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education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

BUSINESS STUDIES P2

SEPTEMBER 2026

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MARKS: 150

TIME: 2 HOURS

This question paper consists of 9 pages.

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INSTRUCTIONS AND INFORMATION

Read the following instructions carefully before answering the questions.

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

   SECTION A: COMPULSORY
   SECTION B: Consists of THREE questions.
   Answer any TWO of the THREE questions in this section.
   SECTION C: Consists of TWO questions.
   Answer any ONE of the TWO questions in this section.

2. Read the instructions for each question carefully and take particular note of what is required.

   Note that ONLY the answers to the first TWO questions selected in SECTION B and the answer to the FIRST question selected in SECTION C will be marked.

3. Number the answers correctly 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 (minutes)
A: Objective-type questions COMPULSORY	**1**	**30**	**20**
B. THREE direct/indirect-type questions CHOICE: (Answer any TWO)	**2**	**40**	**70**
	3	**40**	
	4	**40**	
C. TWO essay-type questions CHOICE (Answer any ONE.)	**5**	**40**	**30**
	6	**40**	
TOTAL		**150**	**120**

7. Begin the answer to EACH question on a NEW page, e.g. QUESTION 1 – new page, QUESTION 2 – new page, et cetera.

8. You may use a non-programmable calculator.

9. Write neatly and legibly.

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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 shareholders of Timm Trading were issued … shares as compensation for unpaid dividends.

A ordinary
B preference
C bonus
D founders'

1.1.2 The main objective of a … is to create mutual benefit for its members.

A partnership
B cooperative
C state-owned company
D private company

1.1.3 Team dynamic theories help businesses to …

A promote individual satisfaction
B allocate tasks to team members with similar personalities
C establish good relationships with teams
D allocate tasks according to the role of each team member

1.1.4 Reporting unsafe working conditions to management is the responsibility of the …

A employer
B trade union
C employees
D production manager

1.1.5 The managers of Grant Holdings emphasised … as one of their CSR focus area for the current financial period.

A rural development
B environment
C business ethics
D customers

(5 x 2) (10)

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

posters; insurable; collaboration; tax evasion; RSA Retail Savings Bonds; unit trust; tax avoidance; communication; hand-outs; non-insurable;

1.2.1 Changes in technology can be regarded as a/an ... risk.

1.2.2 Sakkie invested in ... as it will allow him to cash in without penalties when he needs money.

1.2.3 Ben distributed ... at the start of the presentation to attract the attention of the audience.

1.2.4 Businesses who do not declare all their income to SARS with the aim of paying less tax can be fined for ...

1.2.5 Kgotso fast food applies ... as a criteria for successful team performance as all members take part in decision-making.

(5 x 2) (10)

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1.3 Choose a description from COLUMN B that matches a term in COLUMN A. Write only the letter (A-J) next to the question number (1.3.1 to 1.3.5) in the ANSWER BOOK. E.g. 1.3.6 K.

COLUMN A		COLUMN B	
1.3.1	Management	A	focuses on developing a moral compass for decision-making
1.3.2	Over-insurance	B	communicates by means of interaction.
1.3.3	Inclusivity	C	uses routine methods to solve problems
1.3.4	Creative thinking	D	applies where the insurer can choose to reinstate the insured instead of making payment
1.3.5	Ethical behaviour	E	people that are young are employed
		F	communicates through management function such as line function
		G	focuses on upholding the reputation of a business.
		H	uses non-routine methods to solve problems
		I	applies where the insurer will apply the average clause to determine the amount that will be paid
		J	people from different backgrounds are employed

(5 x 2) (10)

TOTAL SECTION A [30]

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SECTION B

Answer ANY TWO questions in this section.

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

QUESTION 2: BUSINESS VENTURES

2.1 Mention any THREE rights of ordinary shareholders. (3)

2.2 Differentiate between management and leadership. (4)

2.3 Read the scenario below and answer the questions that follows.

RICHARDS ACADEMY (RA)

Richards Academy is a sports related Non-Profit Organisation operating in many parts of Nkangala. Employees at RA are always inspired by the energy and keenness of the leader. There are signs of leadership potential that exists amongst their employees.

2.3.1 Identify the leadership style that is applicable to RA. Motivate your answer by quoting from the scenario above. (3)

2.3.2 Evaluate the impact of the leadership style identified in question 2.3.1. (6)

2.4 Discuss insurable interest as a principles of insurance. (4)

2.5 Explain the meaning of unlimited liability. (4)

2.6 Read the scenario below and answer the questions that follows:

UTHULI INCORPORATORS (UINC)

Uthuli Incorporators deals with collection of waste materials in and around Thabachwewu Local Municipality. Directors at UINC have unlimited liability and they are jointly liable for the debts of the business even if they are long out of office. They are involved in the day to day running of the business.

2.6.1 Identify the form of ownership that is applicable to UINC. (2)

2.6.2 Evaluate the impact of the forms of ownership identified in question 2.6.1. (4)

2.7 Discuss how the capital could contribute to the success and/or failure of partnership as a form of ownership. (6)

2.8 Recommend factors that must be considered by the presenter while presenting. (4)

[40]

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QUESTION 3: BUSINESS ROLES

3.1 List any TWO types of difficult personalities in the workplace. (2)

3.2 Differentiate between grievance and conflict. (4)

3.3 Read the scenario below and answer the questions that follows.

BUNDU PLUMBERS (BP)

Bundu Plumbers wants to expand their business of rendering their services to more customers. BP have a collective group who are always willing to work together towards a common goal. There is also a climate of respect and honesty amongst team members.

3.3.1 Identify the stage of team development that is applicable to BP. Motivate your answer by quoting from the scenario above. (3)

Use the table below to answer QUESTION 3.3.1

TEAM DEVELOPMENT STAGE	MOTIVATIONS

3.3.2 Explain any other TWO stages of team development. (6)

3.4 Explain how businesses can apply the King Code principle of accountability for good corporate governance to improve ethical business conduct. (4)

3.5 Elaborate on the meaning of professional behaviour. (4)

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

SUNBIRD SOLUTIONS (SS)

Sunbird Solutions is an IT Company which specialises in hardware and software installation. SS operate in an area where a large number of the community members are looking for jobs, but cannot find work. The business intervened by offering food parcels to affected community members.

3.6.1 Identify the socio-economic issue applicable to SS. Motivate your answer by quoting from the scenario above. (3)

3.6.2 Recommend ways in which businesses can contribute time and effort in improving the well-being of employees. (4)

3.7 Explain the relationship between social responsibility and triple bottom line. (6)

3.8 Suggest strategies businesses can use to protect the environment and human health. (4)

[40]

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QUESTION 4: MISCELLANEOUS TOPICS

BUSINESS VENTURES

4.1 Name any TWO types of preference shares. (2)

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

Nathan won betway ticket worth R260 000 and he decided to invest it in a fixed deposit at the rate of 12% per annum compounded annually over a period of three years.

4.2.1 Define the meaning of compound interest. (4)

4.2.2 Calculate the interest amount that Thapelo will receive at the end of investment period using compound interest. Show ALL calculations. (4)

4.3 Explain the importance of insurance in a business. (4)

4.4 Discuss Compensation for Occupational Injuries and Diseases Fund as a types of compulsory insurance. (6)

BUSINESS ROLES

4.5 List any THREE social rights in the workplace. (3)

4.6 Read the scenario below and answer the questions that follows.

BREE TRADERS (BT)
Bree Traders specialises in distribution of office stationery in and around Standerton. BT's policy makes provision for the appointment of interpreters for everyone to understand during their meetings. They ensure equal opportunities and fair treatment for all employees

4.6.1 Identify the diversity issue that is applicable to BT. Motivate your answer by quoting from the scenario above. (3)

Use the table below as a GUIDE to answer QUESTION 4.6.1.

DIVERSITY ISSUE	MOTIVATION

4.6.2 Suggest ways in which businesses could deal with the diversity issue identified in QUESTION 4.6.1 (4)

4.7 Explain the implication of equality, respect and dignity on businesses. (6)

4.8 Recommend ways in which businesses could deal with pricing of goods in rural areas as a type of unethical businesses practices. (4)

[40]

TOTAL SECTION B: 80

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BUSINESS VENTURES

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[40]

TOTAL SECTION B: 80

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SECTION C

Answer any ONE question in the section.

NOTE: Clearly indicate the QUESTION NUMBER of the chosen question. The answer to the question must start on a NEW page, e.g. QUESTION 5 on a NEW page or QUESTION 6 on a NEW page.

QUESTION 5: BUSINESS VENTURES (PRESENTATION AND DATA RESPONSE)

Business leaders must prepare thoroughly for presentations as they are many stakeholders interested in them. They must design a multimedia's and identify different visual aids to use depending on the audience. The presenter must also handle feedback in a professional manner which will help the business shape its way forward.

Write an essay on presentation and data response in which you include the following aspects:

- Outline aspects that must be considered when designing a multimedia presentation.
- Explain factors that must be considered when preparing for a presentation.
- Discuss the impact of the following visual aids:
  - Interactive whiteboard
  - Flip charts
- Suggest ways in which the presenter can handle feedback in a non-aggressive and professional manner.

[40]

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

Businesses need to identify and follow different steps in resolving business challenges affecting their operations. They must be aware of the positives that comes with ability to think creatively and generation of new ideas. Brainstorming and the Force-Field Analysis enable businesses to solve complex business problems. Management must also allow and create an environment that stimulates creative thinking.

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

- Outline the benefits of creative thinking in the workplace.
- Explain the problem-solving steps.
- Discuss the impact of the following problem-solving techniques:
  - Brainstorming
  - Force Field Analysis
- Recommend ways businesses can create an environment that promotes creative thinking in the workplace.

[40]

TOTAL SECTION C: 40
GRAND TOTAL: 150

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NATIONAL SENIOR CERTIFICATE

GRADE 12

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BUSINESS STUDIES P2

SEPTEMBER 2026

MARKING GUIDELINES

MARKS: 150

This marking guideline consists of 33 pages.

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NOTES TO MARKERS

PREAMBLE

The note to markers are provided for quality assurance purpose 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 makers across the country
(d) Implement appropriate measures in the teaching, learning and assessment of the subject at school/institution of learning

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

Marker:	Red
Senior Marker:	Green
Deputy Chief Marker:	Orange
Chief Marker:	Pink
Internal Moderation:	Black/Blue
DBE Moderation	Turquoise

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 guidelines have 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 guidelines
   - Comes from another source
   - Is original
   - A different approach is used

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

4. Take note of other answers, provided by candidates, which relate to a particular question 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 guideline. Only the total for each question should appear in the left-hand margin next to the appropriate question number.

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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 penalized 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:

    1.1.1. 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**: *'The autocratic leadership style provides strong leadership* √ *which makes new employees feel confident and safe'.* √

    1.1.2. 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. 'The autocratic leadership style provides strong leadership which makes new employees feel confident and safe √, as expectations/roles are clearly explained to avoid confusion'. √

    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 guidelines and the context of each question.

    Cognitive verbs, such as:

    12.1. Give, name, state, outline, quote, identify, motivate, recommend, suggest, advise (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.

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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 at the marking centre and refer to the DBE internal moderator to finalise the alternative answers in consultation with the UMALUSI external moderators.

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 guidelines 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 guidelines.

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:

Introductions	**Maximum : 32**
Content	
Conclusions	
Insight	**8**
TOTAL	**40**

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15.2 Insight consists of the following components:

Layout/Structure	Is there an introduction, paragraphs and a conclusion?	**2**
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')	**2**
Synthesis	Are there relevant decisions/facts/responses made based on the questions? Marks to be allocated using this guide: Option 1 **Only relevant facts: 2 marks (No'-S')** Where a candidate answers 50% or more (two to four sub-questions) of the question with only relevant facts; no '-S' appears in the left margin. Award the maximum of TWO (2) marks for synthesis. Option 2 **Some relevant facts: 1 mark (One '-S')** Where a candidate answers less than 50% (only one sub-question) of the question with only OR some relevant facts; one '-S' appears in the left margin. Award a maximum of ONE (1) mark for synthesis. Option 3 **Some relevant facts: 1 mark (One '-S')** Where a candidate answers FOUR questions, but one sub-question of the questions with no relevant facts; one '-S' appears in the left margin. Award a maximum of ONE (1) mark for synthesis. Option 4 **No relevant facts: 0 mark (Two '-S')** Where a candidate answers less than 50% (only one sub-question) of the questions with no relevant facts; two '-S' appears in the left margin. Award a ZERO mark synthesis.	**2**
Originality	Is there evidence of one examples in any TWO of the four sub-questions, not older than two (2) years, which are based on recent information, current trends and developments?	**2**
TOTAL FOR INSIGHT: **TOTAL MARKS FOR FACTS:** **TOTAL MARKS FOR ESSAY (8 + 32)**		**8** **32** **40**

NOTE:
1. **The candidate must respond to at least any TWO of the four sub-questions in the introduction and at least ONE of the four sub-questions in the CONCLUSION. Verbatim quoting of the definitions/facts from credible sources is strongly discouraged.**
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.**
4. **No marks will be awarded for contents repeated from the introduction and conclusion.**

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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 guidelines to each question.

15.5 Mark all relevant facts/responses until the SUBMAX/MAX mark in EACH of the four subsections has been attained. Write SUBMAX/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	**32 (max.)**
L	**2**
A	**2**
S	**2**
O	**2**
TOTAL	**40**

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 sub-headings are encouraged and contribute to insight (structuring/logical flow/sequencing) and indicate clarity of thought. (See MARKS 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. 'Inflation rate refers to a general increase in the price of goods and services over a period of time, √ resulting in a decrease in the value of money. √

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 memo, will not necessarily apply to each question. This would also depend on the nature of the question.

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SECTION A

QUESTION 1

1.1
1.1.1 C √√
1.1.2 B √√
1.1.3 D √√
1.1.4 C √√
1.1.5 A √√

(5 X 2) (10)

1.2
1.2.1 non-insurable √√
1.2.2 unit trust √√
1.2.3 hand-outs √√
1.2.4 tax evasion √√
1.2.5 collaboration √√

(5 X 2) (10)

1.3
1.3.1 F √√
1.3.2 D √√
1.3.3 J √√
1.3.4 H √√
1.3.5 A √√



(5 X 2) (10)

TOTAL SECTION A 30

BREAKDOWN OF MARKS

QUESTION 1	MARKS
1.1.	10
1.2.	10
1.3.	10
TOTAL	30

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SECTION B

Mark the FIRST TWO answers only

QUESTION 2: BUSINESS VENTURES

2.1 THREE rights of ordinary shareholders.

- Participate and vote at the Annual General Meeting. √
- Receive notice of and attend the Annual General Meetings of the company. √
- Attend the Annual General Meeting to learn about the company's performance. √
- Receive interim and annual reports. √
- If a company is declared bankrupt/insolvent, the shareholders have claims on the assets of the company after the creditors and preference shareholders. √
- Full disclosure must be made to the shareholders by providing them with copies of all financial reports. √

NOTE: Mark the first THREE (3) only.

Max (3)

2.2 Difference between management and leadership.

Management	Leadership
- Guides √human behaviour.√	- Influences √ human behaviour.√
- Communicates through management functions√ such as the line function.√	- Communicates √ by means of interaction/ behaviour/ vision/ values/ charisma.√
- Administers plans/programs/tasks √ to reach targets. √	- Innovates/Encourages new ideas √ to increase productivity. √
- Controls systems and procedures √ to get the job done. √	- Inspires staff √ to trust and support each other.√
- Focuses √ on the bottom line short/medium term.√	- Focuses √ on the horizon/long term.√
- A person becomes a manager because of the position √ in which he/she is appointed. √	- Leaders are born √ with natural/ instinctive leadership skills. √
- Manages the process of getting things done √ by exercising responsibility. √	- Guides/Leads people √ to become active participants. √
- Managers have power because of the position of authority √ into which they are appointed. √	- Leaders have influence √ because of his/her knowledge/ skills/ intelligence. √
- Enforce rules √ on subordinates' √ / ensure that tasks √ are completed. √	- Always trying to find more efficient ways √ of completing tasks. √
- Management is instructional in their approach √ by guiding/ training/ directing employees. √	- Leadership is inspirational in their approach √ by energizing/ motivating/ encouraging employees.√
- Management is task-orientated √ and focuses on completing goals/ deadlines/ processes.√	- Leadership is people orientated√ and focuses on building relationships/ morale/ development. √
- Manage √ by planning/ organising/ leading/ controlling. √	- Lead √ by example/trust/respect. √

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- Management "does things right" √ by focusing on efficiency and execution of tasks.√	- Leadership "does the right things" √ by focusing on the vision and strategies. √
- Manages the "how and when" √ regarding processes/timelines of a task.√	- Leadership asks "what and why"√ to foster a deeper understanding for improvement.√
- Any other relevant answer related to management.	- Any other relevant answer related to leadership.
Sub max (2)	Sub max (2)

Max (4)

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

2.3 Leadership Style

2.3.1 Charismatic leadership style. √√

Motivation

"Employees at RA are always inspired by the energy and keenness of the leader."√

NOTE:
1. **Do not award marks for the motivation, if the leadership style was incorrectly identified.**
2. **Award marks for the leadership style even if the motivation is incomplete.**

Max (3)

2.3.2 **The impact of charismatic leadership style.**

Positives/Advantages

- A leader communicates the vision/goals of the organisation in a concise manner, √ which inspires confidence amongst employees.√
- Employees are inspired by the energy/passion √ of the charismatic leader.√
- Employees are motivated to exceed their expectations √ and overcome their fears.√
- Employees are made to feel valued/appreciated, √ which encourages them to work harder and improve productivity levels.√
- Any other relevant answer related to the positive impact of charismatic leadership style.

AND/OR

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Negatives/Disadvantages

- A leader may promote his own personal interest, √ instead of leading for the benefit of the organisation. √
- Employees rely on the leader to improve √ their morale/motivation levels. √
- The organisation may be over-reliant on the presence of the leader, √ which could harm the organisation if the leader should leave the organisation. √
- Employees could also be reluctant to challenge the leader on important issues, √ which may impact the organisation negatively in achieving their goals. √
- Leader believes more in him/her √ than the team. √
- Projects can collapse √ if the leader leaves the team. √
- Leaders are intolerant of challenges √ and regard themselves as irreplaceable. √
- Any other relevant answer related to the negative impact of charismatic leadership style.

Max (6)

2.4 Insurable interest as a principles of insurance.

- Insured must prove that he/she will suffer a financial loss √ if the insured object is damaged/lost/ceases to exist. √
- An insurable interest must be expressed √ in financial terms. √
- Insured must have a legal relationship with the insured object √ in the contract.√
- Any other relevant answer related to insurable interest as a principles of insurance.

Max (4)

2.5 The meaning of unlimited liability.

- This is when the owners' are personally responsible √ for all the debts of the business. √
- The owners' personal assets may be seized √ to pay off the debts of the business. √
- Applicable to sole traders and partnerships √ as they do not have a separate legal entity. √
- Example: If the business is declared bankrupt, the personal possessions of the sole trader and partners may be sold √ to pay off the debts of the business. √
- Any other relevant answer related to the meaning of and unlimited liability.

Max (4)

2.6 Forms of ownership

2.6.1 Form of ownership that is used by UINC.

Personal Liability Company. √√ **(2)**

2.6.2 The impact of Personal Liability Company as a form of ownership.

Positive Impact

- Shareholders can vote for/ appoint the most capable directors √ to manage their company. √
- A company has continuity √ of existence. √

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Own legal identity √ and shareholders have no direct legal implications.√
- Managed at least by one competent √ highly skilled director. √
- 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. √
- Even though shares are not freely transferable, √ large private companies can raise considerable amount of capital. √
- Not required to file annual financial statements √ with the commission. √

- It is possible to sell a personal liability company √ as it is a legal entity in its own right. √
- The management of the company can improve √ since directors are accountable to shareholders. √
- The new Act forces personal liability on directors who knowingly participated √ in carrying out business in a reckless/ fraudulent manner.√
- Not required to file annual financial statements √ with the commission. √
- Any other relevant answer related to positive the impact of Personal Liability Company as a form of ownership.

AND/OR

Negative Impact
- Requires a lot of capital √ for establishment.√
- Large management structures can result in decision-making√ taking time.√
- The personal liability company is not allowed to sell shares √ to the public.√
- Directors of the personal liability company have √ unlimited liability √/ the directors are jointly and severally liable √ for all the debts and liabilities of the company.√
- Annual financial statements must be reviewed by a qualified person, √ which is an extra expense to the company. √
- Pays tax on the profits of the business √ and on declared dividends/ Subject to double taxation. √
- Financial statements must be reviewed by a qualified person, √ which is an extra expense to the company. √
- Directors will be held personally responsible for debts √ if it can be proven that that they committed fraud. √
- Some shareholders may not exercise their voting rights √ resulting in choosing the wrong person as a director.√
- Any other relevant answer related to negative the impact of Personal Liability Company as a form of ownership.

Max (4)

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2.7 How capital could contribute to the success and/or failure of partnership as a form of ownership.

	SUCCESS FACTORS AND/OR FAILURE FACTORS	
CAPITAL	- More capital can be obtained √ as more than one partner contributing to capital.√	- Partners may not all have capital √ to put into business when needed. √
	- Partners are responsible for the success and they will be careful with the spending √ and management of capital.√	- Unequal inputs as some partners put in expertise √ instead of cash.√
	- Any other relevant answer related to success factors of partnership as a form of ownership.	- Any other relevant answer related to failure factors of partnership as a form of ownership.

NOTE:
1. **The answer does not have to be in a tabular format**
2. **The success and/or failure does not have to link, but must be clear.**

Max (6)

2.8 Factors that must be considered by the presenter while presenting.

- Establish credibility by introducing yourself as the presenter at the start. √√
- Mention/Show most important information first. √√
- Make the purpose/main points of the presentation clear at the start of the presentation. √√
- Use suitable section titles/headings/sub-headings/bullets. √√
- Keep the presentation short and simple. √√
- Do not ramble on at the start, to avoid losing the audience/their interest.
- Maintain eye contact with the audience. √√
- Be audible to all listeners/audience. √√
- Pace yourself/ do not rush or talk too slowly. √√
- Avoid hiding behind equipment. √√
- Speak with energy and enthusiasm. √√
- Use appropriate gestures, e.g. use hands to emphasize points. √√
- Stand in a good position/upright, where the audience can clearly see the presenter/presentation. √√
- Manage time effectively to allow time for questions. √√
- Capture listeners' attention/Involve the audience with a variety of methods, e.g. short video clips/sound effects/humour, etc. √√
- Make the presentation interesting with visual aids/anecdotes/examples/Use visual aids effectively. √√
- Summarise the main points of the presentation to conclude the presentation.
- Conclude/End with a strong/striking ending that will be remembered. √√
- Ensure that the audience will leave with/take away specific information/benefits. √√
- Include a statement/quote that will allow a professional/striking ending. √√
- Any other relevant answer related to factors that must be considered by the presenter while presenting.

Max (4)

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BREAKDOWN OF MARKS

QUESTION 2	Marks
2.1	3
2.2	4
2.3.1	3
2.3.2	6
2.4	4
2.5	4
2.6.1	2
2.6.2	4
2.7	6
2.8	4
TOTAL	40

QUESTION 3: BUSINESS ROLES

3.1 TWO types of difficult personalities in the workplace.

- Complainer √
- Indecisive √
- Over-agree √
- Negativity √
- Expert √
- Quiet √

NOTE: Mark the first TWO (2) only

Max (2)

3.2 Difference between grievance and conflict

GRIEVANCE	CONFLICT
- When an employee is unhappy/has a problem/complaint √ in the workplace. √	- Clash of opinions/ideas/viewpoints √ in the workplace. √
- It is when an individual/group √ has a work-related issue. √	- Disagreement between two or more parties √ in the workplace. √
- It is a formal complaint which requires employees' √ to follow a grievance procedure. √	- This can be resolved √ by following proper conflict resolution steps. √
- Offers employees a channel to express their dissatisfaction √ in the workplace √	
- Examples that can cause a grievance are discrimination, unfair treatment, √ and poor working conditions. √	- Examples that can cause conflict are a lack of trust√ /miscommunication/ personality clashes/different values. √
- Any other relevant answer related to grievance.	- Any other relevant answer related to conflict.
Sub max (2)	Sub max (2)

Max (4)

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

3.3 Team Development

3.3.1

TEAM DEVELOPMENT STAGE	MOTIVATION
Norming/ Settling.√√	BP have a collective group who are always willing to work together toward a common goal.√

Max (3)

NOTE:
1. **The answers does not have to be in a tabular format.**
2. **Do not award marks for the motivation, if the team development stage was incorrectly identified.**
3. **Award marks for the team development stage even if the motivation is incomplete.**

3.3.2 Other stage of team development.

Forming √√
- Individuals gather information and impressions about each other 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. √
- Any other relevant answer related to forming as a stage of team development.

Stage of team development (2)
Explanation (1)
Sub max (3)

Storming
- Teams go through a period of unease/conflict after formation.√
- Different ideas from team members will compete for consideration.√
- Team members open up to each other and confront each other's ideas/ perspectives.√
- Tension/struggle/arguments occur and upset the team members/there may be power struggles for the position of team leader.√
- In some instances, storming can be resolved quickly; in others, the team never leaves this stage.√
- Many teams fail during this stage as they are not focused on their task.√
- This phase can become destructive for the team/will negatively impact team performance if allowed to get out of control.√
- This stage is necessary/ important for the growth of the team.√
- Some team members tolerate each other to survive this stage.√
- Any other relevant answer related to storming as a stage of team development.

Stage of team development (2)
Explanation (1)
Sub max (3)

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Performing stage.√√
- Team members are aware of the strategies and aims of the team. √
- They have direction without interference from the leader. √
- Processes and structures are set. √
- Leaders delegate and oversee the processes and procedures. √
- All members are now competent, autonomous and able to handle the decision-making process without supervision. √
- Differences among members are appreciated and used to enhance the team's performance. √
- Any other relevant answer related to performing as a stage of team development.

Stage of team development (2)
Explanation (1)
Sub max (3)

Adjourning/Mourning stage
- The focus is on the completion of the task/ending the project. √
- Breaking up the team may be traumatic as team members may find it difficult to perform as individuals once again. √
- All tasks need to be completed before the team finally dissolves. √
- Any other relevant answer related to performing as a stage of team development.

Stage of team development (2)
Explanation (1)
Sub max (3)

NOTE: Mark the first TWO (2) only.

Max (6)

3.4 How businesses can apply the King Code principle of accountability for good corporate governance to improve ethical business conduct.
- There must be regular communication between management and stakeholders' √ such as shareholders.√
- Companies should appoint internal and external auditors √ to audit financial statements.√
- The board should ensure that the company's ethics on disclosures are motivated/proper/accurate √ and is implemented effectively. √
- Businesses should be accountable/ responsible √ for their decisions/actions. √
- Businesses should present accurate annual reports to shareholders √ at the Annual General Meeting (AGM).√
- Top management should ensure that other levels of management are clear about their roles √ and responsibilities to improve accountability.√
- Any other relevant answer related to how businesses can apply the King Code principle of accountability for good corporate governance to improve ethical business conduct.

Max (4)

3.5 The meaning of professional behaviour.
- Refers to what is right/wrong/acceptable √ in a business.√
- Set of standards √ of expected behaviour.√
- Applying a code of conduct √ of a profession or business.√
- Focuses on developing a moral compass √ for decision-making.√

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- Includes guidelines √ on employees appearance/ communication/ attitude/ responsibility, etc.√
- Any other relevant answer related to the meaning of professional behaviour.

Max (4)

3.6 Socio-Economic Issues

3.6.1 The socio-economic issue applicable to SS.

Unemployment. √√

MOTIVATION:

SS operate in an area where a large number of the community members are looking for jobs, but cannot find work. √

Max (3)

NOTE:
1. **Do not award marks for the motivation, if the socio-economic issue was incorrectly identified.**
2. **Award marks for the socio-economic issue even if the motivation is incomplete.**

3.6.2 Ways in which businesses can contribute time and effort in improving the well-being of employees.

- Provide recreational facilities for employees. √√
- Allow flexible working hours to enhance productivity. √√
- Provide transport for employees who work unusually long hours√√
- Provide for employees' participation in decision making that affects them. √√
- Conduct team-building sessions to improve employees' morale. √√
- Offer annual medical assessments to workers. √√
- Offer support programmes for employees infected and affected by HIV/Aids. √√
- Offer financial assistance in the case of any hardship caused by unexpected medical costs. √√
- Pay fair wages/salaries to the workers based on the nature of their work. √√
- Pay fair bonuses, based on business earnings, as acknowledgement for hard work and commitment. √√
- Establish coaching and mentoring programmes for junior employees. √√
- Working conditions should include safety/medical/canteen facilities/benefits like housing/leave/retirement, etc. √√
- Make trauma debriefing/counselling/assistance available to any employee who requires these services. √√
- Make childcare facilities available on the premises for working mothers in the business. √√
- Start a nutritional programme so that employees can enjoy one meal per day to keep them in a healthy condition. √√
- Give time to staff to get involved in projects they choose/Allow staff to use some of the working hours to participate in the projects of their choice. √√
- Encourage employees to stay fit and healthy by getting them involved in health activities to minimize stress/substance abuse/obesity. √√

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- Encourage employees to attend capacity-building workshops/training programmes /staff-development programmes/team-development programmes. √√
- Any other relevant answer related to ways which businesses can use to contribute time and effort in improving the well-being of employees.

Max (4)

3.7 The relationship between social responsibility and triple bottom line.

(a) Profit/Economic √√
- Triple Bottom line means that businesses should not only focus on profit/ charge high prices but should also invest in CSI projects. √
- Businesses should not make a profit at the expense of its community. √
- Any other relevant answer related to profit as part of the relationship between social responsibility and triple bottom line.

Triple bottom line (2)
Explanation (1)
Sub max (3)

(b) People/Social √√
- Business operations should not have a negative impact on/exploit people/ employees/ customers/ community. √
- Businesses should engage/invest in sustainable community programmes/ projects that will benefit/uplift communities. √
- Improve the lifestyle/quality of life of their human resources/employees. √
- Any other relevant answer related to people as part of the relationship between social responsibility and triple bottom line.

Triple bottom line (2)
Explanation (1)
Sub max (3)

(c) Planet/Environment √√
- Businesses should not exhaust resources/harm the environment for production/profit purposes. √
- They may support energy-efficient/eco-friendly products/production methods √
- Recycle/Re-use waste, e.g. packaging from recycled material. √
- Any other relevant answer related to planet as part of the relationship between social responsibility and triple bottom line.

Triple bottom line (2)
Explanation (1)
Sub max (3)

Max (6)

NOTE: Mark the first TWO (2) only

3.8 Strategies businesses can use to protect the environment and human health.
- Businesses must not generate profit at the expense of the environment, but they must adhere to the relevant laws and regulations. √√
- Businesses should be aware of their impact on pollution and other environmental issues in order to minimise its impact, for example, businesses should find safe ways of disposing of waste and/or dumping toxic waste, etc. √√
- The business must also take steps to become involved in environmental awareness programmes. √√

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- The business must alter its production techniques in favour of cleaner and greener technologies to protect the environment. √√
- According to the social rights of workers, the business must test the water in the workplace to ensure that it is safe for human consumption. √√
- Businesses must look after natural resources and promote nature conservation.√√
- The business must have a policy to minimise pollution and actively reuse, recycle and reduce waste. √√
- Businesses can reduce consumption of goods and services which are environmentally unfriendly, for example, by investing in appropriate technology like clean solar or wind power. √√
- They must register or engage with recognised institutions or bodies that promote green peace and green energy. √√
- The physical working conditions in the workplace should always be worker-friendly, safe and promote occupational health. √√
- Business must evaluate the physical working conditions, to improve human health, for example, by providing adequate lighting and ventilation to ensure optimal and functional working conditions. √√
- Servicing and maintaining all machines regularly in order to reduce accidents in the workplace. √√
- Businesses must educate workers about hygiene issues, for example, washing hands. √√
- To improve the health of workers, the business must encourage employees to do regular health check-ups, for example, checking their blood pressure and temperature checks √√
- Any other relevant answer related to strategies that businesses can use to protect the environment and human health.

Max (4)

BREAKDOWN OF MARKS

QUESTION 3	MARKS
3.1	2
3.2	4
3.3.1	3
3.3.2	6
3.4	4
3.5	4
3.6.1	3
3.6.2	4
3.7.	6
3.8	4
TOTAL	40

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QUESTION 4: MISCELLANEOUS TOPICS

BUSINESS VENTURES

4.1 TWO types of preference shares.

- Participating preference shares. √
- Non- Participating preference shares. √
- Cumulative preference shares. √
- Non- Cumulative preference shares. √
- Redeemable preference shares. √
- Non- Redeemable preference shares. √
- Convertible preference shares. √
- Non- Convertible preference shares. √

NOTE: Mark the first TWO (2) only

Max (2)

4.2

4.2.1 Definition of compound interest.

- Interest is calculated every period√ on the original/principal amount plus interest. √
- Interest is added to the original/principal amount√ and interest is earned on interest for each defined period.√
- As interest is added to the investment√, the capital increases.√
- Any other relevant answer related to the definition of compound interest.

Max (4)

4.2.2 Calculation of Compound Interest

Option 1

Year 1: R 260 000 x 12% = R 31 200,00 √
Year 2: R 291 200 x 12% = R 34 944,00 √
Year 3: R 326 144 x 12% = R 39 137,28 √
Total interest = R 105 281,28√√√√

OR

Option 2

FORMULA: P x (1+r)n √
R 260 000 x (1 + 0,12)3 √
R 260 000 x (1.12)3 = R 365 281,28 √
Total interest = R 365 281,28 – R 260 000 = R 105 281,28√√√√

NOTE:

1. **Award full marks if the answer is correct and no workings are shown**
2. **If the formula and workings were shown correctly but the final answer is wrong, award a maximum of THREE (3) marks.**
3. **If the workings and the answer are incorrect, award a maximum of ONE mark for the formula.**

Max (4)

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4.3 The importance of insurance in a business.

- Transfers the risk from the business/insured √ to an insurance company/an insurer.√
- Transfer of risk is subject to the terms and conditions √ of the insurance contract.√
- Protects businesses √ against dishonest employees.√
- Protects businesses against losses √ due to the death of a debtor.√
- Protects the business against theft/loss of stock and/or damages √ caused by natural disasters such as floods, storm damage.√
- Protects businesses from claims made by members of the public √ for damages that the business is responsible for.√
- Businesses are protected against the loss of earnings, √ such as strikes by employees, which result in losses worth millions.√
- Businesses will be compensated for insurable losses, √such as the destruction of property through fire.√
- Businesses' assets, vehicles/equipment/buildings, need to be insured √ against damage and/or theft.√
- Life insurance can be taken on the life of partners' √ in a partnership to prevent the unexpected loss of capital.√
- Should the services of key personnel be lost due to accidents/death, √ the proceeds of an insurance policy can be paid out to the business/beneficiaries. √
- Replacement costs for damaged machinery/equipment are very high, √ therefore insurance can reduce/cover such costs.√
- Any other relevant answer related to the importance of insurance in a business.

Max (4)

4.4 Compensation for Occupational Injuries and Diseases Fund as a types of compulsory insurance.

- The fund covers occupational diseases and workplace injuries √ incurred at work/the workplace.√
- Compensation paid is determined by the degree √ of disablement.√
- The contribution payable is reviewed every few years √ according to the risk associated with that type of work.√
- All employers are obliged to register with the compensation fund √ so that employees may be compensated for accidents and diseases sustained in the workplace.√
- The fund covers employers for any legal claim √ that workers may bring against them.√
- Employers are required to report all accidents within 7 days and occupational diseases within 14 days √ to the Compensation Commissioner.√
- Employers are responsible for contributing towards the fund and may not claim money back √ from employees/deduct contributions from wages.√
- In the event of the death of an employee as a result of a work related accident/ disease, √ his/her dependant(s) will receive financial support.√
- Employees do not have to contribute √ towards this fund.√
- Employees receive medical assistance, √ provided there is no other party/medical fund involved.√
- Any other relevant answer related to Compensation for Occupational Injuries and Diseases Fund as a types of compulsory insurance.

Max (6)

BUSINESS ROLES

4.5 THREE social rights in the workplace.

- Clean water. √
- Education. √
- Protection √
- Health care √

NOTE: Mark the first THREE (3) only

Max (3)

4.6 Diversity Issues

4.6.1

DIVERSITY ISSUE	MOTIVATION
Language √√	BT's policy makes provision for the appointment of interpreters for everyone to understand when there is a meeting.√

Max (3)

NOTE:
1. **The answer does not have to be in a tabular format**
2. **Award marks for the diversity issue even if the motivations were incomplete.**
3. **Do not award mark for the motivation if the diversity issue were incorrectly identified.**

4.6.2 Ways in which businesses could deal with language as a diversity issue.

- The business must provide training to the employees in the official language of the business. √√
- No worker should feel excluded in meetings conducted in one language only. √√
- The business must employ an interpreter to enable everyone to understand what is being said in a meeting. √√
- All business contracts should be in an easy-to-understand language and should be available in the language of choice for the relevant parties signing the contract. √√
- 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. √√
- At business meetings, no employee should feel excluded because they do not understand the language that is used. √√
- Any other relevant answer related to language as a diversity issue.

Max (4)

4.7 The implication of equality, respect and dignity on businesses.

- Employees must be treated equally, √ regardless of their race, colour, age, gender, disability, and so on. √
- Workers should be treated with respect and dignity √ by recognising work well done. √
- Equal access to opportunities, positions, and √ resources must be available to all employees. √
- Legislation concerning equal opportunities and human rights √ in the workplace must be implemented by employers and employees. √

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- Businesses should develop equity programmes that promote strategies √ to ensure that all employees are treated equally regardless of status, rank, or power. √
- The mission statement of the business should include √ values of equality and respect. √
- Businesses should include issues such as diversity, √ discrimination, and harassment in their training, information, or business policies. √
- Incidents of discrimination must be reported, √ and employers should respond swiftly and fairly to these issue in the workplace. √
- Employers must ensure that the workplace environment is safe, √ fair, and free from embarrassment. √
- Employers must give orders or tasks respectfully and if appropriate, √ allow the employees to have a say in the way the task should be performed. √
- Any other relevant answer related to the implication of equality, respect and dignity in businesses.

Max (6)

4.8 Ways in which businesses could deal with pricing of goods in rural areas as a types of unethical businesses practices.

- A business may lobby with other businesses in the area to convince the government to improve infrastructure in the rural area. √√
- The businesses must work together with suppliers to share delivery costs to remote rural areas. √√
- Businesses can buy in bulk to get a discount to avoid charging high prices. √√
- Businesses must charge fair/market-related prices for goods and services√√
- The business must be willing to avoid unethical business practices to attract customer loyalty. √√
- They must investigate cost-effective ways of transporting products/hire a large truck to combine deliveries to shop owners in the same area. √√
- Any other relevant answer related to ways/strategies in which businesses can deal with pricing in rural areas in the workplace.

Max (4)

MARK ALLOCATION BREAKDOWN

QUESTION 4	MARKS
4.1	2
4.2.1	4
4.2.2	4
4.3	4
4.4	6
4.5	3
4.6.1	3
4.6.2	4
4.7	6
4.8	4
TOTAL	40

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SECTION C

Mark the answer of the FIRST question only

QUESTION 5: BUSINESS VENTURES (PRESENTATION AND DATA RESPONSE)

5.1 Introduction

- When designing a multimedia presentation, several key aspects must be considered to ensure it is effective, engaging, and professional.√
- There are interconnected factors must be considered when preparing for a presentation to ensure it is effective, professional, and engaging.√
- An interactive whiteboard is a digital tool that combines the functions of a traditional whiteboard with computer technology, allowing presenters and audience to engage with content in dynamic ways.√
- Flipchart consists of a large pad of paper mounted on an easel, allowing the presenter to write or draw in real time.√
- It is important to stay calm and composed, take a breath before responding, even if the feedback feels critical.√
- Any other relevant conclusion related to the aspects that must be considered when designing a multimedia presentation, the factors that must be considered when preparing for a presentation, the impact of the Interactive whiteboard and Flip charts as visual aids, and ways in which the presenter can handle feedback in a non-aggressive and professional manner.

Any (2 x 1) (2)

5.2 Aspects that must be considered when designing a multimedia presentation.

- Start with the text/headings. √√
- Use legible font and font size. √√
- Select the background.√√
- Include/Create graphics. √√
- Keep slides/images/graphs simple. √√
- Start with the text which forms the basis of the presentation. √√
- Select the background to complement/enhance the text. √√
- Choose images that may help to communicate the message. √√
- Include/Create graphics to assist the information which is conveyed. √√
- Add special effects/sound/pictures/animation to make it interesting for the audience. √√
- Create hyperlinks to allow quick access to other files/documents/video clips. √√
- Use legible font and font size so that it is easy to see/read. √√
- Keep slides/images/graphs/font simple by not mixing different styles/colours. √√
- Make sure there are no language/spelling errors. √√
- Use bright colours to increase visibility. √√
- Structure information in a logical sequence so that the audience can easily. √√
- Follow the content/presentation. √√

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- Limit the information on each slide by using key words and not full sentences.√√
- Any other relevant answer related to the aspects that must be considered when designing a multimedia presentation.

Max (10)

5.3 The factors that must be considered when preparing for a presentation.

- Clear purpose/intentions/objectives and main points √ of the presentation. √
- Fully conversant with the content/objectives √ of the presentation. √
- Ensure that main aims captured √ in the introduction/opening statement of the presentation. √
- Prepare a rough draft of the presentation √ with a logical structure/format with an introduction, body and conclusion. √
- The conclusion must summarise the key facts √ and how it relates to the objectives/shows that all aspects have been addressed. √
- Information presented should be relevant √ and accurate. √
- Consider the time frame for presentation, √ e.g. fifteen minutes allowed. √
- Rehearse to ensure a confident presentation/effective √ use of time management. √
- Find out about the venue for the presentation, √ e.g. what equipment is available/appropriate/availability of generators as backup to load shedding. √
- Create visual aids/graphics that will consolidate the information/facts to be conveyed √ to the board of directors. √
- Background/diversity/size/pre-knowledge of the audience √ to determine the appropriate visual aids. √
- Prepare for the feedback session, √ by anticipating possible questions/comments. √
- Any other relevant answer related to the factors that must be considered when preparing for a presentation.

Max (14)

5.4 The impact of the following visual aids:

5.4.1 Interactive whiteboard
Positives/Advantages

- Reduces the cost to the organisation of purchasing additional equipment √ because the information/text/graphics could be projected directly from a computer. √
- Effective to record responses √ and new proposals from the stakeholders/audience. √
- Sound/Visual aids could effortlessly be used √ in conjunction with the interactive whiteboard/smartboard. √
- Useful to capture feedback √ and new ideas. √
- Can be controlled by the touch of a finger, √ so the presenter can move away from the computer during the presentation. √
- Special pens allow the presenter to write on the board √ while prepared images are displayed.√
- Additional notes that was added during the presentation √ can be captured on computer after the presentation.√

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- Images can be projected directly from a computer, √ so no external projector/devices necessary√
- Any other relevant answer related to positive impact of interactive whiteboard as a type of visual aid.

AND/OR

Negatives/Disadvantages

- The implementation of load shedding could disrupt the presentation, √ as this requires a stable supply of electricity. √
- Can only be used by a presenter who knows the unique features of the interactive whiteboard/smart boards' √ and uses it to its full potential. √
- Cannot be connected to any computer as special, licensed software is needed √ to be able to use it. √
- Cannot be connected to any computer as a special software license is needed √ to be able to use it. √
- Technical challenges may render it ineffective, √ e.g. loss of signal while using it.√
- Any other relevant answer related to negative impact of interactive whiteboard as a type of visual aid.

Sub max (6)

5.4.2 Flip charts

Positives/Advantages

- May be used effectively if there is a limited number of stakeholders/ audience members present √ and the presenter wants to emphasise a concept. √
- Can be useful when the presenter wants to record a summary of responses received √ from the stakeholders/audience that requires his attention. √
- Very effective in brain storming sessions √ as suggestions are summarised or listed.√
- In a sales pitch it may be useful during the feedback session √ to summarise main facts/aspects that the presenter needs to follow up. √
- Any other relevant answer related to positive impact of flip chart as a type of visual aid.

AND/OR

Negatives/Disadvantages

- There may not be enough time during the presentation to make written notes, √ so some ideas may not be listed. √
- Handwriting may be illegible/ untidy √ which may not contribute to a professional image/presentation. √
- It may not always be possible to prepare flip charts before the presentation, √ so it can become cluttered/ chaotic. √
- Any other relevant answer related to negative impact of flip chart as a type of visual aid.

Sub max (6)

Max (12)

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5.5 Suggest ways in which the presenter can handle feedback in a non-aggressive and professional manner.

- The presenter should stand throughout the feedback session. √√
- The presenter should first listen and then respond. √√
- Be polite/confident/courteous when responding to questions. √√
- Ensure that each question/comment is clearly understood before responding/re-phrase questions if uncertain. √√
- Keep answers short and to the point. √√
- Be direct/honest/sincere when responding to questions. √√
- Always address the questions and not the person. √√
- Encourage questions from the audience/investors. √√
- Acknowledge good questions to motivate audience to ask more questions. √√
- Provide feedback as soon as possible after the question was asked or after the session. √√
- Use simple language to support the examples used in the presentation. √√
- Apologise/acknowledge his errors/mistakes if pointed out by the audience. √√
- The presenter should not involve himself in a debate when responding to questions. √√
- The presenter should not avoid the questions if he/she does not know the answer, but rather promise feedback on it. √√
- Address the full audience/investors and not only the person who posed the question. √√
- Any other relevant answer related to the ways in which the presenter can handle feedback in a non-aggressive and professional manner.

Max (10)

5.6 Conclusion

- Multimedia presentation exist to ensure clarity, engagement, and ensuring the audience walks away with the intended message. √√
- Successful preparation of the presentation ensure confidence and technical readiness. √√
- Interactive whiteboard transforms a presentation into a two-way experience, making it more engaging and collaborative than static slides. √√
- Flip chart is a hands-on, interactive, and reliable tool that shines in workshops, brainstorming sessions, and collaborative environments. √√
- The presenter must ensure that they listen openly, respond respectfully, and use feedback as a tool for growth. √√
- Any other relevant conclusion related to the aspects that must be considered when designing a multimedia presentation, the factors that must be considered when preparing for a presentation, the impact of the Interactive whiteboard and Flip charts as visual aids, and ways in which the presenter can handle feedback in a non-aggressive and professional manner.

Any (1 x 2) (2)

[40]

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QUESTION 5 BREAKDOWN OF MARK ALLOCATION

DETAILS	MAXIMUM	TOTAL
Introductions	**2**	**32 MAX**
Outline aspects that must be considered when designing a multimedia presentation.	**10**	
Explain the factors that must be considered when preparing for a presentation.	**14**	
Discuss the impact of the following visual aids: o Interactive whiteboard o Flip charts	**12**	
Suggest ways in which the presenter can handle feedback in a non-aggressive and professional manner.	**10**	
Conclusion	**2**	
INSIGHT		**8**
Layout	**2**	
Analysis	**2**	
Synthesis	**2**	
Originality	**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

- Creative thinking focuses on exploring ideas/generating possibilities and looking for many answers. √
- Problem solving involves defining the problem, generating solutions, implementing the best solution, and reviewing results for continuous improvement. √
- Brainstorming is a creative technique used to generate a wide range of ideas, solutions, or approaches to a problem. √
- Force Field Analysis is a change management tool that helps businesses evaluate the forces driving change versus those resisting it. √
- Businesses that actively stimulates creativity see higher productivity, stronger employee engagement, and faster growth.√
- Any other introduction related to the benefits of creative thinking in the workplace, the problem solving steps, impact of brainstorming and force field analysis as problem solving techniques and ways businesses can create an environment that promotes creative thinking in the workplace.

Any (2 x 1) (2)

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6.2 The benefits of creative thinking in the workplace.

- Better/ Unique/Unconventional ideas/solutions are generated. √√
- Complex business problems may be solved. √√
- Improves motivation amongst staff members. √√
- Management/ employees may keep up with fast changing technology. √√
- Creativity may lead to new inventions which improves the general standard of living. √√
- May give the business a competitive advantage if unusual/unique solutions/ ideas/strategies are implemented. √√
- 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. √√
- 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. √√
- Stimulates initiative from employees/ managers, as they are continuously pushed out of their comfort zone. √√
- Any other relevant answer related to the benefits of creative thinking in the workplace.



Max (8)

6.2 Outline the problem solving steps.

(a) Identify the problem. √√

- Acknowledge √ that there is a problem.√
- Identify √ the exact problem.√
- Break down the problem into smaller/separate parts √ that are easier to solve.√
- Any other relevant answer related to identifying the problem as a step to solve business problems.

Problem solving step (2)
Explanation (2)
Sub max (4)

(b) Define the problem. √√

- Name the problem √ by stating exactly what the problem is.√
- Find different ways √ of defining the problem.√
- Define the possible cause √ of the problem.√
- Gather as much information as possible √ to establish the cause of the problem. √
- Any other relevant answer related to defining the problem as a step to solve business problems.

Problem solving step (2)
Explanation (2)
Sub max (4)

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(c) Identify alternative solutions. √√
- Identify all different √ possible solutions.√
- Use creative thinking strategies √ to generate a wide range of solutions.√
- Focus on generating as many ways as possible √ through using creative thinking.√
- Collect as many ideas as possible √ and find the best idea√ /decide on one strategy to follow.√
- Any other relevant answer related to identifying alternative solutions as a step to solve business problems.

Problem solving step (2)
Explanation (2)
Sub max (4)

(d) Evaluate alternative solutions. √√
- Use critical evaluation and analytical skills √ to evaluate each solution.√
- Consider the advantages and disadvantages √ of each alternative solution.√
- Any other relevant answer related to evaluation of alternative solutions as a step to solve business problems.

Problem solving step (2)
Explanation (2)
Sub max (4)

(e) Choose/Select the most appropriate alternative/solution. √√
- Set criteria for the best solution, √ in terms of aspects such as time/cost/risk involved.√
- Identify the most relevant solution √ to 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.√
- Any other relevant answer related to evaluation of alternative solutions as a step to solve business problems.

Problem solving step (2)
Explanation (2)
Sub max (4)

(f) Develop an action plan. √√
- Arrange the necessary resources √ and delegate tasks.√
- Establish a timeline for implementation √ and set deadlines.√
- Any other relevant answer related to developing an action plan as a step to solve business problems.

Problem solving step (2)
Explanation (2)
Sub max (4)

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(g) Implement the suggested solution/action plan. √√
- Carry out √ the planned actions/solution.√
- Communicate delegated tasks/deadlines √ to employees.√
- Any other relevant answer related to implementing the suggested action plan as a step to solve business problems.

Problem solving step (2)
Explanation (2)
Sub max (4)

(h) Monitor the implementation of the solution/action plan. √√
- Test the action plan/solution continuously √ to improve the effectiveness of the action plan.√
- Check/Track if progress made is in line with the objectives √ of the action plan.√
- Any other relevant answer related to monitoring the implementation of the solution/action plan as a step to solve business problems.

Problem solving step (2)
Explanation (2)
Sub max (4)

(i) Evaluate the implemented solution/action plan. √√
- Assess whether the problem has been solved √ partially or entirely.√
- Unresolved problems should be recognised/re-formulated/reviewed √ to ensure an improved action plan/solution in the future.√
- Any other relevant answer related to evaluation of the implemented solution/action plan as a step to solve business problems.

Problem solving step (2)
Explanation (2)
Sub max (4)

NOTE: Mark the first FOUR (4) only

Max (16)

6.4 Discuss the impact of the following problem-solving techniques:

6.4.1 Brainstorming
- The business must define the problem clearly √ so that all participants understand it. √
- The group must set a time limit √ for each brainstorming session. √
- Members state possible causes √ of the business problems. √
- People in the group must suggest ideas at random, √ and all ideas must be written on a flip chart or shared online during an e-brainstorming session. √
- Each suggestion must be used to inspire new thoughts √ or ideas from other group members. √
- The group leader must not allow anyone to judge/criticise any ideas. √
- The goal is to generate as many ideas as possible. √
- All members of the group randomly √ make suggestions. √
- The group must then refine the ideas or combine certain ideas. √ Group discussion needs to take place – if necessary. √

- After the discussions, the group must rate ideas and chooses the best solutions according to their usefulness √ as well as the difficulty and cost to implement them. √
- The group must then refine the ideas or combine certain ideas. √ Group discussion needs to take place – if necessary. √
- Group members then need to discuss a plan of action √ on how to implement the best ideas. √
- Any other relevant answer related to brainstorming as problem solving technique.

Sub max (6)

6.4.2 Force Field Analysis

- Describe the current situation or problem and the desired situation √ and write it in the middle or on top for everyone to see. √
- 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 force field as problem solving technique.

Sub max (6)

Max (12)

6.5 Recommend ways in which businesses can create an environment that promotes creative thinking in the workplace.

- Encourage alternative ways of working/doing things. √√
- Respond enthusiastically to all ideas and never let anyone feel less important. √√
- Place suggestion boxes around the workplace and keep communication channels open for new ideas. √√
- 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. √√
- Train staff in innovative techniques/creative problem-solving skills/mind-mapping/ lateral thinking. √√
- Encourage job swops within the organisation/studying how other businesses are doing things. √√
- 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 to create an environment that promotes creative thinking in the workplace.

Max (10)

6.6 Conclusion

- Creative thinking enhances problem-solving, boosts productivity, strengthens relationships, and even supports mental well-being. √√
- Various problem-solving steps can be used to tackle any problem effectively, it helps to follow a structured process. √√
- To use the brainstorming technique group members need to discuss a plan of action on how to implement the best ideas. √√
- The force field analysis assist businesses to strengthen the positives and reduce the negatives to achieve successful outcomes. √√
- Management should allow employees to be stimulated by an environment that is conducive to creativity. √√
- Any other conclusion related to the benefits of creative thinking in the workplace, the problem solving steps, impact of brainstorming and force field analysis as problem solving techniques and ways businesses can create an environment that promotes creative thinking in the workplace.

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



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QUESTION 6 BREAKDOWN OF MARK ALLOCATION

DETAILS	MAXIMUM	TOTAL
Introduction	**2**	Max 32
Outline the benefits of creative thinking in the workplace.	**8**	
Explain the problem solving steps.	**16**	
Discuss the impact of the following problem-solving techniques: ○ Brainstorming ○ Force Field Analysis	**12**	
Recommend ways in which businesses can create an environment that promotes creative thinking in the workplace.	**10**	
Conclusion	**2**	
INSIGHT		08
Layout	**2**	
Analysis	**2**	
Synthesis	**2**	
Originality	**2**	
TOTAL MARKS		**40**

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



TOTAL SECTION C [40]

GRAND TOTAL 150

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