



Province of the  
**EASTERN CAPE**  
EDUCATION



**BUSINESS STUDIES**

**GRADE 12**

**2024**

**TERM 1**

**CONTROLLED TEST**

**05 MARCH 2024**

**The test should be completed under controlled conditions.**

**MARKS: 100**

**TIME: 1 hour 30 minutes**

**9h00 – 10h30**

**This question paper consists of 7 pages.**

## INSTRUCTIONS AND INFORMATION

Read the following instructions carefully before answering the questions.

1. This question paper consists of THREE sections and covers all main topics.

SECTION A: COMPULSORY

SECTION B: Consists of THREE questions.

Answer any TWO of the three questions in this section.

SECTION C: Consists of TWO questions.

Answer any ONE of the four questions in this section.

2. Read the instructions for each question carefully and take note of what is required.
3. Number the answers carefully according to the numbering system used in this question paper. No marks will be awarded for answers that are numbered incorrectly.
4. Except where other instructions are given, answers must be written in full sentences.
5. Use the mark allocation and nature of each question to determine the length and depth of an answer.
6. Use the table below as guide for mark and time allocation when answering each question.

SECTION	QUESTION	MARKS	TIME
<b>A: Objective-type questions COMPULSORY</b>	<b>1</b>	<b>20</b>	<b>20 minutes</b>
<b>B: THREE direct/indirect-type questions CHOICE: (Answer any TWO)</b>	<b>2</b>	<b>20</b>	<b>40 minutes</b>
	<b>3</b>	<b>20</b>	
	<b>4</b>	<b>20</b>	
<b>C: TWO- essay-type questions CHOICE (Answer any ONE)</b>	<b>5</b>	<b>40</b>	<b>30 minutes</b>
	<b>6</b>	<b>40</b>	
<b>TOTAL</b>		<b>100</b>	<b>90 minutes</b>

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

**SECTION A (COMPULSORY)****QUESTION 1**

- 1.1 Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A – D) next to the question number (1.1.1 – 1.1.5) in the ANSWER BOOK, for example 1.1.6 E

1.1.1 The Act outlines the minimum requirements for employment contract.

- A Consumer Protection Act, 2008 (Act 68 of 2008)
- B Basic Conditions of Employment Act (BCEA), 1997 (Act 75 of 1997)
- C Labour Relations Act, 1995 (Act 66 of 1995)
- D Compensation for Occupational Injuries and Diseases Amendment Act, 1997 (Act 61 of 1997)

1.1.2 Employers pay 1% as a skills development levy if their annual salary expense exceeds ...

- A R500 000.
- B R50 000.
- C R1 000 000.
- D R100 000.

1.1.3 Linamadla followed the ... procedure when she invited shortlisted candidates to attend an interview.

- A recruitment
- B employment
- C selection
- D placement

1.1.4 An employee takes an extended lunch break to do his/her personal activities. This is referred to ...

- A unfair behaviour
- B unauthorized use of workplace resources
- C abuse of work time
- D tax evasion

1.1.5 KK applied the ... technique when they requested employees to generate ideas silently on their own before sharing them to others.

- A brainstorming
- B force-field
- C nominal group
- D delphi

(5×2) (10)

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

job specification; abuse of work time; ethical; time-related; privacy; piece-meal; job description; choose; sexual harassment; professional

- 1.2.1. Consumers can object to unwanted promotion e-mails. This is referred to as a right to ...
- 1.2.2. The employees of Blake Consultants show ... behaviour, as they apply the business's code of conduct when dealing with clients.
- 1.2.3. Bruce, the manager of Sizwe Plumbers, promises employees promotions if they agree to have a relationship with him. This is referred to as ...
- 1.2.4. Nande Enterprise specified the prospective candidate's duties and responsibilities in their job advertisement. This is an example of job ...
- 1.2.5. Olona Auditors use ... remuneration method to pay her employees after spending 10 hours at work.

(5×2) (10)  
**TOTAL SECTION A: 20**



**SECTION B:**

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

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

**QUESTION 2: BUSINESS ENVIRONMENTS**

- 2.1 List **TWO** pillars of the Broad-Based Black Economic Empowerment Act (BBEE), 2003 (Act 53 of 2003). (2)
- 2.2 Elaborate on the meaning of learnerships. (4)
- 2.3 Read the scenario below and answer the questions that follow.

**SISONKE MANUFACTURERS (SM)**

Sisonke Manufacturers specializes in the production of matric jackets. Employees at SM are only permitted to work an additional 10 hours per week beyond their normal working hours. SM also ensures that children over the age of 15 years do not work that is harmful to their health.

Identify **TWO** provisions as stipulated in the Basic Conditions of Employment Act (BCEA), 1997 (Act 75 of 1997) that SM complied with. Motivate your answer by quoting from the scenario above.

Use the table below as a **GUIDE** to answer QUESTION 2.3.

PROVISIONS	MOTIVATION
1.	
2.	

- 2.4 Explain the rights of employees in terms of Labour Relations Act (LRA), 1995 (Act 66 of 1995). (4)
- 2.5 Suggest ways in which businesses could comply with National Credit Act (NCA), 2005 (Act 34 of 2005). (4)

**[20]**

**QUESTION 3: BUSINESS OPERATIONS**

- 3.1 State any TWO aspects that should be included in an induction programme. (2)
- 3.2 Outline the legal requirements of an employment contract. (4)
- 3.3 Read the scenario below and answer the questions that follow:

**SIVE TRADERS (ST)**

Sive Traders has a vacancy for an administration clerk. The human resources manager prepared a job analysis to identify the recruitment needs of the business. The vacancy was advertised via internal email.

- 3.3.1 Quote TWO steps of recruitment procedure that ST applied in the scenario above. (2)
- 3.3.2 Explain the role of the interviewer during the interview. (6)
- 3.4 Evaluate the impact of fringe benefits on businesses. (6)

**[20]****QUESTION 4: BUSINESS ROLES**

- 4.1 Name any TWO King Code principles. (2)
- 4.2 Read the following scenario and answer the questions that follow.

**GUGU CLOTHING (GC)**

Gugu Clothing is a large business that specializes in manufacturing matric dance dresses. GC did not declare all their income to South African Revenue Service (SARS) for the previous financial year. Employees make personal calls during working hours. GC also use fine print to hide important information when promoting their products.

Identify TWO types of unethical business practices applicable to GC. Motivate your answer by quoting from the scenario.

Use the table below as a GUIDE to answer QUESTION 4.2.

UNETHICAL BUSINESS PRACTICES	MOTIVATIONS
1.	
2.	

- 4.3 Discuss any TWO problem-solving steps. (6)
- 4.4 Suggest ways in which professional, responsible, ethical and effective business practices should be conducted. (6)

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

**SECTION C****Answer ANY ONE question in this section****QUESTION 5: BUSINESS ENVIRONMENTS (LEGISLATION)**

The Employment Equity Act (EEA), 1998 (Act 55 of 1998) was introduced to promote equity in the workplace. Businesses are obliged to comply with the requirements of the Act or face penalties for non-compliance.

As an expert on recent legislation, write an essay on the following EEA aspects:

- Outline the purpose of the Employment Equity Act.
- Discuss the impact of this Act on businesses.
- Advise businesses on the consequences/penalties they may face for not complying with the EEA.
- Suggest practical ways in which businesses can comply with this Act.

**[40]****QUESTION 6: BUSINESS ROLES (CREATIVE THINKING AND PROBLEM-SOLVING)**

Businesses must create an environment that promotes creative thinking in the workplace. They also need to make informed decisions to identify business problems. The Delphi technique and Force Field analysis enables businesses to solve complex business problems.

Write an essay on creative thinking and problem-solving in which you include the following aspects:

- Outline the difference between *problem solving* and *decision-making*.
- Explain how businesses could apply the following problem-solving techniques to solve the complex business problems:
  - Delphi technique
  - Force-Field analysis
- Discuss the advantages of creative thinking in the workplace.
- Advise ways in which businesses can create an environment that promote creative thinking in the workplace.

**[40]**

**TOTAL SECTION C: 40**  
**GRAND TOTAL 100**





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# **BUSINESS STUDIES**

*Stanmorephysics.com*

## **GRADE 12**

### **2024**

### **TERM 1**

# **CONTROLLED TEST MARKING GUIDELINE**

*Stanmorephysics.com*

**MARKS: 100**

**Time: 9h00-10h30**

**This question paper consists of 25 pages.**



**NOTES TO MARKERS****1. PREAMBLE**

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

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

- 2. Candidates' responses must be in full sentences for SECTIONS B and C. However, this would depend on the nature of the question.
- 3. A comprehensive marking guideline has been provided but this is by no means exhaustive. Due consideration should be given to an answer that is correct but:
  - Uses a different expression from that which appears in the marking guideline
  - Comes from another credible source
  - Original
  - A different approach is used

**NOTE: There is only ONE correct answer in SECTION A.**

- 4. Take note of other relevant answers provided by candidates and allocate marks accordingly. (In cases where the answer is unclear or indicates some understanding, part-marks should be awarded, for example, one mark instead of the maximum of two marks.)
- 5. The word 'Sub-max' is used to facilitate the allocation of marks within a question or sub-question.
- 6. The purpose of circling marks (guided by 'max' in the breakdown of marks) on the right-hand side is to ensure consistency and accuracy in the marking of scripts as well as for calculation and moderation purposes.
- 7. Subtotals to questions must be written in the right-hand margin. Circle the subtotals as indicated by the allocation of marks. This must be guided by 'max' in the marking guidelines. Only the total for each question should appear in the left-hand margin next to the appropriate question number.
- 8. In an indirect question, the theory as well as the response must be relevant and related to the question.

9. Correct numbering of answers to questions or sub questions is recommended in SECTIONS A and B. However, if the numbering is incorrect, follow the sequence of the candidate's responses. Candidates will be penalised if the latter is not clear.
10. No additional credit must be given for repetition of facts. Indicate with an 'R'.
11. The differentiation between 'evaluate' and 'critically evaluate' can be explained as follows:

11.1 When 'evaluate' is used, candidates are expected to respond in either a positive/negative manner or take a neutral (positive and negative) stance, e.g. **Positive:** *'COIDA eliminates time and costs spent ✓ on lengthy civil court proceedings.'* ✓

11.2 When 'critically evaluate' is used, candidates are expected to respond in either a positive/negative manner or take a neutral (positive and negative) stance. In this instance candidates are also expected to support their responses with more depth, e.g. *'COIDA eliminates time and costs spent ✓ on lengthy civil court proceedings, ✓ because the employer will not be liable for compensation to the employee for injuries sustained during working hours as long as it can be proved that the business was not negligent.'* ✓

**NOTE:** 1. The above could apply to 'analyse' as well.  
2. Note the placing of the tick (✓) in the allocation of marks.

12. The allocation of marks must be informed by the nature of the question, cognitive verb used, mark allocation in the marking guideline and the context of each question.

Cognitive verbs, such as:

12.1 Advise, name, state, outline, motivate, recommend, suggest, (*list not exhaustive*) do not usually require much depth in candidates' responses. Therefore, the mark allocation for each statement/answer appears at the end.

12.2 Define, describe, explain, discuss, elaborate, distinguish, differentiate, compare, tabulate, analyse, evaluate, critically evaluate (*list not exhaustive*) require a greater depth of understanding, application and reasoning. Therefore, the marks must be allocated more objectively to ensure that assessing is conducted according to established norms so that uniformity, consistency and fairness are achieved.



13. Mark only the FIRST answer where candidates offer more than one answer for SECTION B and C questions that require one answer.

14. **SECTION B**

- 14.1 If for example, FIVE facts are required, mark the candidate's FIRST FIVE responses and ignore the rest of the responses. Indicate by drawing a line across the unmarked portion.

**NOTE:**

1. This applies only to questions where the number of facts is specified.
2. The above also applies to responses in SECTION C (where applicable)

- 14.2 If two facts are written in one sentence, award the candidate FULL credit. Point 14.1 above still applies.

- 14.3 If candidates are required to provide their own examples/views, brainstorm this to finalise alternative answers.

14.4 **Use of the cognitive verbs and allocation of marks:**

- 14.4.1 If the number of facts are specified, questions that require candidates to 'describe/discuss/explain' may be marked as follows:

- Fact 2 marks (or as indicated in the marking guidelines)
- Explanation 1 mark (two marks will be allocated in SECTION C)

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

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

- 14.5 **ONE mark may be awarded for answers that are easy to recall, requires one-word answers or is quoted directly from a scenario/case study. This applies to SECTIONS B and C in particular (where applicable).**

15. **SECTION C**

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

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

15.2 Insight consists of the following components:

Layout/Structure	Is there an introduction, a body, and a conclusion?	<b>2</b>
Analysis and interpretation	Is the candidate able to break down the question into headings/subheadings/interpret it correctly to show understanding of what is being asked?  Marks to be allocated using this guide: All headings addressed: 1 (One 'A') Interpretation (16 to 32 marks): 1 (One 'A')	<b>2</b>
Synthesis	Are there relevant decisions/facts/responses made based on the questions? Marks to be allocated using this guide:  Option 1: <b>Only relevant facts: 2 marks (No '-S')</b> Where a candidate answers 50% or more (two to four sub-questions) of the question with only relevant facts; no '-S' appears in the left margin. Award the maximum of TWO (2) marks for synthesis.  Option 2: <b>Some relevant facts: 1 mark (One '-S')</b> Where a candidate answers less than 50% (only one sub-question) of the question with only OR some relevant facts; one '-S' appears in the left margin. Award a maximum of ONE (1) mark for synthesis.  Option 3: <b>Some relevant facts: 1 mark (One '-S')</b> Where a candidate writes FOUR questions, but one sub-question of the question with no relevant facts; one '-S' appears in the left margin. Award a maximum of ONE (1) mark for synthesis.  Option 4: <b>No relevant facts: 0 marks (Two '-S')</b> Where a candidate answers less than 50% (only one sub-question) of the question with no relevant facts; two '-S' appear in the left margin. Award a ZERO mark for synthesis.	<b>2</b>
Originality	Is there evidence of one or two examples, not older than two (2) years that are based on recent information, current trends and developments?	<b>2</b>



	<b>TOTAL FOR INSIGHT:</b>	<b>8</b>
	<b>TOTAL MARKS FOR FACTS:</b>	<b>32</b>
	<b>TOTAL MARKS FOR ESSAY (8 + 32):</b>	<b>40</b>

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

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

15.4 The breakdown of marks is indicated at the end of the suggested answer/ marking guideline to each question.

15.5 Mark all relevant facts until the SUB MAX/MAX mark in a subsection has been attained. Write SUB MAX/MAX after maximum marks have been obtained but continue reading for originality "O".

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

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

15.7 When awarding marks for facts, take note of the sub-maxima indicated, especially if candidates do not make use of the same subheadings. Remember, headings and subheadings are encouraged and contribute to insight (structuring/logical flow/sequencing) and indicate clarity of thought. (See MARK BREAKDOWN at the end of each question.)

15.8 If the candidate identifies/interprets the question INCORRECTLY, then he/she may still obtain marks for layout.

15.9 If a different approach is used by candidates, ensure that the answers are assessed according to the mark allocation/subheadings as indicated in the marking guideline.

15.10 15.10.1 Award TWO marks for complete sentences. Award ONE mark for phrases, incomplete sentences and vague answers.



15.10.2 With effect from November 2015, the TWO marks will not necessarily appear at the end of each completed sentence. The ticks (✓) will be separated and indicated next to each fact, e.g. 'Product development is a growth strategy, ✓ where businesses aim to introduce new products into existing markets.' ✓

This will be informed by the nature and context of the question, as well as the cognitive verb used.

15.11 With effect from November 2017, the maximum of TWO (2) marks for facts shown as headings in the marking guidelines, will not necessarily apply to each question. This would also depend on the nature of the question.

## SECTION A (COMPULSORY)

### QUESTION 1

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



(5×2) (10)

- 1.2 1.2.1. privacy✓✓  
 1.2.2. professional✓✓  
 1.2.3 sexual harassment✓✓  
 1.2.4. description✓✓  
 1.2.5. time-related✓✓

(5×2) (10)

**TOTAL SECTION A: 20**

BREAKDOWN OF MARKS	
QUESTION 1	MARKS
1.1	10
1.2	10
<b>TOTAL</b>	<b>20</b>

**SECTION B:**

Mark the **FIRST TWO** answers only.

**QUESTION 2: BUSINESS ENVIRONMENTS**

**2.1 Pillars of BBBEE**

- Ownership✓
- Management control✓
- Skills development✓
- Enterprise and supplier development✓
- Socio economic development✓

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

(2 x 1) (2)

**2.2 Meaning of learnerships**

- Agreement between a learner/trainee and an employer/a training provider✓ to
- use the workplace as an active learning environment. ✓
- Theoretical/Practical training opportunities✓ that can lead to a recognised occupational qualification. ✓
- Structured learning programme✓ completed during work hours for a specified period of time. ✓
- May include employment for a specified period✓ after a learnership is completed. ✓
- Includes a training course with learning material✓ as well as practical work experience. ✓
- Any other relevant answer related to the meaning of learnerships.

**Max (4)**

**2.3 Provisions of BCEA from the scenario:**

PROVISIONS	MOTIVATION
1. Regulation of overtime✓✓	Employees at SM are only permitted to work an additional 10 hours per week beyond their normal working hours.✓
2. Prohibition of employment of children and forced labour✓✓	SM also ensures that children over the age of 15 years do not work that is harmful to their health.✓
<b>Max (4)</b>	<b>Max (2)</b>

**NOTE:** 1. Mark the first TWO (2) only.  
2. Award marks for the provisions of BCEA even if the quotes were incomplete.



3. Do not award marks for motivations if the provisions of BCEA were incorrectly identified.

Max (6)

2.4 Rights of employees in terms of Labour Relations Act (LRA), 1995 (Act 66 of 1995).

- 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.✓
- Establish a workplace forum where a business has 100 employees✓ to resolve work-related issues.✓
- Any other relevant answer related to the rights of the employees in terms of Labour Relations Act (LRA), 1995 (Act 66 of 1995).

Max (4)

2.5 Ways in which businesses could comply with National Credit Act (NCA), 2005 (Act 34 of 2005).

- 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.✓✓
- Conduct a credit check with a registered credit bureau and could also consult the National Credit Register.✓✓
- Credit providers must have procedures in place to comply with the provision of the Financial Intelligence Centre Act (FICA).✓✓
- Verify the identity of clients, report suspicious transactions/train staff on their bligations in terms of FICA.✓✓
- Disclose all costs of loan/No hidden costs should be charged/added.✓✓
- Any other relevant answer related to ways in which businesses could comply with the National Credit Act (NCA), 2005 (Act 34 of 2005).

Max (4)  
[20]

**BREAKDOWN OF MARKS**

QUESTION 2	MARKS
2.1	2
2.2	4
2.3	6
2.4	4
2.5	4

### QUESTION 3: BUSINESS OPERATIONS

- 3.1 Aspects that should be included in an induction programme.
- Introduction to key people and immediate colleagues. ✓
  - Safety regulations and rules. ✓
  - Overview of the business. ✓
  - Tour of the premises. ✓
  - Discussion of the employment contract and conditions of service. ✓
  - Discussion of employee benefits. ✓
  - Information about the business products/services. ✓
  - Meeting with senior management who will explain the company's vision/value descriptions/daily tasks. ✓
  - Conditions of employment, e.g. working hours/leave application process/disciplinary procedures, etc. ✓
  - Administration details on systems/processes/logistics. ✓
  - Discussion of personnel policies, e.g. making private phone calls/using the Internet, etc. ✓
  - Corporate social responsibility programmes. ✓
  - Any other relevant answer related to aspects that should be included in an induction programme

**NOTE: 1. Mark the first FOUR (4) only.**

**2. Only award marks for the aspects that should be included in an induction programme.**

(4 x 1) (4)

3.2 **Outline the legal requirements of an employment contract.**

- Employment contract is an agreement between the employer and the employee and is legally binding. ✓✓
- Employer and employee must agree to any changes to the contract. ✓✓
- Aspects of the employment contract can be renegotiated during the course of employment. ✓✓
- No party may unilaterally change aspects of the employment contract. ✓✓
- The employer and employee must both sign the contract. ✓✓
- The employment contract should include a code of conduct and code of ethics. ✓✓
- The employer must explain the terms and conditions of the employment contract to the employee. ✓✓
- It may not contain any requirements that are in conflict with the BCEA. ✓✓
- Conditions of employment/duties/responsibilities of the employees must be stipulated clearly. ✓✓
- The remuneration package/including benefits must be clearly indicated. ✓✓
- All business policies, procedures and disciplinary codes/rules can form part of the employment contract. ✓✓
- The employer must allow the employee to thoroughly read through the contract before it is signed. ✓✓



- Any other relevant answer related to legal requirements of an employment contract.

**Max (4)**

### 3.3 Recruitment procedure

3.3.1 Steps of recruitment procedure that ST applied in the scenario above.

- The human resources manager prepared a job analysis to identify the recruitment needs of business.✓
- The vacancy was internally advertised via internal email.✓

**NOTE:**

1. **Mark the first TWO (2) only.**
2. **Only award marks for responses that are quoted from the scenario.**

**(2 x 1) (2)**

#### 3.2.2 Role of the interviewer during the interview.

- Allocate the same amount of time✓ to each candidate.✓
- Introduce members of the interviewing panel✓ to each candidate/interviewee.✓
- Make the interviewee✓ feel at ease.✓
- Explain the purpose of the interview✓ to the panel and the interviewee.✓
- Record interviewees' responses✓ for future reference.✓
- Do not misinform/mislead✓ the interviewee.✓
- Avoid discriminatory/controversial types of questions,✓ e.g. asking a female candidate about family planning/having children.✓
- Provide an opportunity for the interviewee✓ to ask questions.✓
- Close the interview by thanking the interviewee✓ for attending the interview.✓
- Any other relevant answer related to the role of the interviewer during the interview.

**Max (6)**

### 3.4 Impact of fringe benefits on businesses.

#### **Positives/Advantages**

- Attractive fringe benefit packages✓ may result in higher employee retention/reduces employee turnover.✓
- Attracts qualified/skilled/experienced employees✓ who may positively contribute towards the business goals/objectives.✓
- Improves productivity✓ resulting in higher profitability.✓
- It increases employee satisfaction/loyalty✓ as they may be willing to go the extra mile.✓
- Businesses save money✓ as benefits are tax deductible.✓
- Fringe benefits can be used as leverage✓ for salary negotiations.✓
- Any other relevant answer related to the positive impact/advantages of fringe benefits on businesses.

**AND/OR**

**Negatives/Disadvantages**

- Businesses who cannot offer fringe benefits✓ fail to attract skilled workers.✓
- Businesses who offer employees different benefit plans may create resentment✓ to those who receive less benefit resulting in lower productivity.✓
- It can create conflict/lead to corruption✓ if allocated unfairly.✓
- Fringe benefits are additional costs✓ that may result in cash flow problems.✓
- Decreases business profits,✓ as incentive/package/remuneration costs are higher.✓
- Administrative costs increase✓ as benefits need to be correctly recorded for tax purposes.✓
- Workers only stay with the business for fringe benefits,✓ and may not be committed/loyal to the tasks/business.✓
- Businesses have to pay advisors/attorneys✓ to help them create benefit plans that comply with law.✓
- Errors in benefit plans✓ may lead to costly lawsuits/regulatory fines.✓
- Any other relevant answer related to negative impact/disadvantages of fringe benefits on businesses.

**Max (6)**  
**[20]**

**BREAKDOWN OF MARKS**

QUESTION	MARKS	
3.1	4	
3.2	4	
3.3.1	2	
3.3.2	6	
3.4	6	

**QUESTION 4: BUSINESS ROLES**

4.1 Name any TWO King Code principles.

- Accountability✓
- Transparency✓
- Responsibility✓

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

(2 x 1) (2)



#### 4.2 Unethical business practices

UNETHICAL BUSINESS PRACTICES	MOTIVATIONS
1. Taxation/Tax evasion✓✓	GC did not declare all their income to South African Revenue Service (SARS) for the previous financial year.✓
2. Unfair advertising✓✓	GC also use fine print to hide important information when promoting their products.✓
Sub-max (4)	Sub-max (2)

**NOTE: 1. Award marks for the unethical business practice even if the quote is incomplete.**

**2. Do not award marks for the motivation, if the unethical business practice was incorrectly identified.**

**Max (6)**

#### 4.3 Problem-solving steps

##### Identify the problem✓✓

- Identify the exact problem.✓
- Acknowledge that there is a problem.✓

Heading (2)  
Explanation (1)  
Sub-max (3)

##### Define the problem✓✓

- The nature of the problem must be precise. ✓
- Define the possible causes of the problem. ✓
- Gather as much information as possible to establish the cause of the problem. ✓

Heading (2)  
Explanation (1)  
Sub-max (3)

##### Identify alternative solutions✓✓

- Identify all different possible solutions. ✓
- Decide on the cause. ✓

Heading (2)  
Explanation (1)  
Sub-max (3)

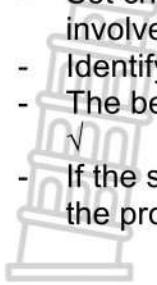
##### Evaluate alternative solutions✓✓

- Use critical evaluation and analytical skills to evaluate each solution. ✓
- Consider the advantages and disadvantages of each alternative solution. ✓

Heading (2)  
Explanation (1)  
Sub-max (3)

##### Choose the best solution✓✓

- Set criteria for the best solution, in terms of aspects such as time/cost/risk involved. ✓
- Identify which solution will be used. ✓
- The best solution should match the size and the resources of the business. ✓
- If the solution is not appropriate, the business should go back to defining the problem. ✓



#### **Formulate/Develop an action plan/strategy** ✓✓

- Arrange the necessary resources and delegate tasks. ✓
- Establish a time line for implementation and set deadlines. ✓

Heading (2)  
Explanation (1)  
Sub-max (3)

#### **Implement the action plan** ✓✓

- Carry out the planned actions/solution. ✓
- Communicate delegated tasks/deadlines to employees. ✓

Heading (2)  
Explanation (1)  
Sub-max (3)

#### **Evaluate the solution/action plan** ✓✓

- Assess whether the problem has been solved partially or entirely. ✓
- Monitor/test the solution/action plan/strategy continuously. ✓
- If problems emerge, they must recognise and re-formulate the problem for improved solutions in the future. ✓

Heading (2)  
Explanation (1)  
Sub-max (3)

- Any other relevant answer related to problem-solving steps.

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

**Max (6)**

#### **4.4 Ways in which professional, responsible, ethical and effective business practices should be conducted**

- Businesses should treat all their employees equally, regardless of their race/colour/age/gender/disability etc. ✓✓
- Mission statement should include values of equality/respect. ✓✓
- Treat workers with respect/dignity by recognising work well done/the value of human capital. ✓✓
- Pay fair wages/salaries which is in line with the minimum requirements of the BCEA/Remunerate employees for working overtime/during public holidays. ✓✓
- All workers should have access to equal opportunities, positions and resources. ✓✓

- Plan properly and put preventative measures in place. ✓✓
- Ensure that employees work in a work environment that is conducive to safety/ fairness/free from embarrassment. ✓✓
- Refrain from starting a venture using other business ideas that are protected by law. ✓✓
- Engage in environmental awareness programmes/Refrain from polluting the environment, e.g. by legally disposing of toxic waste. ✓✓
- 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. ✓✓
- 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. ✓✓
- 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. ✓✓
- Business decisions and actions must be clear/transparent to all stakeholders. ✓✓
- Businesses should be accountable/responsible for their decision and actions. ✓✓
- Hire honest/trustworthy accountants/financial officers with good credentials. ✓✓
- Regular/Timeous payment of taxes. ✓✓
- Draw up a code of ethics/conduct. ✓✓
- On-going development and training for all employees. ✓✓
- Performance management system/Appraisals should be in place. ✓✓
- Adequate internal control/monitoring/evaluation. ✓✓
- Any other relevant answer related to the ways in which professional, responsible, ethical and effective business practices should be conducted.

Max (6)  
[20]

**BREAKDOWN OF MARKS**

QUESTION	MARKS
4.1	2
4.2	6
4.3	6
4.4	6

**TOTAL SECTION B: 40**



## SECTION C

Mark the **FIRST** question only.

### QUESTION 5: BUSINESS ENVIRONMENTS (LEGISLATION)

#### 5.1 Introduction

- The Employment Equity Act (EEA) was introduced to redress the economic imbalances of the past.✓
- The EEA applies to all employers, employees and people applying for jobs.✓
- The aim of the Act is to ensure that transformation takes place in the workplace.✓
- Labour inspectors have the power to issue compliance orders.✓
- Employment policies and procedures must be aligned with the requirements of the Act.✓
- Any other relevant introduction related to the purpose of the EEA/impact of EEA on businesses/consequences/penalties/practical ways in which businesses can comply with the EEA.

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

#### 5.2 Purpose of the Employment Equity Act

- The EEA allows employees who do the same work to be paid equally.✓✓
- Eliminates discrimination on grounds of gender/race/disability 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.✓✓
- Promotes diversity in the workplace by ensuring that people of diverse backgrounds are appointed✓✓
- Ensures equal representation in the workplace through the implementation of affirmative action.✓✓
- Any other relevant answer related to the purpose of the EEA.

**Max (10)**



### 5.3 Impact of the EEA on businesses

#### Positives/Advantages

- Encourages consultation√ between employer and employees.√
- Motivates employees√ because the workforce is more diverse/representative/inclusive.√
- Creates a framework√ of acceptable employment practices/affirmative action measures.√
- Prevents unfair discrimination/discriminatory appointments√ as it ensures that the workforce represents the demographics of the country/promotes diversity in the workplace.√
- Motivates employees√ because everyone has the same employment opportunities.√
- Appointment process is clearly defined√, so all parties are well informed.√
- Promotes the implementation of affirmative action measures√ to redress the imbalance in employment.√
- Businesses are in a better position√ to negotiate contracts with the government.√
- Impacts positively√ on BEE ratings for businesses.√
- Any other relevant answer related to the positive impact/advantages of EEA on businesses.

#### AND/OR

#### Negatives/Disadvantages

- 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 EEA 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.√
- Skilled people from designated groups may demand higher salaries√ which increase salary expenses.√
- Job hopping of skilled/trained EE appointees√ may increase staff turnover.√
- Diversity in the workplace√ may lead to conflict/unhappiness.√
- Businesses must submit a compliance certificate√ before they can conduct business with state businesses.√
- Businesses are sometimes pressurised to appoint an unsuitable person√ to meet EEA requirements.√
- Often positions go unfilled√ because there are no suitable EEA candidates.√
- Any other relevant answer related to the negative impact/disadvantages of the EEA on businesses.

**Max (16)**

5.4 **Consequences/Penalties for non-compliance**

- Labour inspectors may conduct onsite visits, to interview employees which can create a bad image for the business.√√
- A compliance order may be issued to businesses that do not comply with the EEA.√√
- Businesses may be brought before the Labour Court if compliance orders are not adhered to/no efforts made to reach targets.√√
- Labour inspectors may investigate/inspect/ask questions about complaints.√√
- Businesses may face heavy fines for non-compliance.√√
- They can be ordered to pay compensation and damages to the employee.√√
- Any other relevant answer related to the consequences/penalties for non-compliance with the EEA.

**Max (10)**

5.5 **Practical ways in which businesses can comply with the EEA**

- Businesses should guard against discriminatory appointments.√√
- Assess the racial composition of all employees, including senior management.√√
- Ensure that there is equal representation of all racial groups in every level of employment.√√
- Clearly define the appointment process, so that all parties are well informed.√√
- Ensure that diversity/inclusivity in the workplace is achieved.√√
- Prepare an employment equity plan in consultation with employees.√√
- Compile employment equity plans that indicate how they will implement affirmative action.√√
- Ensure that affirmative action measures promote diversity in the workplace.√√
- Implement the employment equity plan.√√
- Implement affirmative action measures to redress disadvantages experienced by designated groups/Accommodate people from different designated groups.√√
- Submit the employment equity plan to the Department of Labour.√√
- Assign one or more senior managers to ensure implementation and monitoring of the employment equity plan.√√
- Eliminate barriers that have an adverse impact on designated groups.√√
- Regularly report to the Department of Labour on progress in implementing the plan.√√
- Display a summary of the Act where employees can clearly see/have access to the document.√√
- Conduct medical/psychological tests fairly to employees/when deemed necessary.√√
- Ensure that the workplace represents the demographics of the country at all levels.√√



- Restructure/Analyse current employment policies/practices/procedures to accommodate designated groups.✓✓
- Retrain/Develop/Train designated groups through skills development programmes.✓✓
- Any other relevant answer related to practical ways in which businesses can comply with the EEA.

5.6

### Conclusion

- The EEA does not only promote and regulate affirmative action, but also gives guidance in conducting a fair appointment process.✓✓
- Businesses can access the skills and expertise of previously disadvantaged individuals through implementing affirmative action.✓✓
- Businesses should take necessary steps/put practical measures in place to promote equal opportunities in the workplace.✓✓
- Penalties for non-compliance may have a negative financial implication for businesses.✓✓
- Any other relevant conclusion related to the purpose of the EEA/impact of EEA on businesses/consequences/penalties/practical ways in which businesses can comply with the EEA.

Any (1 x 2) (2)  
[40]

### QUESTION 5: BREAKDOWN OF MARKS

DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Purpose of Employment Equity Act	10	
Impact of Employment Equity Act	16	
Consequences/penalties they may face for not complying with the EEA.	10	
Ways in which businesses can comply with this Act	10	
Conclusion	2	
INSIGHT		
Layout	2	8
Analysis, interpretation	2	
Synthesis	2	
Originality/Examples	2	
TOTAL MARKS		40

\*LASO – For each component:

Allocate 2 marks if all requirements are met.

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

Allocate 0 marks where requirements are not met at all.



## QUESTION 6: BUSINESS ROLES (CREATIVE THINKING AND PROBLEM-SOLVING)

### 6.1 Introduction

- The business environment is volatile and requires advanced creative thinking skills for effective decisions. ✓
- An environment that promotes creative thinking enables employees to unleash their potential for the benefit of businesses. ✓
- Creative thinking enables businesses to differentiate their products and develop new ways of doing things. ✓
- Businesses with diverse and highly skilled employees may apply the Delphi-technique to avoid delays in solving complex business problems. ✓
- The force-field analysis enables businesses to make a critical analysis of the situation before initiating changes. ✓
- Any other relevant introduction related to differences between problem-solving and decision making/creating an environment that promotes creative thinking in the workplace/advantages of creative thinking in the workplace/application of Delphi technique and force-field analysis.

Any (2 x 1) (2)

### 6.2 Difference between problem-solving and decision-making

PROBLEM SOLVING	DECISION MAKING
- Problems can be solved by a group/ team or an individual team member. ✓✓	- It is often done by one person/a member of senior management who makes it authoritarian. ✓✓
- Alternative solutions are generated/ identified and critically evaluated. ✓✓	- Various alternatives are considered before deciding on the best one. ✓✓
- Process of analysing a situation to identify strategies to bring about change. ✓✓	- It is part of the problem solving cycle as decisions need to be taken in each step. ✓✓
- Any other relevant answer related to problem-solving.	- Any other relevant answer related to decision making.
Sub-max (4)	Sub-max (4)

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

Max (8)

6.3 **Application of Delphi technique and force-field analysis as problem solving techniques to solve complex business problems**

6.3.1 **Delphi technique**

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

Sub-max (6)

6.3.2 **Force-field analysis**

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

Sub-max (6)

**Max (12)**

6.4 **Advantages of creative thinking in the workplace**

- Better/Unique/Unconventional ideas/solutions✓ are generated. ✓
- May give the business a competitive advantage✓ if unusual/unique solutions/ ideas/strategies are implemented. ✓



- Complex business problems✓ may be solved. ✓
- Productivity increases as management/employees may quickly generate multiple ideas✓ which utilises time and money more effectively. ✓
- Managers/Employees have more confidence✓ as they can live up to their full potential. ✓
- Managers will be better leaders✓ as they will be able to handle/manage change(s) positively and creatively. ✓
- Managers/Employees can develop a completely new outlook,✓ which may be applied to any task(s) they may do. ✓
- Leads to more positive attitudes✓ as managers/employees feel that they have contributed towards problem solving. ✓
- Improves motivation✓ amongst staff members. ✓
- Managers/Employees have a feeling of great accomplishment✓ and they will not resist/obstruct the process once they solved a problem/contributed towards the success of the business. ✓
- Management/employees may keep up✓ with fast changing technology. ✓
- Stimulates initiative from employees/managers, ✓ as they are continuously pushed out of their comfort zone. ✓
- Creativity may lead to new inventions✓ which improves the general standard of living. ✓
- Any other relevant answer related to the advantages of creative thinking in the workplace.

**Max (14)**

**6.5 Ways in which businesses can create an environment that promotes creative thinking in the workplace**

- Emphasise the importance of creative thinking to ensure that all staff know that management want to hear their ideas. ✓✓
- Make time for brainstorming sessions to generate new ideas, e.g. regular workshops/ generate more ideas/build on one another's ideas. ✓✓
- Place suggestion boxes around the workplace and keep communication channels open for new ideas. ✓✓
- Train staff in innovative techniques such as creative problem solving skills/mind-mapping/ lateral thinking. ✓✓
- Encourage job swaps within the organisation/studying how other businesses are doing things. ✓✓
- Encourage alternative ways of working/doing things. ✓✓
- Encourage job swaps within the organisation/Study how other businesses are doing things. ✓✓
- Respond enthusiastically to all ideas and never let anyone feel less important. ✓✓
- Reward creativity with reward schemes for teams/individuals that come up with creative ideas. ✓✓
- Provide a working environment conducive to creativity, free from distractions. ✓✓



- Any other relevant answer related to ways in which businesses can create an environment that promotes creative thinking in the workplace.

**Max (12)**

## 6.6 Conclusion

- Businesses should put systems in place that will enable them to overcome competition in the market. ✓✓
- The application of the Delphi technique provides businesses the opportunity to consider outside's point of view on various solutions to business problems. ✓✓
- The effective implementation of the force-field analysis may enable businesses to diversify their products/venture into new markets resulting in growth and sustainability. ✓✓
- Creative thinking enables businesses to keep abreast with latest development in the market. ✓✓
- Creating an environment that promotes creative thinking in the workplace contributes in achieving business goals and increasing the market share. ✓✓
- Any other relevant conclusion related to the differences between problem-solving and decision making/application of the Delphi technique and force field analysis/advantages of creative thinking in the workplace/creating an environment that promotes creative thinking in the workplace.

**Any (1 x 2) (2)**  
**[40]**

### QUESTION 6: BREAKDOWN OF MARK ALLOCATION

DETAILS	MAXIMUM	TOTAL
Introduction	2	<b>Max 32</b>
Differences between problem-solving and decision making.	8	
Application of problem-solving techniques to solve complex business problems: <ul style="list-style-type: none"> <li>o Delphi technique</li> <li>o Force-field analysis</li> </ul>	12	
Advantages of creative thinking in the workplace	14	
Ways in which businesses can create an environment that promotes creative thinking	12	
Conclusion	2	
INSIGHT		
Layout	2	<b>8</b>
Analysis, interpretation	2	
Synthesis	2	
Originality/Examples	2	
<b>TOTAL MARKS</b>		<b>40</b>

\*LASO – For each component:

Allocate 2 marks if all requirements are met.

Allocate 1 mark if some requirements are met.

Allocate 0 marks where requirements are not met at all.

**TOTAL SECTION C: 40**  
**GRAND TOTAL 100**

