

# EXEMPLIFICATION OF THE STANDARDS OF LEARNER EVIDENCE FOR EXTENDED WRITING

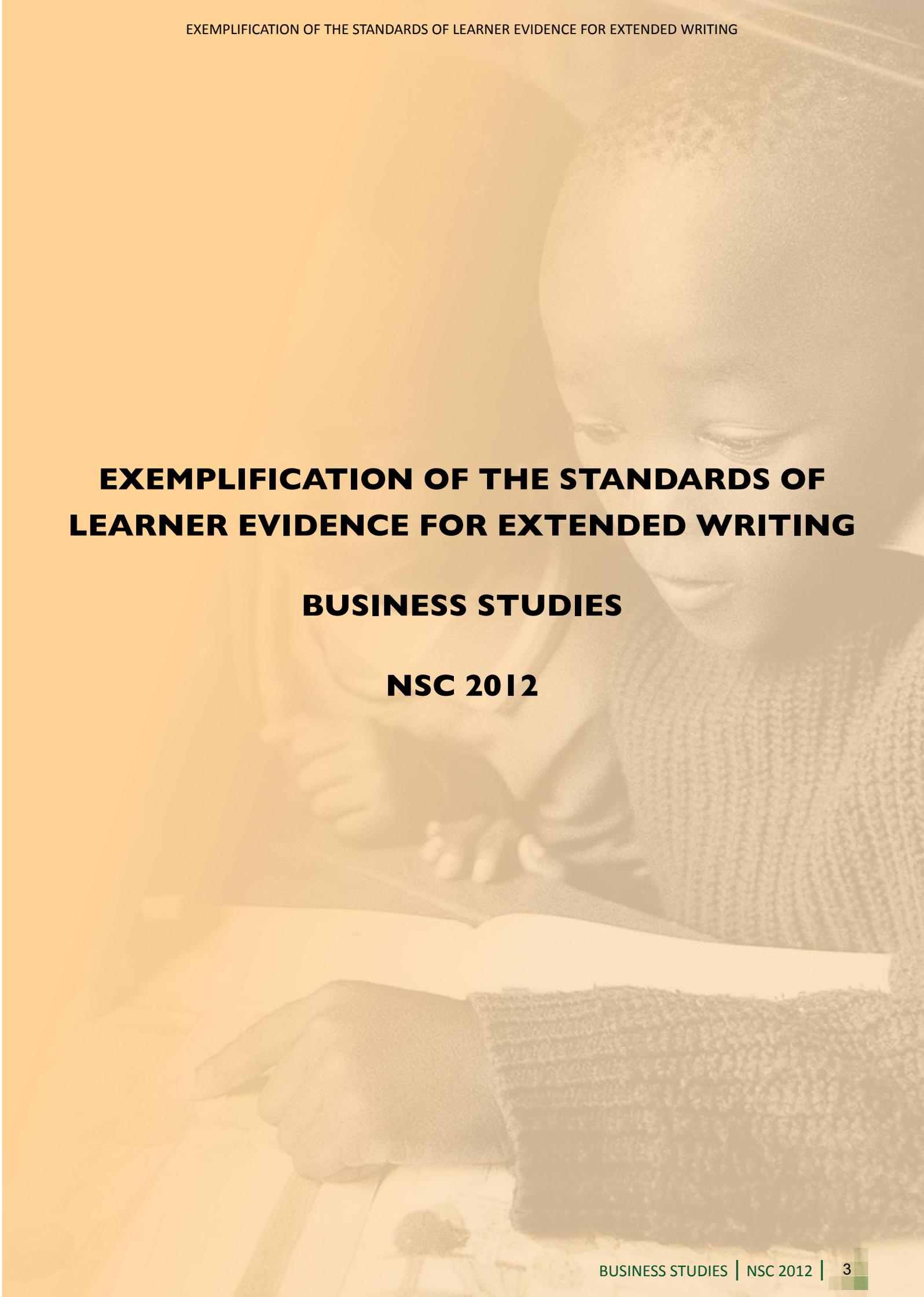
BUSINESS STUDIES  
NSC 2012



**basic education**

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



A young girl in a school uniform is reading a book. A hand is pointing to a page in the book. The background is a warm, golden-yellow color.

**EXEMPLIFICATION OF THE STANDARDS OF  
LEARNER EVIDENCE FOR EXTENDED WRITING**

**BUSINESS STUDIES**

**NSC 2012**

## Table of Contents

FOREWORD .....	5
1. Introduction .....	6
2. Purpose of the publication.....	6
3. Methodology .....	7
4. Utility value of this resource .....	7
5. Key to the optimal use of this resource .....	8
6. Presentation of samples of learner responses .....	8
7. Hints for developing an essay/paragraph .....	24
ANNEXURE A: LEVEL DESCRIPTORS .....	25
ANNEXURE B: MEMORANDUM.....	26
ANNEXURE C: QUESTIONNAIRE.....	39

## FOREWORD



I am pleased to release this publication on the Exemplification of the Standards of Learner Evidence for Extended Writing in Grade 12 Business Studies. Providing to learners exemplars of test questions has proven to be of immense value in making explicit to teachers and learners the expected standard of the question paper. However, there has not been much emphasis on the provision of exemplars of the learner responses to specific type of questions. This initiative therefore completes the provision of exemplars in terms of addressing the dual components of the assessment process i.e. the question and the desired learner response.

There has been much criticism relating to the standard of assessment and the Department of Basic Education has embarked on various initiatives to address this concern. The streamlining of the curriculum and the development of the Curriculum and Assessment Policy Statement (CAPS), has ensured that the assessment requirements are clearly outlined so that they could be uniformly applied by all teachers. Exemplification has been internationally acknowledged as one of the most appropriate mechanism to demonstrate to teachers and learners the assessment standards.

This initiative is extremely helpful in that the learner responses are extracted directly from the learner scripts presented in the 2012 National Senior Certificate examination. This implies that the learner responses were presented under examination conditions and therefore sets achievable targets of what learners can present as an acceptable response in an examination. This publication is also of added value to the learner in that it not only provides, examples of good learner performance, but also provides learner evidence that is scored at the different levels of the seven point scale. In each of these selected pieces, there is a clear motivation explaining the relevant grade that is awarded. Therefore, learners are able to distinguish an excellent response from that which is mediocre or poor. This publication will therefore also be of significance to teachers in assisting them in the process of marking learner evidence and the determination of the appropriate grade.

This publication must be utilised in conjunction with the Diagnostic Report that was released earlier in the year. The Diagnostic Report identifies the areas of weakness and this publication is one of the initiatives in the constitution of the remedial programme. I am hoping that teachers will consciously incorporate this publication as another key resource in the 2013 subject specific intervention strategies and also provide the Department with constructive feedback on the usefulness of this tool.

I am therefore confident that this initiative together with the range of other interventions will ensure an improvement in learner performance and thereby ensure that our learners are better equipped to face the demands of post school education and training and the world of work.

A handwritten signature in black ink, appearing to read 'Motshekga'.

**MRS AM MOTSHEKGA, MP**  
 MINISTER OF BASIC EDUCATION  
 18 March 2013

## 1. Introduction

In South Africa, the National Senior Certificate Examination (NSC) is a high-stakes examination which attracts intensive public scrutiny and critical feedback. The NSC benchmarks what is expected of learners exiting the Further Education and Training (FET) band. Learners who emerge from the FET band must be able to demonstrate the central tenets of critical thinking and problem solving required by the curriculum. These requisite knowledge and skills must be demonstrated under examination conditions and the evidence must be appropriately assessed. This process of assessment is based on standards which are illusive and therefore attempts to describe a standard are not effective in clarifying the standard. It is only through the provision of exemplars of questions and the learner responses to these questions that a greater level of confidence can be brought to the assessment process.

An exemplar-based approach is a useful evidence-based strategy to enhance teaching and learning. Recent stakeholder feedback on the challenges experienced with the National Curriculum Statement revealed that some teachers and learners were grappling with learning outcomes and assessment standards, in particular how to effectively demonstrate the outcomes and measure the assessment standards. With the exemplification of the standards of learner performance, the expectation of the curriculum in terms of learner outcomes and assessment becomes concrete, measurable and realistic.

This publication of learner performance contains excellent responses, in order to exemplify outstanding performance. It also includes learner responses that have been evaluated as mediocre or poor, in terms of the seven points scale. All the responses include accompanying and appropriate comments from the review panel. Common errors were identified and included in order to prevent learners from repeating poor levels of performance in extended writing.

## 2. Purpose of the publication

The purpose of this publication is to:

- (a) Provide learners and teachers with actual examples of Grade 12 learner responses (to specific questions) that constitute the appropriate or inappropriate standard;
- (b) Assist teachers in the correct rating of learner performance and to highlight the criteria used to make such judgements;
- (c) Provide a benchmark for good learner performance that will serve as a standard, which both learners and educators can aspire to;
- (d) Demonstrate evidence of academic progression from lower order thinking to higher order thinking;
- (e) Show the connection between what learners are expected to know and what they are able to do, and how their work can be assessed and categorised accurately using the seven levels of achievement;
- (f) Identify and acknowledge outstanding learner performance in the country and share such good practices amongst FET learners and teachers.

### 3. Scope and Methodology

This publication focuses on learner performance at the Grade 12 level in the 2012 National Senior Certificate examination. It utilises candidate's actual responses to essay and paragraph type questions. The nine provinces were requested to provide samples of evidence of learner performance, focussing on three categories of performance, excellent, mediocre and poor performance.

A team of subject experts from the national examining panel reviewed the samples received from provinces. Their responsibility was to confirm the performance level of the selected learners' responses and also validate the accuracy of the marking. The team of subject experts therefore selected the appropriate short essays and paragraph responses, covering the necessary categories that were considered important. The responses of learners were typed but no other changes or alterations were effected in respect of language expression, presentation or grammar.

The marking was reviewed and verified by a review panel consisting of two members of the national examining panel and the internal moderator. In cases where there were comments and remarks made by markers to the learners responses, these were retained and additional and more appropriate comments were added where necessary. These comments are included in the margin on the right of the short essay or paragraph response. The comments describe the extent to which learners attempted to address the questions through an appropriate structuring and a cognitive sequencing of ideas and the development of a line of argument and sustaining it with sufficient and relevant information. Paragraphing skills were assessed by tracking how paragraphs were organised by learners to advance their respective arguments.

The grade and the mark awarded to each piece of learner evidence is clearly indicated at the end of the learner response and a set of general comments are also included at the end. The specific and the general comments provide the motivation for the grade/mark awarded.

### 4. General findings

The essays were graded broadly as excellent, mediocre or poor based on the following criteria

#### **Excellent learner responses (80%- 100%)**

- (a) Examination questions were fully explained and answered.
- (b) Evidence of careful planning informed the required structure of the candidate's response.
- (c) The conventions of essay writing were clearly followed. Introductions and conclusions contained the appropriate and relevant information required by the question.
- (d) There was clear evidence that essential Business Studies content, concepts and terminology were thoroughly understood by the candidate.
- (e) Factual information was logically sequenced and presented.
- (f) The candidate demonstrated the critical ability to correctly analyse, interpret and evaluate the questions posed.
- (g) The candidate made reference to appropriate examples of business principles, theory and practice to enrich his/her originality of thought in the written responses.
- (h) The candidate demonstrated an ability to show insight and originality in developing and sustaining a point of view.

**Mediocre learner responses (40%-60%)**

- (a) The candidate demonstrated a reasonable understanding of the question and answered accordingly.
- (b) Essay writing skills were evident in the planning and structure given to essay responses.
- (c) The candidate included an appropriate introduction and conclusion in the essay responses.
- (d) Minor deficiencies in the content selection in the candidate's responses were noted.
- (e) There was some evidence of analysis, interpretation and evaluation of the questions by the candidate.
- (f) Factual information was erroneously presented, especially when the candidate arranged facts under incorrect headings

**Poor learner responses: (0%-39%)**

- (a) The candidate demonstrated little understanding of the question.
- (b) The introduction and conclusion of the essay were not connected to the body of the essay and were not relevant to the question.
- (c) The candidate presented subject content that was irrelevant to the question.
- (d) The candidate demonstrated inadequate writing skills required by the essay questions. His/Her inability to adhere to the basic structure of an essay resulted in the question being inadequately addressed.
- (e) The candidate demonstrated sparse content knowledge and most relevant facts were omitted in the responses.
- (f) The candidate made no attempt to analyse, interpret and evaluate the questions as required.
- (g) Poor learner responses demonstrated that the candidate was unable to meet the requirement for LASO 5.

**5. Suggested use of these Exemplars by Educators and Learners**

It is anticipated that educators will use these exemplars in the teaching and learning in the classroom to show learners what constitutes a good essay or paragraph response or why certain learner responses are deficient. It is also expected that educators will use these exemplars as a guide in the marking process, providing a benchmark of the grade boundaries. It is anticipated that these exemplars will assist in establishing consistency in the awarding of marks at the schooling level which will translate into building consistency across the province and nationally. They will also provide learners with examples of good essays and paragraph responses that would guide them in the writing of their own essays and paragraph responses. The comments provided on each of these responses, will be useful in guiding learners in distinguishing good responses from poor responses. However, caution must be taken to ensure that learners in future examinations do not reproduce these responses slavishly.

**6. Presentation of samples of learner responses****BUSINESS STUDIES: RESPONSES FROM LEARNERS – NSC 2012**

Below is a selection of actual learners' responses to the essay-type questions from Business Studies from the 2012 NSC Examination.



Candidate	Actual Responses	Comments
1	<p><b><u>Impact on community</u></b>  <b><u>Positive Impact</u></b></p> <ul style="list-style-type: none"> <li>• Provision of Bursaries.</li> <li>• Improves welfare of society.</li> <li>• Increases standard of living of the community.</li> </ul> <p style="text-align: right;">(1)</p> <p><b><u>Negative Impact</u></b></p> <ul style="list-style-type: none"> <li>• May be rejected by the community.</li> <li>• Lack of resources may not reach the intended beneficiaries in the community.</li> </ul> <p><b><u>Conclusion</u></b></p> <ul style="list-style-type: none"> <li>• From the above discussed it is clear that SCI has benefited a lot of communities.</li> <li>• CSI helps in addressing socio-economic issues.</li> </ul> <p><b>GENERAL COMMENTS:</b></p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• Outstanding effort.</li> <li>• Essay is well planned and structured with an introduction and conclusion.</li> <li>• The facts are sequentially and logically organised</li> </ul> </div> <p><b>F 32 MAX</b></p> <p>L 2  A 2  S 2  O 2  40</p> <p><b>Mark: 40/40 (100%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>The rest of the candidate's answer is 100% correct but the candidate has already been given the maximum of 32 marks for facts.</p>

**Question 6**

James and Nontokoza run a successful partnership at Empangeni known as JN Partners. They want to increase their wealth and capital by investing some of the business income they have generated over the past years.

As a financial advisor of JN Partners, evaluate the different factors that must be considered when making informed investment decisions. Also explain FIVE types of formal investment opportunities and elaborate on the factors for each (40)

Candidate	Actual Responses	Comments
2	<p><b><u>Introduction</u></b></p> <ul style="list-style-type: none"> <li>• Investment refers to putting money away to generate future returns.</li> <li>• Investment is favorable to people who want to generate wealth but not want to take the risk to become an entrepreneurs.</li> </ul> <p style="text-align: right;">(2)</p> <p><b><u>Body</u></b></p> <p><b><u>Factors to be considered when investing</u></b></p> <ul style="list-style-type: none"> <li>• Inflation: it is advisable to invest in a project which offers returns greater than inflation rate. If the inflation rate is higher than returns, then the buying power of an investor is decreased.</li> <li>• Risk: The higher the returns of an investment, the higher the risk and vice versa.</li> </ul>	<p>Relevant introduction. Not all appropriate facts are mentioned.</p> <p>Candidate given the maximum of 4 marks for facts on inflation.</p>

Candidate	Actual Responses	Comments
	<ul style="list-style-type: none"> <li>• Tax implications: After an investor receives an investment, tax can be levied which will decrease the original investment.</li> <li>• Return (income): A good investment is that offers high return. (Max 12)</li> </ul>	
A	<p><b><u>Types of investment opportunities</u></b></p>	
	<p><b><u>Shares (medium to high risk)</u></b></p> <ul style="list-style-type: none"> <li>• Shares is a small unit of a company's total capital, therefore owners of shares (shareholders) earn income in the form of dividends.</li> <li>• Shareholders have limited liability and can lose up to their capital contribution in event of a company's liquidation.</li> </ul>	<p>The term 'return' is clearly defined but this part of the question has already been given full marks.</p>
O	<ul style="list-style-type: none"> <li>• It is advisable to invest in shares as a long-term investment rather than buying them now and selling them later (speculation).</li> </ul>	
	<p><b><u>Fixed deposit (low risk)</u></b></p> <ul style="list-style-type: none"> <li>• They can invest money in a commercial bank, in a fixed deposit.</li> <li>• E.g. at ABSA, the interest rate is 4.84% for fixed deposits.</li> </ul>	<p>Response is adequate but maximum mark has been awarded.</p>
O	<p><b><u>Off-share investment (medium risk)</u></b></p> <ul style="list-style-type: none"> <li>• Investment in markets (stock, money) outside the borders of a country.</li> </ul>	
	<p><b><u>Unit trust (low risk)</u></b></p> <ul style="list-style-type: none"> <li>• The investor can pool money with other investors in money markets, stock markets etc.</li> </ul>	<p>Too vague. The candidate needs to write something about the fixed rate and the duration of this investment to earn marks.</p>
S	<p><b><u>Debenture (medium risk)</u></b></p> <ul style="list-style-type: none"> <li>• Lending money to public companies. (20)</li> </ul>	
	<p><b><u>Conclusion</u></b></p> <p>It is advantageous to invest in different investment opportunities in order to minimize the risk of loss.</p>	
L		<p>Candidate earned maximum marks for the factual information presented.</p>
	<p><b>GENERAL COMMENTS:</b></p> <ul style="list-style-type: none"> <li>• Essay indicates proper structure.</li> <li>• Facts are logically organised and presented.</li> <li>• Good examples are illustrated to earn marks for 'originality'.</li> <li>• Candidate responded with sufficient information to all aspects of the question.</li> <li>• Question was fully understood.</li> </ul> <p><b>F 32 MAX</b></p> <p>L 2</p> <p>A 2</p> <p>S 2</p> <p>O 1</p> <p>39</p> <p><b>Mark: 39/40 (98%)</b> (Level 7)</p>	



Candidate	Actual Responses	Comments
A	<p><b><u>Abuse of work time.</u></b></p> <ul style="list-style-type: none"> <li>• Doing personal stuff during working hours.</li> <li>• Using the business assets for personal use.</li> <li>• Being late and less productive in the business. (Sub max 6)</li> <li>• Being absent from work without a valid reason.</li> <li>• Lying about doing work when doing personal things like surfing on the internet or make photocopies for your child's project.</li> </ul>	
O	<p><b><u>Recommendation</u></b></p> <ul style="list-style-type: none"> <li>• There should be a register attendance to monitor the time employees come and go. (2)</li> </ul> <p>[8]</p>	
L	<p><b><u>Conclusion</u></b></p> <p>These unethical behaviors limit the growth of the business. A successful business sees these challenges as an opportunity to learn and improve and by avoiding such behaviors the business becomes successful. (1)</p> <p><b>GENERAL COMMENTS:</b></p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• The essay is well structured and supported by appropriate facts.</li> <li>• Facts are logically organised.</li> <li>• Conclusion is relevant and valid.</li> <li>• Good semblance of originality although short of gaining full marks.</li> </ul> </div> <p><b>F 32 MAX</b></p> <p>L 2 A 2 S 2 O 2 40</p> <p><b>Mark: 40/40 (100%)</b> (Level 7)</p>	

**Question 8**

Zander Fourie has been appointed as financial manager. You are the human resources manager. Discuss Zander's induction process and analyse the main provisions of the Basic Conditions of Employment Act, 1997 (ACT 75 of 1997) that will apply to Zander's appointment. (40)

Candidate	Actual Responses	Comments
1	<p><b><u>Introduction</u></b></p>	
L	<ul style="list-style-type: none"> <li>• Basic Conditions of Employment Act protects employees from being exploited.</li> <li>• It is important that all businesses adhere to this Act.</li> <li>• Employees should know their rights in the workplace. (3)</li> </ul>	Introduction to the topic is clear and well explained.
A	<p><b><u>Body</u></b></p>	
	<p><b><u>Induction process</u></b></p>	
S	<ul style="list-style-type: none"> <li>• This is the process of introducing the new employee to the work that he/she will be doing and the workplace she/he will use.</li> <li>• This process is needed to make the employee comfortable to the workplace he/she will be using.</li> <li>• It is significant as it gives an employee the opportunity to meet his/her colleagues, the place he/she will be working in (R), the department and his/her supervisor and other role players. (10)</li> </ul>	
A	<p><b><u>Main provision of the Basic Condition of Employment Act</u></b></p>	
	<p><b><u>Working hours</u></b></p> <ul style="list-style-type: none"> <li>• Workers should work 45 hours (5 days) per week and 48 hours (6 days) per week.</li> </ul> <p><b><u>Public Holidays</u></b></p> <ul style="list-style-type: none"> <li>• Workers should be paid for public holidays which fall on a working day.</li> <li>• Workers should be paid double their normal rate if they work on a public holiday.</li> </ul>	This provision of the Act does not apply to people in managerial positions.
O	<p><b><u>Overtime</u></b></p>	
	<ul style="list-style-type: none"> <li>• Workers should agree to work overtime and may not be forced.</li> <li>• Employees who work overtime should be paid double their normal rate.</li> </ul>	
S	<p><b><u>Leave</u></b></p>	
L	<ul style="list-style-type: none"> <li>• Maternity leave: can stay up to 4 months of maternity leave.</li> <li>• Sick leave: entitled to 2-3 of sick leave</li> <li>• Family responsibility entitled to 3-5 days</li> <li>• Annual leave: entitled to 21 days of annual leave or on a pro-rata basis.</li> </ul>	Not all aspects of leave conditions are well understood and presented.
	<p><b><u>Notice Period</u></b></p> <ul style="list-style-type: none"> <li>• Employee should give a notice period of at least a week to a month depending on the duration of employment that the worker worked in that business. (19)</li> </ul>	Candidate earns only one mark because the maximum mark for facts has been attained.
L	<p><b><u>Conclusion</u></b></p>	
O	<p>Employees should always be well-informed of Acts such as the Basic Conditions of Employment Act.</p>	
	<p>It is the responsibility of the human resources manager to ensure that such Acts are followed.</p>	

Candidate	Actual Responses	Comments
1	<p><b>GENERAL COMMENTS:</b></p> <ul style="list-style-type: none"> <li>• Essay well structured with an introduction and conclusion.</li> <li>• Minor irrelevant details.</li> <li>• Not all aspects of the topic showed clear understanding.</li> <li>• Every segment of the question was attempted.</li> </ul> <p><b>F 32 MAX</b></p> <p><b>L 2</b></p> <p><b>A 2</b></p> <p><b>S 2</b></p> <p><b>O 2</b></p> <p style="text-align: right;"><b>40</b></p> <p><b>Mark: 40/40 (100%)</b></p>	

**Question 5**

South Africa has many social problems or socio-economic issues that affect all its citizens Many businesses help solve these problems by investing their time, money and skills in social programmes.

Candidate	Actual Responses	Comments
1	<p><b><u>Introduction</u></b></p> <p>Generally most of employees of the company comes from local community.</p>	<p>Precise usage of terms is important. The learner wrote 'company' instead of 'community'. Hence lost a mark.</p>
L	<p>Government cannot solve the problems of the country, therefore, encourage business to foster partnership in the local community.</p> <p>The company in response buys the product of that business. (2)</p>	
A	<p><b><u>Social responsibility programme</u></b></p> <ul style="list-style-type: none"> <li>• HIV awareness – by sponsoring NGO's.</li> </ul>	<p>Explains by examples the nature of CSI. Excellent</p>
S	<ul style="list-style-type: none"> <li>• Education and training – by providing bursaries to students.</li> <li>• Poverty alleviation – by job creation.</li> </ul>	
O	<p><b><u>Nature of the Corporate Social Investment</u></b></p> <ul style="list-style-type: none"> <li>• CSI is mainly implemented by big business.</li> <li>• CSI is enforced by legislation.</li> <li>• CSI is seen as a political expatiations.</li> <li>• CSI is seen as part of business operation and is sustainable. (Sub max 12)</li> </ul>	<p>Benefit of CSI incorrectly placed; should be under benefits for the community.</p> <p>This is irrelevant.</p>
O	<p><b><u>The impact in the business</u></b></p> <ul style="list-style-type: none"> <li>• Improve the image of the business.</li> <li>• Improve health for its workers. (4)</li> <li>• The standard of living is uplifted.</li> <li>• Difference in legislation governing the CSI</li> </ul>	
	<p><b><u>The impact for the community</u></b></p> <ul style="list-style-type: none"> <li>• Improve health for communities and customer.</li> <li>• Provision of bursaries. (4)</li> <li>• Small and medium business finds it difficult to be implemented from the CSI.</li> </ul>	<p>This impact should be written under the problems of CSI for the business.</p>

Candidate	Actual Responses	Comments
L	<p><b><u>The problems of the business</u></b></p> <ul style="list-style-type: none"> <li>The community might not buy the product of the enterprise. (2)</li> </ul> <p><b><u>The problems of the community</u></b></p> <ul style="list-style-type: none"> <li>The business will not be valuable because of the is no purchasing from the community.</li> </ul> <p><b><u>Conclusion</u></b></p> <p>CSI is mainly implemented to explain the problems in the business and the community.</p> <p><b>GENERAL COMMENTS:</b></p> <ul style="list-style-type: none"> <li>The essay is reasonably structured.</li> <li>Facts are presented under the correct headings.</li> <li>Omissions and insufficient information were evident.</li> <li>Conclusion irrelevant.</li> <li>Candidate did not understand</li> </ul> <p><b>F 32 MAX</b></p> <p><b>L 2</b></p> <p><b>A 1</b></p> <p><b>S 1</b></p> <p><b>O 2</b></p> <p><b>29</b></p> <p><b>Mark: 29/40 (73%)</b> <span style="float: right;"><b>(Level 6)</b></span></p>	<p>Irrelevant. More facts should be given under the heading problems for the business and the community.</p> <p>Irrelevant – not linked to the topic</p>

**QUESTION 7**

Some of Shoprite’s largest suppliers of food and beverage products include Pioneer Foods, Tiger Brands and Premier Foods. These suppliers are often in the news for price fixing and consumer exploitation.

With reference to the above statement, explain the term ethics and give reasons why price fixing is unethical. Also evaluate taxation, the unauthorised use of funds and the abuse of work time as issues that challenge the ethical behaviour of businesses and make recommendations for the improvement of each issue. (40)

Candidate	Actual Responses	Comments	Performance (E, A, P)
L	<p><b><u>Introduction</u></b></p> <p>There are businesses who turn to violate their own business rights by they also violate customers’ needs.</p> <p>This will in future decrease business profitability and closing down of the business. (0)</p>	<p>Introduction factually incorrect. No marks awarded.</p>	<b>A</b>
A	<p><b><u>Body</u></b></p> <p><b><u>Ethics</u></b></p> <ul style="list-style-type: none"> <li>Are manageable concepts between right and wrong.</li> <li>They instruct many business on how to practices labour practises. (2)</li> </ul>	<p>Term ‘ethics’ not clearly understood and adequately explained.</p>	
A	<p><b><u>Why price fixing is unethical</u></b></p> <ul style="list-style-type: none"> <li>It is unethical because businesses lose profits.</li> <li>It will have less customers.</li> <li>It may lead to a close down. (0)</li> </ul>	<p>Candidate showed no understanding of concept of concept ‘price fixing’. No marks given.</p>	

Candidate	Actual Responses	Comments	Performance (E, A, P)
S	<p><b><u>Taxation</u></b></p> <ul style="list-style-type: none"> <li>The government needs revue of taxes to build infrastructure.</li> <li>Many business turn to falsify their financial records.</li> <li>Tax invasion is regarded as crime.</li> <li>SARS is responsible for collection of tax. (Sub max 6)</li> </ul> <p><b><u>Unauthorised use of funds</u></b></p> <ul style="list-style-type: none"> <li>Businesses wrongfully spend the employees finance.</li> <li>Business that uses funds unethical discourages investors from investing in the company. (2)</li> </ul> <p><b><u>Abuse of work time</u></b></p> <ul style="list-style-type: none"> <li>Employees turn to use work time as their personal time.</li> <li>Businesses must implement long working for employees who are interested.</li> <li>Fines must be used for abuse of work time. (2)</li> </ul> <p><b><u>Sexual harrasment</u></b></p> <ul style="list-style-type: none"> <li>Sexual harassment is a basic violation of human rights.</li> <li>Top level management turns to use employees for an increase in salary for sexual favours.</li> <li>Any remark, gesture that makes an individual to feel uncomfortable is regarded as sexual harassment.</li> </ul> <p><b><u>Recommendations</u></b></p> <ul style="list-style-type: none"> <li>Some issues being said are being highlighted for future references, while some do have an impact within the society and can't resolve the matter.</li> </ul>	<p>The sub max for evaluation is 6 marks and for the recommendation 4 marks. The candidate failed to write recommendations/ suggestions to the unethical aspect.</p> <p>Lack clear interpretation.</p> <p>This impact should be written under the problems of CSI for the business.</p> <p>Both answers are incorrect.</p> <p>Sexual harassment was not asked in the question.</p> <p>Candidate earned maximum marks for the factual information presented.</p>	
A	<p><b><u>Conclusion</u></b></p> <p>Such issues should be taken it into consideration, so that they may be resolved and dealt with, this will eventually lead to a better society for all, local communities may help report issues destroying our country. (0)</p>	<p>Conclusion too vague, need to be more specific to be rewarded.</p>	
	<p><b>GENERAL COMMENTS:</b></p> <ul style="list-style-type: none"> <li>Candidate lacked mastery of the topic.</li> <li>Introduction and conclusion were vague and irrelevant.</li> <li>Reference make to 'such issues' and 'some issues' was meaningless.</li> <li>Overall approach to the topic was rather generalised without adequate factual information.</li> <li>Inclusion of irrelevant aspects such as 'sexual harassment' not required by the question devolves the quality of work.</li> <li>Candidate failed to come to grips with the question. Response lacked analysis and interpretation.</li> </ul> <p><b>F 12 MAX</b></p> <p><b>L 2</b></p> <p><b>A 1</b></p> <p><b>S 1</b></p> <p><b>O 0</b></p> <p><b>16</b></p> <p><b>Mark: 16/40 (40%)</b></p> <p style="text-align: right;"><b>(Level 3)</b></p>		

**QUESTION 8**

Zander Fourie has been appointed as financial manager. You are the human resources manager. Discuss Zander's induction process and analyse the main provisions of the Basic Conditions of Employment Act, 1997 (Act 75 of 1997) that will apply to Zander's appointment. (40)

Candidate	Actual Responses	Comments	Performance (E, A, P)
1	<b>Introduction</b>		
L	For Zander Fourie to have been appointed as the financial manager, the post had to have first been advertised.  Zander had to have seen the post and applied, and then chosen out of many candidates as one of the candidates that were called for an interview.  And then was obviously the chosen candidate for the job (0)	Introduction has no bearing on the question. Reference made to recruitment – a procedure that is not a part of the question.	
A	<b>Basic Condition of Employment Act</b>		
O	<ul style="list-style-type: none"> <li>Zander he had to sign a contract which stated everything about his job including the provisions of the Basic Conditions of Employment Act.</li> <li>This act promotes or implements fairness in the workplace.</li> <li>It ensure that your wellbeing is taken care of as the employee. (2)</li> </ul>	Incorrect fact. The Act does not cater for an employee's wellbeing. It serves to safeguard employees from exploitation at the workplace.	
O	<b>Sick leave</b>		
	<ul style="list-style-type: none"> <li>An employee is entitle to one of for every 26 days worked of paid leave.</li> <li>The employer is allowed to ask employee for a doctor's note before pay should the employee not attend work for 3 days. (2)</li> </ul>	Incorrect condition listed. An employee is entitled to 36 days as paid sick leave in a period of 36 months (leave cycle).	
	<b>Family responsibility leave</b>		
	<ul style="list-style-type: none"> <li>This leave is taken should the employee's child get sick, pass away.</li> <li>If partner or spouse passes away, mother or father or grandchild passes away the employee is entitled to 3 days of family responsibility leave. (Sub max 4)</li> </ul>	This provision of the Act does not apply to people in managerial positions.	A
S	<b>Maternity leave</b>		
	<ul style="list-style-type: none"> <li>An employee is entitled to 4 months of maternity paid leave.</li> </ul>		
	<b>Working hours</b>		
	<ul style="list-style-type: none"> <li>An employee should only work 45 hours per month.</li> <li>Employees must be paid 1.5 times their hourly rate if they work on public holidays, working on public holidays is an agreement should the employee work on Sundays they should get paid double their hourly rate, however if employee usually works on Sunday but works half a day then they get paid their normal daily wages.</li> </ul>	This provision of the Act does not apply to people in managerial positions.	
L	<b>Conclusion</b>		
	This act however does not apply to people in managerial positions emergency workers and people who regulate their own working hours. So not all of the Basic Conditions of Employment Act will apply to Zander because he is in a managerial position. (2)		
	<b>GENERAL COMMENTS:</b>		
	<ul style="list-style-type: none"> <li>The essay was fairly well planned and structured with the content at times lacking factual correctness.</li> <li>The introduction to the essay was floored. Candidate seemed not to understand the question fully.</li> <li>All aspects of the question were not adequately answered. Part of the question on induction was not attempted.</li> <li>Thorough understanding of factual content and its application are necessary to improve performance.</li> <li>Candidates can use bullets in the essay, but the facts must be written in full sentences.</li> </ul>		
	<p><b>F 14</b>  <b>L 2</b>  <b>A 1</b>  <b>S 1</b>  <b>O 2</b>  <b>20</b></p>		
	<b>Mark: 20/40 (50%)</b>		
			<b>(Level 4)</b>

Candidate	Actual Responses	Comments	Performance (E, A, P)
2	<p><b>Introduction</b></p> <p>All employees should understand the provisions of the basic condition of Employment Act, 1997 (Act 75 of 1997) that apply every employee. (1)</p> <p><b>Body</b></p> <p><b>Basic Condition of Employment Act</b></p> <p><b>Working hours</b></p> <p>9 hours per day for 5 per week. 8 hours per day for 6 per week. Per week should be 45 hours. Full pay.</p> <p><b>Leave</b></p> <p><b>Annual leave</b></p> <p>21 days in full pay. You can take it 1 off till it ends or 1 off a week.</p> <p><b>Sick leave</b></p> <p>36 days to 3 years cycle full pay</p> <p><b>Paternity leave</b></p> <p>3 to 5 days full pay.</p> <p><b>Maternity leave</b></p> <p>4 months in full pay. (14)</p> <p><b>Conclusion</b></p> <p>Basic condition of employment Act should not be ignored by manager. Manager should apply this to employees. (1)</p> <p><b>GENERAL COMMENTS:</b></p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• Showed some degree of planning and structure.</li> <li>• Response to sections of the question was sparse. More relevant factual knowledge was needed to improve performance.</li> <li>• Clear understanding and interpretation of the question was lacking. Failure to answer 'induction', which formed part of the question, resulted in a loss of marks.</li> <li>• Command of knowledge relating to conditions in the BCEA was poor.</li> </ul> </div> <p><b>F 16</b> <b>L 2</b> <b>A 1</b> <b>S 1</b> <b>O 0</b> <b>20</b></p> <p><b>Mark: 20/40(50%)</b> (Level 4)</p>	<p>Not all relevant facts mentioned to qualify for maximum marks.</p> <p>Induction part of the question not attempted.</p> <p>Evidence of confusion.</p> <p>Working hours is not relevant to senior management as the question requires specific provisions for senior management to be listed.</p> <p>Facts not clearly expressed.</p> <p>Inadequate knowledge. Paternity leave for males is only 4 days. The candidate was not sure of this fact and expressed it as 3 to 5 days.</p> <p>Partially correct. Need more information to gain 2 marks.</p>	<p><b>A</b></p>

QUESTION 5		Performance (E, A, P)											
Candidate	Actual Responses		Comments										
<p>South Africa has many social problems or socio-economic issues that affect all its citizens. Many businesses help to solve these problems by investing their time, money and skills in social programmes.</p> <p>Evaluate the nature, purpose and implementation of corporate social investment (CSI). Examine its impact on South African businesses and their communities. (40)</p>													
1	<b>Introduction</b>	<p>Question appears not to have been understood. Introduction is totally irrelevant.</p> <p>Response given does not tie in with the requirements of the heading.</p> <p>Information presented is not relevant.</p> <p>This is an example of a CSI project.</p> <p>Candidate is given 1 mark because this is not written in a full sentence.</p> <p>Not clear. Candidate has to explain how CSI could lead to higher profits.</p> <p>Not more workers, but more skilled and experienced workers.</p> <p>Too vague. Candidate gets 1 mark.</p>											
L	CSI refers to corporate social investment on the South African businesses and their communities as a whole. (0)												
A	<b>Nature of the Corporate Social Investment</b>												
	<ul style="list-style-type: none"> <li>Is to make the investment for the people of South Africa to live a better life by giving skills to the people.</li> <li>Is there to give us a light to our future.</li> <li>Making some ways of helping people. (0)</li> </ul>												
	<b>The purpose of CSI</b>												
	<ul style="list-style-type: none"> <li>Is to help the South Africans with the skills and social programmes that occurs.</li> <li>Is to assist the people who cannot be able to help themselves.</li> <li>They do the investment to help those who are unemployed. (0)</li> </ul>												
S	<b>Benefits of the CSI from the communities</b>	<p>P</p>											
	<ul style="list-style-type: none"> <li>Bursaries are provided to them.</li> <li>Free houses are provided.</li> <li>Jobs opportunities.</li> <li>Development to the poor schools. (3)</li> </ul>												
	<b>Benefits for the business</b>												
	<ul style="list-style-type: none"> <li>Making more profit.</li> <li>Can have more people to work.</li> <li>Taking the employees for further training. (2)</li> </ul>												
L	<b>Conclusion</b>												
	<p>The business take the people for further training and jobs opportunities are many by that and people would be working. (1)</p> <p><b>GENERAL COMMENTS:</b></p> <ul style="list-style-type: none"> <li>The question was very poorly answered.</li> <li>Essay lacked understanding and knowledge.</li> <li>A lot of irrelevant content.</li> <li>Identification of correct factual information for each heading was lacking.</li> </ul> <table border="1"> <tr> <td>F</td> <td>6</td> </tr> <tr> <td>L</td> <td>2</td> </tr> <tr> <td>A</td> <td>1</td> </tr> <tr> <td>S</td> <td>1</td> </tr> <tr> <td>O</td> <td>0</td> </tr> <tr> <td></td> <td>10</td> </tr> </table> <p>Mark: 10/40 (25%)</p> <p>(Level 1)</p>	F	6	L	2	A	1	S	1	O	0		10
F	6												
L	2												
A	1												
S	1												
O	0												
	10												

QUESTION 6			
<p>James and Nontokoza run a successful partnership at Empangeni known as JN Partners. They want to increase their wealth and capital by investing some of the business income they have generated over the past five years.</p> <p>As a financial advisor of JN Partners, evaluate the different factors that must be considered when making informed investment decisions. Also explain FIVE types of formal investment opportunities and elaborate on the risk factors for each. (40)</p>			
Candidate	Actual Responses	Comments	Performance (E, A, P)
1	As a financial advisor of JN Partners, James and Nontokoza should know what they putting themselves in and that they have a list of places they want to invest their money in whereby they have made research on each of the particular business. (0)	No heading for Introduction as required. Information is irrelevant.	P
L	When investing in a business such as low firms you should first know how many percentage of shares you have and how much but is (2) James and Nontokoza want to invest in a certain bank, first for they have to know the duration/time it will take all depending on the amount they want to invest.	No headings for 'Factors' or 'Types of investment'. Does not fulfil requirements.	
A	Investing money is a way to increase the wealth and capital or the business but James and Nontokoza have to know the risk they putting themselves in because they will think they are increasing their wealth whereby they are decreasing it because it normally does not turn out good because there is not guarantee. (4)	Information has no relevance to the question.	
S	Investing is the best option whether there is no guarantee shows that James and Nontokoza have positive attitudes. <ul style="list-style-type: none"> <li>• Risktakers</li> <li>• Clear vision</li> <li>• Good management (0)</li> </ul> They can invest in these following companies: <ul style="list-style-type: none"> <li>• SASOL (R150 000) for six months at 14% interest.</li> <li>• MTN (R100 000) for seven months at 16% of shares.</li> <li>• Mthembu holdings (R200 000) for one year at 20% interest</li> <li>• Jurgens Attorneys (R450 000) for 30% of shares and 5% interest after 4 years. (0)</li> </ul>	Examples given do not relate to the facts.	
L	<p><b>GENERAL COMMENTS:</b></p> <ul style="list-style-type: none"> <li>• Essay was poorly written. There was no evidence of clear understanding and display of knowledge. Omission of headings like 'Introduction', 'Factors', 'Types of Investments' and 'Conclusion' denied the essay the required structure.</li> <li>• Content selection did not relate to the question.</li> </ul>		
	<p>F 6 L 0 A 0 S 0 O 0 6</p> <p>Mark: 6/40 (15%) (Level 1)</p>		

QUESTION 7		
<p>Some of Shoprite's largest suppliers of food and beverage products include Pioneer Foods, Tiger Brands and Premier Foods. These suppliers are often in the news for price fixing and consumer exploitation.</p> <p>With reference to the above statement, explain the term ethics and give reasons why price fixing is unethical. Also evaluate taxation, the unauthorised use of funds and the abuse of work time as issues that challenge the ethical behaviour of businesses and make recommendations for the improvement of each issue. (40)</p>		
Candidate	Actual Responses	Comments
1	<p><b>Introduction</b></p> <p>Ethics is the certain value of the price that are implemented by various ethics and legislation process, and the price fixed is unethical because of amount is change according to legislation of different time. (0)</p> <p><b>Taxation</b></p> <ol style="list-style-type: none"> <li>Government reserve revenue from taxation to provide South Africa with the e.g. housing, infrastructure and pension.</li> <li>SARS is take the important part in government process to find taxation.</li> <li>Company Tax and Personal Tax improve working condition of how to run taxation through SARS e.g. SARS reserve tax from Personal Tax.</li> <li>The collection of Funds through Competitiveness and efficiency.</li> </ol> <p><b>Comment</b></p> <p>1. South Africa is having lot of tax through out of SARS. (4)</p> <p><b>Unauthorised</b></p> <ol style="list-style-type: none"> <li>They are concern about the collection fund to the ethical behaviour.</li> <li>They distribute funds to the supplier that are of in the news for particular price fixed.</li> <li>They ensuring that individual authorised to the legislation before any commitment.</li> </ol> <p><b>Comment</b></p> <ol style="list-style-type: none"> <li>Government is entitled with the good strategies of legislation process.</li> <li>The law is play important part of price fixed conserving prices or the enterprise. (0)</li> </ol>	<p>No heading for Introduction as required. Information is irrelevant.</p> <p>No headings for 'Factors' or 'Types of investment'. Does not fulfil requirements.</p> <p>Information has no relevance to the question.</p> <p>Examples given do not relate to the facts.</p>
L	<p><b>Abuse of working time</b></p> <ol style="list-style-type: none"> <li>The workers who work more than 24 hours per month must contribute to the funds.</li> <li>Top management must ensure that employees are working at equity time.</li> <li>No discrimination in the workplace.</li> <li>Equal working hour e.g. for white people and also black.</li> <li>Disadvantaged people must work during working hours.</li> </ol> <p><b>Comment</b></p> <p>1. Government established the legislation based on abuse working to be opportunities to get equal time. (0)</p> <p><b>Sexual harassment</b></p> <ol style="list-style-type: none"> <li>Professional behaviour is the important quality of employees to protect them based on unfair treatment.</li> <li>HR have people with conversation based on harassment in the workplace.</li> <li>Treating employees with unfair communication.</li> </ol> <p><b>Comment</b></p> <ol style="list-style-type: none"> <li>This issue is regarded in a media.</li> <li>They should be implemented to court for abusing employees. (0)</li> </ol>	
A		
S		
L		

Performance  
(E, A, P)

P

**Goods in rural area**

1. Supplier are increasing price to the rural area because of the distance they arrive from urban to rural areas.
2. Rural area and urban area price must be equal according to legislation and amount may change according to legislation of different times.
3. Every citizen is entitled by privacy; dignity even rural area must have equity prices.

**Comment**

1. Government must make sure that the rural area buy their basic needs with the same applies urban areas.
2. Legislation makes all the enterprise to protect price against consumers. (0)

**Conclusion**

This supplier are often in the news for price fixed towards customers. (0)

**GENERAL COMMENTS:**

- A very weak effort. Candidate showed little or no understanding of the topic.
- Information presented lacked relevance.
- Poor preparation and confusion. Response based on guesswork.

F 4  
L 2  
A 2  
S 0  
O 0  
8

Mark: 8/40 (20%)

(Level 1)

## 7. Hints for developing an essay

### Hints on essay writing

For Business Studies, candidates are expected to plan and construct an essay that conforms to the required conventions. 32 marks are allocated for factual information and 8 marks are allocated for layout of the essay and insight of the writer.

All candidates must know and understand the structure required for essay writing, more especially the LASO (Layout, Analysis, Synthesis and Originality) aspects of a good Business Studies essay. Teachers can use practical examples to model the LASO aspects in the classroom so that candidates are able to polish their writing skills to achieve good marks for originality of a text.

Candidates must develop the skills to analyse the requirements of each question they answer. This will prevent them from omitting any crucial factual or conceptual information in their responses.

The basic structure of a Business Studies essay should include the following:

- **Introduction**

The topic is introduced here. The candidate has to provide 3 facts for 3 marks.

- **Body/Content**

The topic/point of view is developed and sustained with supporting information. The use of subheadings will guide the candidate's ability to sequence information logically and to ensure that there is coherence in this part of the essay.

- **Conclusion**

The candidate synthesises his/her point of view presented in the body of the essay, and ties up any loose ends so that the information/argument presented is brought to a logical conclusion.

Also note the following:

- Candidates can use the headings INTRODUCTION and CONCLUSION to demarcate the different parts of the essay.
- The absence of an appropriate introduction and conclusion renders the essay incomplete.
- The use of bullets in the essay is permitted.
- The candidates must use appropriate and relevant examples to explain certain facts. This will contribute to their marks for originality.

**ANNEXURE A: LEVEL DESCRIPTORS**

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

ACHIEVEMENT LEVEL/ RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

## ANNEXURE B: MEMORANDUM

### LEVEL 7 – EXCELLENT

- Questions fully explained and answered.
- Evidence of careful planning and sound structure.
- Introductions and conclusions well thought-out and appropriate.
- Content, concepts and terminology thoroughly understood.
- Correct analysis, interpretation and evaluation of questions.
- Reference made to appropriate examples to highlight originality.
- Ability to show insight and originality.
- Logical organisation of facts.

### LEVELS 3 TO 6 – AVERAGE

- Question understood and answered reasonably well.
- Planning and structure given to essays.
- Relevant introduction and conclusion.
- Minor deficiencies in the content selection.
- Some evidence of analysis, interpretation and evaluation of questions.
- Arrangement of facts at times appearing under incorrect headings.

### LEVEL 1 AND 2 – POOR

- Little understanding of the question.
- Introduction and conclusion not relating to the question.
- Content irrelevant.
- Essays inadequately addressed.
- Sparse content. Most facts omitted.
- No attempt made to analyse, interpret and evaluate the questions.
- Not meeting the requirement for LASO.

### Recommendations

1. Educators should ensure that learners understand the required structure for essays expected in SECTION C.
2. Educators must explain to learners the importance of using correct subheadings and subject terminology.
3. Educators must teach to 'unpack' the question and give them experience in responding specifically to the keywords in the question.

**Extract from NOTES TO MARKERS:****9. SECTION C**

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

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

9.2 Insight consists of the following components:

Layout/Structure: (Is there an introduction, body, proper paragraphs and a conclusion?)	2
Analysis and interpretation: (Learners' ability to break down the question to show understanding of what is being asked.)	2
Synthesis: (What parts to the question would you have included in the answer? Are there decisions made from a combination of relevant points?)	2
Originality: (Examples, recency of information, current trends and developments.)	2
<b>TOTAL FOR INSIGHT:</b>	<b>8</b>
<b>TOTAL MARKS FOR FACTS:</b>	<b>32</b>
<b>TOTAL MARKS FOR ESSAY (8 + 32)</b>	<b>40</b>

<b>NOTE:</b>	<b>1. No marks will be awarded for contents repeated from the introduction and conclusion.</b>
	<b>2. The candidate forfeits marks for layout if the words INTRODUCTION and CONCLUSION are not stated.</b>

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

9.4 The components of insight are indicated at the end of the suggested answer for each question.

9.5 Mark all relevant facts until the MAXIMUM mark in a subsection has been attained. Write MAX after maximum marks have been obtained.

9.6 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.

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

**NOTE: The mark allocation for insight may vary for each essay.**

9.7 When awarding marks for facts, take note of the sub-maxima indicated, especially if candidates do not

make use of the same subheadings. Remember, headings and subheadings are encouraged and contribute to insight (structuring/logical flow/sequencing) and indicate clarity of thought.

(See MARK BREAKDOWN at the end of each question.)

- 9.8 If the candidate identifies/interprets the question INCORRECTLY, then he/she may still obtain marks for insight.
- 9.9 If a different approach is used by candidates, ensure that the answers are assessed according to the mark allocation/subheadings as indicated in the memorandum.
- 10. Take particular note of the repetition of facts. Indicate with a R.
- 11. Subtotals to questions must be written in the right-hand margin. Circle the subtotals as indicated in the break down of marks which appears at the end of each question. Only the total for each question should appear in the left-hand margin next to the appropriate question number.
- 12. Award TWO marks for complete sentences. Award ONE mark for phrases, incomplete sentences and vague answers.
- 13. Please note that with effect from 2012 (final examination) no marks will be awarded for indicating Yes (✓✓)/No (✓✓) in evaluation type questions requiring substantiation or motivation.

**For the purposes of this resource, the relevant answers have been extracted from the OFFICIAL MEMORANDUM: BUSINESS STUDIES (NSC 2012).**

**SECTION C**

**QUESTION 5 (LO1AS4)**

<b>5.1</b>	<b>Introduction</b>	<ul style="list-style-type: none"> <li>- Corporate social investment refers to the contribution that the company makes to uplift, develop and solve problems in the community.✓</li> <li>- Generally, most of the employees of the company come from the local community.✓</li> <li>- Therefore, the company deems it fit to invest some of its funds to projects that are much needed by the community.✓</li> <li>- The government cannot solve all the problems of the country and therefore encourages big businesses to foster partnerships with communities.✓</li> <li>- The community in return buys the product of that company.✓</li> <li>- Any relevant introduction related to CSI.</li> </ul>	(max)	(3)
------------	---------------------	--	-------	-----

<b>5.2</b>	<b>Explanation</b>	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;"><b>5.2.1</b></td> <td style="width: 15%;"><b>Social Responsibility Programmes (nature)</b></td> <td style="width: 75%;"> <ul style="list-style-type: none"> <li>- HIV/Aids awareness e.g. sponsoring NGO's.✓✓</li> <li>- Education and training e.g. providing bursaries to learners.✓✓</li> <li>- Conservation of the environment and combating pollution e.g. sponsoring projects that preserve the environment.✓✓</li> <li>- Poverty alleviation e.g. job creation.✓✓</li> <li>- Pensioners, deprived children and orphans e.g. sponsoring housing projects.✓✓</li> <li>- Empowerment of women e.g. sponsoring conferences.✓✓</li> <li>- Rural development e.g. forming partnerships.✓✓</li> <li>- Any other relevant answer related to the nature of CSI programmes/initiatives.</li> </ul> </td> </tr> </table>	<b>5.2.1</b>	<b>Social Responsibility Programmes (nature)</b>	<ul style="list-style-type: none"> <li>- HIV/Aids awareness e.g. sponsoring NGO's.✓✓</li> <li>- Education and training e.g. providing bursaries to learners.✓✓</li> <li>- Conservation of the environment and combating pollution e.g. sponsoring projects that preserve the environment.✓✓</li> <li>- Poverty alleviation e.g. job creation.✓✓</li> <li>- Pensioners, deprived children and orphans e.g. sponsoring housing projects.✓✓</li> <li>- Empowerment of women e.g. sponsoring conferences.✓✓</li> <li>- Rural development e.g. forming partnerships.✓✓</li> <li>- Any other relevant answer related to the nature of CSI programmes/initiatives.</li> </ul>	(max)	(6)
<b>5.2.1</b>	<b>Social Responsibility Programmes (nature)</b>	<ul style="list-style-type: none"> <li>- HIV/Aids awareness e.g. sponsoring NGO's.✓✓</li> <li>- Education and training e.g. providing bursaries to learners.✓✓</li> <li>- Conservation of the environment and combating pollution e.g. sponsoring projects that preserve the environment.✓✓</li> <li>- Poverty alleviation e.g. job creation.✓✓</li> <li>- Pensioners, deprived children and orphans e.g. sponsoring housing projects.✓✓</li> <li>- Empowerment of women e.g. sponsoring conferences.✓✓</li> <li>- Rural development e.g. forming partnerships.✓✓</li> <li>- Any other relevant answer related to the nature of CSI programmes/initiatives.</li> </ul>					

5.2.2	<p><b>Characteristics/Features/Purpose of Corporate Social investment</b></p> <ul style="list-style-type: none"> <li>- CSI (Corporate Social Investment) is mainly implemented by big business.√√</li> <li>- Form partnerships with other stakeholders. √√</li> <li>- CSI is enforced by legislation.√√</li> <li>- CSI is seen as a political expectation.√√</li> <li>- CSI is seen as part of the business operations and is sustainable.√√</li> <li>- Business organizations choose the programmes for the community e.g. support for education.√√</li> <li>- Business organisations support the community with the product that they manufacture e.g. a paper manufacturing company may donate duplicating paper to the local schools in the community.√√</li> <li>- In South Africa BEE (Black Economic Empowerment) companies play a vital role in CSI.√√</li> <li>- Any other relevant answer related to the Characteristics/ Features/Purpose of CSI. (max)</li> </ul>	(6)
5.2.3	<p><b>How it works/Assessment/Implementation of CSI</b></p> <ul style="list-style-type: none"> <li>- Businesses register projects with relevant authorities. √√</li> <li>- Ensure that programmes have a successful track record. √√</li> <li>- The purpose of a business is to make a profit. √√</li> <li>- To report on financial, social and environmental aspects. √√</li> <li>- This means that business enterprises must aim to be financially, socially and environmentally sustainable. √√</li> <li>- This issue is also known as the “triple bottom line”. √√</li> <li>- The Johannesburg Security Exchange launches the Social Responsibility Index of companies that are listed on the JSE. √√</li> <li>- Companies need to implement strategies to be more environmentally, economically and socially sustainable. √√</li> <li>- Companies identify a particular need in the community and funds the project e.g. the building of a community hall.√√</li> <li>- Ethics has a decisive influence in the business, and, management and employees have an important role to play in the community.√√</li> <li>- Government legislation encourages companies to engage in social investment programmes.√√</li> <li>- Budget must be drawn up. √√</li> <li>- Competitors force a company to engage in social responsibility programs.√√</li> <li>- Any other relevant answer related to how CSI works/assessment/implementation of CSI. (max)</li> </ul>	(6)
5.2.4	<p><b>Benefits for the business</b></p> <ul style="list-style-type: none"> <li>- Can serve as a marketing strategy. √√</li> <li>- Improve health for its workers.√√</li> <li>- Sustained conservation of the environment may lead to reduction in costs which could be channeled elsewhere.√√</li> <li>- May attract experienced employees which could benefit the enterprise in terms of increased productivity.√√</li> <li>- Could be considered for tax rebates. √√</li> <li>- The community supports the business by purchasing its products and thereby contributing to the business profitability.√√</li> <li>- The business enjoys goodwill.√√</li> <li>- Improves the image of the company.√√</li> <li>- The more socially involved the business becomes, the less likely they are to be harassed by government officials or NGO’s about social issues.√√</li> <li>- Involves workers in community projects. √√</li> <li>- Some business run social investment programmes that help increase the pool of skilled labour from which they can hire.√√</li> <li>- CSI helps to attract investors.</li> <li>- Any other relevant answer related to the benefit to the business from CSI. (max)</li> </ul>	(6)
5.2.5	<p><b>Benefits for the community</b></p> <ul style="list-style-type: none"> <li>- The community provides the labour and customers and are also suppliers to the business enterprises.√√</li> <li>- Provision of bursaries.√√</li> <li>- Improves the welfare of society.√√</li> <li>- The standard of living of the community is uplifted/quality of life of communities is improved√√</li> <li>- The business needs to give something back in the form of money, products, services, etc.√√</li> <li>- Improves health for the community and customers.√√</li> <li>- Any other relevant benefit for the community. (max)</li> </ul>	(6)

5.2.6		<p><b>Problems of CSI for the business</b></p> <ul style="list-style-type: none"> <li>- The community may not support the enterprise i.e. does not buy the product of the enterprise.√√</li> <li>- Difficulty in adherence to legislation governing the CSI.√√</li> <li>- Small and medium enterprises find it difficult to implement CSI programmes.√√</li> <li>- Distribution of scarce CSI resources to selected beneficiaries in the community may cause problems such as discrimination.√√</li> <li>- CSI activities can distract businesses from the core commercial functions.√√</li> <li>- Social involvement is paid from company's profit that could have been used to lower prices and this could benefit customers.√√</li> <li>- Detailed reports must be drawn up. √√</li> <li>- Social spending reduces a company's economic efficiency, making it less competitive.√√</li> <li>- As taxpayers it should be government's responsibility and not necessarily business which should fund CSI projects.</li> <li>- Company directors are accountable to shareholders, not to the communities.√√</li> <li>- Business people are not experts in social science.√√</li> <li>- It is difficult to accurately measure the effectiveness of social investment.√√</li> <li>- It is difficult to determine the exact needs of the communities.√√</li> <li>- Any other relevant answer related to the problems of CSI for the business. (max)</li> </ul>	(6)
-------	--	--	-----

5.2.7		<p><b>Problems of CSI for the community</b></p> <ul style="list-style-type: none"> <li>- The benefits of the programmes may not filter down to the intended persons within the community.√√</li> <li>- It cannot address all the needs of the community. √√</li> <li>- Insufficient provisioning that does not satisfy all the needs of the community may be rejected by the community.√√</li> <li>- Hand-out programmes discourage locals from taking their own initiative by making them dependent on social investment programmes.√√</li> <li>- Could only be a short-term solution. √√</li> <li>- Sustaining projects after businesses withdraw their assistance are often difficult without the right expertise. The best CSI programmes are designed to be self sustainable.√√</li> <li>- Any other relevant answer related to the problems of CSI for the community. (max)</li> </ul>	(6)
-------	--	--	-----

5.3	<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>- From the above discussion it can be concluded that many communities have benefited from CSI initiatives.√√</li> <li>- Corporate Businesses in South Africa have come to the rescue of many poor communities by building schools, crèches, clinics, etc.√√</li> <li>- Government alone cannot handle all the problems in South Africa, thus the CSI programmes play an important role to uplift communities and the economy of South Africa.</li> <li>- Any other relevant conclusion related to CSI. (max)</li> </ul> <p><b>NOTE:</b></p> <ol style="list-style-type: none"> <li>1. Candidates should be awarded marks when examples demonstrate understanding.</li> <li>2. If another approach is used in answering this question, take into consideration the sub max's as indicated above.</li> </ol>		(2)
-----	--	--	-----

**BREAKDOWN OF MARK ALLOCATION**

DETAILS	MAXIMUM	TOTAL
Introduction	3	Max  32
Social responsibility programmes (nature)	6	
Characteristics/Features/Purpose of CSI	6	
How it works/ Assessment of CSI	6	
Benefits of CSI for the enterprises	6	
Benefits of CSI for the community	6	
Problems of CSI for the enterprise	6	
Problems of CSI for the community	6	
Conclusion	2	

DETAILS	MAXIMUM	TOTAL
<b>INSIGHT</b>		
Layout		<b>2</b>
Analysis, interpretation		<b>2</b>
Synthesis		<b>2</b>
Originality, examples		<b>2</b>
<b>TOTAL MARKS</b>		<b>40</b>

**QUESTION 6 (LO2AS7)**

6.1	<b>Introduction</b> <ul style="list-style-type: none"> <li>- Investors have a range of investment opportunities to choose from.√</li> <li>- They measure these investment opportunities against criteria for good investment.√</li> <li>- Investors set financial goals and consider different factors when making these decisions.√</li> <li>- Any other relevant introduction related to investment.</li> </ul>	(max)	(3)
6.2	<b>Investment factors to be considered</b>		
	6.2.1 <b>Return on Investment (ROI)</b> √√ <ul style="list-style-type: none"> <li>- Refers to income from the investment, namely interest, dividends or capital appreciation (growth/increase) on the original amount invested.</li> <li>- Generally, there will be a direct link between risk and return.√√</li> <li>- The return should be expressed as net after-tax return.√√</li> <li>- The net after tax return should be higher than the inflation rate at the time.√√</li> <li>- Any other relevant answer related to the ROI.</li> </ul>	(Sub max)	(4)
	6.2.2 <b>Risk</b> √√ <ul style="list-style-type: none"> <li>- The higher the potential return, the higher the risk of a potential loss.√√</li> <li>- Example: investing in shares has a higher risk than investing in a fixed deposit.√√</li> <li>- Any other relevant answer related to risk.</li> </ul>	(Sub max)	(4)
	6.2.3 <b>Liquidity</b> √√ <ul style="list-style-type: none"> <li>- A certain amount of capital should be invested in a type of investment that can easily be converted to cash.√√</li> <li>- The term liquidity is used to describe the ease and speed with which you can convert an investment into cash.√√</li> <li>- Example: an investment in a savings account will be easier to convert into cash than an investment in a fixed deposit which is usually deposited for a fixed period of time or property which will take time to sell before the investment is converted.√√</li> <li>- Any other relevant answer related to liquidity.</li> </ul>	(Sub max)	(4)
	6.2.4 <b>Taxation</b> √√ <ul style="list-style-type: none"> <li>- A good investment will yield good after-tax returns.√√</li> <li>- Income tax implications must be considered in order to get to a high net after-tax rate of return.√√</li> <li>- Tax rates are not necessarily the same for different investments. √√</li> <li>- Any other relevant answer related to taxation.</li> </ul>	(Sub max)	(4)
	6.2.5 <b>Inflation rate</b> √√ <ul style="list-style-type: none"> <li>- Inflation generally refers to a decrease in the value of money and rising prices.√√</li> <li>- People are highly affected by a high inflation rate because if prices increase they can buy less with their money/purchasing power decreases.√√</li> <li>- Income from an investment should be higher than the inflation rate.√√</li> <li>- Inflation has a positive effect on some investments such as property and shares where the income will increase as the inflation increases.√√</li> <li>- Any other relevant answer related to inflation rate.</li> </ul>	(Sub max)	(4)

6.2.6		<p><b>Investment period</b> √√</p> <ul style="list-style-type: none"> <li>- This is the duration of the investment. √√</li> <li>- It can be short, medium or long term. √√</li> <li>- The investment period will depend on the customers personal needs. √√</li> <li>- Any other relevant answer related to investment period.</li> </ul> <p style="text-align: right;">(Sub max)</p>	(4)
6.2.7		<p><b>Investment planning factors</b> √√</p> <ul style="list-style-type: none"> <li>- Investors must consider the safest possible investment opportunities. √√</li> <li>- Some opportunities offer a low income on invested capital, but it could be a safer opportunity than an opportunity that promises a higher income. √√</li> <li>- Examine opportunities with a history of good return. √√</li> <li>- Divide your investment between different opportunities. √√</li> <li>- How will the interest on the investment be calculated? √√</li> <li>- Inflation also plays a role on your investment/general economic trends. √√</li> <li>- Any other relevant answer related to investment planning.</li> </ul> <p style="text-align: right;">(Sub max)</p>	(4)
6.2.8		<p><b>Budgets</b> √√</p> <ul style="list-style-type: none"> <li>- After drawing up a budget, they can determine the amount of surplus money that can be invested. √√</li> <li>- Budgets can be short, medium or long term. √√</li> <li>- Must consider unforeseen costs. √√</li> <li>- Provision for contingency plans. √√</li> <li>- Any other relevant answer related to budgets. √√</li> </ul> <p style="text-align: right;">(Sub max) <b>(Max)</b></p>	(4) <b>(12)</b>
<b>6.3</b>		<b>Forms of investments</b>	
6.3.1		<p><b>Unit trusts</b>√√ – It is a package made up of equity/capital investments in different companies and can be bought directly from the accredited service providers. √√</p> <p><b>Risk factor</b> – low to medium risk. √√</p> <p style="text-align: right;"><b>(Sub max)</b></p>	(6)
6.3.2		<p><b>Managed portfolio</b>√√ – A financial institution or financial advisor invests your money in different investments such as shares and manages them over a period of time. If it does not perform well as expected, the portfolio may be re-structured. √√</p> <p><b>Risk factor</b> – low to high risk √√ unforeseen circumstances can impact negatively on the share/equity market. √√ Net effect is not severe as changes are constantly made. √√</p> <p style="text-align: right;">(Sub max)</p>	(6)
6.3.3		<p><b>Endowment policies</b> √√ – this is where companies invest over a longer period of time (usually more than 5 years) in large projects.</p> <p><b>Risk factor</b> – low to medium risk √√ a forecast is made, which is not always accurate, and high unrealistic expectations of the investors are created. On maturity date, the investor could receive less than the original capital/legislation controls projected rates of return. √√</p>	(6)
6.3.4		<p><b>Fixed deposit</b>√√ – this is a very conservative method of investment – it is based on a fixed rate but is also more secure. √√</p> <p><b>Risk factor</b> – is very low as the investor will receive what was promised. √√</p> <p style="text-align: right;">(Sub max)</p>	(6)
6.3.5		<p><b>Notice deposits (32-days)</b> √√ – e.g. your money is invested at a fixed rate, although you may withdraw it at anytime provided you give the bank 32 days notice. √√</p> <p><b>Risk factor</b> – low because interest rate or rate of return can be predetermined √√ - depends on repo/bank rates. √√</p> <p style="text-align: right;">(Sub max)</p>	(6)

EXEMPLIFICATION OF THE STANDARDS OF LEARNER EVIDENCE FOR EXTENDED WRITING

6.3.6	<p><b>Bonds</b>√√ – The investors’ money is used to finance the purchasing of capital projects such as buildings where the rate of return is normally above average. √√</p> <p><b>Risk factor</b> – is high as some buildings could be overvalued and may not generate the required return when resold. √√ (Sub max)</p>	(6)
6.3.7	<p><b>Property</b>√√ – Property can keep up with inflation and can be a very effective way of gearing (borrowed to own capital) your investment. √√</p> <p><b>Risk factor</b> is moderate to high as much depends on the location of the property and the political and economic environment. √√ (Sub max)</p>	(6)
6.3.8	<p><b>Retirement Annuities (RA's)</b> √√ – Investment in which an individual pays a monthly premium over a long period of time before retirement. √√</p> <p><b>Risk factor</b> – Low risk – can be guaranteed for life. (Sub max)</p>	(6)
6.3.9	<p><b>Offshore investment</b> √√ is the keeping of money in a jurisdiction other than one’s country of residence. √√</p> <p><b>Risk factor</b> – Low medium or high risk influenced by the economic performance of the country where investment was made. √√ (Sub max)</p>	(6)
6.3.10	<p><b>Life assurance</b>√√ the investment will be paid out after the occurrence of a particular event e.g. death of the insured/as specified in the policy. √√</p> <p><b>Risk factor</b> – low risk – fixed amount is guaranteed. √√ (Sub max)</p>	(6)
6.3.11	<p><b>Debentures</b> √√ Investors lend money to public companies and they will receive interest on this investment. √√</p> <p><b>Risk factor</b> – medium risk √√ (Sub max)</p>	(6)
6.3.12	<p><b>Investment in a business</b> √√ is when you start your own business or invest in an existing business as a partner, etc. √√</p> <p><b>Risk factor</b> – low to high risk √√ (Sub max)</p>	(6)
6.3.13	<p><b>Investment in arts</b>√√ is when investors choose to invest in arts for example buying paintings. √√</p> <p><b>Risk factor</b> – medium to high risk √√ (Sub max)</p>	(6)
6.3.14	<p><b>Shares</b> √√ investment in private and public companies. √√</p> <p><b>Risk factor</b> – medium to high risk, it depends on the type of share. √√ (Sub max)</p>	(6)
<p><b>NOTE: Mark first FIVE (5) types of investment only.</b></p>		<p><b>Type: Sub max</b> (4)  <b>Risk: Sub max</b> (2)  <b>Max</b> (30)</p>
6.4	<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>- After considering the various investment opportunities and risk factors, the partners can make a calculated decision. √√</li> <li>- Any other relevant conclusion related to investments. (max)</li> </ul>	(2)
<p><b>NOTE: Candidates should be awarded marks when examples demonstrate understanding.</b></p>		

**BREAKDOWN OF MARKS**

DETAILS	MAXIMUM	TOTAL
Introduction	3	<b>Max</b>
Investment factors	12	
Types of investment & Risk factors	5 x 6 = 30	
Conclusion	2	
<b>INSIGHT</b>		
Layout		2
Analysis, interpretation		2
Synthesis		2
Originality, examples		2
<b>TOTAL MARKS</b>		<b>40</b>

LASO – For each component

Award 2 marks if all requirements are met.

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

Award 0 marks where requirements are not met at all.

**QUESTION 7 (LO3AS4)**

7.1	<b>Introduction</b> <ul style="list-style-type: none"> <li>- Businesses realise that they cannot exist in isolation but interact with the various environments.√</li> <li>- Many institutions in South Africa have their own code of conduct and a commitment to ethical and professional behaviour.√</li> <li>- Codes of practice have been developed to ensure that these issues are being addressed.√</li> <li>- Any other relevant introduction related to price fixing/ethical issues. (max)</li> </ul>	(3)
7.2	<b>Ethics</b> <ul style="list-style-type: none"> <li>- Business ethics refers to rules and principles which influence the best business practice.√√</li> <li>- Businesses develop their own code of ethics for best practices.√√</li> <li>- Refers to a set of values that is morally acceptable in society defining right, good and fair actions.√√</li> <li>- Any other relevant answer related to the meaning of ethics.√√ (max)</li> </ul>	(4)
7.3	<b>Unethical reasons for price fixing</b> <ul style="list-style-type: none"> <li>- It is unethical as businesses are ensuring a huge profit at the expense of consumers.√√</li> <li>- It is eliminating healthy competition that could bring prices down.√√</li> <li>- Consumers are compelled to pay unjustly high prices, as the forces of demand and supply do not operate.√√</li> <li>- Any other relevant answer related to reasons for unethical price fixing. (max)</li> </ul>	(6)
7.4	<b>Taxation</b>	
	7.4.1 <b>Evaluation</b> <ul style="list-style-type: none"> <li>- The government needs revenue from taxation to provide essential services such as housing, education, infrastructural development and health care.√√</li> <li>- Professional behaviour for the business in this regard would be for the business not to avoid tax by falsifying financial records.√√</li> <li>- Company tax, VAT and personal income tax are some of the main sources of income for the government.√√</li> <li>- Tax evasion is illegal in South Africa and is regarded as a crime punishable with a fine or even prison sentence.√√</li> <li>- SARS oversees the collection of tax.√√</li> <li>- Any other relevant evaluation on taxation. (Sub max)</li> </ul>	(6)



**BREAKDOWN OF MARK ALLOCATION**

DETAILS	MAXIMUM	TOTAL
Introduction	3	Max 32
Explanation of ethics	4	
Why price fixing is unethical	6	
Taxation	10	
Abuse of working time	10	
Unauthorised use of company funds	10	
Conclusion	2	
<b>INSIGHT</b>		
Layout		2
Analysis, interpretation		2
Synthesis		2
Originality, examples		2
<b>TOTAL MARKS</b>		<b>40</b>

LASO – For each component

Award 2 marks if all requirements are met.

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

Award 0 marks where requirements are not met at all.

**QUESTION 8 LO4 AS3**

8.1	<b>Introduction</b>	<ul style="list-style-type: none"> <li>- Induction is one of the business activities that must be executed in a business.√</li> <li>- Induction is a formal method of introduction of the employee to his new work environment.√</li> <li>- How, what, where, when, and why must be communicated to the new employee in a formal way.√</li> <li>- Any other relevant introduction related to induction/BCEA</li> </ul>	(max)	(3)
-----	---------------------	--	-------	-----

8.2	<b>Induction</b>	<ul style="list-style-type: none"> <li>- Newly appointed employees learn to function efficiently within a new organisational culture.√√</li> <li>- The new employee's obtain information, behavioural/technical skills and values associated with the new role in the business.√√</li> <li>- Any other relevant meaning related to induction.</li> </ul>	(Sub max)	(2)
-----	------------------	--	-----------	-----

	8.2.1	<b>Objectives/Purposes/Advantages of induction</b> <ul style="list-style-type: none"> <li>- Make new employees more productive.√√</li> <li>- Reduce fear √√</li> <li>- Reduce insecurity.√√</li> <li>- Acquaint the new employee with work procedures.√√</li> <li>- Establish relationships with fellow employees at different levels.√√</li> <li>- Create a sense of belonging.√√</li> <li>- Employee gets used to the objectives, policies and rules of the business.√√</li> <li>- Create realistic employee expectations.√√</li> <li>- Employee is more positive towards the employer.√√</li> <li>- Any other relevant answer related to objectives/purposes/ advantages of induction.</li> </ul>		
--	-------	--	--	--

	8.2.2	<b>Disadvantages/Challenges/Lack of proper induction processes</b> <b>The employee may/will:</b> <ul style="list-style-type: none"> <li>- take much longer to settle down.√√</li> <li>- regret taking up the post.√√</li> <li>- feel uncertain and unwelcome.√√</li> <li>- take a long time to become productive.√√</li> <li>- resign.√√</li> <li>- Any other relevant answer related to disadvantages/ challenges/lack of proper induction processes.</li> </ul>		
--	-------	--	--	--

8.2.3	<p><b>Induction programme is the responsibility of:</b></p> <ul style="list-style-type: none"> <li>- Supervisors.√√</li> <li>- Heads of departments.√√</li> <li>- The Human Resource Practitioners.√√</li> <li>- Mentors and coaches.√√</li> <li>- Shop Stewards.√√</li> <li>- Staff representatives √√</li> </ul>	
-------	--	--

8.2.4	<p><b>Factors to be considered in planning induction programmes</b></p> <ul style="list-style-type: none"> <li>- The induction policy and design.√√</li> <li>- Budget constraints.√√</li> <li>- Time needed for effective implementation.√√</li> <li>- Materials, personnel and facilities to be used.√√</li> <li>- Training needed by the new employee.√√</li> <li>- Flexibility on education, intelligence and work experience.√√</li> <li>- Any other relevant answer related to the planning of the induction programmes</li> </ul> <p><b>NOTE: Take particular note of the repetition of facts.</b></p>	(Max) (20)
-------	--	------------

8.3	<p><b>Basic Conditions of Employment Act (BCEA)</b></p> <ul style="list-style-type: none"> <li>- The BCEA applies to all employers and employees, except members of the National Intelligence Agency, the South African Secret Service, and the South African National Academy of Intelligence. √√</li> <li>- The section of the Act that regulates working hours does not apply to workers in Senior Management.√√</li> <li>- Protects employees against unfair labour practices.√√</li> <li>- Lays down the minimum conditions of employment that neither employers nor employees may ignore.√√</li> <li>- Employers are free to offer better conditions should they wish to do so.√√</li> <li>- Meal intervals√√: Are flexible. √√</li> <li>- Annual leave√√: Employees are entitled to 21 days consecutive leave (that is, taking 21 days together) per year, or by agreement one day per every 17 days of work completed. √√</li> <li>- Sick leave√√: An employee is entitled to 6 weeks as paid sick leave in a period of 36 months. √√</li> <li>- Family responsibility leave√√: Full time employees are entitled to three/five days of paid family responsibility leave during each annual leave cycle. You may take this leave when a child is born or sick and in the event of death of a member of immediate family.√√</li> <li>- Maternity leave√√: Male employee – 4 days/</li> <li>- Female employee – 4 months√√</li> <li>- Termination of employment√√: A contract of employment may be terminated only on notice of not less than one week if the person has been employed for 4 weeks or less; 2 weeks if employed for more than 4 weeks; and not less than 4 weeks if employed for one year or more. √√</li> <li>- Protects all workers in South Africa against exploitation.√√</li> <li>- Any other relevant answer related to the position of Financial Manager as outlined in the Basic Conditions of Employment Act.</li> </ul> <p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>• Award marks only if it is related to the financial manager.</li> <li>• In cases where the provision of the Act is directly related to the financial manager, allocate a maximum of 4 marks, e.g. meal intervals √√, flexible √√.</li> </ul>	(Max) (20)
-----	---	------------

8.4	<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>- An effective human resources recruitment process will ensure a low employee turnover for the company.√√</li> <li>- This activity must ensure that the appropriate candidate with the relevant skills and experience is appointed to the post to enable the company to achieve its goal.√√</li> </ul>	
-----	--	--

	<p>- Any other relevant conclusion related to induction or BCEA. (max)</p> <p><b>NOTE: Candidates should be awarded marks when examples demonstrate understanding.</b></p>	(2)
--	--	-----

**BREAKDOWN OF MARK ALLOCATION**

DETAILS	MAXIMUM	TOTAL
Introduction	3	<b>Max</b> 32
Induction	20	
Basic Conditions of Employment Act	20	
Conclusion	2	
<b>INSIGHT</b>		
Layout		2
Analysis, interpretation		2
Synthesis		2
Originality, examples		2
<b>TOTAL MARKS</b>		<b>40</b>

LASO – For each component

Award 2 marks if all requirements are met.

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

Award 0 marks where requirements are not met at all.

## ANNEXURE C: QUESTIONNAIRE

### EXEMPLIFICATION OF THE STANDARDS OF LEARNER PERFORMANCE

#### BUSINESS STUDIES

#### User Response/Feedback

Dear teachers, subject advisors, curriculum planners, education service delivery partners

For us to continue to improve the range and quality of teaching and learning resources for teachers and learners in the FET phase, we need your constructive feedback.

Please complete the questionnaire below at your earliest convenience and return to the DBE by post or facsimile.

**Postal address:** Dr MD Ramoroka  
Chief Directorate: National Assessment and Public Examinations  
The Department of Basic Education  
222 Struben Street  
PRETORIA  
0001

**Fax number:** 086 746 0781

#### QUESTIONNAIRE

1. List the information included in this resource that was **MOST** useful to you.

---

---

---

---

---

2. List the information included in this resource that was **NOT** relevant or useful to you.

---

---

---

---

---

3. What did you think of the focus areas covered in this resource?

[Tick (✓) the relevant block.]

FOCUS AREA	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
(a) The selection and range of learner responses				
(b) The accuracy of the panel's comments for each learner response				
(c) General findings in your subject area				
(d) Hints on essay/ paragraph writing				
(e) Annexures, e.g. Matrices/Rubrics, to support and extend the exemplification				
(f) The marking standard demonstrated in the exemplification				

4. What are your suggestions for improving this resource to ensure its value in the classroom?

---



---



---



---



---

5. Should this resource include a wider variety of extended writing examples?

[Tick (✓) the relevant block.]

Yes		No	
-----	--	----	--

Reasons: \_\_\_\_\_

---



---



---



---

6. Should this resource be developed for other NSC subjects?

[Tick (✓) the relevant block.]

Yes		No	
-----	--	----	--

Reasons: \_\_\_\_\_

---



---



---



---

7. Additional comments/recommendations for the DBE to consider:

---

---

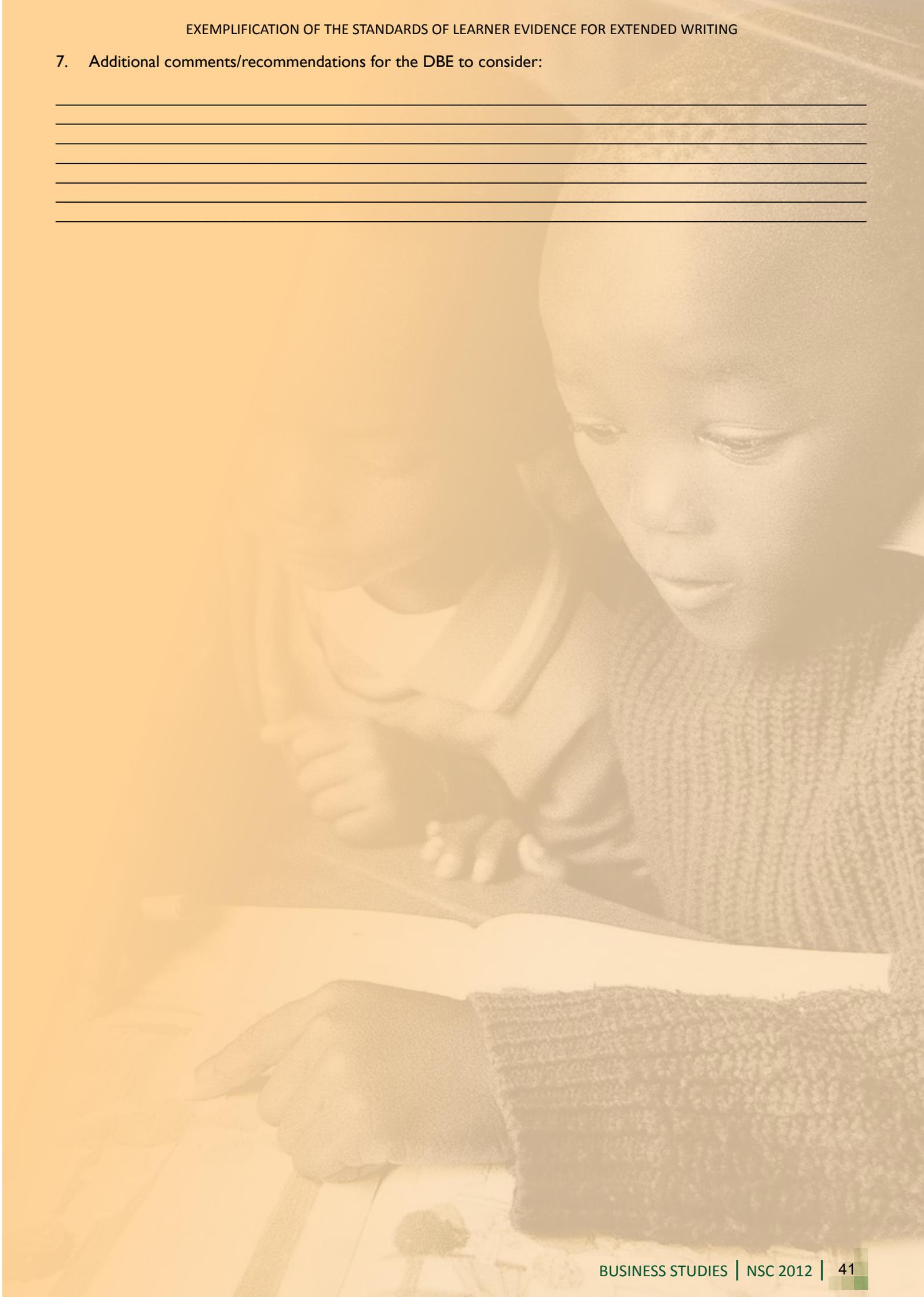
---

---

---

---

---









Published by  
the Department of Basic Education  
222 Struben Street  
Private Bag X895, Pretoria, 0001  
Telephone: 012 357 3000 Fax: 012 323 0601  
Website: <http://www.education.gov.za>  
© Department of Basic Education