for pregnant woman.√√
- Bundling of goods/services should benefit consumers, e.g. offering a cell phone
and a tablet at a special price.√√
- Provide adequate training to staff on the CPA.√√
- Implement measures that will facilitate complaints, e.g. suggestion boxes.√√
- Any other practical way that business should implement to comply with the CPA.

Max (8)

9.6 Conclusion

- The CPA forces both businesses and consumers to act responsibly when doing
business.√√
- Non-compliance by businesses may result in penalties/legal action.√√
- Any other relevant conclusion related to the CPA.

Max (2)

[40]

BUSINESS OPERATIONS (HUMAN RESOURCES) TERM 1

SOLUTIONS

ACTIVITY 1

1.1.1

JOB DESCRIPTION	JOB SPECIFICATION
Good interpersonal relations ✓	Coordinate in-service training for staff ✓
Excellent computer skills ✓	Compile reports and give feedback timeously ✓

1.2 Internal recruitment ✓✓

- Jones Traders has advertised a vacancy for a senior administrative secretary on their notice board ✓

1.3 Other sources of internal recruitment

- Internal bulletins ✓
- Recommendation by current employees ✓
- Word of mouth
- Etc

ACTIVITY 2

- Details of the employer: address and contact details of the business. ✓
- Personal details of the employee: physical address, contact details, id number etc of employee. ✓
- Job title and job description: job title, duties and responsibilities of the employee. ✓
- Working hours: the hours of work in line with the BCEA. ✓
- Overtime: overtime per week, per day must be stipulated and rate of pay thereof.

- Remuneration/salary/wage: the amount of money the employee will earn must be clearly stated.
 - Leave: the types of leave due to the employee and the number of days allowed for each type must be clearly stipulated.
 - Termination of employment: clear guidelines must be given on how notice must be served when terminating the contract.
6. Receiving Documentation ✓✓
 7. Evaluate CV's and create a short list/Screen the applicants ✓✓
 8. Verify information supplied on the CV ✓✓
 9. Notification and conducting the interview ✓✓
 10. Offer of employment ✓✓

ACTIVITY 3

SALARY DETERMINATION METHODS

PIECEMEAL PAY	TIME- RELATED PAY
<ul style="list-style-type: none"> • Workers are paid according to the number of items/units produced. ✓✓ • Workers are remunerated of items produced regardless of how long it took to produce the item. ✓✓ • Mostly used in factories, particularly in the textile industry. 	<ul style="list-style-type: none"> • Employees are paid for the amount of time they spend on a task. ✓✓ • Workers with the same experience/qualifications are paid on salary scales regardless of the amount of work done. ✓✓ • Mostly used by public and private businesses.

ACTIVITY 5

5.1 Examples of Fringe Benefits

- Medical Aid subsidy ✓
- Allowances ✓
- Pension Fund ✓
- Provident Fund ✓

ACTIVITY 6

6.1. Skills Development Act (SDA)

- HR manager must identify training needs of employees and provide them with training opportunities so they perform their tasks effectively. ✓✓
- Contribute 1% of their salary bill to the Skills Development Levy. ✓✓
- Ensure that training in the workplace is formalised and structured. ✓✓
- Appoint a full time consultant as a Skills Development Facilitator. ✓✓
- Assist managers to identify training needs to help them introduce Learnerships.

BUSINESS ROLES (ETHICS AND PROFESSIONALISM) TERM 1

SOLUTIONS

Activity 1

1.2 Indicate in each case below whether it represents an unethical or unprofessional business practice.

1.1.1 Unethical. ✓✓

1.1.2 Unprofessional. ✓✓

1.1.3 Unprofessional. ✓✓

1.1.4 Unethical. ✓✓

1.1.5 Unethical. ✓✓

(5 x 2) (10)

Activity 2

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

POOR CORPORATE GOVERNANCE (2.1.1)	KING CODE PRINCIPLES (2.1.2)	APPLICATION OF KING CODE (2.1.3)
<ul style="list-style-type: none"> The shareholders discovered that the board of directors are reporting incorrectly on business performance. ✓ 	<ul style="list-style-type: none"> Transparency ✓✓ 	<ul style="list-style-type: none"> Decisions/Actions must be clear to all stakeholders. ✓✓ Staffing and other processes should be open and transparent. ✓✓ Auditing and other reports must be accurate/available to shareholders/employees. ✓✓ Regular audits should be done to determine the effectiveness of the business. ✓✓
<ul style="list-style-type: none"> The directors are denying the allegations of misappropriation of company funds. ✓ 	<ul style="list-style-type: none"> Accountability/Responsibility ✓✓ 	<ul style="list-style-type: none"> There must be regular communication between management and stakeholders. ✓✓ Companies should appoint internal and external auditors to audit financial

		<p>statements. ✓✓</p> <ul style="list-style-type: none">• Business must be accountable/responsible for their decisions and actions. ✓✓• Businesses should present accurate annual reports to shareholders at the AGM. ✓✓• The business should develop and implement programmes that should be aimed at protecting the communities in which they operate. ✓✓• The business should develop remedial programmes to protect the environment for example, reduce air and water pollution. ✓✓
--	--	--

2.2 Ways in which professional, responsible, ethical and effective

business practices should be conducted.

(6)

- Never start a business venture at the expense of somebody else. ✓✓
- Pay fair wages and salaries that are in line with requirements of the BCEA. ✓✓
- Pay taxes regularly. ✓✓
- Hire honest and trustworthy financial officers with good reputations. ✓✓

- Provide quality goods and services. ✓✓
- All workers should have access to equal opportunities. ✓✓
- Treat workers with respect and dignity by recognising work well done. ✓✓

[20]

Activity 3

Redraw the table below and then answer the questions that follow.

UNETHICAL BUSINESS PRACTICES (3.1.1)	TYPES (3.1.2)	RECOMMENDATIONS (3.1.3)
(a) "Simiso from Simiso's Farm Store has been charging the villagers excessively high prices for his fruit and vegetables." ✓	Unfair Pricing of Goods in Rural Areas ✓✓	<ul style="list-style-type: none"> • Businesses should charge fair and market related prices for goods and services. ✓✓ • Avoid this unethical practice to attract customer loyalty. ✓✓ • Businesses should work together with suppliers to share delivery costs. ✓✓
(b) "He has also not been declaring all his income to SARS." ✓	Taxation/Tax evasion ✓✓	<ul style="list-style-type: none"> • Businesses should submit all tax returns on time. ✓✓ • Businesses should pay the correct amount of tax to SARS. ✓✓ • Keep all financial

		records honest and accurate. ✓✓ • Make sure all financial records are checked and audited. ✓✓
--	--	--

3.2 Unfair advertising poses a challenge to the business. (6)

- Businesses receive negative publicity. ✓✓
- The image of the business is viewed in a negative light. ✓✓
- Businesses may lose potential customers due to exploitation. ✓✓
- Demand for goods and services may decrease. ✓✓

[20]

Activity 4

Use the table below as a guide to answer the questions above.

UNPROFESSIONAL PRACTICE	CHALLENGES (4.1)	STRATEGIES (4.2)
4.1.1 Sexual harassment	<ul style="list-style-type: none"> • The affected employee's productivity suffers. ✓✓ • The affected may stay away from work regularly thereby losing man hours. ✓✓ • The employees may leave the company resulting in high staff turnover. ✓✓ • Lengthy disciplinary 	<ul style="list-style-type: none"> • Implement internal complaint protocol and disciplinary procedures. ✓✓ • Educate employees on sexual harassment issues. ✓✓ • Formulate strategies regarding sexual harassment. ✓✓ • Create a good working

	<p>hearings can be time consuming and expensive. √√</p>	<p>environment where employees' rights and dignity are respected. √√</p>
<p>4.1.2 Abuse of work time</p>	<ul style="list-style-type: none"> • Decreases productivity and loss of profits. • Businesses cannot meet deadlines and lose profits. • Wasting time costs money and lessens cash flow. 	<ul style="list-style-type: none"> • Speak directly to the employees about the abuse of work time. √√ • Monitor employees to ensure that tasks are completed. √√ • Code of conduct should contain clear rules about the abuse of work time. √√ • Conduct training sessions on the code of conduct. √√
<p>4.1.3 Unauthorized use of workplace funds</p>	<ul style="list-style-type: none"> • Fraud increases the cost of doing business. √√ • It discourages investors when prices are increased to absorb losses. √√ • Less working capital to finance business expenses. √√ 	<ul style="list-style-type: none"> • Conduct regular audits. √√ • Identify high risk areas. √√ • Limit the number of employees that have access to company funds and assets. √√ • Educate employees about the impact of fraud on themselves and the business. √√

BUSINESS ENVIRONMENT(STRATEGIES) TERM 1

SOLUTIONS

ACTIVITY 1

1.1 Problem solving techniques

- Delphi- technique
- Brainstorming
- Force field
- any other relevant answer related to problem solving techniques

ACTIVITY 2

2.1.1 Brainstorming

2.1.2 Force field analysis

Activity 3

3.1 Meaning of strategy

- It is a long term plan of action
- It is a plan that addresses an opportunity or to solve a problem
- It can be used by a business to achieve its goals

3.2 strategy developing steps

- Scanning of environments using SWOT analysis/Porter's Five

- Forces/ PESTLE model
- Formulate strategies to meet objectives/ develop measurable objectives
- Evaluation of strategies
- Implement strategies using action plan

3.3.1 strategic management process

- Review vision statement
- Analyse mission statement

3.3.2 other strategic management process

- Conduct analysis using models such as PESTLE/Porter's Five Forces
- Formulate alternative strategy to respond to challenge
- Any other relevant answer related to strategic management process

3.4 steps in evaluating a strategy

- Examine the basis of the underlying strategy
- Compare actual results against expected results
- Any other relevant answer related to strategy evaluation
-

ACTIVITY 4

4.1.1

Strength	Weakness
Pumla has a BComm Degree in Business Management	Business does not have sufficient capital to buy new vehicle

4.2	<p>Opportunity</p> <p>PLF has been invited by local municipality to open traditional food stall at the cultural market on weekend</p>	<p>Threat</p> <p>Business is in high crime area</p>
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CHALLENGE	PESTLE ELEMENT	RECOMMENDATION
4.2.1	4.2.2	4.2.3
Customers cannot afford new prices because of high inflation rate	Social	Offer substitute products that are cheaper
1. Business is using old machineries and equipment	Technological	-business must buy and use latest technological equipment and machineries

ACTIVITY 5

5.1 Porters five forces

- Power of buyers
- Power of suppliers
- Competitive rivalry/ Power of competitors
- Threats / Barriers to entrance to market
- Threat of substitution/ substitute product

5.2.1 Power of buyers

- Business must assess how customers can influence prices
- Conduct market research to identify exact customer needs

- If business is dealing with few but powerful buyers, they can dictate terms to the business
- Buyer power also depends on number of buyers, the importance of each buyer for the business and cost of switching to other products/services
- Any other relevant answer related to application of power of buyers

5.2.2 Power of competitors

- Check the number of competitors in the market and identify their strengths
- Draw up a competitor's profile and identify its weaknesses and work on them
- The higher the number of competitors in the market, the lesser the power the business has over situation
- Some competitors can survive the competition until other competitors leave the market.

ACTIVITY 7

7.1.1 **Backward integration.** GSS has decided to merge with Clear Beverages to be able to satisfy the needs of their clients.

7.1.2 Horizontal intergration

- Business incorporates other businesses in the same industry/which produces same goods /services
- Aims to reduce threat of competition/ secure sources of supply

Forward integration

- Business merges or takes over its suppliers
- Involves expansion of business activities to gain control over direct distribution of product

ACTIVITY 10-ANSWERS

10.1.1 Horizontal diversification

10.1.2 Concentric diversification

-new product added is related to existing product and attracts new customers

-any other relevant answer

Conglomerate

New products/services added are not related to core product/ service but attracts a group of customers.

BUSINESS OPERATIONS(QUALITY OF PERFORMANCE) TERM 2

ACTIVITY: 1

1.1

1.1.1 F√√

1.1.2 E√√

1.1.3 D √√

1.1.4 C √√

1.1.5 B √√

1.1.6 A √√

(6x2) (12)

ACTIVITY 2:

2.1

2.1.1



- as 'what to do' and 'how to do it'. ✓
Plan the method and approach. ✓

2.1.2 Application of “check” and “act” from the PDCA model

Check/Analyse:

- Use data to analyse the results of change. o Determine whether it made a difference. ✓✓
- Check whether the processes are working effectively. ✓✓
- The business should assess, plan and establish if it is working/if things are going according to plan ✓✓

(2)

Act as needed:

- Institutionalise the improvement. ✓✓
- Devise strategies on how to continually improve. ✓✓
- If the change was successful, implement it on a wider scale.
- Continuously revise the process. ✓✓ (8)

Activity 3

3.3.1

- Management always request quality circles to investigate problems that are related to poor quality products. ✓
- Quality circles also increase productivity through regular reviewing processes. ✓

(2)

3.2.2 Roles of quality circles as part of the continuous improvement to processes and systems.

- Solve problems related to quality and implement improvements. ✓
- Ensure that there is no duplication of activities/tasks in the workplace. ✓
- Make suggestions for improving systems and processes in the workplace. ✓
- Monitor/Reinforce strategies to improve the smooth running of business operations. ✓
- Reduce costs of redundancy in the long run. ✓
- Increase employees' morale/motivation. ✓
- Quality circles discuss ways of improving the quality of work/workmanship. ✓
- Contribute towards the improvement and development of the organisation.
- Reduce costs/wasteful efforts in the long run.
- Increase the demand for products/services of the business.
- Create harmony and high performance in the workplace.
- Build a healthy workplace relationship between the employer and employee.
- Improve employees' loyalty and commitment to the organisation and its goals.
- Improve employees' communication at all levels of the business. ✓
- Develop a positive attitude/sense of involvement in decision making processes of the services offered. ✓

(8)

BUSINESS VENTURES (INVESTMENTS) TERM 3

SOLUTIONS



1.1 Functions of JSE.

- Act as a link between investors and public companies
- Encourage new investments.
- Raises primary capital.
- Provide protection for investors.
- Encourages short-term investments.
- Invites small investors to take part in the economy of the country through buying or selling of shares.

- Accept any other relevant answer related to the functions of JSE. Max- 8

1.2 The meaning of the following investment concepts.

1.2.1 Dividends –

- The return on an investment in shares paid to shareholders by a company.
- A sum of money paid half yearly/annually to its shareholders out of the profit made

1.2.2 Capital gain

- The return on fixed assets/investments
- An increase in the value of a capital asset/investment/real estate that gives it a higher worth than the purchase price (2)

1.2.3 Simple interest

- The interest that is calculated on the original/ principal amount invested
- Interest charged remain fixed for the full period of investment (2)

1.2.4 Compound interest

- The interest that is calculated for each period and the original amount including all interest accumulated during past period
- It is based on the concept of adding accumulated interest to the original amount and interest earned. (2)

1.2.5 Shares

- A portion of ownership sold to shareholders in a form of shares (2)

1.2.6 Risk (2)

- Chances that the invested amount may reduce the value or lost in total over the period of time.

(2)

Activity 2



2.1 Factors that must be considered when making an investment decision.

2.1.1 Inflation (4)

- The return on investment should be higher than the inflation rate.

- Inflation has a positive effect in some investments such as property where the income increases as inflation increase.

2.1.2 Investment period (4)

- The longer the investment period the higher the return.
- Investment period depends on the investors personal needs.

2.1.3 Return on investment (4)

- High risk investment yields higher returns.
- Generally there would be

2.1.4 Liquidity (4)

- An amount could be invested in a type of an investment that can easily be converted to cash.
- It is used to describe the ease and speed with which investors can convert an investment into cash.

Activity 3

3.1 Types of investment opportunities that were used on each of the following statements.

3.1.1 The King Inc invested 500 000 for six months at 12% interest with a financial institution
(2)

- Fixed deposit

3.1.2 The King Inc received dividends for their portion of ownership at Range Ltd. (2)

- shares

3.1.3 Evaluate the impact EACH of the form of investment identified in QUESTION 3.1.1 & 3.1.2.
(8)

Positive impact of a fixed deposit

- The period of investment can be over a short/medium/long term
- The principal amount plus interest earned is paid out on the maturity date

Negative impact of a fixed deposit

- The investor cannot withdraw their funds before the maturity date.
- Low return compared to other investments

Positive impact of shares

- Can be freely transferable on the JSE.
- Investing in shares provides protection against inflation.

Negative impact of shares

- Shareholders may receive less dividends or no dividends when company profits are low.
- Risk may be high as investments may be lost when companies are liquidated.

Activity 4

Ordinary Shares	Preference shares
*Ordinary shareholders only receive dividends when profit is made	*Some of these types of shares receive dividends regardless of profit made
Normally the higher the profit the higher the dividend	*A fixed rate of return is paid on this type of shares

4.1 Type of shares represented by EACH statement below:

- 4.1.1 Bonus shares (2)
- 4.1.2 Preference shares (2)
- 4.1.3 Founder shares (2)
- 4.1.4 Ordinary shares

Activity 5

5.1

Compound interest	Simple interest
Yield high returns on invested	Yield less returns on investment
Total amount of interest earned on investment is high.	Total amount of interest earned on investment is low.

The principal amount grows with the addition of interest to it.	The principal amount remains the same over the entire period of investment.
---	---

5.1.1 Calculation of simple interest:

FORMULA: Interest = P x R X T

$$R\ 30\ 000 \times 12\% \times 2\ \text{years} = R\ 7\ 200 \quad (3)$$

5.1.2 Calculation of Compound interest:

Option 1

$$\text{Year 1: } R\ 30\ 000 \times 12\% = R\ 3\ 600$$

$$\text{Year 2: } R\ 33\ 600 \times 12\% = R\ 4\ 032$$

$$\text{Total interest} = R\ 7\ 632$$

Option 2

Formula: $P \times (1 + r)^n$

$$= R\ 30\ 000 \times (1 + 12/100)^2$$

$$= R\ 37\ 632 - R\ 30\ 000$$

$$= R\ 7\ 632 \quad (4)$$

5.1.3 Compound interest

Motivation

Compound interest yields a higher interest R 7 632 than the simple interest

Activity 6

REQUIRED RESPONSES

6.1 Introduction

- Investors have a range of investment opportunities to choose from. ✓
- They measure these investment opportunities against criteria for good investment. ✓

- Investors set financial goals and consider different factors when making these decisions. ✓
- Entrepreneurs who started business ventures must show a return on their investment. ✓

Any (2×1) (2)

6.2 Functions of the JSE

6.2.1 Acts as a link between investors ✓ and public companies. ✓

6.2.2 Shares are valued and assessed ✓ by experts. ✓

6.2.3 Provides protection ✓ for investors. ✓

6.2.4

short-term ✓ investment. ✓

Encourages sho

MAX(8)

6.3 Factors to be considered when making investment decisions

6.3.1 Return on investment

6.3.1.1 Refers to income from the investment, namely interest/dividends/increased capital growth on the original amount invested.

6.3.1.2 High risk investments yield higher returns.

6.3.1.3

will be a direct link between risk and return.

Generally, there

Sub max(4)

6.3.2 Liquidity

- An amount could be invested in a type of investment that can easily be converted to cash.
- It is used to describe the ease and speed with which investors can convert an investment into cash.
- Example: an investment in a savings account/unit trust will be easier to convert into cash than an investment in a fixed deposit which is usually deposited for a fixed period of time.

Sub max (4)

6.3.3 Investment period

- This refers to the duration of the investment which may influence the return on investment.
- The longer the investment period the higher the returns.
- The investment period will depend on an investor's personal needs.

Sub max(4)

Max(12)

6.4 Types of preference shares

6.4.1 Participating preference shares

Shareholders:

6.4.2 are guaranteed minimum fixed dividends.

6.4.3 are entitled to share in any surplus company profits.

6.4.4 receive higher dividends when the company performs well.

6.4.5 have preferential rights over ordinary shares on repayment when the company closes down.

Sub max (4)

6.4.6 *Non-participating preference shares*

Shareholders:

- 6.4.6.1 receive an amount equal to the initial investment plus accrued and unpaid dividends upon liquidation. ✓
- 6.4.6.2 do not have right to participate in profits after equity shareholders have been paid a dividend. ✓
- 6.4.6.3 will not get extra dividend in case of surplus profits. ✓
- 6.4.6.4 entitled to receive only a fixed rate of dividend every year. ✓

Sub max(4)

6.4.7 Cumulative preference shares ✓✓

6.4.7.1 Shareholders are compensated for past dividends that were not paid out ✓ when profits were too low to declare dividends ✓ / Receive dividends not ✓ previously paid out. ✓

6.4.8 Non-cumulative preference shares ✓✓

6.4.8.1 Shareholders are not compensated for past dividends ✓ that were not paid out when profits were low. ✓ Sub max(4)

6.4.9 Redeemable preference shares ✓✓

6.4.9.1 Shares can be redeemed/bought back at the option of the issuing company ✓, either at a fixed price on a specified date/over a certain period of time. ✓ Sub max(4)

6.4.10 Non-redeemable preference shares ✓✓

6.4.10.1 Shares are only bought back when the company closes down ✓ for reasons other than bankruptcy. ✓ Sub max(4)

6.4.11 Convertible preference shares ✓✓

6.4.11.1 Shares can be converted into a predetermined number of ordinary shares ✓ on the dates specified when the preference shares were issued. ✓ Sub max(4)

6.4.12 Non-convertible preference shares ✓✓

6.4.12.1 Shares cannot be converted ✓ into ordinary shares. ✓ Sub max(4)

NOTE: Learners will only be marked the first FOUR(4) responses. Max(16)

6.5 Effectiveness/Advantages of unit trusts as a good investment

6.5.1 Managed by a fund manager who buys shares on the stockexchange/JSE.√√

6.5.2 Safe investments, as it is managed according to rules and regulations.√√

6.5.3 A small amount can be invested per month.√√

6.5.4 Generally beats inflation on the medium/long term.√√

6.5.5 The investor has a variety to choose from/a wide range of shares from low to higher degrees of risk.√√

6.5.6 Easy to invest in, as investors simply complete a few relevant forms or invest online.√√

6.5.7 Fluctuations in unit trust rates of return are often not so severe because of diversity of the investment fund.√√ **Max (10)**

6.6 Conclusion

6.6.1 A business that is managed successfully will make a number of investments over a period of time.√√

6.6.2 Businesses should invest extra cash to generate more income rather than leaving it in the business's current account.√√ **Any (1x2)(2)**

BUSINESS ROLES (TEAM PERFORMANCE) TERM 2

1.1 CHARACTERISTICS OF SUCCESS TEAM PERFORMANCE

- They should have clearly defined and realistic goals and objectives.
- All team members must have a common goal desire to accomplish their goal.
- Members should show respect for the knowledge and skills of other members.
- There should be good communication between team members.
- Team members should support each other.
- Team members must learn to respect and trust each other.
- The team leader (manager/foreman) must motivate their team to reach the set objective.

(4)

1.2 CRITERIA FOR SUCCESSFUL TEAM

Clear objectives and agreed goals

- A team can only perform if team members know exactly what is expected of them.
- Information such as the date of completion of a project and the budget allocated to a project must be given to team members.
- This information must then be broken down into smaller performance goals.

Mutual respect and trust

- Teams are usually made up of employees who bring different and unique skills to the team.
- Team members must respect the knowledge and experience of fellow team members.
- Team members must also trust fellow team members to come up with the best solutions to problems in their field of expertise.

Openness

- Team members must have the confidence to air their opinions.
- This means that team members who disagree should not be alienated from the team.
- Instead, all opinions must be considered to find the best methods. (9)

ACTIVITIES ON STAGES OF TEAM DEVELOPMENT

SOLUTIONS

ACTIVITY 1

- 1.1.1 Forming stage
- 1.1.2 Storming stage
- 1.1.3 Performing stage
- 1.1.4 Norming/Settling and reconciliation

ACTIVITY 1

1.1 DEFINITION OF TEAM DYNAMICS

- A way in which team members work together in a group. (2)

1.2 TEAM DYNAMIC THEORIES

- Belbin role theory
- Jungian theory
- MTR-I approach
- Margerison-McCann profile
- Group consensus (5)

ACTIVITY 2

2.1 IMPORTANCE OF TEAM DYNAMIC THEORIES

- Team dynamic theories explain how effective teams work/operate.
- Businesses are able to allocate tasks according to the roles of team members.
- Team members can maximise performance as tasks are allocated according to their abilities/skills/attributes/personalities.
- Conflict may be minimised when team members perform different roles. (5)

ACTIVITIES ON CONFLICT MANAGEMENT

SOLUTIONS

ACTIVITY I

1.1.1 POSSIBLE CAUSES OF CONFLICT

- Employees are not satisfied about shortage of resources
- Unfair workloads
- Most employees are frustrated by poor management

- Stress levels run high because of personal differences.

(4)

1.1.2 OTHER CAUSES OF CONFLICT IN THE WORKPLACE

- Lack of recognition for good work, e.g. a manager may not show appreciation for extra hours worked to meet deadlines.
- Lack of proper communication between management and workers.
- Unfair disciplinary procedures, e.g. favouritism/nepotism.
- Leadership styles used, e.g. autocratic managers may not consider worker inputs.
- Lack of agreement on mutual matters, e.g. remuneration/working hours.
- Constant changes may cause instability.

Max (8)

ACTIVITIES ON GRIEVANCE PROCEDURE

ACTIVITY 1

SOLUTIONS

1.1 STEPS TO RESOLVE CONFLICT

- Acknowledge that there is conflict in the workplace.
- Identify the cause of the conflict.
- Arrange pre-negotiations where workers/complainants will be allowed to state their case/views separately.
- Arrange time and place for negotiations where all employees involved are present.
- Arrange a meeting between conflicting employers/employees.
- Make intentions for intervention clear so that parties involved may feel at ease.
- Each party has the opportunity to express his/her own opinions/feelings.
- Select and implement the best solution.
- Evaluate/Follow up on the implementation of the solution.
- Monitor progress to ensure that the conflict has been resolved.
- Source experts on handling conflict from outside the business.

Max (6)

1.2 GRIEVANCE PROCEDURE

- An aggrieved employee must verbally report the incident/grievance to his/her supervisor/manager, who needs to resolve the issue within 3 to 5 working days.

- Should the employee and supervisor not be able to resolve the grievance, the employee may take it to the next level of management.
- The employee may move to a more formal process where the grievance must be lodged in writing/completes a business grievance form.
- He/she must receive a written reply in response to the written grievance.
- A grievance hearing/meeting must be held with all relevant parties present.
- Minutes of the meeting must be recorded and any resolution passed must be recorded on the formal grievance form.
- Should the employee not be satisfied, then he/she could refer the matter to the highest level of management.
- Top management should arrange a meeting with all relevant parties concerned.
- Minutes of this meeting should be filed/recorded and the outcome/decision must be recorded on the formal grievance form.
- Should the employee still not be satisfied, he/she may refer the matter to the CCMA who will make a final decision on the matter.

Max (8)

ACTIVITY

SOLUTIONS

ACTIVITY 1

1.1 E

1.2 F

1.3 A

1.4 B

1.5 C

(10)

ACTIVITY 2

2.1 DEALING WITH DIFFICULT EMPLOYEES

- Ask someone in authority for their input into the situation.
- Identify the type of personality which is creating the problem.
- Help difficult employees to be realistic about the task at hand.
- Remain calm and in control of the situation to get the person(s) to collaborate.

- Treat people with respect, irrespective of whether they are capable/competent or not.
- Sometimes it may be necessary to ignore and only monitor a difficult person.
- Identify and provide an appropriate support program to address areas of weakness.(8)

BUSINESS VENTURES (FORMS OF OWNERSHIP) TERM 3

SOLUTIONS

Activity 1

1.1. Completing statements

- 1.1.1 Personal liability company
- 1.1.2 Partnership
- 1.1.3 Public company
- 1.1.4 State owned company
- 1.1.5 Prospectors

[10]

Activity 2

2.1 Characteristics of a state owned company. (6)

- The company name ends with SOC
- Profits are distributed to all sector
- Offer essential services which may not be offered by the private sectors

2.2.1 Public company

2.2.2 Differences between the private and public company

PRIVATE COMPANY	PUBLIC COMPANY
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. ✓
Sub max (4)	Sub max (4)

2.2.3 The importance of a State Owned company. (8)

- To keep price reasonable
- To offer service that cannot be offered by private sector
- Profit are distributed to all sectors

2.2.4. The impact of Non profit company

- Business relies on donation which may not be always enough
- Not allowed to pay bonuses to members
- Donors receive tax deductions
- Provide social services to various communities

Impact of cooperatives

- Members have limited liabilities
- Decisions are democratic and fair
- Difficult to grow a coop
- Very few promotions for staff

Impact of state owned

- Profit may be used to finance other state department
- Price are kept reasonable
- Jobs are created for all skills levels
- Govt can lose money through the business
- Losses must be met by tax payers

[24]

Activity 3

3.1 Examples of a Non profit company and examples of a co-operative society.

Non profit company

- Thusanang care centre
- Naledi care centre

(6)

- Siyayinqoba care givers
- Co-operative society
- Agricultural coops
- Consumer coops
- Workers coops

3.2 Distinction between a non-profit company and a co-operative society. (8)

Non profit company	Co-operative company
<ul style="list-style-type: none"> • Name ends with NPC 	<ul style="list-style-type: none"> • Name ends with Cooperative Limited
<ul style="list-style-type: none"> • Aim is to provide service and not to make profit 	<ul style="list-style-type: none"> • Minimum five members to start a cooperative

3.3.1 Non profit company Nobuntu Caregivers receive a donation of sanitizers and masks

3.3.2 Characteristics of the form of ownership identified in 3.3.1. (8)

- The main aim is to provide service and not to make profit
- They are funded by donations and foreign funding
- The name of the company must end in NPC
- It must prepare a memorandum of incorporation

[25]

Activity 4

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

J AND B ATTORNEYS (J&B)

James and Bobbie are qualified lawyers who have started a business, called J and B Attorneys, which lacks continuity. They want to convert their business into a personal liability company.

4.1.1 Partnership lack continuity

4.1.2 Success factors of the form of ownership identified in QUESTION 4.1.1 and those of a personal liability company.

CRITERIA	FORMS OF OWNERSHIP IDENTIFIED (4.1.2)	PERSONAL LIABILITY COMPANY
a) Management	Partners are actively involved in management and may use the ideas of other partners	Shareholders can vote for/appoint the most capable directors who has skills,

		knowledge
b) Taxation	Partnership does not pay income tax only partners in their personal capacities	Can obtain tax rebates if they are involved in CSI project
c) Division of profits	Partners share profit according to their contribution	High profit and good returns to shareholders indicate the success of a company which increase the value of shares

(12)

[15]

Activity 5

5.1 How Legislation, capital and capacity can contribute to the failure of the Close Cooperation and the Sole Trader

Use the table below as your guide to answer QUESTION 5.1.

CRITERIA	FAILURE OF CLOSE CORPORATION	FAILURE OF SOLE TRADER
Legislation	Maximum ten members	Lack of continuity Limited liability
Capacity	Its small cannot compete with other companies	Only one owner not easy to expand
Capital	Some members may not contribute can lead to conflict	if the owners creditworth not creditable cannot borrow money from a financial institutions

(12)

Activity 6

6.1 Identify the form of ownership represented by each of the following statements.

- 6.1.1 Personal liability company
- 6.1.2 State owned company
- 6.1.3 Partnership
- 6.1.4 Soles trader
- 6.1.5 Private company

[10]

Activity 7

Introduction

A public company is a voluntary association of one or more persons governed by the company act 71 of 2008 incorporate in terms of the Memorandum of Incorporation

Public Company

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 have a limited liability.
- Has legal personality and therefore has unlimited continuity
- 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 prospectus is issued to the public to raise capital.
- A public company is required to hold an AGM (Annual General Meeting).
- 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.
-

Impact of a personal liability company

Positives/Advantages and/or Negatives/ Disadvantages

Positives/Advantages	Negatives/Disadvantages
-Shareholders can vote for/ appoint the most capable directors to manage their company.	-Requires a lot of capital for establishment
--A company has continuity of existence	-Large management structures can result in decision-making taking time
-Own legal identity and shareholders have no direct legal implications/ limited liability.	-The private company is not allowed to sell shares to the public.
-Managed at least by one competent highly skilled director.	-Directors may sometimes act in their own interest, not in the company's best interest.
- Large amount of capital can be raised since there is no limit on the number of shareholders.	-Annual financial statements must be reviewed by a qualified person, which is an extra expense

	to the company.
-The company can access long term capital and therefore has good long term growth opportunities.	-Difficult and expensive to establish as the company is subjected to many legal requirements
-Even though shares are not freely transferable, large private companies can raise considerable amount of capital.	-Pays tax on the profits of the business and on declared dividends/Subject to double taxation.
-Not required to file annual financial statements with the commission.	-Financial statements must be reviewed by a qualified person, which is an extra expense to the company.
-It is possible to sell a private company as it is a legal entity in its own right.	-Directors will be held personally responsible for debts if it can be proven that that they committed fraud.

- Limited liability

Loses are limited to the amount that the owner invested in the business

Unlimited liability

- The owners personal assets may be seized to pay for the debt of the business

Success/Failure of a public company

Management

- Shareholders can vote for/appoint the most capable directors to manage their company
- Managed at least by two competent highly skilled director

Division of profit

- Profit is split between company and shareholders which encourage further investment in the company
- Large profit may be used to expansion for future growth

Legislation

- The company and its owner/shareholder are separate entities which encourage more people to join
- Limited liability allows for greater risk taking which may lead to growth of the business

Conclusion

Various factors need to be considered before deciding on the form of ownership as they have an impact on the success/failure

BUSINESS VENTURES(PRESENTATION) TERM 3

SOLUTIONS 1

1.1

- He could not finish his presentation due to many facts on his slide.
- He also distributed notes at the beginning of presentation without realising that some of his audience prefer other types of visual aids.
- Some of his audience became less attentive while he was doing his presentation as he was using too much humour. (3)

1.2

- It should be a short report estimated to 1 to 2 minutes when presented
- Highlight the pitfalls in each presenter's presentation.
- Give feedback on presentation e.g. structure, eye contact etc.

SOLUTION 2

2.1 She is fully conversant with the objectives of the presentation.

- Nelly created visual aids that will support and enhance her information.

2.2 factors that must be considered while presenting

- make eye contact with audience and look at all directions .
- Adjust your voice level and tone to avoid monotony
- Be audible to your audience.
- Add some appropriate humour in the presentation

2.3 criteria for a logical and effective presentation

- Planned
- Structure
- Organised
- Prioritised

SOLUTIONS 3

3.1 Hand-out√√

3.3 Tables √√

3.4 Power point slides√√

3.5 Interactive whiteboard/smart board.√√

(8)

SOLUTIONS 3

4.1 Responding to feedback

- Ensure that you understand each question√ before responding.√
- Rephrase question if uncertain√, before responding.√
- Listen carefully to each question√ and think carefully before responding √
- Address question√ and not the person.√
- Acknowledge good question√
- Remain calm√

(6)

4.2 Areas of improvement

- Revise objectives that were not achieved.√√
- Use humour appropriately.√√
- Always be prepared to update.√√

- Reflect on any problem and avoid it in future. ✓
- Any information received as a feedback from a presentation should be analysed ✓✓ and where relevant, used to update. ✓✓
- Increase or decrease the use of visual aids. ✓✓
- Reflect on the logical flow of the format. ✓✓

(4)

BUSINESS ROLES (HUMAN RIGHTS) TERM 3

SOLUTIONS

ACTIVITY 1

1.1 Privacy ✓

Dignity ✓

Equity ✓

Freedom of speech and expression ✓

Information ✓

Safety, security and protection of life ✓

Any four (4) human rights

(4 x 1) (4)

1.2

1.2.1 Dignity ✓✓

1.2.2 Privacy ✓✓

1.2.3 Information ✓✓

1.2.4 Safety, security and protection of life ✓✓

(8)

1.3 Implications of human rights in the workplace

1.3.1 Privacy

- Businesses may not violate the rights ✓ of the employees and clients. ✓
- They should not provide personal information ✓ about employees to anyone else. ✓
- Information on employees who have disclosed their HIV/Aids status/any chronic illness ✓ must be kept confidential. ✓
- It is illegal to read other people's emails/record conversations ✓ unless stated clearly and upfront. ✓

- Downloaded from Stanmorephysics.com
- Any other relevant answer related to the implication of privacy as a human right in the workplace.
- Sub max (4)

1.3.2 Equity

- Businesses must give equal opportunities/not discriminate against their employees√ on the basis of gender/race/religion/sexual orientation√, etc.
 - Equal pay√ for work of equal value.√
 - They should apply relevant legislation fairly√ on all levels.√
 - Managers should ensure that no employee suffers√ because of discrimination.√
 - Any other relevant answer related to the implication of equity as a human right in the workplace.
- Sub max (4)

1.3.3 Freedom of speech and expression

- Businesses should allow open communication channels√ between management and employees.√
- They should give employees a platform to raise their grievances√ without any victimisation.√
- An employee should not be punished/discriminated against√ for voicing their opinion.√
- Any other relevant answer related to the implication of freedom of speech and expression as a human right in the workplace.

Sub max (4)

[12]

ACTIVITY 2

2.1 Economic rights of employees in the workplace

- Free from forced labour √
- Free to accept or choose work √
- Join/form trade unions √
- Right to participate in a legal strike √
- Equal pay for work of equal value √
- Reasonable limitation of working hours √
- Safe and healthy working conditions √

Any four economic rights

(4 x 1) (4)

2.2 Social rights of employees in the workplace

- Health services √

Social security ✓

Clean environment ✓

Any three social rights

(3 x 1) (3)

2.3 Ways to promote cultural rights

- Provide the environment in which employees are free to use their own language when interacting with others during their free time. ✓✓
- Encourage employees to participate in cultural activities. ✓✓
- Allow employees to provide solutions to challenges from their own cultural perspective. ✓✓
- Regular cultural information sessions will help employees to respect each other's culture in the workplace. ✓✓
- Make provision for different cultures, such as food served in the canteen/ entertainment at staff functions. ✓✓
- Employ people from various cultural backgrounds. ✓✓
- Employees should be trained on cultural tolerance. ✓✓

(6)

ACTIVITY 3

3.1.1 Implications of equality, respect and dignity on businesses

- Businesses should treat all their employees equally, regardless of their race/ colour/age/gender/disability, etc. ✓✓
- All workers should have access to equal opportunities/positions/ resources ✓✓
- Employers and employees need to comply with legislation with regard to equal opportunities/human rights in the workplace. ✓✓
- Businesses should develop equity programmes/promote strategies to ensure that all employees are treated equally regardless of status/rank/power. ✓✓
- Mission statement should include values of equality/respect. ✓✓
- Training/Information/Business policies should include issues such as diversity/ discrimination/harassment. ✓✓
- Employers should respond swiftly and fairly to reported incidents of discrimination in the workplace. ✓✓
- Ensure that employees work in an environment that is conducive to safety/ fairness/free from embarrassment. ✓✓
- Orders/Tasks should be given respectfully and allow the recipient/employee to have a say in the manner in which the task should be performed. ✓✓
- Treat workers with respect/dignity by recognising work well done/the value of human capital. ✓✓

(6)

ACTIVITY 4

4.1 Meaning of diversity

- Downloaded from [Stamtophysics.com](http://stamtophysics.com)
- Diversity refers to the variety of people employed based on age/face/gender/ ethnic groups/disabilities/material wealth/personalities/how employees see themselves and others. ✓
 - Businesses employ people ✓ from different cultural backgrounds. ✓
 - Businesses should have systems in place ✓ to support diversity issues. ✓

(4)

4.2.1

DIVERSITY ISSUE	MOTIVATION
1. Gender ✓✓	The management of Norman Accounting Services employs both males and females. ✓
2. Age ✓✓	They also encourage older employees to be mentors for young employees to develop their full potential. ✓
Sub max (4)	Sub max (4)

(6)

(10)

ACTIVITY 5

5.1 Dealing with diversity issues

5.1.1 Culture

- Business must be sensitive to special requests from different cultural groups ✓
e.g. allow day(s) off for cultural holidays/festivals. ✓
- Cater for special food/preparation methods ✓ in the workers' canteen. ✓
- Businesses should acknowledge/respect ✓ cultural differences of employees. ✓
- The business may not discriminate ✓ against employees on the grounds of their cultural background. ✓
- Business must not force employees ✓ to do work that could be against their religion. ✓

(4)

5.1.2 Age

- Promotions should not be linked to age, ✓ but rather to a specific set of skills. ✓
- A business may not employ ✓ children aged 15 or younger. ✓
- The ages of permanent workers should vary ✓ from 18 to 65 to include all age groups. ✓
- A business may employ a person who is older than the normal retirement age ✓ provided that person is the most suitable candidate. ✓
- Businesses must encourage older employees ✓ to help young employees to develop their potential. ✓
- Young employees must be advised to respect ✓ and learn from older employees. ✓

√

(4)

5.2 Benefits of diversity in the workplace

- Workforce diversity improves the ability of a business√ to solve problems/ innovate/cultivate diverse markets. √
- Employees value each other's diversity√ and learn to connect/communicate across lines of difference. √
- Diversity in the workforce improves√ morale/motivation. √
- Employees demonstrate greater loyalty√ to the business because they feel respected/accepted/understood. √
- Diversified workforce can give businesses a competitive advantage, √ as they can render better services. √
- Being respectful of differences/demonstrating diversity√ makes good business sense/improves profitability. √
- Diverse businesses ensure that its policies/practices√ empower every employee to perform at his/her full potential. √
- Stakeholders increasingly evaluate businesses√ on how they manage diversity in the workplace. √
- Employees from different backgrounds√ can bring different perspectives to the business. √
- A diversified workforce stimulates debate√ on new/improved ways of getting things done√

(6)

ACTIVITY 6

6.1 Responsibilities of employers in promoting human health and safety in the workplace

- Provide and maintain all the equipment√ that is necessary to perform the work √
- Keep the systems to ensure that there will be no harmful impact√ on the health and safety of workers. √
- Reduce/Remove dangers to workers√ and provide personal protective clothing√
- Ensure that the workers' health is not damaged by hazards√ resulting from production /processing /storage/transportation of materials or equipment√
- Employers must know where potential dangers might be and take measures to eliminate or limit the harm
- Workers must be informed /instructed/and supervised√ to limit potential dangers to them√/Emergency exit door signs√ should be visible to all employees√
- Equipment must be used under the supervision√ of a designated trained worker√
- Comply with safety laws which seek to promote√ a healthy working environment√

ACTIVITY 7**7.1.1**

- responsible for checking the effectiveness of LCM's health and safety measures ✓
- identify potential dangers in the workplace. ✓

(2)

7.1.2 Other Roles of health and safety representatives

- Ensure that protective clothing ✓ is provided /available to all workers. ✓
- Initiate/promote/Maintain /Review measures ✓ to ensure the health and safety of workers. ✓
- Check/Monitor the effectiveness of health and safety measures ✓ with management ✓
- Ensure that all equipment that is necessary to perform work ✓ are provided /maintained regularly ✓
- Promote safety training ✓ so that employees may avoid potential dangers/act pro-actively ✓
- Ensure that dangerous equipment is used ✓ under the supervision of trained/qualified workers. ✓
- Ensure that workers' health and safety is not endangered ✓ by hazards resulting from production /processing/storage/transportation of material/equipment. ✓
- Work together with the employer to investigate any accidents/complaints from the workers ✓ concerning health and safety in the workplace. ✓
- Ensure that employers comply ✓ with COIDA ✓

(4)

7.1.3 Responsibility of workers in promoting human health and safety in the workplace

- Co-operate and comply with the rules and procedures, e.g. wear prescribed safety clothing.
- Report unsafe/unhealthy working conditions ✓ to the relevant authorities/ management. ✓
- Report accidents ✓ to the employer by the end of the shift ✓
- Use prescribed ✓ safety equipment ✓
- Take reasonable care ✓ of their own safety ✓
- Inform the employer of any illness ✓ that may affect the ability to work. ✓

(4)

ACTIVITY 8

8.1 Ways in which businesses could protect the environment and promote

human health in the workplace

- Laws and regulations should be adhered to so that profits are not generated at the expense of the environment. ✓✓
- Pollution and other environmental issues should always be considered in all business activities, e.g. safe disposal of waste/dumping of toxic waste etc. ✓✓
- Become involved in environmental awareness programmes. ✓✓
- The environment can be protected by altering production techniques in favour of cleaner and greener technologies. ✓✓
- Water for human consumption should be tested before it is used. ✓✓
- Promote nature conservation by looking after natural resources. ✓✓
- Minimise pollution, by re-using, reducing and recycling. ✓✓
- Reduce consumption of goods/services which are environmentally unfriendly ✓✓
- Register/Engage with recognised institutions/bodies that promote green peace. ✓✓
- Physical working conditions should always be worker friendly, safe and promote occupational health. ✓✓
- Physical working conditions, e.g. adequate lighting/ventilation should be available and functional. ✓✓
- Machines must be serviced/maintained regularly. ✓✓
- Educate people about hygiene issues. ✓✓
- Encourage employees to do regular health checks. ✓✓

(8)

9.1 **Introduction**

- Economic rights form part of human rights that must be observed in the workplace. ✓
- Business operations may have a negative impact on the environment if there are no preventative measures put in place. ✓
- Businesses who have more than twenty employees must appoint one/more health and safety representatives after consultation with employees. ✓
- Employers and employees have the responsibility of ensuring that workplace environment is free of hazardous material. ✓
- Any other relevant introduction related to economic rights/responsibilities of employers and employees in protecting the workplace environment/roles of health and safety representatives/ways to protect the environment and human health.

(2 x 1) (2)

9.2 **Economic rights of employees in the workplace**

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

Max (10)

9.3 **Responsibilities of employers and employees in protecting the workplace environment**

Responsibilities of employers

- Provide and maintain all the equipment ✓ that is necessary to perform the work. ✓
- Keep the systems to ensure that there will be no harmful impact ✓ on the health and safety of workers. ✓

- Reduce/Remove dangers to workers and provide personal protective clothing. ✓
- Ensure that the workers' health is not damaged by hazards resulting from production/processing/storage/transportation of materials or equipment. ✓
 - Employers must know where potential dangers might be and take measures to eliminate or limit the harm. ✓
 - Workers must be informed/instructed/trained/and supervised to limit potential dangers to them/Emergency exit door signs should be visible to all employees. ✓
 - Equipment must be used under the supervision of a designated trained worker. ✓
 - Comply with safety laws which seek to promote healthy working environment. ✓
 - Any other relevant answer related to the responsibilities of employers in protecting the workplace environment.

Sub max (6)

Responsibilities of employees

- Must take care of their own health and safety in the workplace. ✓
- Co-operate and comply with the rules and procedures e.g. wear prescribed safety clothing. ✓
- Report unsafe or unhealthy conditions. ✓
- Report accidents to the employer by the end of the shift. ✓
- Use prescribed safety equipment. ✓
- Take reasonable care of their own safety. ✓
- Inform the employer of any illness that may affect the ability to work ✓
- Any other relevant answer related to the responsibilities of employees in protecting the workplace environment.

Sub max (6)

Max (12)

9.4 Roles of health and safety representatives in protecting the workplace environment

- Ensure that protective clothing is provided/available to all workers. ✓
- Identify potential dangers in the workplace. ✓
- Initiate/Promote/Maintain/Review measures to ensure the health and safety of workers. ✓
- Check/Monitor the effectiveness of health and safety measures with management. ✓
- Ensure that all equipment that is necessary to perform work are provided/ maintained regularly. ✓
- Promote safety training so that employees may avoid potential dangers/act proactively. ✓
- Ensure that dangerous equipment is used under the supervision of trained/qualified workers. ✓

Ensure that workers' health and safety is not endangered by hazards resulting from production/processing/storage/transportation of material/equipment. ✓

- Work together with the employer, to investigate any accidents/complaints from the workers ✓ concerning health and safety in the workplace. ✓
- Ensure that employers comply ✓ with COIDA. ✓
- Any other relevant answer related to the roles of health and safety representatives in protecting the workplace environment.

Max (12)

9.5 **Ways to protect the environment and human health**

- Laws and regulations should be adhered to so that profits are not generated at the expense of the environment. ✓✓
- Pollution and other environmental issues should always be considered in all business activities, e.g. safe disposal of waste/dumping of toxic waste ✓✓, etc.
- Become involved in environmental awareness programs. ✓✓
- The environment can be protected by altering production techniques in favour of cleaner and greener technologies. ✓✓
- Water for human consumption should be tested before it is used. ✓✓
- Promote nature conservation by looking after natural resources. ✓✓
- Minimise pollution, by re-using, reducing and recycling. ✓✓
- Reduce consumption of goods/services which are environmentally unfriendly. ✓✓
- Register/Engage with recognised institutions/bodies that promote green peace. ✓✓
- Physical working conditions should always be worker friendly, safe and promote occupational health. ✓✓
- Physical working conditions, e.g. adequate lighting/ventilation should be available and functional. ✓✓
- Machines must be serviced/maintained regularly. ✓✓
- Educate people about hygiene issues. ✓✓
- Encourage employees to do regular health checks. ✓✓
- Any other relevant answer related to ways businesses can protect the environment and promote human health.

Max (12)

9.6 **Conclusion**

- Businesses should be cognisant of the economic rights of employees and strive to promote them. ✓✓
- Businesses must ensure that the health and safety representatives have necessary facilities/assistance/ training in order to represent their members effectively. ✓✓

Businesses should assess/control/address all the physical, chemical and biological factors in the environment. √√

- Environmental and human health are closely linked as human health depends on environmental health. √√
- A polluted environment results in poor human health. √√
- Employees must take responsibility for their own safety and avoid unnecessary injuries. √√
- Any other relevant conclusion related to economic rights/responsibilities of employers and employees in protecting the workplace environment/roles of health and safety representatives/ways to protect environment and human health.

Max (2)

[40]

QUESTION 9: BREAKDOWN OF MARK ALLOCATION

Details	Maximum	Total
Introduction	2	Max 32
Economic rights of employees	10	
Responsibilities of employers and employees in protecting the workplace environment	12	
Roles of health and safety representatives in protecting the workplace environment	12	
Ways to protect the environment and human health	12	
Conclusion	2	
INSIGHT		8
Layout	2	
Analysis, interpretation	2	
Synthesis	2	
Originality/Examples	2	