



**KWAZULU-NATAL PROVINCE**

**EDUCATION**  
REPUBLIC OF SOUTH AFRICA

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**BUSINESS STUDIES  
COMMON TEST  
APRIL 2021**

**MARKS: 100**

**TIME: 1½ hours**

**This question paper consists of 8 pages.**

**INSTRUCTIONS AND INFORMATION**

Read the following instructions carefully before answering the questions.

1. This question paper consists of THREE sections.

**SECTION A: COMPULSORY**

**SECTION B: Consists of THREE questions**

Answer any TWO of the three questions in this section.

**SECTION C: Consists of TWO questions**

Answer any ONE of the two questions in this section.

2. Read the instructions for each question carefully and take particular note of what is required.  
Note that **ONLY** the first TWO questions answered in SECTION B and the first question answered 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 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)
<b>A: Objective-type questions COMPULSORY</b>	1	20	20
<b>B: THREE direct/indirect-type questions CHOICE: Answer ANY TWO</b>	2	20	20
	3	20	20
	4	20	20
<b>C: TWO essay-type questions CHOICE: Answer ANY ONE</b>	5	40	30
	6	40	30
<b>TOTAL</b>		<b>100</b>	<b>90</b>

7. Begin the answer to EACH question on a NEW page, e.g. QUESTION1 –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 aims at targeting inequality in the South African economy.
- A. Skills Development Act, 1998 (Act 97 of 1998)
  - B. Employment Equity Act, 1998 (Act 55 of 1998)
  - C. Labour Relations Act, 1995 (Act 66 of 1995)
  - D. Broad –Based Black Economic Empowerment Act 2003,(amended in 2013)
- 1.1.2 This is a human resources function activity whereby a new employee is introduced to the business and its related aspects:
- A. Placement
  - B. Screening
  - C. Induction
  - D. Sifting
- 1.1.3 Reduction in the number of employees due to operational reasons.
- A. Retrenchment
  - B. Redundancy
  - C. Retirement
  - D. Resignation
- 1.1.4 ... refers to the principles of right and wrong/ acceptable in society.
- A. Professional behaviour
  - B. Unprofessional behaviour
  - C. Unethical behaviour
  - D. Ethical behaviour
- 1.1.5 The problem solving technique where each member of a group first generates his/her ideas and then share with other members
- A. Delphi
  - B. Empty chair
  - C. Nominal group technique
  - D. Force field analysis

**(5x2) (10)**

- 1.2 Choose a description from COLUMN B that matches a term in COLUMN A. Write only the letter (A-J) next to the question numbers (1.2.1 to 1.2.5) in the ANSWER BOOK, e.g.1.2.6 K

COLUMN A	COLUMN B
1.2.1 National Credit Act	A. Describes key performance area/ tasks for a specific job.
1.2.2 Right to disclosure and information	B. Establishes a National Consumer Commission
1.2.3 Job specification	C. Eliminates unsuitable candidate
1.2.4 Screening	D. Business should not mislead consumers on pricing, benefits /uses of goods
1.2.5 Abuse of work time	E. Is an example of unethical business practice F. Makes provision for establishment of National Credit Regulator (NCR) G. Describes key qualifications/ skills of the person who will fill a vacancy H. Business should label products and trade descriptions correctly I. Is an example of unprofessional business practice J. Selects suitable candidate for the vacant post

(5x2) (10)

**SECTION B**

Answer ANY TWO questions from this section.

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 State any TWO pillars of Broad-Based Black Economic Empowerment Act (BBBEE), 2003, amended in 2013. (2)

2.2 Read the scenario below and answer the questions that follow:

**TOK TOK SERVICES(TTS)**

TOK TOK Services operates as a call centre. Their employees work 10 hours per day during a 5-day work week. They are not paid for extra hours worked.

2.2.1 Identify the provisions of Basic Condition of Employment Act (BCEA), Act No 75 of 1997 violated by TOK TOK Services. Motivate your answer by quoting from the scenario above.

Use the table below as a GUIDE to answer question 2.2.1

PROVISION	MOTIVATION

(6)

2.2.2 Explain to the management of TOK TOK Services the ways in which they can comply with the Basic Conditions of Employment Act (BCEA), Act No 75 of 1997. (4)

2.3 Discuss the penalties for non- compliance with National Credit Act, 2005 (Act No 34 of 2005) (4)

2.4 Evaluate the impact of Labour Relations Act, 1998 (act 55 of 1998) on businesses. (4)

**[20]**

**QUESTION 3: BUSINESS OPERATIONS**

- 3.1 List FOUR sources of external recruitment (4)
- 3.2 Read the scenario below and answer the questions that follow

**TIP TOP SUPPLIERS (TTS)**

TTS advertised for a vacancy for a financial manager in the local newspaper. The Human Resources manager of TTS sorted the application forms received according to pre-determined criteria. The shortlisted candidates were invited for the interview.

- 3.2.1 Quote TWO steps of the selection procedure mentioned in the scenario above. (2)
- 3.2.2 Describe any other steps of the selection procedure. (4)
- 3.3 Explain the role of interviewer when preparing for an interview. (6)
- 3.4 Advise the Human Resources manager on the legalities of an employment contract. (4)
- [20]**

**QUESTION 4: (MISCELLANEOUS TOPICS)****BUSINESS ROLES**

- 4.1 State any TWO King Code principles for good corporate governance (2)
- 4.2 Explain the difference between problem solving and decision making (8)

**BUSINESS OPERATIONS**

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

**SAXON MANUFACTURERS (SM)**

The machinists at SM are paid according to the number of shirts completed in a week. The management is paid according to the hours worked in a month.

Identify the salary determination method that SM applied to the machinists and the managers. Motivate your answer by quoting from the scenario. (6)

Use the table below as a GUIDE to answering QUESTION 4.3

	<b>SALARY DETERMINATION METHOD</b>	<b>MOTIVATION</b>
Machinists		
Management		

4.4 Analyse the positive impact of fringe benefits on business. (4)

**[20]**

**SECTION C**

Answer ANY **ONE** question from this section.

**NOTE:** Clearly indicate the QUESTION NUMBER of the chosen question and start your answer on a new page.

**QUESTION 5: BUSINESS ENVIRONMENT: (LEGISLATION)**

By law, businesses must have clear plan on how are they going to execute Skills Development Act (SDA). However, SDA implementation must be in line with National Skills Development Strategy (NSDS).

Write an essay on Skills Development Act, 1998 (Act 97 of 1998) in which you include the following aspects:

- Explain the purpose of the Skills Development Act (SDA).
- Describe role/ functions of SETAs in supporting the Skills Development Act (SDA), 1998 (Act 97 of 1998).
- Differentiate between National Skills Development Strategy (NSDS) and Human Resources Development Strategy (HRDS).
- Recommend ways in which businesses can comply with Skills Development Act (SDA).

[40]

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

It is of crucial importance that businesses have processes and problem solving techniques in place to overcome the challenges to solve business related problems. Management should provide an environment that will stimulate creative thinking in the workplace to maximise its benefits.

Consider the statement above and provide a detailed account on the following aspects:

- Outline the problem-solving steps.
- Explain how businesses can apply the following problem solving techniques
  - Delphi technique
  - Brainstorming
- Discuss advantages of creative thinking in the workplace
- Recommend ways in which businesses can create an environment that promotes creative thinking in the workplace

[40]

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





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**GRADE 12**

**BUSINESS STUDIES  
FIRST COMMON TEST  
MARKING GUIDELINE  
2021**

**MARKS: 100**

**TIME: 1½ hours**

**This marking guideline consists of 23 pages.**

**PREAMBLE**

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

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

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

Marker:	Red
Senior Marker:	Green
Deputy Chief Marker:	Brown
Chief Marker:	Pink
Internal Moderator:	Orange
DBE Moderator:	Turquoise

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

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

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

9. Correct numbering of answers to questions or sub questions is recommended in SECTIONS A and B. However, if the numbering is incorrect, follow the sequence of the candidate's responses. Candidates will be penalised if the latter is not clear.
10. No additional credit must be given for repetition of facts. Indicate with an 'R'.
11. The differentiation between 'evaluate' and 'critically evaluate' can be explained as follows:
- 11.1 When 'evaluate' is used, candidates are expected to respond in either a positive/negative manner or take a neutral (positive and negative) stance, e.g. **Positive:** *'CO/DA eliminates time and costs spent on lengthy civil court proceedings.'*
- 11.2 When 'critically evaluate' is used, candidates are expected to respond in either a positive/negative manner or take a neutral (positive and negative) stance. In this instance candidates are also expected to support their responses with more depth, e.g. *'COIDA eliminates time and costs spent on lengthy civil court proceedings, because the employer will not be liable for compensation to the employee for injuries sustained during working hours as long as it can be proved that the business was not negligent.'*
- NOTE:** 1. The above could apply to 'analyse' as well.  
2. Note the placing of the tick (✓) in the allocation of marks.
12. The allocation of marks must be informed by the nature of the question, cognitive verb used, mark allocation in the marking guideline and the context of each question.
- Cognitive verbs, such as:
- 12.1 Advise, name, state, mention, outline, motivate, recommend, suggest, (*list not exhaustive*) do not usually require much depth in candidates' responses. Therefore, the mark allocation for each statement/answer appears at the end.
- 12.2 Define, describe, explain, discuss, elaborate, distinguish, differentiate, compare, tabulate, justify, analyse, evaluate, critically evaluate (*list not exhaustive*) require a greater depth of understanding, application and reasoning. Therefore, the marks must be allocated more objectively to ensure that assessing is conducted according to established norms so that uniformity, consistency and fairness are achieved.
13. Mark only the FIRST answer where candidates offer more than one answer for SECTION B and C questions that require one answer.

**14. SECTION B**

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

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

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

14.3 If candidates are required to provide their own examples/views, brainstorm this at memo discussion.

**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, require one word answers or is quoted directly from a scenario/case study. This applies to SECTIONS B and C in particular (where applicable).**

## 15. SECTION C

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

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

15.2 Insight consists of the following components:

Layout/Structure	Is there an introduction, a body, and a conclusion?	<b>2</b>
Analysis and interpretation	Is the candidate able to break down the question into headings/subheadings/interpret it correctly to show understanding of what is being asked?  Marks to be allocated using this guide: All headings addressed: 1 (One 'A') Interpretation (16 to 32 marks): 1 (One 'A')	<b>2</b>
Synthesis	Are there relevant decisions/facts/responses made based on the questions?  Marks to be allocated using this guide: 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.	<b>2</b>
Originality	Is there evidence of examples based on recent information, current trends and developments?	<b>2</b>
<b>TOTAL FOR INSIGHT:</b>		<b>8</b>
<b>TOTAL MARKS FOR FACTS:</b>		<b>32</b>
<b>TOTAL MARKS FOR ESSAY 8 + 32 :</b>		<b>40</b>

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

- 15.3 Indicate insight in the left-hand margin with a symbol e.g. ('L, A, -S and/or O').
- 15.4 The breakdown of marks is indicated at the end of the suggested answer/ marking guideline to each question.
- 15.5 Mark all relevant facts until the **SUB MAX/MAX** mark in a subsection has been attained. Write **SUB MAX/MAX** after maximum marks have been obtained, but continue reading for originality "O".
- 15.6 At the end of each essay indicate the allocation of marks for facts and marks for insight as follows: (L - Layout, A - Analysis, S - Synthesis, 0 - Originality) as in the table below.

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

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

This will be informed by the nature and context of the question, as well as the cognitive verb used.
- 15.11 With effect from November 2017, the maximum of TWO (2) marks for facts shown as headings in the marking guidelines, will not necessarily apply to each question. This would also depend on the nature of the question.

**SECTION A: (COMPULSORY)****QUESTION 1****1.1 Multiple choice**

1.1.1 D✓✓

1.1.2 C✓✓

1.1.3 A✓✓

1.1.4 D✓✓

1.1.5 C✓✓

**(5x2) (10)****1.2 Matching**

1.2.1 F✓✓

1.2.2 H✓✓

1.2.3 G✓✓

1.2.4 C✓✓

1.2.5 I✓✓

**(5x2) (10)****TOTAL SECTION A: [20]****BREAKDOWN OF MARK ALLOCATION**

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

**SECTION B:**

**NOTE:** Mark the first TWO questions answered in this section.

**QUESTION 2: BUSINESS ENVIRONMENTS**

**2.1 BBBEE Pillars**

- Management control✓
- Ownership✓
- Skills development✓
- Enterprise and supplier development (ESD) ✓
- Socio-economic development / social responsibility✓

**(2)**

**NOTE:** Mark only the first TWO BBBEE pillars

**2.2**

**2.2.1 Provision of BCEA**

PROVISION	MOTIVATION
<ul style="list-style-type: none"> <li>• Hours of work/Work hours✓✓</li> </ul>	<ul style="list-style-type: none"> <li>• Employees work 10 hours per day during a 5 day work week✓</li> </ul>
<ul style="list-style-type: none"> <li>• Overtime✓✓</li> </ul>	<ul style="list-style-type: none"> <li>• They are not paid for extra hours worked✓</li> </ul>
<b>Sub max (4)</b>	<b>Sub max (2)</b>

**Max (6)**

**2.2.2 Ways to comply with BCEA**

- Businesses should not employ children✓ under the age of 16.✓
- Workers must receive✓ double if they work during public Holidays/Sunday.✓
- Workers can take up to six hours paid sick leave✓ during a 36-month Cycle.✓
- Workers should only work 9hours per day in a 5-day work week/ 8 hours per day in a 6-day work week✓/ work hours should not exceed 45 hours per week.✓
- Overtime should not exceed✓ 10 hours a week/ 3 hours a day. ✓
- Any other relevant answer related to ways to comply with BCEA.

**Max (4)**



### 2.3 Penalties for non-compliance with the NCA

- The business may not demand payment✓ sue or attach clients/ consumers salaries/assets.✓
- The business may not charge any fee / interest/other charges✓ under that specific credit agreement.✓
- The National Credit Regulator may impose a fine/penalty✓ on the business for non –compliance.✓
- The court may declare the granting of credit by the business reckless✓ and may order consumers not to pay the creditor/ or part thereof to the business.✓
- The business will bear the costs of removing the negative information of clients/consumers✓ who were blacklisted as a result of reckless lending.✓
- Any other relevant answer related to penalties for non-compliance with the NCA.

**Max (4)**

### 2.4 Impact of Labour Relations Act

#### Positive impact

- Protects rights of business✓ in labour related issues.✓
- Promotes healthy relationship✓ between employer and employees.✓
- Labour disputes are settled quicker✓ and are less expensive.✓
- Provides mechanism✓ such as statutory councils/ collective bargaining/ CCMA.✓
- Protects employees who embark on lawful lockout✓ when negotiations between two parties fail.✓
- Workplace forums can add value to businesses✓ if it functions properly employers and employees have guidelines regarding correct and fair dismissal procedure.✓
- Employers are entitled to compensation from Labour Court✓ if they suffered damages as a result of unprotected strikes.✓
- LRA provides for the principles of collective bargaining✓ and puts structures in place with which disputes the workplace can be settled.✓
- Provides specific guidelines ✓ regarding correct and fair dismissal procedure.✓
- Any other relevant answer related to the positive impact of LRA on businesses.

**AND /OR**

**NEGATIVE IMPACT**

- Employers may not get court interdict✓ to stop a strike.✓
- Reduced global competitiveness✓ due to lower productivity.✓
- Employer may not dismiss employees at will✓, as procedures have to be followed.✓
- Cost of labour increases✓ because of legal strikes.✓
- Many employees take advantage of the right to strike✓ without acknowledging their responsibilities.✓
- Many employers and employees do not understand / respect✓the Labour Relations Act.✓
- Strike actions always result in loss of production✓ that employers may not claim.✓
- Labour disputes and bargaining council processes may become disruptive / time consuming✓ and can lead to decrease in productivity in business.✓
- Some businesses feel that the LRA gives employees too much power✓ as it creates lengthy procedures, e.g. consulting with workplace forum.✓
- Businesses may have to disclose information about workplace issues to the union✓ that could be the core of their competitive advantage.✓
- Any other relevant answer related to the negative impact of LRA on businesses.

**Max (4)**

**BREAKDOWN OF MARKS**

QUESTION	MARKS
2.1	2
2..2.1	6
2.2.2	4
2.3	4
2.4	4
<b>TOTAL</b>	<b>20</b>

**QUESTION 3: BUSINESS OPERATIONS****3.1 FOUR sources of external recruitment**

- Recruitment agencies ✓
- Bill boards ✓
- Printed media, e.g. newspapers/flyers ✓
- Electronic media, e.g. radio/TV ✓
- Social media/Social networks/Internet/Business websites ✓
- Recruitment agencies ✓
- Walk-ins ✓
- Head hunting ✓
- Professional associations ✓
- Networking ✓
- Educational/Training institutions ✓
- Posters just outside the business ✓

**Max (4)****NOTE: Mark the first FOUR (4) EXTERNAL sources only.****3.2****3.2.1 Selection steps in the above scenario:**

- The Human Resources manager of TTS sorted the applications forms received according to pre-determined criteria. ✓
- The shortlisted candidates were invited for the interview. ✓

**Max (2)****NOTE: The steps must be quoted from the scenario****3.2.2 Other steps of 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.

**Max (4)****NOTE: The steps may be in any order****3.3 Role of interviewer when preparing for an interview**

- The interviewer should develop a core set of questions ✓ based on the skills/knowledge/ ability required. ✓
- Check/read the application/verify the CV of every candidate ✓ for anything that may need to be explained. ✓
- Book and prepare ✓ the venue for the interview. ✓
- Set the interview date ✓ and ensure that all interviews take place on the same date, if possible. ✓
- Inform all shortlisted candidates ✓ about the date and place of the interview. ✓
- Plan the programme for the interview ✓ and determine the time that should be allocated to each candidate. ✓
- Notify all panel members conducting interview ✓ about the dates and place of interview. ✓
- Any other relevant answer related to role of interviewer when preparing for an interview.

**Max (6)****3.4 Legalities of employment contract when signing in new employees.**

- Employment contract is an agreement between the employer and the employee and is legally binding. ✓✓
- Employer and employee must agree to any changes to the contract. ✓✓
- Aspects of the employment contract can be renegotiated during the course of employment. ✓✓
- No party may unilaterally change aspects of the employment contract. ✓✓
- The employer and employee must both sign the contract. ✓✓
- The employment contract should include a code of conduct and code of ethics. ✓✓
- The employer must explain the terms and conditions of the employment contract to the employee. ✓✓
- It may not contain any requirements that are in conflict with the BCEA. ✓✓
- Conditions of employment/duties/responsibilities of the employees must be stipulated clearly. ✓✓

- The remuneration package/including benefits must be clearly indicated. ✓✓
- All business policies, procedures and disciplinary codes/rules can form part of the employment contract. ✓✓
- The employer must allow the employee to thoroughly read through the contract before it is signed.
- Any other relevant answer related to legalities of employment contract.

**Max (4)**  
**[20]**

**BREAKDOWN OF MARKS**

<b>3.1</b>	<b>4</b>
<b>3.2.1</b>	<b>2</b>
<b>3.2.2</b>	<b>4</b>
<b>3.3</b>	<b>6</b>
<b>3.4</b>	<b>4</b>
<b>TOTAL</b>	<b>20</b>

**QUESTION 4: (MISCELLANEOUS TOPICS)**

**BUSINESS ROLES**

**4.1 King Code principles for good corporate governance**

- Transparency✓
- Accountability✓
- Responsibility✓

**Max (2)**

**NOTE: Mark only the first TWO (2) King code principles for good corporate governance.**

**4.2. Difference between problem solving and decision making**

<b>PROBLEM SOLVING</b>	<b>DECISION MAKING</b>
<ul style="list-style-type: none"> <li>• Problems can be solved✓ by a group / team or an individual team member.✓</li> </ul>	<ul style="list-style-type: none"> <li>• It is often done by one person / a member of senior management✓ who makes it authoritarian.✓</li> </ul>
<ul style="list-style-type: none"> <li>• Alternative solutions are generated / identified✓ and critically evaluated.✓</li> </ul>	<ul style="list-style-type: none"> <li>• Various alternatives are considered✓ before deciding on the best one.✓</li> </ul>
<ul style="list-style-type: none"> <li>• Process of analysing a situation to identify strategies✓ to bring about change.✓</li> </ul>	<ul style="list-style-type: none"> <li>• It is part of problem solving cycle✓ as decisions need to be taken in each step.✓</li> </ul>
<ul style="list-style-type: none"> <li>• Any other relevant answer related to problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Any other relevant answer related to decision making.</li> </ul>
<b>Sub max( 4)</b>	<b>Sub max ( 4)</b>

**Max (8)**

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

**BUSINESS OPERATIONS**

**4.3 Salary determination methods**

	<b>SALARY DETERMINATION METHOD</b>	<b>MOTIVATION</b>
Machinists	Piecemeal✓✓	The machinists at SM are paid according to the number of shirts completed in a week.✓
Management	Time-related✓✓	The management is paid according to the hours worked in a month.✓
	<b>Sub max (4)</b>	<b>Sub max (2)</b>

**Max (6)**

- NOTES**
- 1. Allocate marks for correct identification of salary determination method even if the motivation is incorrect.**
  - 2. Do not allocate marks for motivation if salary determination method is not identified.**

**4.4 Advantages of fringe benefits**

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

Any other relevant answer related to advantages of fringe benefits.

**Max (4)**

**BREAKDOWN OF MARKS**

<b>4.1</b>	<b>2</b>
<b>4.2</b>	<b>8</b>
<b>4.3.1</b>	<b>6</b>
<b>4.4</b>	<b>4</b>
<b>TOTAL</b>	<b>20</b>

## SECTION C

**NOTE:** Mark the first question answered in this section.

### QUESTION 5: BUSINESS ENVIRONMENT: (LEGISLATION)

#### 5.1 Introduction

- SDA encourages on-going skills development and learning to sustain the improvement of skills development in the workplace. ✓
- SETA aims to improve and develop skills development needs and to ensure that national standards are met. ✓
- All skills offered in the workplace must be in line with National Skills Development Strategy / Human Resources Development Strategy. ✓
- Businesses should register with the relevant SETA's as one of the ways in which businesses can comply with SDA. ✓
- Any other relevant introduction related to purpose of SDA, roles / functions of SETA's, difference between NSDS and HRDS / ways to comply with SDA.

**Any (2x1) (2)**

#### 5.2 Purpose of the Skills Development Act (SDA)

- Develops the skills of people in South Africa ✓ in order to improve productivity ✓
- Invests in education ✓ and training of workers. ✓
- Improves the chances of getting a job ✓ for previously disadvantaged people. ✓
- Encourages workers to participate ✓ in learning programmes. ✓
- Redresses imbalances of the past ✓ through education and training. ✓
- Encourages businesses to improve ✓ the skills of their workers. ✓
- Improves the chances of getting a job ✓ for previously disadvantaged people. ✓
- Any other relevant answer related to purpose of Skills Development Act.

**Max (10)**

#### 5.3 Roles/ functions of SETAs

- Report ✓ to Director General. ✓
- Promote and establishes ✓ learnerships. ✓
- Collect levies ✓ and pays out grants as required. ✓
- Provide accreditation ✓ for skills development facilitators. ✓
- Register ✓ learner ship agreement/s / learning programmes. ✓
- Approve workplace skills plan ✓ and annual training reports. ✓
- Monitor/Evaluate the actual training ✓ by service providers. ✓
- Oversee training in different sectors ✓ of the South African economy. ✓
- Develop skills plan in line ✓ with the National Skills Development Strategy. ✓
- Draw up skills development plans ✓ for their specific economic sectors. ✓
- Provide training material /programme ✓ for skills development facilitators. ✓

- Pay out grants to companies that are complying ✓ with the requirements of the Skills Development Act. ✓
- Promote learnership and learning programmes ✓ by identifying suitable workplaces for practical work experience. ✓
- Any other relevant answer related to role/functions of SETAs.

**Max (12)**

**5.4 Differences between National Skills Development Strategy (NSDS) and Human Resources Development Strategy (HRDS).**

<b>National Skills Development Strategy</b>	<b>Human Resources Development Strategy</b>
<ul style="list-style-type: none"> <li>• Encourages good quality training in the workplace ✓ to ensure on-going development of skills ✓.</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses skills shortages ✓ in the South African workforce. ✓</li> </ul>
<ul style="list-style-type: none"> <li>• Provides for the participation ✓ of government, organised business and labour. ✓</li> </ul>	<ul style="list-style-type: none"> <li>• Aims at achieving faster economic growth/higher employment levels ✓ and reduced levels of poverty ✓.</li> </ul>
<ul style="list-style-type: none"> <li>• Improves social development ✓ through economic development. ✓</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes social development/social justice ✓ and helps to alleviate poverty. ✓</li> </ul>
<ul style="list-style-type: none"> <li>• Indicates how Sector Education and Training Authorities (SETAs) should use the money allocated ✓ from the Skills Development Levy. ✓</li> </ul>	<ul style="list-style-type: none"> <li>• Short term ✓ and long term workforce skills. ✓</li> </ul>
<ul style="list-style-type: none"> <li>• Increases/Improves ✓ access to training programmes. ✓</li> </ul>	<ul style="list-style-type: none"> <li>• Improves ✓ the supply of skills. ✓</li> </ul>
<ul style="list-style-type: none"> <li>• Builds/Provides ✓ career/vocational guidance/training centres. ✓</li> </ul>	<ul style="list-style-type: none"> <li>• Increases employee participation ✓ in lifelong learning. ✓</li> </ul>
<ul style="list-style-type: none"> <li>• Any other relevant answer related to NSDS</li> </ul>	<ul style="list-style-type: none"> <li>• Any other relevant answer related to HRDS</li> </ul>
<p style="text-align: center;"><b>Sub max ( 6)</b></p>	<p style="text-align: center;"><b>Sub max (6)</b></p>

**Max (12)**



- NOTES:**
- 1. The answer does not have to be in a tabular format.**
  - 2. The differences does not have to link, but must be clear.**
  - 3. Award a maximum of FOUR (4) marks if the difference is not clear.  
Mark either National Skills Development Strategy / Human Resources Development Strategy.**

### **5.5 Ways in which businesses can comply with SDA.**

- Employers who collect PAYE should register with SETAs. ✓✓
- One per cent of an employer's payroll has to be paid over to the SETA. ✓✓
- Businesses should register with SARS in the area in which their business is classified (in terms of the SETA). ✓✓
- Employers should submit a workplace skills plan and provide evidence that it was implemented. ✓✓
- Businesses with more than 50 employees must appoint a skills development facilitator. ✓✓
- Assess the skills of employees to determine areas in which skills development are needed ✓✓.
- Encourage employees to participate in learner ships and other training programmes. ✓✓
- Provide all employees with the opportunity to improve their skills. ✓✓
- Any other relevant answer related to ways in which businesses can comply with SDA

**Max (12)**

### **5.6 Conclusion**

- Businesses must follow the guidelines of Skills Development Act in order to prevent penalties from non-compliance. ✓✓
- In a country where Covid -19 has been rife, skills development comes in hand for people who have been employed and trained to start their own businesses. ✓✓
- National Skills Development Strategy (NSDS) and Human Resources Development Strategy are important efforts to come up with structured training and development for workforce in South Africa. ✓✓
- Any other relevant conclusion related to purpose of SDA, roles / functions of SETA's, / difference between NSDS and HRDS / ways to comply with SDA.

**Any (1x2) (2)**

**BREAKDOWN ALLOCATION OF MARKS**

<b>DETAILS</b>	<b>MAXIMUM</b>	
Introduction	<b>2</b>	<b>MAX 32</b>
Purpose of the Skills Development Act (SDA)	<b>10</b>	
Role/ functions of SETAs	<b>12</b>	
Differences between National Skills Development Strategy (NSDS) and Human Resources Development Strategy (HRDS).	<b>12</b>	
Ways in which businesses can comply with (SDA).	<b>12</b>	
Conclusion	<b>2</b>	
<b>INSIGHT</b>		
Layout	<b>2</b>	<b>8</b>
Analysis, interpretation	<b>2</b>	
Synthesis	<b>2</b>	
Originality, examples	<b>2</b>	
<b>TOTAL MARKS</b>		<b>40</b>

**QUESTION 6****6.1 INTRODUCTION**

- Problem solving is frequently carried out by a group and encourages creative thinking since it aims to find original and innovative solutions.✓
- Many techniques have been developed for businesses to use as tools to solve business related problems.✓
- Encouraging creative thinking in the workplace enables the business to come up with totally new products and services.✓
- Employees must be given freedom to express their ideas and take risks in a safe environment.✓
- Any other relevant introduction related to outlining problem solving steps / application of Delphi and Brainstorming technique/ advantages of creative thinking in a work place / recommendation of ways a business can create an environment that promotes creative thinking in a work place.

**Any (2 X 1) (2)****6.2 PROBLEM SOLVING STEPS****OPTION 1**

- Identify the problem✓✓
- Define the problem✓✓
- Formulate a strategy✓✓
- Implement a strategy✓✓
- Allocate resources✓✓
- Monitor the problem solving✓✓
- Evaluate the problem-solving process✓✓

**Max (12)****OR****OPTION 2**

- Identify the problem✓✓
- Define the problem✓✓
- Identify alternative solution✓✓
- Evaluate alternative solutions✓✓
- Choose the best solution✓✓
- Formulate / develop an action plan/strategy✓✓
- Implement the action plan✓✓
- Evaluate the solution/action plan✓✓

**Max (12)****NOTE: Steps can be in any order**

### 6.3 APPLICATION OF PROBLEM-SOLVING TECHNIQUES

#### 6.3.1 Delphi technique

- Business must invite a panel of experts✓ to research complaints from customers/ to participate in the process.✓
- A questionnaire consisting on how to improve quality of their product is designed✓ and distributed to the panel members/experts.✓
- Members of panel respond individually to questionnaire/ suggest improvements✓ to the product and return it to the business.✓
- Summarise the responses from the experts✓ in a feedback report.✓
- Send feedback report and a second set of questions / questionnaire✓ based on the feedback report to panel members.✓
- Request panel members to provide further input/ ideas on how to improve quality of products✓ after they have studied the result /documentation.✓
- Distribute third questionnaire based on previous feedback✓ from second round.✓
- A final summary /feedback report ✓ is prepared.✓
- The business should choose the best solution/proposal✓ after reaching the consensus / agreement.✓
- Any other relevant answer related to application of Delphi technique as a problem solving technique.

Sub Max (6)

#### 6.3.2 Brainstorming

- State / define the business problem clearly✓ , so that all participants / stakeholders understand the problem.✓
- Members state possible causes✓ of the business problems.✓
- Set a time limit ✓ for each brainstorming session.✓
- Record / Write ideas down✓ , where all participants can see it✓ . / Ideas may also be shared online✓ during an E-brainstorming session.✓
- Use each suggestion✓ to inspire new thoughts /ideas.✓
- Do not judge/criticize/discuss the ideas✓ so that many ideas could be generated as quickly as possible.✓
- All members of the group✓ randomly make suggestions.✓
- The group rates ideas✓ according to its usefulness/success/difficulty/cost to implement.✓
- The group evaluates all ideas✓ , and combines similar ones/ draw up a refined list.✓
- Discuss the plan of action✓ on how to implement the best ideas✓ .
- Any other relevant answer related to application of brainstorming as a problem solving technique.

Sub Max (6)  
Max (12)

#### 6.4 ADVANTAGES OF CREATIVE THINKING IN THE WORKPLACE

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

**Max (12)**

## 6.5 WAYS IN WHICH A BUSINESS CAN CREATE AN ENVIRONMENT THAT STIMULATES/PROMOTES CREATIVE THINKING IN THE WORKPLACE

- Encourage staff to come up with new ideas/ solutions. ✓✓
- Encourage alternative ways of working /doing things. ✓✓
- Make time for brainstorming sessions to generate new ideas, e.g. regular workshops/ generate more ideas/build on one another's ideas. ✓✓
- Respond enthusiastically to all ideas and never let anyone feel less important. ✓✓
- Encourage job swapping within organization/studying how other businesses are doing things. ✓✓
- Train staff in innovative techniques/ creative problem solving skills/mind-mapping/lateral thinking. ✓✓
- Place suggestion boxes around the workplace and keep communication channels open for new ideas. ✓✓
- Emphasise the importance of creative thinking to ensure that all staff know that management want to hear their ideas. ✓✓
- Any other relevant answer related to ways in which business can create an environment that stimulates/promotes creative thinking.

**Max (10)**

## 6.6 CONCLUSION

- Businesses must follow problem solving steps in addressing complex business problems. ✓✓
- Businesses must be familiar with various problem-solving techniques for effective application. ✓✓
- Creative thinking is essential to adapt to the rapidly changing environment in which they operate. ✓✓
- Promoting creative thinking in the workplace makes the task of problem-solving much easier. ✓✓
- Any other relevant conclusion related to outlining problem solving steps / application of Delphi and Brainstorming technique / advantages of creative thinking in a work place / recommendation of ways a business can create an environment that promotes creative thinking in a work place.

**BREAKDOWN ALLOCATION OF MARKS**

<b>DETAILS</b>	<b>MAXIMUM</b>	
Introduction	<b>2</b>	<b>Max 32</b>
Problem-solving steps	<b>12</b>	
Application of problem-solving techniques <ul style="list-style-type: none"> <li>○ Delphi technique</li> <li>○ Brainstorming</li> </ul>	<b>6</b> <b>6</b>	
Benefits of creative thinking in the workplace	<b>12</b>	
Ways in which businesses can promote creative thinking in the workplace	<b>10</b>	
Conclusion	<b>2</b>	
INSIGHT		
Layout	<b>2</b>	
Analysis, interpretation	<b>2</b>	
Synthesis	<b>2</b>	
Originality, examples	<b>2</b>	
<b>Total</b>		<b>40</b>