LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
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CAPRICORN SOUTH DISTRICT

NATIONAL
SENIOR CERTIFICATE

GRADE 12

BUSINESS STUDIES PAPER 2

PRE-TRIAL EXAMS
MARKING GUIDELINES
2023

MARKS: 150

These marking guidelines consists of 23 pages.

NOTES TO MARKERS 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

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

Marker:	Red
Senior Marker:	Green
Deputy Chief Marker:	Brown
Chief Marker:	Pink
Internal Moderator:	Orange
DBE Moderator:	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 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 'Submax' 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.

2

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

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

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 or use the word 'Cancel'.

NOTE: This applies only to questions where the number of facts is specified.

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 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	**Maximum:**
Content	**32**
Conclusion	
Insight	8
TOTAL	**40**

15.2   Insight consists of the following components:

Layout/Structure	Is there an introduction, a body, 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: No relevant facts: 0 (Two '-S') Some relevant facts: 1 (One '-S') Only relevant facts: 2 (No '-S') Option 1: Where a candidate answers 50% or more 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: Where a candidate answers less than 50% 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: Where a candidate answers less than 50% of the question with no relevant facts; two '-S' appear in the left margin. Award a ZERO mark for synthesis.	2
Originality	Is there evidence of examples based on recent information, current trends and developments?	2
	TOTAL FOR INSIGHT:	**8**
	TOTAL MARKS FOR FACTS:	**32**
	TOTAL MARKS FOR ESSAY (8 + 32):	**40**

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 SUBMAX/MAX mark in a subsection 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 submaximum indicated, especially if candidates do not use the same subheadings. Remember, headings and subheadings are encouraged and contribute to insight (structuring/logical flow/sequencing) and indicate clarity of thought. (See MARK BREAKDOWN at the end of each question.)

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   C✓✓

1.1.2   D✓✓

1.1.3   C✓✓

1.1.4   B✓✓

1.1.5   A✓✓   (5 x 2)   (10)

1.2.1   Profit✓✓

1.2.2   RSA Retail Savings Bonds✓✓

1.2.3   Grievance✓✓

1.2.4   Dispute✓✓

1.2.5   Video conferencing✓✓   (5 x 2)   (10)

1.3.1   D✓✓

1.3.2   F✓✓

1.3.3   B✓✓

1.3.4   G ✓✓

1.3.5   C✓✓   (5 x 2)   (10)

TOTAL SECTION A: 30

SECTION B

Mark only the first TWO answers.

QUESTION 2: BUSINESS VENTURES

2.1   **List any FOUR non-insurable risks**

Losses caused by war✓
Most risks occurring between placing orders and receiving goods✓
Changes in fashion✓
Losses caused by marketing malpractices by the business✓
Advancement in technology✓
Any other relevant answer.   (4)

NOTE: Mark the First FOUR only

2.2   **Indicate if the following factors should be considered before or during a presentation**

    2.2.1   During✓✓

    2.2.2   Before✓✓

    2.2.3   During ✓✓   (3x2)   (6)

2.3   **Fixed Deposit and simple interest**

    2.3.1   Fixed Deposit✓✓   (2)

    2.3.2   **Positives/ Advantages**

- Interest is earned at a fixed rate✓ regardless of changes in the economic climate✓
- The period of investment✓ can be over a short, medium or long term✓
- Ensures financial discipline✓ as investors cannot withdraw their funds before the maturity date✓
- Principal amount ✓plus interest earned is paid out on the maturity date✓
- Investors earn a better return on investment✓ than on an ordinary savings account✓

AND/OR

Negatives/ Disadvantages

- The investor cannot withdraw their funds ✓before the maturity date✓
- May not outperform the effect of inflation ✓over long term✓
- Low returns✓ compared to other investments✓
- Any other relevant answer.   (6)

    2.3.3   **Calculate simple interest**

FORMULA: Interest = P x R x T ✓
R 75 000✓ x 7%✓ x 5 years✓ = R 26 250✓✓ or ✓✓✓✓✓✓ for correct answer   (6)

NOTE   **Award full marks (6) if the answer is correct and no workings are shown**

If workings were shown correctly but the final answer is wrong, award a maximum of FOUR (4) marks

2.4   **Evaluate the positive impact of insurance on businesses.**
- Transfers the risk from the business/insured✓ to an insurance company/insurer✓
- Transfer of risk✓ is subject to the terms and conditions of the insurance contract✓
- Protects the business against theft/loss of stock and/or damages✓ caused by natural disasters such as floods, storm damage, etc. ✓
- Businesses will be compensated for insurable losses, ✓e.g. destruction of property through fire✓
- Businesses assets, e.g. vehicles/equipment/buildings✓ need to be insured against damage and/or theft✓
- Businesses are protected against the loss of earnings, ✓ e.g. strikes by employees which result in losses worth millions✓
- Protects businesses✓ against dishonest employees✓
- Life insurance can be taken on the life of partners✓ to prevent unexpected loss of capital✓
- Protects businesses against losses✓ due to death of a debtor✓
- Any other relevant answer. (6)

2.5   **Explanation of the Road Accident Fund (RAF)**
- RAF/RABS insures road-users✓ against the negligence of other road users. ✓
- The RAF/RABS provides compulsory cover for all road users✓ in South Africa, which include South African businesses. ✓
- Drivers of business vehicles are indemnified against claims✓ by persons injured in vehicle accidents. ✓
- RAF/RABS is funded by a levy✓ on the sale of fuel/diesel/petrol. ✓
- The amount that can be claimed for loss of income✓ is limited by legislation. ✓
- The next of kin of workers/ breadwinners✓ who are injured/killed in road accidents, may claim directly from RAF/RABS. ✓
- Injured parties and negligent drivers✓ are both covered by RAF/RABS. ✓
- The injured party will be compensated, ✓ irrespective of whether the negligent driver is rich/poor/insured/uninsured. ✓
- RAF/RABS aims to simplify / expedite the claim process ✓because victims of road accidents no longer have to prove who caused the accident. ✓
- RAF/RABS quickly enables road accident victims to access medical care✓, as delays due to accident investigation are reduced✓
- Any other relevant answer. (6)

2.6 **Situations in which the following leadership styles can be applied**

    2.6.1 **Autocratic**
- In crisis situations, e.g. in the case of unforeseen challenges✓✓
- When all the information is available to solve the problem✓✓
- In emergencies, where there is a shortage of time✓✓
- When employees are motivated and the leader has already earned the trust of the followers✓✓
- When dealing with employees who are not cooperative✓✓
- Any other relevant answer. (2)

    2.6.2 **Transactional**
- When the business wants to maximise employee performance✓✓
- When deadlines must be met on short notice/under pressure✓✓
- When workers have a low morale✓✓
- When the strategies do not have to change✓✓
- Any other relevant answer. (2)

[40]

QUESTION 3: BUSINESS ROLES

3.1 **Social rights of employees in the workplace.** (2)

- Right to freedom of association. ✓
- Right to basic education. ✓
- Right to healthcare. ✓
- Right to security. ✓
- Right to clean water/social security✓

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

3.2 **Causes of conflict in the workplace** (2)
- Differences in backgrounds/cultures/values/beliefs/language ✓
- Limited business resources✓
- Different goals/objectives for group/individuals ✓
- Personality differences between group/individuals ✓
- Different opinions✓
- Unfair workload✓
- Ill-managed stress✓
- Unrealistic expectations✓
- Poor organisation/leadership/administrative procedures and systems ✓
- Confusion about scheduling/deadlines ✓
- Ignoring rules/procedures✓
- Misconduct/Unacceptable behaviour✓
- High/Intense competition/Competitiveness✓
- Poor communication ✓

- Unclear responsibilities✓
- Distracted by personal objectives✓
- Constant changes in the workplace✓
- Unfair treatment of workers/Favouritism by management/Discrimination ✓
- Lack of trust amongst workers ✓
- Any other relevant answer.

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

3.3　**Unethical or unprofessional business practices**

　　3.3.1　Pricing of goods in the rural areas. ✓✓

　　3.3.2　Unauthorised use of funds. ✓✓

　　3.3.3　Abuse/Misuse of work time/ unauthorised use of workplace resources. ✓✓

　　　　　　　　　　　　　　　　　　　　　　　　　　　(3x2)　　(6)

3.4　3.4.1

PROBLEM SOLVING TECHNIQUE		QUOTE FROM SCENARIO	
Brainstorming✓✓	(2)	Employees were requested to suggest new ideas in a large group without working individually/These ideas were used to inspire new thoughts. ✓	(1)
Sub max (3)			
Force-field analysis✓✓	(2)	The management of BD evaluated the advantages and disadvantages of each idea. ✓	(1)
Sub max (3)			

　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　(6)

NOTE:　　1. **Mark the first TWO (2) only.**
　　　　　　2. **Do not award marks for quotes if the problem solving**
　　　　　　　techniques are incorrectly identified.

3.4.2　**Advantages of problem solving techniques**
Advantages of brainstorming.
- Better solutions are developed✓ through collective contributions. ✓
- Combinations of ideas/improvements can be chosen✓ after all the ideas have been written down. ✓
- Employees are motivated✓ as they are allowed to contribute to problem solving. ✓
- Stimulates creative thinking✓ in the workplace. ✓
- People get ideas from others✓ and build on them. ✓
- Any other relevant answer related to the advantages of brainstorming as a problem solving technique.

OR

Advantages of Force-field analysis
- Employees feel included✓ and understood. ✓

- Employees develop✓ and grow with the business. ✓
- Informed decisions can be made✓ as forces for and against are critically evaluated. ✓
- Enables businesses to strengthen the driving forces✓ and weaken the restraining forces. ✓
- Any other relevant answer related to the advantages of Force-field analysis as a problem solving technique.

NOTE: **1. Accept relevant facts, if brainstorming/force-field analysis was incorrectly identified as answers in QUESTION 4.6.1.**

        2. Do not award marks for 'change the design'/'inspire new thoughts' as advantages of problem solving techniques. (4)

3.5   **Distinction between decision making and problem solving**

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

(8)

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

        2. If the distinction is not clear, award a maximum of FOUR (4) marks/Mark either decision making or problem solving only.

3.6   **Ways to create an environment that promotes creative thinking.**

- Emphasise the importance of creative thinking to ensure that all staff know that management wants to hear their ideas. ✓✓
- Encourage staff to come up with new ideas / opinions / solutions. ✓✓
- 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 / creative problem-solving skills / mindmapping / lateral thinking. ✓✓
- Encourage job swops within the organisation / studying how other businesses are doing things. ✓✓

- Encourage alternative ways of working / doing things. ✓✓
- Respond enthusiastically to all ideas and never let anyone feel less important. ✓✓
- Any other relevant answer related to the ways in which business can promote creative thinking.

(4)

3.7 **Negative / disadvantages of CSI on business**

- Business may not be supported✓ / Customers may not buy their products / services resulting in a decrease in sales. ✓
- Small and medium enterprises find it difficult✓ to implement CSI programmes. ✓
- Detailed reports must be drawn up, ✓ which can be time consuming. ✓
- Social spending reduces business / economic efficiency ✓which makes it less competitive. ✓
- Social involvement is funded from business profits✓ which could have been used to the benefit of customers / reduce prices. ✓
- CSI activities distract business focus✓ from its core business functions. ✓
- Businesses find it difficult to adhere to legislation✓ governing CSI. ✓
- It can increase financial risk, as programmes cost money and may impact negatively on profits. ✓
- It is difficult to accurately measure the effectiveness✓ of social investment. ✓
- It is not easy to determine the exact needs of the communities✓, which may result in fruitless expenditure on CSI. ✓
- Most managers are not trained / lack experience ✓to handle social programmes. ✓
- Employees may spend more time working on CSI projects✓ instead of focusing on their core duties. ✓
- Providing goods / services that meet the needs of consumers is, ✓according to some stakeholders, already socially responsible. ✓
- Shareholders may receive lower dividends, ✓ as some profits are spent on CSI. ✓
- Some shareholders / stakeholders might withdraw their support from the business✓ as they feel that social issues should be the government's responsibility. ✓
- Any other relevant answer related to the negative impact of CSI on the business

(8)

[40]

QUESTION 4: MISCELLANEOUS

BUSINESS VENTURES

4.1 **Examples of non-verbal presentations**
- Tables✓
- Graphs✓
- Diagrams✓
- Pictures✓
- Written reports✓
- Flip charts✓
- Handouts✓
- Slide shows✓
- Any other relevant answer.

NOTE: Mark only the first FOUR. (4)

4.2 **Functions of the JSE**
- Gives opportunities to financial institutions such as insurance companies to invest their funds in shares✓✓
- Serves as a barometer/indicator of economic conditions in South Africa✓✓
- Keeps investors informed on share prices by publishing the share prices daily✓✓
- Acts as a link between investors and public companies✓✓
- Shares are valued and assessed by experts✓✓
- Small investors are invited to take part in the economy of the country through the buying/selling of shares✓✓
- Encourages new investments✓✓
- Regulates the market for dealing with shares✓✓
- Facilitates electronic trading of shares/STRATE✓✓
- Any other relevant answer. (6)

4.3 **Types of shares**

4.3.1 Ordinary shares✓✓

4.3.2 Founder shares✓✓

4.3.3 Bonus shares✓✓ (3x2) (6)

4.4 **Future improvements based on feedback from presentations**
- You should review goals that have not been achieved. ✓✓
- Use humor where applicable. ✓✓
- Always be prepared to keep information. ✓✓
- Analyze any criticism and avoid it in future presentations. ✓✓
- Any information you receive as feedback, receive an offer, should be and where appropriate, use to update the new offer. ✓✓
- Analyze the time / length of the presentation to add / omit content. ✓✓

- Increase/decrease the use of visual aids or remove tools that did not work well. ✓✓ (4)
- Revise logical flow of the slides and use of visual aids. ✓✓
- Any other relevant answer.

BUSINESS ROLES

4.5   4.5.1   **Stages of team development from the scenario**

STAGES OF TEAM DEVELOPMENT	MOTIVATION
Storming✓✓	Dineo always questioned the other member's ideas and opinions as she wanted to be the team leader. ✓
Norming/ Settling/ reconciliation✓✓	The team members eventually reached an agreement and consensus on the way forward. ✓
Sub max (4)	Sub max (2)

(6)

NOTE: **1. Do not award marks for motivation if the stages of team develop**ment were incorrectly   **identified.**
2. Award marks for the stages of team   **development even**
if the quote is incomplete

4.5.2   **Other stages of team development**

1. Forming stage✓✓
- Individuals gather information and impressions about each other and the scope of the task and how to approach it. ✓
- This is a comfortable stage to be in. ✓
- People focus on being busy with routines, such as team organisation e.g. who does what, when to meet each other✓, etc.
- Any other relevant answer related to the forming stage of team development.

Stage (2)
Explanation (1)
Sub max (3)

2. Performing stage/Working as a team towards a goal ✓✓
- Team members are aware of 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 the performing stage/working as a team towards a goal of team development.

Stage (2)

Explanation (1)
Sub max (3)

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 the adjourning/mourning stage of team development

Stage (2)
Explanation (1)
Sub max (3)

NOTE: 1. **Mark the first TWO (2) only.**
               2. **Do not allocate marks for Storming/ Norming as identified in Question 4.5.1**   (6)

4.6   **Ways in which businesses can deal with difficult people/personalities**
      OPTION 1
- Get perspective from others who have experienced the same kind of situation to be able to understand difficult employees. ✓✓
- Act pro-actively if possible, as a staff/personnel problem is part of a manager's responsibilities. ✓✓
- Regular meetings with supervisors/departmental heads should help to identify difficult/problem behaviour. ✓✓
- Ask someone in authority for their input into the situation. ✓✓
- Identify the type of personality which is creating the problem. ✓✓
- Meet privately with difficult employees, so that there are no distractions from other employees/issues. ✓✓
- Make intentions and reasons for action known, so that difficult person/people feel at ease. ✓✓
- Employees should be told what specific behaviours are acceptable by giving details about what is wrong/unacceptable and also an opportunity to explain their behaviour. ✓✓
- A deadline should be set for improving bad/difficult behaviour. ✓✓
- The deadline date should be discussed with the difficult employee and his/her progress should be monitored/assessed prior to the deadline. ✓✓
- Guidelines for improvement should be given. ✓✓
- Do not judge the person, but try to understand him/her/Understand his/her intentions and why he/she reacts in a certain way. ✓✓
- Keep communication channels open/Encourage employees to communicate their grievances to management. ✓✓
- Build rapport/sound relations by re-establishing personal connection with colleagues, instead of relying on e-mails/messaging/social media. ✓✓
- Help difficult employees to be realistic about the task at hand. ✓✓
- Remain calm and in control of the situation to get the person(s) to collaborate. ✓✓

- Treat people with respect, irrespective of whether they are capable/competent or not. ✓✓
- Sometimes it may be necessary to ignore and only monitor a difficult person. ✓✓
- Identify and provide an appropriate support program to address areas of weakness. ✓✓
- Any other relevant answer related to how businesses can deal with difficult people/personalities.

AND/OR

OPTION 2 (Personalities)

Type of personality	Strategy to deal with a personality
Complainer✓	Listen to the complaints but do not acknowledge them. ✓ Interrupt the situation and move to the problem-solving process as soon as possible. ✓
Indecisiveness✓	Guide them through alternatives. ✓ Stay in control and emphasise the importance of making a decision. ✓ Help them make the decision or solve the problem. ✓
Over agree✓	Be firm and do not let them make promises that they cannot keep. ✓ Follow up on their actions. ✓
Negativity✓	Be firm with them and do not let them draw the supervisor into their negativity. ✓ Listen to them but do not agree with them. ✓
Experts✓	Be firm and assertive. ✓ Do not accuse them of being incorrect/Do not get caught in their game. ✓ Know your facts. ✓
Quiet✓	Do not fill their silence with words. ✓ Wait for their response. ✓ Prompt them through the process so that they give input. ✓ Restrict the time of the discussion. ✓
Aggressive✓	Allow them time to speak and blow off steam. ✓ Be firm, but do not attack them. ✓ Do not allow them to be hostile towards others. ✓

NOTES: (applicable to OPTION 2):
1. Allocate a maximum of THREE (3) marks for only identifying the type of personality without a strategy.
2. Allocate TWO (2) marks for indicating the strategy without identifying the type of the personality/Take particular note of overlap of strategies. Max (8)   (8)

[40]

TOTAL SECTION B: **[80]**

SECTION C

Answer ONE question in this section. Mark the FIRST question only.

QUESTION 5: BUSINESS VENTURES (MANAGEMENT AND LEADERSHIP & PRESENTATION OF INFORMATION)

5.1 **Introduction**
- Good leaders can also be good managers, as both can inspire/energise people and bring about change. ✓
- The attitude of a leader has an influence on the success and or failure of the business. ✓
- Leaders and managers can create opportunities and motivate people to be productive which lead to successful businesses. ✓
- Many managers are also good leaders with excellent management skills. ✓
- Visual aids combine pictures and sound that will enhance the quality of the presentation✓
- Visual aids can help to convey a large amount of facts in a short time✓
- Choosing the most effective visual aids should capture the attention of the directors and support the logical flow of the presentation✓
- When responding to the directors' questions/remarks, the presenter should not be aggressive/defensive✓ (2)

5.2 **Distinguish between the terms leadership and management**

Leadership	Management
Influences human behaviour✓	Guides human behaviour✓
Inspires staff to trust and support each another✓	Controls systems and procedures to get the job done.
Focuses on what and why✓	Focuses on how and when✓
Guides/Leads people to become active participants✓	Manages the process of getting things done by exercising responsibility✓
Always trying to find more efficient ways of completing tasks✓	Ensure that tasks are completed✓
Motivational/Inspirational in their approach✓	Instructional in their approach✓
People orientated✓	Task orientated✓
Lead by example/trust/respect	Manage by planning/organising/leading/control
Does things right✓	Does the right things✓
Sub max (4)	Sub max (4)	(8)

NOTE:
1. The answer does not have to be in tabular format but differences must be clear.
2. Award a maximum of FOUR marks if differences are not clear.

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5.3 **Describe the situational and transformational theories of management and leadership**

Situational leadership theory

- Different leadership characteristics✓ are needed for different situations✓
- The task/situation dictates the leadership style ✓that should be applied, so leaders are adaptable/flexible/self-assured✓
- Effective application of this theory✓ may enable leaders to accomplish their goals✓
- Relationships between leaders and employees✓ are based on mutual trust/ respect/loyalty/integrity/honesty✓
- Leaders can analyse the situation/get the most suitable people✓ in the right positions to complete tasks successfully✓

Transformational theory

- Suitable for a dynamic environment✓ where change could be drastic✓
- The passion/vision/personality of leaders inspire followers✓to change their expectations/perceptions/motivation to work towards a common goal✓
- Strategic thinking leaders develop a long-term vision✓ for the organisation and sell it to subordinates/employees✓
- Leaders have the trust/respect/admiration✓ of their followers/ subordinates✓
- Promotes intellectual stimulation/creative thinking/problem solving✓ which result in the growth/development/success of the business✓ (10)

5.4 **Explain the role of personal attitude in successful leadership**

- Positive attitude✓ releases leadership potential✓
- A leader's good/bad attitude✓ can influence the success/failure of the business✓
- Leaders must know their strengths and weaknesses✓ to apply their leadership styles effectively✓
- Great leaders understand✓ that the right attitude will set the right atmosphere✓
- Leaders' attitude may influence ✓employees'/teams' thoughts/behaviour✓
- Leaders should model the behaviour✓ that they want to see in team members✓
- Successful leaders consider the abilities/skills✓ of team members to allocate tasks/roles effectively✓
- Enthusiasm produces ✓confidence in a leader✓ (10)

5.5 **Outline the aspects that she should consider when designing a multimedia presentation**

- Start with the text/headings✓✓
- Use legible font and font size✓✓
- Select the background✓✓
- Choose images that may help to communicate the message✓✓
- Include/Create graphics✓✓
- Add special effects/sound/animation✓✓
- Create hyperlinks to allow quick access to other files/documents/video clips✓✓
- Keep slides/images/graphs simple✓✓

- Make sure there are no grammatical/spelling errors✓✓
- Use bright colours to increase visibility✓✓
- Structure information in a logical sequence✓✓
- Limit the information on each slide✓✓
- Use pictures to make it interesting for the audience✓✓ (10)

5.6 **Conclusion**
- Managers can also be successful leaders if they do not only focus on the task at hand, but also the people/workers who will execute the task✓✓
- Leaders who understand various leadership styles may be able to lead effectively and handle any situation✓✓
- A leader who is positive/enthusiastic/energetic will inspire his followers to improve/empower/uplift themselves to achieve their own personal goals ✓✓ (2)

QUESTION 5: BREAKDOWN OF MARK ALLOCATION

DETAILS	MAXIMUM	TOTAL
Introduction	2	
Distinction between the terms leadership and management	8	
Situational and transformational theories of management and leadership	10	
Role of personal attitude in successful leadership	10	32
Aspects that she should consider when designing a multimedia presentation	10	
Conclusion	2	
INSIGHT		
Layout	2	
Analysis/Interpretation	2	
Synthesis	2	8
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 (HUMAN RIGHTS, INCLUSIVITY AND ENVIRONMENTAL ISSUES)

6.1 **Introduction**
- Diversity refers to the variety of people employed based on age/race/ gender/ethnic groups/people with disabilities/material wealth/ personalities/how employees see themselves and others. ✓
- People are important within the business environment. ✓
- Businesses need to uphold the key human rights listed in the Constitution. ✓
- Businesses must consider the impact of their actions on the environment. ✓
- The protection of human health from the harmful effects of an unsuitable environment is one of the fundamental human rights contained in the Bill of Rights. ✓
- Businesses should put systems in place to support human rights, inclusivity and environmental issues. ✓
- Any other relevant introduction related to human rights, diversity and environmental issues in the workplace. (2)

6.2 **Human rights in the workplace**

6.2.1 **Equity**
- PCL must give equal opportunities/not discriminate against their employees✓ on the basis of gender/race/religion/sexual orientation, ✓etc.
- Equal pay✓ for work of equal value. ✓
- They should apply relevant legislation✓ fairly on all levels. ✓
- Managers should ensure that no employee suffers ✓ because of discrimination. ✓
- Any other relevant answer related to the right to equity.

Sub-max. (4)

6.2.2 **Information**
- Workers should have access to information, ✓ including all information held by the government, e.g. policies/work schedules/employment contracts/labour laws such as BCEA/EEA/SDA, ✓ etc.
- PCL needs to be transparent ✓ in their financial statements✓ / Employees may request to see these statements ✓ with motivation. ✓
- Employees should be updated ✓ as new information becomes available. ✓ Any other relevant answer related to the right to information.

Sub-max. (4)

6.2.3 **Safety/Security and Protection/Life**
- Employees must work in a safe working environment ✓ free from hazardous areas/products. ✓
- PCL should provide workers with protective clothing ✓ e.g. gloves and footwear. ✓
- They should comply to legislation ✓ such as the OHSA/COIDA, etc. ✓
- PCL should take precautionary measures ✓ to ensure employees and their belongings are safe in the workplace. ✓
- Any other relevant answer related to the right to safety and protection/life.

Sub-max. (4) (10)

6.3 **Benefits of a diverse workforce**

- Workforce diversity improves the ability of a business ✓ to solve problems/ innovate/cultivate diverse markets. ✓
- Employees value each other's diversity ✓ and learn to connect and communicate across lines of difference. ✓

- Diversity in the workforce improves ✓ morale and motivation. ✓
- Employees demonstrate greater loyalty to the business✓ because they feel respected/accepted/understood. ✓
- A diversified workforce can give businesses a competitive advantage √ as they can render better services. ✓
- Being respectful of differences/demonstrating diversity ✓ makes good business sense/improves profitability. ✓
- Diverse businesses ensure that its policies/practices ✓ empower every employee to perform at his/her full potential. ✓
- Customers increasingly evaluate businesses ✓ on how they manage diversity in the workplace. ✓
- Employees from different backgrounds ✓ can bring different perspectives to the business. ✓
- A diversified workforce stimulates debate ✓ on new and improved ways of getting things done. ✓
- Employees represent various groups ✓ and are therefore better able to recognise customer needs/satisfy consumers. ✓
- Businesses with a diverse workforce are more likely to have a good public image ✓ and attract more customers. ✓
- Any other relevant answer related to value of diversity in the workplace. (10)

6.4 **Responsibility of workers in promoting human health and safety in the workplace**
- Workers should take care of their own health✓ and safety in the workplace. ✓ Co-operate and comply with the rules and procedures, ✓e.g. wear prescribed safety clothing. ✓
- Report unsafe/unhealthy working conditions✓ to the relevant authorities/ management✓.
- Report accidents✓ to the employer as soon as possible. ✓
- Any other relevant answer related to the responsibilities of workers in promoting human health and safety in the workplace. (8)

6.5 **Ways to protect the environment and promote human health**
- Laws and regulations should be adhered to so that profits are not generated at the expense of the environment. ✓✓
- Pollution and other environmental issues should always be considered in all business activities, e.g. dumping of toxic waste, ✓✓ etc.
- Become involved in environmental awareness programs. ✓✓
- The environment can be protected by altering production techniques in favour of cleaner and greener technologies. ✓✓
- Water for human consumption should be tested before it is used. ✓✓
- Promote nature conservation by looking after natural resources. ✓✓
- Minimise pollution, by re-using, reducing and recycling. ✓✓
- Reduce consumption of goods which are environmentally unfriendly. ✓✓
- Register with recognised institutions/bodies that promote green peace. ✓✓
- Physical working conditions should always be worker friendly, safe and promote occupational health. ✓✓
- Physical working conditions, e.g. adequate lighting/ventilation should be available and functional. ✓✓
- Machines must be serviced/maintained regularly. ✓✓
- Educate people about hygiene issues. ✓✓
- Encourage employees to do regular health checks. ✓✓

- Any other relevant answer related to ways that PCL can implement to protect the environment and promote human health.
  NOTE: No sub-max for environment and human health. (8)

6.6 **Conclusion**

- Businesses should effectively deal with diversity to avoid bias/racism/ stereotypes in the workplace. ✓✓
- Businesses can achieve inclusivity by promoting equality, respect and dignity in the workplace. ✓✓
- Businesses should assess, control and address all the physical, chemical and biological factors in the environment. ✓✓
- Any other relevant conclusion related to human rights/diversity and environmental issues in the workplace. (2)

QUESTION 6: BREAKDOWN OF MARK ALLOCATION

DETAILS	MAXIMUM	TOTAL
Introduction	2	
Human rights in the workplace	10	
Benefits of a diverse workforce	10	
Responsibility of workers in promoting human health and safety in the workplace	8	32
Ways to protect the environment and promote human health	8	
Conclusion	2	
INSIGHT		
Layout	2	
Analysis/Interpretation	2	
Synthesis	2	8
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. **[40]**

TOTAL SECTION C: [40]

GRAND TOTAL: 150 MARKS