



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2020 NSC CHIEF MARKER'S REPORT

SUBJECT:	BUSINESS STUDIES
PAPER:	PAPER 1
DURATION OF PAPER:	2 hours

SECTION 1: (General overview of Learner Performance in the question paper as a whole)

- The total number of candidates who wrote NSC Business Studies P1 2020 November Examination in the Province of the Eastern Cape was 23540.
- It seems like the splitting of the paper has a positive effect on the results of the learners.
- It is difficult to compare this year's results to previous years as this is the first time the learners wrote Paper 1 and 2.
- The overall performance of 2020 examination was indicative from question 1, 3, 4 and 6.
- Comparison between 2019 and 2020

YEAR	NO. OF CANDIDATES	L1 %	L2 %	L3 %	L4 %	L5 %	L6 %	L7 %
2019	22850	36.2	22.1	18	12.1	7.3	3.3	1
2020	23540	20.2	17.0	16.8	15.7	13.1	10.3	7

SECTION A
QUESTION 1
<ul style="list-style-type: none"> • Well performed by 50–100% of candidates. • The average in Section A was 67% according to the randomly selected 100 scripts recorded.
SECTION B
QUESTION 2: BUSINESS ENVIRONMENTS
<ul style="list-style-type: none"> • Extremely poorly performed, ranging from 2%–10%. • The average performance of candidates according to the randomly selected 100 scripts recorded was 21%.
QUESTION 3: BUSINESS OPERATIONS
<ul style="list-style-type: none"> • Outstanding performance ranging from 50%–100%. • The average performance of candidates according to the randomly selected 100 scripts recorded was 48%.
QUESTION 4: MISCELLANEOUS TOPICS
<ul style="list-style-type: none"> • Promising performance of 50%–100%. • The average performance of candidates according to the randomly selected 100 scripts recorded was 24%.
SECTION C
QUESTION 5: BUSINESS ENVIRONMENTS
<ul style="list-style-type: none"> • Poor performance of 10%–20%. • The average performance of candidates in Question 5 according to the randomly selected 100 scripts recorded was 6%.
QUESTION 6: BUSINESS OPERATIONS
<ul style="list-style-type: none"> • Excellent performance of 50%–95%. • The average performance of candidates in Question 6 according to the randomly selected 100 scripts recorded was 52%.

SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

SECTION A
QUESTION 1 BUSINESS ENVIRONMENTS
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none">• All candidates responded to the question. 90% of the candidates performed at 50%–100%.• The performance of Section A was also an indicator of how the candidate would perform generally. For example, if a candidate indicated a promising performance in Section A, a candidate would perform well, and vice versa.
<ul style="list-style-type: none">• Many candidates performed well in question 1.1 and 1.2.• Learners did not follow instructions and were penalised when they gave two answers in Section A.• Some candidates struggled to choose the correct answer for 1.1.2 as it was an indirect question. (Strategies)
<ul style="list-style-type: none">• 1.2 - Many candidates performed well in this question due to the fact that correct responses were provided but a few candidates had a challenge with business concepts, using incomplete words/ phrases e.g. abbreviation of unemployment insurance fund.
<ul style="list-style-type: none">• 1.3 - Many candidates performed fairly but some candidates performed poorly.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none">• 1.1.1 - Candidates could not identify the CPA.
<ul style="list-style-type: none">• 1.1.2 - Candidates did not know the diversification strategies.
<ul style="list-style-type: none">• 1.1.5 - Candidates did not know the function of public relations.
<ul style="list-style-type: none">• 1.2.1 - Candidates did not know the function of the Seta's.
<ul style="list-style-type: none">• 1.2.2 - They could not identify the National Credit regulator and answered National Credit Act.
<ul style="list-style-type: none">• 1.3.3 - Learners could not link Affirmative Action to Employment Equity Act.
<ul style="list-style-type: none">• 1.3.4 - Learners could not identify the role of the interviewer.

(c) Provide suggestions for improvement in relation to Teaching and Learning.
<ul style="list-style-type: none"> Terms for Legislation, Strategies, Sectors (Business Environments) and Human Resources Function and Quality of Performance (Business Operations) to be provided to learners a day before teaching the content for searching meanings of concepts themselves for knowledge and understanding.
<ul style="list-style-type: none"> Assessment: Once a week, section A must be assessed for practising how to observe distractors and identifying the most correct response.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> Candidates didn't seem to understand that in question 1 responses came with distractors. They struggled to select the right response.
<ul style="list-style-type: none"> Instructions were not followed, e.g. Numbering of question must be the same as used in the question paper. Only use the words as they appear in the list in question 1.2. Do not abbreviate or change the words.

SECTION B
QUESTION 2: BUSINESS ENVIRONMENTS
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • 90% of the candidates performed poorly in question 2. • A question indicating content not popular to candidates. • Majority of candidates responding to question 2 indicated lack of preparedness for the examination by extremely underperforming. • Out of 10 candidates only 2 obtained 20 or more marks out of 40
<ul style="list-style-type: none"> • 2.1 - TWO types of integration strategies: Learners performed fairly.
<ul style="list-style-type: none"> • 2.2 - Steps in strategy evaluation: Learners did not perform well
<ul style="list-style-type: none"> • 2.3.1–2.3.2 - Challenges, Environments and Extent of Control: Some learners performed well.
<ul style="list-style-type: none"> • 2.4.1 and 2.4.2 - Implications of BBBEE pillars: Learners performed poorly.
<ul style="list-style-type: none"> • 2.5.1–2.5.2 - Identifying the Labour relations Act and discriminatory actions: Poorly answered.
<ul style="list-style-type: none"> • 2.6.1–2.6.2 - Ways to deal with PESTLE challenges: Poorly answered
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> • 2.2 - Learners confused the steps in strategy evaluation with the strategic management process. • They did not know the steps in strategy evaluation.
<ul style="list-style-type: none"> • 2.3.1–2.3.2 - Some candidate incorrectly quoted the challenges, they only have “due to the negative impact ...”, “distribution of PPE ..”. As these are not challenges, they did not get marks for question 2.3.1. • Some learners struggled to link the challenge to the environment which resulted in learners losing marks.
<ul style="list-style-type: none"> • 2.4.1–2.4.2 - Learners did not know the meaning of implication and discussed management and skills development in general. • They also confused the pillar skills development with the SDA.
<ul style="list-style-type: none"> • 2.5.1–2.5.2 - Learners could not identify the Act and discussed the discriminatory actions of the EEA in the follow-on question. • They confused the “...discriminatory according to the Act ...” as types of discrimination in the workplace and not the actions that do not comply with the LRA.

- 2.6 - Learners discussed the challenges and not the solutions. They must ensure that they can distinguish between when to give challenges and when to give ways to deal with the challenges.
- Some learners only respond with a definition of the factor.

QUESTION 3 BUSINESS OPERATIONS

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- Well responded question.
- Out of 30 candidates, 20 responded to the question.
- 90% of the candidates performed at 50% - 100%.
- The content of the question was well revised. Some candidates obtained 40 marks out of 40.
- The content on Human Resources examined in question 3 indicated work well done from the Examination Guideline 2019 grade 11.
- Further indicated enough revision conducted.
- 3.1 - Learners responded very well and could name TWO aspects that should be included in an employment contract.
- 3.2 - Learners could explain the difference between piece-meal and time-related methods.
- 3.3 - Many candidates could discuss the reasons that can lead to dismissal.
- 3.4.1 – Learners could identify internal recruitment.
- 3.4.2 – Some learners could explain the impact of internal recruitment.
- 3.5 - Question was well answered, learners could outline TWO benefits of a good quality management system.
- 3.6 – The section on Quality indicators is still a challenge to some learners and only a few responded well in this question.
- 3.7 - The learners performed better in this type of quality question than in the other quality questions.
- 3.8 – Responses were not up to expectations.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- Candidates not performing indicated that revision was not properly managed.
- Some learners still struggled with TQM from Question 3.5 – 3.8.
- 3.3 – Some learners could not give reasons for the termination of an employment contract. They discussed the different kind of misconduct that can lead to dismissal.

<ul style="list-style-type: none"> • 3.6 - Learners did not know the quality indicators of the financial function. They discussed the purchasing function.
<ul style="list-style-type: none"> • 3.8 - Some learners explained the meaning of total client satisfaction or just gave general responses about client satisfaction and did not link it to a large business.

QUESTION 4 MISCELLANEOUS TOPICS
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • Promising performance of 50%–100%. • Majority of learners responded to the miscellaneous question. Performing extremely well with the content of the Human Resource Function.
<ul style="list-style-type: none"> • 4.1 – The FOUR consumer rights according to NCA: This question was poorly answered.
<ul style="list-style-type: none"> • 4.2.1–4.2.2 - Identify Porter’s Five Forces: only a few learners obtained marks for this question.
<ul style="list-style-type: none"> • 4.3 - Defensive strategies was well answered.
<ul style="list-style-type: none"> • 4.4.1 - Well answered. • 4.4.2 - Learners were not able to discuss the ways to comply with this Act.
<ul style="list-style-type: none"> • 4.5.1 and 4.5.1 - The TWO aspects and the benefits of induction were well answered by most candidates.
<ul style="list-style-type: none"> • 4.6 - Only a few learners could obtain marks for the placement procedure.
<ul style="list-style-type: none"> • 4.7.1 – Most learners could identify the roles of quality circles. • 4.7.2 – Some learners struggled to explain other roles of the quality circles.
<ul style="list-style-type: none"> • 4.8 - Suggest ways in which TQM can reduce the cost of quality. Learners performed average in this question.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> • Legislation and strategies indicated a challenge observed from question 2. • Human Resource Function and Quality of Performance questions - well responded to.
<ul style="list-style-type: none"> • 4.1 - Learners discussed the consumer rights according to the CPA and not the NCA. The word ‘consumer’ in the question was incorrectly interpreted. Some learners had vague answers or listed the human rights.
<ul style="list-style-type: none"> • 4.2.2 - Learners could not identify the force: Threat of new entrants to the market.
<ul style="list-style-type: none"> • 4.3 – Teacher must explain the difference between Liquidation and Liquidity as learners gave Liquidity as a defensive strategy and not Liquidation.
<ul style="list-style-type: none"> • 4.4.1 - Learners struggled to write the name of the act in full and did not get marks for incomplete answers.

<ul style="list-style-type: none"> 4.4.2 - Learners struggled to advise on ways to comply with this act. They focused on safety of workers in workplace and not on the compliance of employers with COIDA.
<ul style="list-style-type: none"> 4.6 - The placement procedure is still causing problems for the learners. This question was in a few past papers but still the learners did not get good marks.
<ul style="list-style-type: none"> 4.7.2 - Learners struggled to mention other roles of quality circles. Some learners repeated the information from the scenario.
<ul style="list-style-type: none"> 4.8 - Learners performed average in the question on the ways TQM can reduce the cost of quality.
SECTION B
QUESTION 2 - 4
(c) Provide suggestions for improvement in relation to Teaching and Learning.
<ul style="list-style-type: none"> Educators, learners and subject advisors are to ensure that the teaching learning and assessment of Section B on daily/weekly basis must cover all 3 features of Section B questions. Candidates should be exposed to how marking is administered in Section B questions.
<ul style="list-style-type: none"> Candidates do not seem to understand that section B questions are divided into 3 categories: Lower order questions: 2.1 Name any TWO types of integration strategies. (2) Identification question 4.2.1 Lwazi opened a new hair salon across the street offering services at lower prices than Louisa's Hair Salon. (2) Scenario based questions: Identification question from a scenario and quote directly from the scenario 3.4.1 Name the recruitment method used by ITL in the scenario above. (2) Follow-on questions: 3.4.2 Discuss the impact of the recruitment method stated in QUESTION 3.4.1 on businesses. (6) Content based questions: 3.6 Explain the quality indicators of the financial function. (4) Higher order question: 3.8 Evaluate the impact of total client satisfaction on large businesses as a total quality management (TQM) element. (6)

<p>(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</p>
<ul style="list-style-type: none"> 2.1 - Teach ONLY THREE types of integration strategy: Horizontal, Forward Vertical and Backward Vertical. Do not teach Vertical as a type of integration strategy.
<ul style="list-style-type: none"> 2.2 - Teachers need to explain the steps in evaluation of a strategy as outlined in the Exam Guidelines 2020.
<ul style="list-style-type: none"> 2.3 - Teachers need to teach learners to follow instructions. Instructions must be part of both informal and formal assessment. Candidates need to understand the meaning of the action verb Quote and how to apply it to the scenario. Teachers must teach learners how to link the challenge to the environment. This must be part of daily assessment. The extent of control must be taught: Micro (inside the business) – Full control; Market (outside the business) – Limited/Little control and Macro (outside the business) – No control. Learners must NOT express the control as a %.
<ul style="list-style-type: none"> 2.4.1 – 2.4.2 - Teachers need to explain the meaning of “implications” to the learners. Implications mean what the businesses must do inside the business to comply with the BBBEE-pillars, e.g. Giving management/skills development opportunities to existing employees. Some learners also confused Management control with Ownership. Teachers must explain the difference between the two pillars.
<ul style="list-style-type: none"> 2.5 - Identify LRA and explain other actions that could be regarded as discriminatory according to the Act. Teachers must teach learners how to quote from the scenario. Help the learners to identify the ACT by giving them keywords to link to a specific act e.g. unfairly dismissed, referred matter to CCMA – link to LRA Teach learners “discriminatory actions” means actions performed that will break the law.
<ul style="list-style-type: none"> 2.6 - Learners could not recommend ways to deal with the PESTLE challenges instead they discussed the challenges. The learners also discussed CSI projects or the location of the business as the Environmental factor. Teachers must ensure that learners understand the Environmental component of PESTLE.
<ul style="list-style-type: none"> 3.6 – Learners must study the quality indicators of the different business functions.
<ul style="list-style-type: none"> 4.4.1 - Learners must use the acronym COIDA instead of the Compensation for Occupational Injuries and Diseases Act. They will still get the 2 marks for “COIDA”.

SECTION C
QUESTION 5 BUSINESS ENVIRONMENT
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • Poor performance of 10%–20%. • Candidates indicated a content gap for responding to Legislation assessed in this question. • A poor performance of question 5 is directly linked to question 2.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> • Legislation pieces are perceived by learners as too many in grade 12. • Mostly taught at the beginning of the academic year and no ample time to revise all of them, e.g. responses such as employers are not to discriminate workers. • Confusing BCEA with EEA and responding to facts of purpose of BCEA with those of EEA. • Provisions of BCEA are a major challenge (the language of the legislation is not understood by learners prefer to be general and meaning is lost). • Learners included overtime provisions as part of hours of work which is not expected by the marking guideline. • Child labour indicating 18 years by candidates instead of 15/16 years. • Penalties of the BCEA not clearly understood learners will only refer to fines and imprisonment. • Legislation language as per the marking guideline is not evident to learners' responses (vagueness of responses lead to a lost fact).

QUESTION 6
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • Excellent performance of 50% –95%. • Performance linking to question 3 performance. Marks ranging from 20–38 out of 40. • Originality from responses of candidates not evident.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> • Most candidates still lost marks for Introduction, Conclusion and Originality. • Selection Procedure: Most learners responded with full sentences obtaining full marks. • Job Analysis: Some candidates obtained maximum marks for comparison and differentiations of these concepts were well mastered. • Role of interviewee: Outstanding presentation of the content except few learners responding with what to do during presentation (content for Business Ventures) • Impact of fringe benefits: Candidates showed a clear understanding of the action verb: impact refers to advantages (benefits) and disadvantages (shortcomings). • Presentation of fringe benefits presented superbly by the majority except few learners where candidates responded by providing examples of fringe benefits.

SECTION C
QUESTION 5 AND 6
(c) Provide suggestions for improvement in relation to Teaching and Learning.
<ul style="list-style-type: none"> • Teachers are to train candidates on how to construct a factual introduction and conclusion for candidates not to lose marks. • In essay questions it is noted that most candidates could not be awarded any marks for originality because of lack of current examples or trends. Teachers must brainstorm relevant and recent examples with the learners to help them to obtain the 2 marks for originality.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> • Bullets of the essays are well indicated according to the question paper. • The presentation of facts improved a great deal. • Insight marks obtained by majority of candidates except for originality.



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

BUSINESS STUDIES P1

NOVEMBER 2020

MARKS: 150

TIME: 2 hours

This question paper consists of 11 pages.



★ B U S T E 1 ★



INSTRUCTIONS AND INFORMATION

Read the following instructions carefully before answering the questions.

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

SECTION A: COMPULSORY

SECTION B: Consists of THREE questions.

Answer any TWO of the three questions in this section.

SECTION C: Consists of TWO questions.

Answer any ONE of the two questions in this section.

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

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

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

SECTION	QUESTION	MARKS	TIME (minutes)
A: Objective-type questions COMPULSORY	1	30	30
B: THREE direct/indirect-type questions CHOICE: Answer any TWO.	2	40	30
	3	40	30
	4	40	30
C: TWO essay-type questions CHOICE: Answer any ONE.	5	40	30
	6	40	30
TOTAL		150	120 minutes

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

SECTION A (COMPULSORY)**QUESTION 1**

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

1.1.1 This Act compels businesses to display the prices of all goods and services:

- A Consumer Protection Act, 2008 (Act 68 of 2008)
- B National Credit Act (NCA), 2005 (Act 34 of 2005)
- C Compensation for Occupational Injuries and Diseases Amendment Act (COIDA), 1997 (Act 61 of 1997)
- D Skills Development Act, 1998 (Act 97 of 1998)

1.1.2 Smooth Milkshakes implemented the ... diversification strategy when they added fruit shakes to their existing menu.

- A vertical
- B horizontal
- C concentric
- D conglomerate

1.1.3 Zuko Transport operates in the ... sector as they specialise in delivery services.

- A secondary
- B primary
- C economic
- D tertiary

1.1.4 Angela Construction facilitates the training of its employees on a regular basis. This is an example of ... as a TQM element.

- A continuous skills development
- B adequate financing and capacity
- C monitoring and evaluation of quality processes
- D continuous improvement to processes and systems

1.1.5 This function is responsible for the release of positive press statements in order to boost the image of the business:

- A Purchasing
- B Public relations
- C Marketing
- D General management

(5 x 2) (10)



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

director general; administration; unemployment insurance fund; PESTLE; National Credit Act; SWOT; SETAs; housing allowance; purchasing; National Credit Regulator

- 1.2.1 The role of ... is to draw up skills development plans for their specific economic sector.
- 1.2.2 Businesses that offer goods on credit are required to register with the ...
- 1.2.3 Parkview Consultants compiled a ... analysis to investigate the reasons for poor management in the business.
- 1.2.4 Odwa is entitled to ... as a compulsory benefit.
- 1.2.5 The production manager works closely with the ... manager in order to buy the correct quality of raw materials. (5 x 2) (10)



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

COLUMN A		COLUMN B	
1.3.1	Market penetration	A	the human resource manager must allow employees to join trade unions of their choice
1.3.2	Learnership		
1.3.3	Employment Equity Act	B	identify the vacancy before interviews are conducted
1.3.4	Interviewer	C	businesses aim to sell its existing products to new markets
1.3.5	Total Quality Management	D	the training opportunity that requires employees to only attend external practical courses
		E	businesses focus on selling existing products to existing markets at lower prices
		F	aims at satisfying the needs of consumers beyond their expectations
		G	the training opportunity that can lead to a recognised occupational qualification
		H	the human resource manager must implement affirmative action when making appointments
		I	develop a core set of questions based on skills required
		J	requires management to focus only on continuous improvement to business processes

(5 x 2)

(10)

TOTAL SECTION A:**30**

SECTION B

Answer ANY TWO questions in this section.

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

QUESTION 2: BUSINESS ENVIRONMENTS

- 2.1 Name any TWO types of integration strategies. (2)
- 2.2 Outline the steps in strategy evaluation. (6)
- 2.3 Read the scenario below and answer the questions that follow.

GERALD TRADING ENTERPRISE (GTE)

GTE could not export their products to other countries during the forced lockdown period. Some of their essential employees requested to work from home due to the negative impact of the COVID-19 pandemic. Sally Manufacturers delayed the distribution of personal protective equipment to GTE.

Use the table below as a GUIDE to answer QUESTIONS 2.3.1 to 2.3.3.

CHALLENGES 2.3.1	BUSINESS ENVIRONMENTS 2.3.2	EXTENT OF CONTROL 2.3.3
1.		
2.		
3.		

- 2.3.1 Quote THREE challenges for GTE from the scenario above. (3)
- 2.3.2 Classify GTE's challenges according to the THREE business environments. (3)
- 2.3.3 State the extent of control GTE has over EACH business environment named in QUESTION 2.3.2. (3)
- 2.4 Explain the implications of the following Broad-Based Black Economic Empowerment Act (BBBEE) pillars for businesses:
- 2.4.1 Management control (4)
- 2.4.2 Skills development (4)



- 2.5 Read the scenario below and answer the questions that follow.

CINDY BOTTLE SUPPLIERS (CBS)

Martha, an employee at Cindy Bottle Suppliers, was unfairly dismissed for late coming due to road closures because of a service delivery protest. She referred the matter to the Commission for Conciliation, Mediation and Arbitration (CCMA) as she was not happy with her dismissal.

- 2.5.1 Identify the Act that is applicable to CBS. Motivate your answer by quoting from the scenario above. (3)
- 2.5.2 Explain other actions that could be regarded as discriminatory according to the Act identified in QUESTION 2.5.1. (4)
- 2.6 Recommend ways in which businesses could deal with challenges that are posed by the following PESTLE factors:
- 2.6.1 Technological (4)
- 2.6.2 Environmental (4)
- [40]**

QUESTION 3: BUSINESS OPERATIONS

- 3.1 Name any TWO aspects that should be included in an employment contract. (2)
- 3.2 Elaborate on the difference between *piecemeal* and *time-related* salary determination methods. (4)
- 3.3 Explain the reasons for the termination of an employment contract. (6)



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

IKUSASA TRADING LTD (ITL)

Ikusasa Trading Ltd recently advertised the position for a financial manager on their notice board in order to find a suitable candidate.

3.4.1 Name the recruitment method used by ITL in the scenario above. (2)

3.4.2 Discuss the impact of the recruitment method stated in QUESTION 3.4.1 on businesses. (6)

3.5 Outline TWO benefits of a good quality management system. (4)

3.6 Explain the quality indicators of the financial function. (4)

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

EXCEL CARPET MANUFACTURERS (ECM)

Excel Carpet Manufacturers check the quality of their carpets during and after the production process. The chief executive officer (CEO) of ECM uses different techniques to improve the quality of their product.

Identify TWO quality concepts that are applicable to ECM. Motivate your answer by quoting from the scenario above.

Use the table below as a GUIDE to answer QUESTION 3.7

QUALITY CONCEPTS	MOTIVATIONS
1.	
2.	

3.8 Evaluate the impact of total client/customer satisfaction on large businesses as a total quality management (TQM) element. (6)
[40]

QUESTION 4: MISCELLANEOUS TOPICS**BUSINESS ENVIRONMENTS**

- 4.1 State any FOUR consumer rights as stipulated in the National Credit Act (NCA), 2005 (Act 34 of 2005). (4)
- 4.2 Identify the force of Porter's Five Forces model that applies to Louisa's Hair Salon in EACH statement below:
- 4.2.1 Lwazi opened a new hair salon across the street offering services at lower prices than Louisa's Hair Salon.
- 4.2.2 Louisa's Hair Salon is highly profitable and attracts many new entrepreneurs to enter this market. (4)
- 4.3. Explain TWO types of defensive strategies. (6)
- 4.4 Read the scenario below and answer the questions that follow.

MAJEED CONSTRUCTION (MC)

Majeed Construction ensures that accidents and illnesses that occur in the workplace are reported immediately.

- 4.4.1 Identify the Act that is applicable to the scenario above. (2)
- 4.4.2 Advise the management of MC on any other TWO ways in which they can comply with the Act identified in QUESTION 4.4.1. (4)

BUSINESS OPERATIONS

- 4.5 You have appointed a new employee who needs to be inducted.
- 4.5.1 State TWO aspects that should be included in an induction programme. (2)
- 4.5.2 Outline the benefits of induction for businesses. (4)
- 4.6 Explain the placement procedure as a human resource activity. (4)



- 4.7 Read the scenario below and answer the questions that follow.

PETER SHOES LIMITED (PSL)

The management of Peter Shoes Limited continuously improves on their processes and systems. Management always requests quality circles to investigate problems that relate to poor-quality products. Quality circles also increase productivity through regular reviewing of quality processes.

- 4.7.1 Quote TWO roles of quality circles as part of the continuous improvement to processes and systems in the scenario above. (2)
- 4.7.2 Explain other roles of quality circles as part of the continuous improvement to processes and systems. (4)
- 4.8 Suggest ways in which total quality management (TQM) can reduce the cost of quality. (4)

[40]

TOTAL SECTION B: 80



SECTION C

Answer ANY ONE question in this section.

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

QUESTION 5: BUSINESS ENVIRONMENTS (LEGISLATION)

The Basic Conditions of Employment Act (BCEA), 1997 (Act 75 of 1997) was introduced to redress the imbalances of the past. The provisions of the BCEA protect employees and provide guidelines to employers on how they should comply with this Act. Businesses may face penalties for non-compliance with the BCEA.

Write an essay on the BCEA in which you include the following aspects:

- Outline the purpose of the BCEA.
- Explain the following provisions of this Act:
 - Annual leave
 - Hours of work/Work hours
 - Child and forced labour
- Discuss the impact of the BCEA on businesses.
- Advise businesses on penalties that they may face for non-compliance with this Act.

[40]

QUESTION 6: BUSINESS OPERATIONS (HUMAN RESOURCES FUNCTION)

Delta Manufacturers has a vacancy for a sales executive. The human resources manager implemented the selection procedure after compiling a job analysis. Prospective candidates were invited for an interview. Fringe benefits were offered to the successful candidate.

Write an essay on the activities of the human resource function in which you include the following aspects:

- Outline the selection procedure as a human resource activity.
- Explain the TWO components of job analysis.
- Discuss the role of the interviewee during the interview.
- Evaluate the impact of fringe benefits on Delta Manufacturers as a business.

[40]

TOTAL SECTION C: 40
GRAND TOTAL: 150



Approved
26/11/2020
External Moderator



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Approved
26/11/2020
DBE: FM

Approved
DBE: IM
26/11/2020

NATIONAL SENIOR CERTIFICATE

GRADE 12

BUSINESS STUDIES P1

NOVEMBER 2020

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 29 pages.

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X2025, PRETORIA 0001
2020 -11- 26
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

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 responses provided by candidates, that are relevant within the context of a particular question, and allocate marks accordingly. (In cases where the answer is unclear or indicates some understanding, part-marks should be awarded, for example, one mark instead of the maximum of two marks.)
5. The word '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.



NS

 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 candidate's responses. Candidates will be penalised if the latter is not clear.
10. No additional credit must be given for repetition of facts. Indicate with an 'R'.
11. The differentiation between 'evaluate' and 'critically evaluate' can be explained as follows:

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

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

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

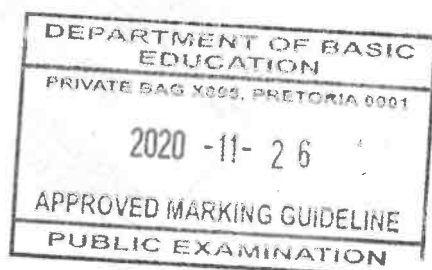
12. The allocation of marks must be informed by the nature of the question, cognitive verb used, mark allocation in the marking guideline and the context of each question.

Cognitive verbs, such as:

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

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

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



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Please turn over

14. SECTION B

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

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

- 14.2 If two facts are written in one sentence, award the candidate FULL credit. Point 14.1 above still applies.
- 14.3 If candidates are required to provide their own examples/views, brainstorm this at the marking centre to finalise alternative answers and consult with the Internal Moderator at DBE for approval.

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.

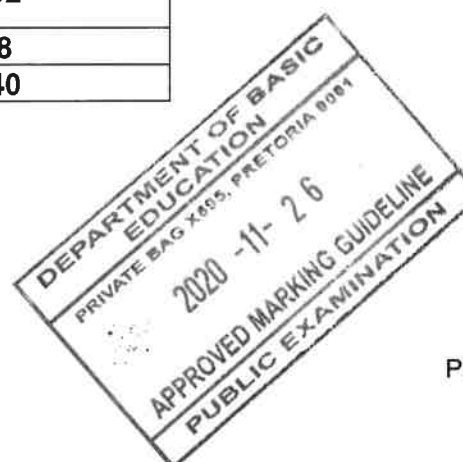
- 14.4.2 If the number of facts required is not specified, the allocation of marks must be informed by the nature of the question and the maximum mark allocated in the marking guideline.

- 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).**

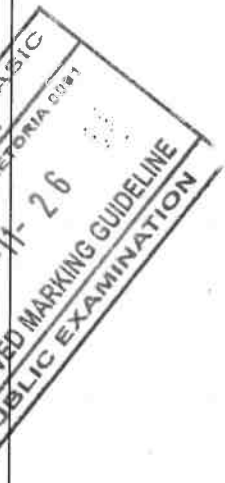
15. SECTION C

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

Introduction	Maximum: 32
Content	
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 one example per topic/subtopic based on recent information, current trends and developments not older than one (1) year?	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.

NSC
CMA
L

- 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 submaxima indicated, especially if candidates do not make use of the same subheadings. Remember, headings and subheadings are encouraged and contribute to insight (structuring/logical flow/sequencing) and indicate clarity of thought. (See MARK BREAKDOWN at the end of each question.)
- 15.8 If the candidate identifies/interprets the question INCORRECTLY, then he/she may still obtain marks for layout.
- 15.9 If a different approach is used by candidates, ensure that the answers are assessed according to the mark allocation/subheadings as indicated in the marking guideline.
- 15.10 15.10.1 Award TWO marks for complete sentences. Award ONE mark for phrases, incomplete sentences and vague answers.
- 15.10.2 With effect from November 2015, the TWO marks will not necessarily appear at the end of each completed sentence. The ticks (✓) will be separated and indicated next to each fact, e.g. 'Product development is a growth strategy ✓, where businesses aim to introduce new products into existing markets.'✓
- This will be informed by the nature and context of the question, as well as the cognitive verb used.
- 15.11 With effect from November 2017, the maximum of TWO (2) marks for facts shown as headings in the marking guidelines, will not necessarily apply to each question. This would also depend on the nature of the question.



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SECTION A**QUESTION 1**

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

(5 x 2) (10)

- 1.2 1.2.1 SETAs✓✓
 1.2.2 National Credit Regulator✓✓
 1.2.3 SWOT✓✓
 1.2.4 unemployment insurance fund✓✓
 1.2.5 purchasing✓✓

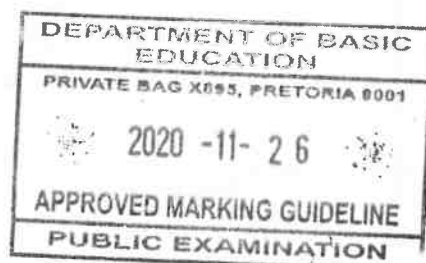
(5 x 2) (10)

- 1.3 1.3.1 E✓✓
 1.3.2 G✓✓
 1.3.3 H✓✓
 1.3.4 I✓✓
 1.3.5 F✓✓

(5 x 2) (10)

TOTAL SECTION A: 30**BREAKDOWN OF MARKS**

QUESTION 1	MARKS
1.1	10
1.2	10
1.3	10
TOTAL	30



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SECTION B**Mark the FIRST TWO answers only.****QUESTION 2: BUSINESS ENVIRONMENTS****2.1 Types of integration strategies**

- Forward vertical✓
- Backward vertical✓
- Horizontal ✓

NOTE: Mark the first TWO (2) only.**(2 x 1) (2)****2.2 Steps in strategy evaluation**

- Examine the underlying basis of a business strategy.✓✓
- Look forward and backwards into the implementation process.✓✓
- Compare the expected performance with the actual performance.✓✓
- Measure the business performance in order to determine the reasons for deviations and analyse these reasons.✓✓
- Take corrective action so that deviations may be corrected.✓✓
- Set specific dates for control and follow up.✓✓
- Draw up a table of the advantages and disadvantages of a strategy.✓✓
- Decide on the desired outcome.✓✓
- Consider the impact of the strategic implementation in the internal and external environments of the business.✓✓
- Any other relevant answer related to the steps in strategy evaluation.

NOTE: Accept steps in any order.**Max (6)****2.3 Challenges of business environments and the extent of control**

CHALLENGES 2.3.1	BUSINESS ENVIRONMENTS 2.3.2	EXTENT OF CONTROL 2.3.3
1. GTE could not export their products to other countries during the forced lockdown period.✓	Macro✓	No control✓
2. Some of their essential employees requested to work from home due to the negative impact of the Covid-19 pandemic.✓	Micro/Macro✓	Full control/No control✓
3. Sally Manufacturers delayed the distribution of personal protective equipment to GTE.✓	Market✓	Partial/Some/Limited/ Less/Little control✓
Submax (3)	Submax (3)	Submax (3)

- NOTE:**
1. Mark the first challenge for each environment only.
 2. If the business environment is not linked to the challenge, mark the challenge only.
 3. Award full marks for the business environment even if the challenge is not quoted in full.
 4. The extent of control must be linked to the business environment.
 5. Do not award marks for the extent of control if the business environment is not mentioned.
 6. Accept responses in any order.

Max (9)

2.4 Implications of management control and skills development as BBBEE pillars for businesses

2.4.1 Management control

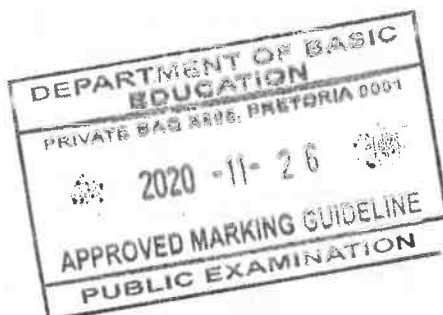
- Businesses must ensure that transformation is implemented✓ at all levels.✓
- Appoint black people✓ in senior executive positions/to management.✓
- Involve black people✓ in the strategic decision making processes. ✓
- Ensure that black females are represented✓ in management.✓
- Businesses score points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

Max (4)

2.4.2 Skills development

- Businesses must engage black employees✓ in skills development initiatives.✓
- Provide learnerships/Learning programmes✓ to black employees. ✓
- Business must contribute 1% of their payroll✓ to fund the skills development programmes.✓
- Businesses could benefit from the increased✓ pool of skilled/trained workers.✓
- Businesses must go the extra mile to train staff✓ where learnerships are not offered.✓
- Productivity is compromised as mentors/coaches have to find the time✓ to participate in learnerships/training.✓
- Any other relevant answer related to the implications of skills development as a BBBEE pillar for businesses.

Max (4)



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2.5 Legislation**2.5.1 Labour Relations Act/LRA✓✓****(2)****Motivation**

Martha, an employee at Cindy Bottle Suppliers, was unfairly dismissed for late coming due to road closures because of a service delivery protest/She referred the matter to the Commission for Conciliation, Mediation and Arbitration (CCMA) as she was not happy with her dismissal. ✓ (1)

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

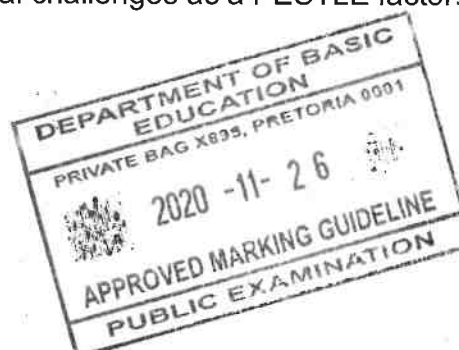
Max (3)**2.5.2 Other actions regarded as discriminatory according to the LRA**

- Preventing employees✓ from joining trade unions. ✓
- Refusing the establishment✓ of workplace forums. ✓
- Forcing employees to give up✓ trade union membership.✓
- Not allowing employees✓ to take part in legal strikes.✓/Not adhering to the right of employees✓ to strike when legalised.✓
- Cancellation of employees' contract by a new employer✓ when a business is sold.✓
- Refusing to give workplace forum members time off✓ with pay for attending meetings during working hours.✓
- Refusing leave to trade union representatives✓ to attend trade union activities.✓
- Breaching of collective agreements/resolution mechanisms✓ by employer/employee.✓
- Any other relevant answer related to other actions that could be regarded as discriminatory according to the LRA.

NOTE: 1. Do not award marks for responses that were quoted from the scenario in QUESTION 2.5.1.
2. Accept relevant facts if the Act was incorrectly identified as an answer in QUESTION 2.5.1.

Max (4)**2.6 Ways in which businesses could deal with challenges posed by the technological and environmental factors of the PESTLE analysis****2.6.1 Technological**

- Continuous research on the latest available technology/equipment in the market. ✓✓
- Train existing/appoint new employees to maintain/use new equipment. ✓✓
- Compare prices/Select suitable suppliers for new equipment at reasonable prices.✓✓
- Businesses must be geared for online trading/e-commerce.✓✓
- Any other relevant answer related to ways in which businesses could deal with the technological challenges as a PESTLE factor.

Max (4)

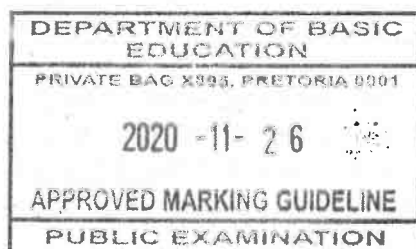
2.6.2 Environmental

- Chemicals/Ingredients should be clearly indicated on labels/packaging to inform customers about possible side effects/correct use of products. ✓✓
- Implement cost effective measures to dispose medical waste. ✓✓
- Implement recycling measures to prevent pollution of the environment/Use packaging that is re-usable/recyclable. ✓✓
- Any other relevant answer related to ways in which businesses could deal with the environmental challenges as a PESTLE factor.

Max (4)
[40]

BREAKDOWN OF MARKS

QUESTION 2	MARKS
2.1	2
2.2	6
2.3.1	3
2.3.2	3
2.3.3	3
2.4.1	4
2.4.2	4
2.5.1	3
2.5.2	4
2.6.1	4
2.6.2	4
TOTAL	40



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QUESTION 3: BUSINESS OPERATIONS**3.1 Aspects that should be included in an employment contract**

- Personal details of the employee. ✓
- Details of the business/employer e.g. name/address ✓, etc.
- Job title/Position. ✓
- Job description e.g. duties/working conditions. ✓
- Job specification e.g. formal qualifications/willingness to travel. ✓
- Date of employment/commencement of employment. ✓
- Place where the employee will spend most of his/her working time. ✓
- Hours of work, e.g. normal time/overtime. ✓
- Remuneration, e.g. weekly or monthly pay. ✓
- Benefits/Fringe benefits/Perks/Allowances. ✓
- Leave, e.g. sick/maternity/annual/adoption leave. ✓
- Employee deductions (compulsory/non-compulsory). ✓
- Period of contract/Details of termination. ✓
- Probation period. ✓
- Signatures of both the employer and employee. ✓
- List of documents that form part of the contract, e.g. appointment letter/code of conduct/ethics. ✓
- Disciplinary policy, e.g. rules and disciplinary procedure for unacceptable behaviour. ✓
- Any other relevant answer related to aspects that should be included in an employment contract.

NOTE: Mark the first TWO (2) only.**(2 x 1) (2)****3.2 Difference between piecemeal and time-related salary determination methods**

PIECEMEAL	TIME-RELATED
- Workers are paid according to the number ✓ of items/units produced /action performed. ✓	- Workers are paid according to the amount of time/hours ✓ they spend at work/on a task. ✓
- Workers are not remunerated for the number of hours worked, ✓ regardless of how long it takes them to make the items. ✓	- Workers with the same experience/qualifications ✓ are paid on salary scales regardless of the amount of work done. ✓
- Mostly used in factories ✓ particularly in the textile/technology industries. ✓	- Many private and public sector businesses ✓ use this method. ✓
- Any other relevant answer related to piecemeal as a salary determination method.	- Any other relevant answer related to time-related as a salary determination method.
Submax (2)	Submax (2)

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

Max (4)

3.3 Reasons for the termination of an employment contract

- The employer may dismiss an employee for valid reason(s)✓, e.g. unsatisfactory job performance, misconduct✓, etc.
- Employer may no longer have work✓ for redundant employees/cannot fulfil the contract/is restructuring. ✓
- The employer may retrench✓ some employees due to insolvency✓/may not be able to pay✓ the employees. ✓
- Employees decided to leave✓ by resigning voluntarily for better job opportunities.✓
- An employee may have reached the pre-determined age✓ for retirement.✓
- Incapacity to work✓ due to illness/injuries.✓
- The duration of the employment contract✓ expires/comes to an end✓.
- By mutual agreement✓ between the employer and employee. ✓
- Any other relevant answer related to the reasons for the termination of an employment contract.

Max (6)**3.4 Recruitment****3.4.1 Type of recruitment from the scenario**

Internal recruitment✓✓

(2)**3.4.2 Impact of internal recruitment on businesses****Positives/Advantages**

- Cheaper/Quicker to fill✓ the post.✓
- Placement is easy✓, as management knows the employees' skills/personality/experience/strengths.✓
- Provides opportunities for career paths✓ within the business.✓
- The employee already has an understanding of how the business operates✓, induction/training is not always necessary. ✓
- Reduces the chances of losing employees✓, as future career prospects are available. ✓
- Detailed, reliable information can be obtained✓ from the supervisors/employee records.✓
- Any other relevant answer related to the positive impact/advantages of internal recruitment on businesses.

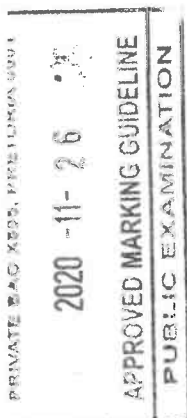
AND/OR**Negatives/Disadvantages**

- Current employees may not bring new ideas✓ into the business. ✓
- Promoting a current employee may cause resentment✓ amongst other employees. ✓
- Promotion may disrupt business operations ✓ as it creates open vacancies that need to be filled. ✓
- The number of applicants is limited✓ to current staff only.✓
- Employees who do not really have the required skills for the new job✓ may be promoted.✓
- Current employees may need to be trained/developed✓ before they can be promoted, which can be expensive.✓
- Staff that is not promoted may feel demotivated✓ which may hamper productivity.✓
- Any other relevant answer related to the negative impact/disadvantages of internal recruitment on businesses.

NOTE: Accept relevant facts if the recruitment method was incorrectly identified as an answer in QUESTION 3.4.1.

Max (6)

Please turn over



3.5 Benefits of a good quality management system

- Effective customer services will be rendered, resulting in increased customer satisfaction.√√
- Time and resources are also used efficiently.√√
- Productivity increases through proper time management and using high quality resources.√√
- Products/Services are constantly improving.√√
- Vision and mission/Business goals may be achieved.√√
- The business may achieve a competitive advantage over its competitors.√√
- Regular training will continuously improve the quality of employees' skills/knowledge.√√
- Employers and employees will have a healthy working relationship which generally results in happy workers.√√
- Increased market share/profitability may result in business growth/expansion. √√
- Improved business image, as there is less defects/faulty products/returns. √√
- Any other relevant answer related to benefits of a good quality management system.

NOTE: Mark the first TWO (2) only.**(2 x 2) (4)****3.6 Quality indicators of the financial function**

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

Max (4)

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3.7 **Quality concepts from the scenario**

QUALITY CONCEPTS	MOTIVATIONS
1. Quality assurance✓✓	- Excel Carpet Manufacturers checks the quality of their carpets during and after the production process.✓
2. Quality management✓✓	- The chief executive officer (CEO) of ECM uses different techniques to improve on the quality of their product.✓
Submax (4)	Submax (2)

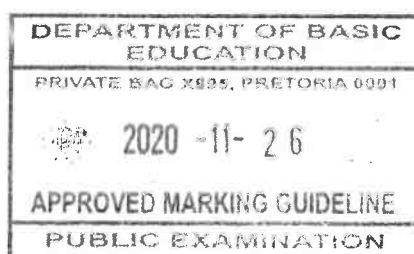
- NOTE:**
1. The answer does not have to be in tabular format.
 2. Award marks for the quality concepts even if the quotes were incomplete.
 3. Do not award marks for the motivations if the quality concepts were incorrectly identified.

Max (6)3.8 **Impact of total client/customer satisfaction as a TQM element on large businesses****Positives/Advantages**

- Large businesses use market research/customer surveys✓ to measure/ monitor customer satisfaction/analyse customers' needs.✓
- Continuously promote✓ a positive company image.✓
- May achieve a state of total client/customer satisfaction✓, if businesses follow sound business practices that incorporate all stakeholders.✓
- Strive to understand and fulfil customer expectations✓ by aligning cross-functional teams across critical processes.✓
- Ensures that cross-functional teams understand their core competencies✓ and develop/strengthen it.✓
- May lead to higher customer retention/loyalty✓ and businesses may be able to charge higher prices.✓
- Large businesses may be able to gain access✓ to the global market.✓
- May lead to increased ✓ competitiveness/profitability.✓
- Any other relevant answer related to the positive impact/advantages of total client/customer satisfaction as a TQM element on large businesses.

AND/OR**Negatives/Disadvantages**

- Employees who seldom come into contact with customers✓ often do not have a clear idea of what will satisfy their needs. ✓
- Monopolistic companies have an increased bargaining power✓ so they do not necessarily have to please customers. ✓
- Not all employees may be involved /committed✓ to total client/customer satisfaction.✓
- Any other relevant answer related to the negative impact/disadvantages of total client/customer satisfaction as a TQM element on large businesses.

Max (6)**[40]**

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BREAKDOWN OF MARKS

QUESTION 3	MARKS
3.1	2
3.2	4
3.3	6
3.4.1	2
3.4.2	6
3.5	4
3.6	4
3.7	6
3.8	6
TOTAL	40



NSC
CNA
LZ
P

QUESTION 4: MISCELLANEOUS TOPICS**BUSINESS ENVIRONMENTS****4.1 Consumer rights as stipulated in the NCA**

Consumers have a right to:

- Apply for credit and to be free from discrimination. ✓
- Obtain reasons for credit being refused. ✓
- Receive pre-agreement documentation before concluding any credit transaction. ✓
- Fair and responsible marketing. ✓
- Surrender/Return goods to the credit provider in order to settle the outstanding amount/debt. ✓
- Apply for debt review/counselling if the consumers cannot afford to repay their debts. ✓
- Receive information in plain and understandable language. ✓
- Receive documents/statements as required by the Act. ✓
- Access and challenge credit records and information. ✓
- Receive protection of their personal information. ✓
- Receive protection from being held accountable for the use of their credit facility after they reported the loss/theft. ✓
- Refuse a credit limit increase ✓
- Any other relevant answer related to the consumer rights as stipulated in the NCA.

NOTE: Mark the first FOUR (4) only.

(4 x 1) (4)

4.2 Porter's Five Forces from given statements

4.2.1 The power of competitors/Competitive rivalry ✓✓

4.2.2 Threat of new entrants to the market ✓✓

(4)

4.3 Types of defensive strategies

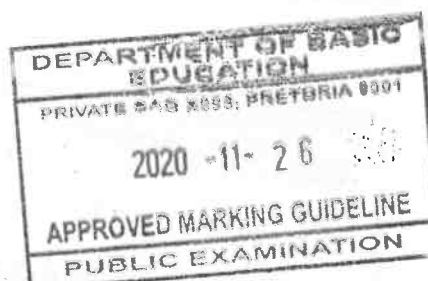
Divestiture/Divestment ✓✓

- Disposing/Selling some assets/divisions that are no longer profitable/productive. ✓
- Selling off divisions/product lines with slow growth potential. ✓
- Decreasing the number of shareholders by selling ownership. ✓
- Paying off debts by selling unproductive assets. ✓
- Withdrawing their investment share in another business (divesting). ✓
- Any other relevant answer related to divestiture/divestment as a defensive strategy.

Strategy (2)

Explanation (1)

Submax (3)



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Retrenchment✓✓

- Terminating the employment contracts of employees for operational reasons. ✓
- Decreasing the number of product lines/Closing certain departments may result in some workers becoming redundant. ✓
- Any other relevant answer related to retrenchment as a defensive strategy.

Strategy (2)
Explanation (1)
Submax (3)

Liquidation✓✓

- Selling all assets to pay creditors due to a lack of capital. ✓
- Selling the entire business in order to pay shareholders a fair price for their shares. ✓
- Allowing creditors to apply for forced liquidation in order to have their claims settled. ✓
- Any other relevant answer related to liquidation as a defensive strategy.

Strategy (2)
Explanation (1)
Submax (3)
Max (6)

NOTE: Mark the first TWO (2) only.

4.4 Legislation

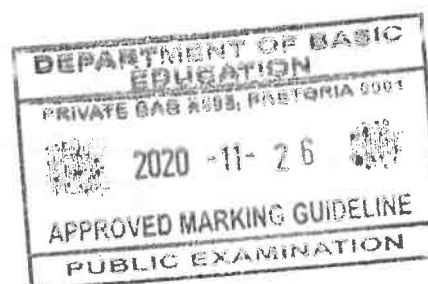
4.4.1 Compensation for Occupational Injuries and Diseases Act/COIDA✓✓ **(2)**

4.4.2 Other ways to comply with COIDA

- MC should provide a healthy/safe working environment. ✓✓
- Register with the Compensation Commissioner and provide the particulars of the business. ✓✓
- Keep records of employees' income and details of work for four years. ✓✓
- Submits returns of earnings not later than 1 March annually. ✓✓
- Levies must be paid to the Compensation Fund. ✓✓
- Ensure that the premises/equipment/machinery is in good working condition. ✓✓
- Allow regular assessment of the workplace by inspectors in order to determine the level of risk their employees are exposed to. ✓✓
- Employers may not make deductions for COIDA from employees' remuneration packages. ✓✓
- MC must ensure that claims are lodged within twelve months of the date of the accident. ✓✓
- Any other relevant answer related to any other ways in which MC/businesses can comply with COIDA.

NOTE: 1. Mark the first TWO (2) only
2. Accept relevant facts if the Act was incorrectly identified as an answer in QUESTION 4.4.1

(2 x 2) (4)

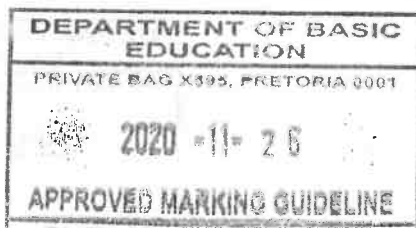


BUSINESS OPERATIONS**4.5 Human resources function****4.5.1 Aspects that should be included in an induction programme**

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

NOTE: Mark the first TWO (2) only.**(2 x 1) (2)****4.5.2 Benefits of induction for businesses**

- Allows new employees to settle in quickly and work effectively. ✓✓
- Ensures that new employees understand rules and restrictions in the business. ✓✓
- New employees may establish relationships with fellow employees at different levels. ✓✓
- Make new employees feel at ease in the workplace, which reduces anxiety/insecurity/fear. ✓✓
- The results obtained during the induction process provide a base for focussed training. ✓✓
- Increases quality of performance/productivity. ✓✓
- Minimises the need for on-going training and development. ✓✓
- Employees will be familiar with organisational structures, e.g. who are their supervisors/low level managers. ✓✓
- Opportunities are created for new employees to experience/explore different departments. ✓✓
- New employees will understand their role/responsibilities concerning safety regulations and rules. ✓✓
- New employees will know the layout of the building/factory/offices/where everything is, which saves production time. ✓✓
- Learn more about the business so that new employees understand their roles/responsibilities in order to be more efficient. ✓✓
- Company policies are communicated, regarding conduct and procedures/safety and security/employment contract/conditions of employment/working hours/leave. ✓✓
- Realistic expectations for new employees as well as the business are created. ✓✓
- New employees may feel part of the team resulting in positive morale and motivation. ✓✓



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- Employees may have a better understanding of business policies regarding ethical/professional conduct/procedures/CSR, ✓✓ etc.
- Reduces the staff turnover as new employees have been inducted properly. ✓✓
- Any other relevant answer related to the benefits of induction for businesses.

Max (4)**4.6 Placement procedure**

- Businesses should outline the specific responsibilities of the new position✓, including the expectations/skills required for this position. ✓
- Determine the successful candidate's strengths/weaknesses/interests/skills✓ by subjecting him/her to a range of psychometric tests. ✓
- Determine the relationship between the position✓ and the competencies of the new candidate.✓
- Any other relevant answer related to the placement procedure as a human resource activity.

Max (4)**4.7 Quality circles****4.7.1 Roles of quality circles as part of continuous improvement to processes and systems from the scenario**

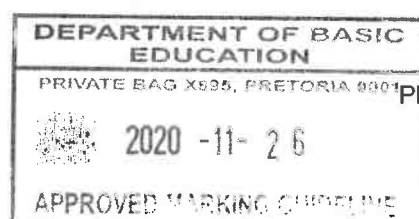
- Management always requests quality circles to investigate problems that relates to poor quality products.✓
- Quality circles also increase productivity through the regular reviews of quality processes. ✓

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

(2 x 1) (2)**4.7.2 Other roles of quality circles as part of continuous improvement to processes and systems**

- They solve problems related to quality✓ and implement improvements.✓
- Ensure that there is no duplication✓ of activities/tasks in the workplace. ✓
- Monitor/Reinforce strategies✓ to improve the smooth running of business operations.✓
- Reduce costs of redundancy✓ in the long run.✓
- Contribute towards the improvement✓ and development of the organisation. ✓
- Reduce costs/wasteful efforts✓ in the long run. ✓
- Increase the demand✓ for products/services of the business. ✓
- Create harmony✓ and high performance in the workplace. ✓
- Build a healthy workplace relationship✓ between the employer and employee. ✓
- Improve employees' loyalty and commitment✓ to the business and its goals. ✓
- Improve employees' communication✓ at all levels of the business. ✓
- Develop a positive attitude/sense of involvement in decision making processes✓ of the services offered. ✓
- Any other relevant answer related to other roles of quality circles as part of continuous improvement to processes and systems.

NOTE: Do not award marks for responses that were quoted from the scenario in QUESTION 4.7.1.

Max (4)

Please turn over

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4.8 Ways in which TQM can reduce the cost of quality

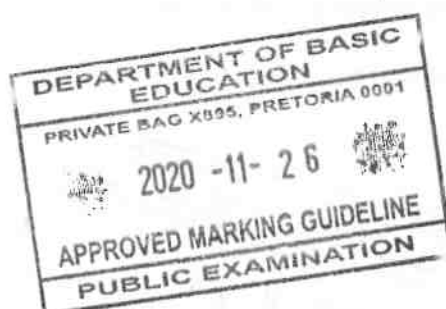
- Introduce quality circles/small teams of five to ten employees, who meet regularly to discuss ways of improving the quality of their work.✓✓
- Schedule activities to eliminate duplication of tasks/activities.✓✓
- Share responsibility for quality output between management and workers.✓✓
- Train employees at all levels, so that everyone understands their role in quality management.✓✓
- Develop work systems that empower employees to find new ways of improving quality.✓✓
- Work closely with suppliers to improve the quality of raw materials/ inputs.✓✓
- Improve communication about the quality challenges/deviations, so that everyone can learn from past experiences.✓✓
- Reduce investment on expensive, but ineffective inspection procedures in the production process.✓✓
- Implement pro-active maintenance programmes for equipment/machinery to reduce/eliminate breakdowns.✓✓
- Any other relevant answer related to ways in which TQM can reduce the cost of quality.

Max (4)
[40]

BREAKDOWN OF MARKS

QUESTION 4	MARKS
4.1	4
4.2	4
4.3	6
4.4.1	2
4.4.2	4
4.5.1	2
4.5.2	4
4.6	4
4.7.1	2
4.7.2	4
4.8	4
TOTAL	40

TOTAL SECTION B: 80



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SECTION C

Mark the **FIRST** question only.

QUESTION 5: BUSINESS ENVIRONMENTS (LEGISLATION)**5.1 Introduction**

- The Basic Conditions of Employment Act informs the contract between the employer and employee as it provides the minimum conditions for employment. ✓
- This Act provides protection for employees so that they will not be exploited by the business. ✓
- BCEA provides guidelines for provisions to be adhered to by employers in the workplace. ✓
- Penalties/Consequences for non-compliance encourage businesses to comply with this Act. ✓
- Any other relevant introduction related to the purpose/provisions/impact of the BCEA/penalties for non-compliance.

Any (2 x 1) (2)

5.2 Purpose of the BCEA

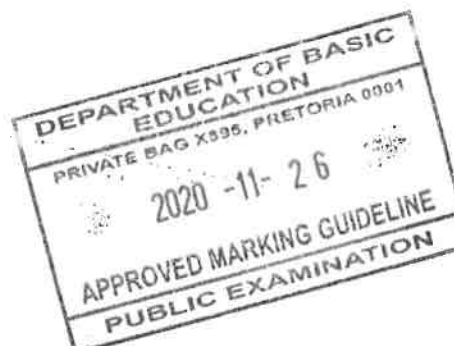
- Provides clear terms and conditions of employment for employers and employees. ✓✓
- Sets minimum requirements/standards for the employment contract. ✓✓
- Regulates the right to fair labour practices as set out in the Constitution. ✓✓
- Adheres to the rules and regulations set out by the International Labour Organisation. ✓✓
- Regulates the variations of basic conditions of employment. ✓✓
- Advances economic development and social justice. ✓✓
- Any other relevant answer related to the purpose of the BCEA.

Max (10)

5.3 Provisions of the BCEA**Annual leave**

- Workers are entitled to 21 consecutive days annual leave per year or one day for every 17 days worked ✓, one hour for every 17 hours worked. ✓
- An employer can only pay a worker in lieu/instead of granting leave ✓ if that worker leaves the job/ terminates the employment contract. ✓
- Annual leave must be granted within six (6) months ✓ after the leave cycle ended. ✓
- Any other relevant answer related to annual leave as a provision of the BCEA.

Submax (4)



Hours of work/Work hours

- Workers may not work for more than 45 hours✓ in a week.✓
- Workers may work nine hours a day✓ if they work five days or less per week✓
- Workers may work eight hours a day✓ if they work more than five days a week.✓
- Night work performed after 18:00 and before 06:00 the next day by agreement✓, must be compensated by allowance/reduction of work hours.✓
- Ordinary work hours may be extended by agreement✓ by a maximum of 15 minutes per day/maximum of sixty minutes per week to complete duties when serving the public. ✓
- Ordinary work hours may be reduced✓ to a maximum of 40 hours per week/ 8 hours per day. ✓
- Any other relevant answer related to hours of work/work hours as a provision of the BCEA.

Submax (4)

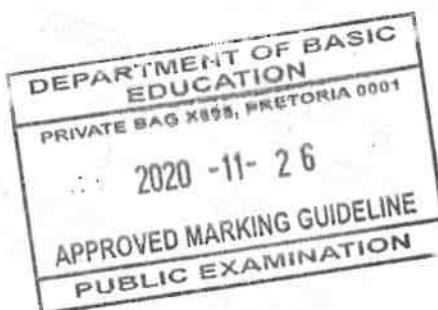
Child and forced labour

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

Submax (4)

Max (12)**5.4 Impact of the BCEA on businesses****Positives/Advantages**

- Creates a framework✓ of acceptable employment practices e.g., work hours, leave, ✓ etc.
- Promotes fair treatment✓ of employees in the workplace.✓
- Encourages consultation✓ between employers and employees.✓
- Outlines minimum requirements✓ that form the basis of employment contracts.✓
- Work hours are specified✓ so that the employer cannot exploit employees.✓
- The rules and regulations are very specific✓, which clearly guides the employer on how to deal with employment issues.✓
- Employees are permitted to consult labour unions✓ in cases where the BCEA conditions are violated. ✓
- Employees may submit complaints✓ to labour inspectors who can address it. ✓
- Any other relevant answer related to the positive impact/advantages of the BCEA on businesses.

AND/OR

Negatives/Disadvantages

- Developing/Drafting a formal/legal employment contract✓ may be time-consuming/costly. ✓
- Businesses may regard employment contracts as negative and may not implement it✓, which results in non-compliance/penalties.✓
- No employer may force an employee to work more than 45 hours in a week✓ as this may result in reduced productivity. ✓
- Hiring cheap labour is no longer possible✓, so businesses cannot exploit workers.✓
- BCEA forces businesses to comply with many legal requirements✓, which may increase labour costs. ✓
- Businesses not complying with the Act, may be charged with high penalties✓, which may affect their cash flow negatively. ✓
- Businesses may consider the provisions of the BCEA as unimportant/an unnecessary administrative burden✓ that increase operating costs. ✓
- Any other relevant answer related to the negative impact/disadvantages of the BCEA on businesses.

Max (14)**5.5 Penalties for non-compliance to the BCEA**

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

Max (10)**5.6 Conclusion**

- The provisions of the BCEA enable the employer and employees to have a common understanding of acceptable business practices. ✓✓
- Businesses should display employees' rights in terms of the BCEA in an area of the workplace where all employees can see it.✓✓
- The Minister of Labour may make amendments to the BCEA regulations/provisions, this requires businesses to stay informed of the latest changes to the Act.✓✓
- Businesses should strive to comply with the BCEA to avoid unnecessary penalties and negative publicity.✓✓
- Any other relevant conclusion related to the purpose/provisions/impact of the BCEA/penalties for non-compliance.

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

QUESTION 5: BREAKDOWN OF MARK ALLOCATION

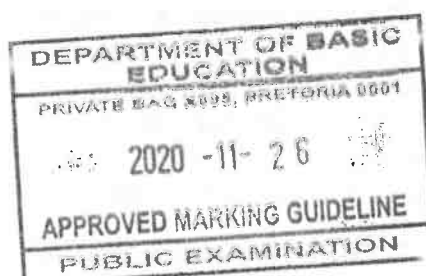
DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Purpose of BCEA	10	
Provisions of BCEA <ul style="list-style-type: none"> o Annual leave o Hours of work/Work hours o Child and forced labour 	12	
Impact of Act on businesses	14	
Penalties for non-compliance with BCEA	10	
Conclusion	2	
INSIGHT		8
Layout	2	
Analysis/Interpretation	2	
Synthesis	2	
Originality/Examples	2	
TOTAL MARKS		40

LASO – For each component:

Allocate 2 marks if all requirements are met.

Allocate 1 mark if some requirements are met.

Allocate 0 marks where requirements are not met at all



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QUESTION 6: BUSINESS OPERATIONS (HUMAN RESOURCES FUNCTION)**6.1 Introduction**

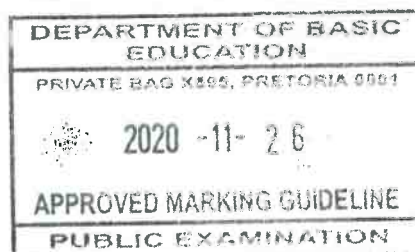
- The human resources manager is responsible for selecting and appointing competent and skilled employees. ✓
- A job analysis assists businesses in identifying the details of the vacancy and of the candidate. ✓
- The human resources manager should be able to appoint the best candidate if the interviewing process is properly conducted. ✓
- Fringe benefits are offered to employees regardless of regular wages/salaries. ✓
- Any other relevant introduction related to the selection procedure/components of job analysis/role of the interviewee during the interview/impact of fringe benefits on a business.

Any (2 x 1) (2)**6.2 Selection procedure****OPTION 1**

- Determine fair assessment criteria on which selection will be based. ✓✓
- Applicants must submit the application forms/curriculum vitae and certified copies of personal documents/IDs/proof of qualifications ✓✓, etc.
- Sort the received documents/CVs according to the assessment/selection criteria. ✓✓
- Screen/Determine which applications meet the minimum job requirements and separate these from the rest. ✓✓
- Preliminary interviews are conducted if many suitable applications were received. ✓✓
- Reference checks should be made to verify the content of CVs, e.g. contact previous employers to check work experience. ✓✓
- Compile a shortlist of potential candidate's identified. ✓✓
- Shortlisted candidates may be subjected to various types of selection tests e.g. skills tests, ✓✓ etc.
- Invite shortlisted candidates for an interview. ✓✓
- A written offer is made to the selected candidate. ✓✓
- Inform unsuccessful applicants about the outcome of their application./Some adverts indicate the deadline for informing only successful candidates. ✓✓
- Any other relevant answer related to the selection procedure as a human resource activity.

OR**OPTION 2**

- Receive documentation, e.g. application forms and sort it according to the criteria of the job. ✓✓
- Evaluate CVs and create a shortlist/Screen the applicants. ✓✓
- Check information in the CVs and contact references. ✓✓
- Conduct preliminary sifting interviews to identify applicants who are not suitable for the job, although they meet all requirements. ✓✓
- Assess/Test candidates who have applied for senior positions/to ensure the best candidate is chosen. ✓✓
- Conduct interviews with shortlisted candidates. ✓✓



- Offer employment in writing to the selected candidate(s). ✓✓
- Any other relevant answer related to the selection procedure as a human resource activity.

NOTE: The procedure may be in any order.

Max (12)

6.3 Components of job analysis

Job description ✓✓

- Describes the duties/responsibilities ✓ of a specific job ✓.
- Written description of the job ✓ and its requirements ✓/Summary ✓ of the nature/type of the job. ✓
- Describes key performance areas/tasks for a specific job. ✓ e.g. job title/working conditions/relationship of the job with other jobs in the business. ✓
- Any other relevant answer related to job description as a component of job analysis.

Component (2)

Explanation (4)

Submax (6)

Job specification ✓✓

- Describes the minimum acceptable personal qualities/skills/qualifications ✓ needed for the job. ✓
- Written description of specific qualifications/skills/experience ✓ needed for the job. ✓
- Describes key requirements for the person who will fill the position, ✓ e.g. formal qualifications/willingness to travel/work unusual hours, ✓
- Any other relevant answer related to job specification as a component of job analysis.

Component (2)

Explanation (4)

Submax (6)

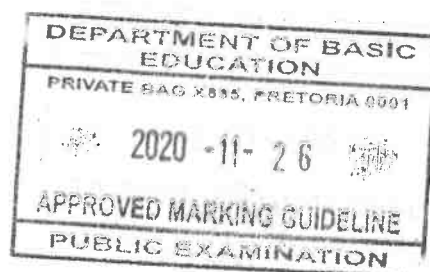
NOTE: Mark the first TWO (2) only.

Max (12)

6.4 Role of the interviewee during the interview

- Greet the interviewer by name ✓ with a solid handshake and a friendly smile. ✓
- Listen carefully to the questions ✓ before responding. ✓
- Make eye contact ✓ and have good posture/body language. ✓
- Show confidence ✓ and have a positive attitude/be assertive. ✓
- Be inquisitive ✓ and show interest in the business. ✓
- Ask clarity ✓ seeking questions. ✓
- Show respect ✓ and treat the interview with its due importance. ✓
- Be honest about mistakes ✓ and explain how you dealt with it. ✓
- Know your strengths and weaknesses ✓ and be prepared to discuss it. ✓
- Thank the interviewer for the opportunity given ✓ to be part of the interview. ✓
- Any other relevant answer related to role of the interviewee during the interview.

Max (10)



Please turn over

6.5 Impact of fringe benefits on a business**Positives/Advantages**

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

AND/OR**Negatives/Disadvantages**

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

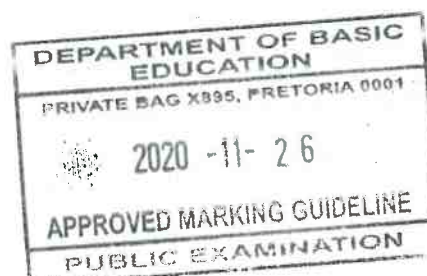
Max (12)**6.6 Conclusion**

- A clear job analysis enables the human resources manager to select the best candidate from those who apply for the job. ✓✓
- The goal and objectives of businesses cannot be achieved without qualified and skilled employees. ✓✓
- A well-organised interview process will result in identifying and appointing the most suitable and deserving candidate. ✓✓
- Offering fringe benefits is a great way to motivate employees to work hard towards achieving business goals. ✓✓
- Any other relevant conclusion related to the selection procedure/components of job analysis/role of the interviewee during the interview/impact of fringe benefits on a business.

Any (1 x 2) (2)

NS [40]

Please turn over



QUESTION 6: BREAKDOWN OF MARK ALLOCATION

DETAILS	MAXIMUM	TOTAL
Introduction	2	Max 32
Selection procedure	12	
Components of job analysis: <ul style="list-style-type: none"> ○ Job description ○ Job specification 	12	
Role of interviewee during the interview	10	
Impact of fringe benefits	12	
Conclusion	2	
INSIGHT		8
Layout	2	
Analysis/Interpretation	2	
Synthesis	2	
Originality/Examples	2	
TOTAL MARKS		40

LASO – For each component:

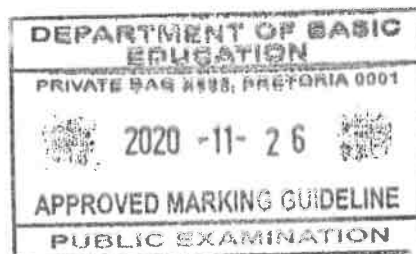
Allocate 2 marks if all requirements are met.

Allocate 1 mark if some requirements are met.

Allocate 0 marks where requirements are not met at all

TOTAL SECTION C: 40

GRAND TOTAL: 150



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