LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 12

BUSINESS STUDIES
CONTROLLED TEST 2026

MARKING GUIDELINE

MARKS: 100

This marking guideline consists of 23 pages

NOTES TO MARKER:

PREAMABLE

The notes to makers are provided for quality assurance purpose to ensure the following:

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

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

Marker:	Red
School based HOD:	Green
Subject advisor:	Orange
District Subject Manager:	Black/Blue
Provincial Moderator:	Pink
DBE moderator	Turquoise

2. Candidates' responses must be in full sentences for SECTION B and C. However, this would depend on the nature of the question.

3. Comprehensive marking guidelines have been provided but this is by no means exhaustive. Due consideration should be given to an answer that is correct but:
   - uses a different expression from that which appears in the memorandum
   - comes from another source
   - original
   - a different approach is used

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

4. Take care 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 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 memo. 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 response to questions is recommended in SECTION A and B. However, if the numbering is incorrect, follow the sequence of the candidate's responses. Candidates will be penalized if the latter is not clear.

10. No additional credit must be given for repetition of facts. Indicate with a '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*** **cos**ts *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 memorandum and the context of each question.

Cognitive verbs, *such as:*

12.1 Advise, name, state, mention, outline, motivate, recommended, suggest, *(list not exhaustive)* do not usually require much depth in candidates' response. 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 'MAX'

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

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

14.3 If candidates are required to provide their own examples/views, brainstorm this at the marking center to finalise alternative answers.

14.4 Use of the cognitive verbs and allocation of marks:

14.4.1 If the number of facts are specified, questions that require candidates to describe/discuss/explain' may be marked as follows:

- Fact : 2 marks (or as indicated in the memorandum)
- Explanation : 1 mark

The 'fact' and 'explanation' are given separately 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 memorandum.

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 SECTION B and C in particular (where applicable).

15 SECTION C

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

Introduction	**Maximum:**
Content	
Conclusion	**32**
LASO	**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: Option 1: Only relevant facts: 2 marks (No '-S') Where a candidate answers 50% or more (two to four sub-questions) of the question with only relevant facts; no '-S' appears in the left margin. Award the maximum of TWO (2) marks for synthesis. Option 2: Some relevant facts: 1 mark (One '-S') Where a candidate answers less than 50% (only one sub-question) of the question with only OR some relevant facts; one '-S' appears in the left margin. Award a maximum of ONE (1) mark for synthesis. Option 3: Some relevant facts: 1 mark (One '-S') Where a candidate writes four questions but one sub-question of the question with no relevant facts; one '-S' appears in the left margin. Award a maximum of ONE (1) mark for synthesis. Option 4: No relevant facts: 0 marks (Two '-S') Where a candidate answers less than 50% (only one sub-question) of the question with no relevant facts; two '-S' appears in the left margin. Award a ZERO mark for synthesis.	2
Originality	Is there evidence of one example in any TWO of the four sub-topics, not later than two (2) years that are based on recent information, current trends and developments?	2
TOTAL FOR INSIGHT:		8
TOTAL MARKS FOR FACTS:		32
TOTAL MARKS FOR ESSAY (8 + 32):		40

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

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

15.4 The breakdown of marks are indicated at the end of the suggested answer/marking guideline to each question.

15.5 Mark all relevant facts until the SUBMAX/MAX mark in a subsection has been attained. Write 'SUBMAX'/MAX' after maximum marks have been obtained but continue reading for the originality 'O'.

15.6 At the end each essay indicate the allocation of marks for facts and marks for insight as follows: (L – Layout, A – Analysis, S – Synthesis, O – Originality) as in the table below.

CONTENT	MARKS
Facts	**32 (max.)**
L	**2**
A	**2**
S	**2**
O	**2**
TOTAL	**40**

15.7 When awarding marks for facts, take note of the sub-maxima indicated, especially if candidates do not make use of the same subheadings. Remember, headings and 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 guidelines.

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

Section A

Question 1

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

(5 x 2) (**10**)

1.2
1.2.1 National skills √√
1.2.2 Job description√√
1.2.3 Forcefield analysis√√
1.2.4 SETA'S√√
1.2.5 Ethics√√

(5 x 2) (**10**)
[20]

BREAKDOWN OF MARKS

QUESTION 1	MARKS
1.1	10
1.2	10
TOTAL	20

SECTION B

QUESTION 2: BUSINESS ENVIRONMENTS

2.1 **Provisions of the Basic Conditions of Employment Act (BCEA)**

- Regulation of working time: Ordinary hours of work/Overtime/Meal Intervals/Sunday work/Public holidays. √
- Leave/annual/sick/family responsibility/maternity/paternity/parental. √
- Particulars of employment and remuneration. √
- Termination of employment. √
- Prohibition of employment of children and forced labour√
- Any other relevant answer related to the provisions of the BCEA

NOTE: Mark the first FOUR (4) only. **(4 x 1) (4)**

2.2 **Rights of employees in terms of LRA**

- Employees may join a trade union of their choice. √√
- Embark on legal strikes as a remedy for grievances. √√
- Refer unresolved workplace disputes to the CCMA. √√
- Refer unresolved CCMA disputes to the Labour Court on appeal. √√
- Request trade union representatives to assist/represent employees in the grievance/disciplinary hearing. √√
- Trade union representatives may take reasonable time off work with pay, to attend to trade union duties. √√
- Establish a workplace forum where a business has 100 or more employees to resolve work-related issues. √√
- Any other relevant answer related to the rights of employees in terms of LRA. **Max (4)**

2.3 **Actions regarded as non-compliance to COIDA**

2.3.1 Actions regarded as non-compliance to COIDA from the scenario

- The management of BPM prevents employees from reporting injuries that happened while on duty. √
- BPM deliberately contribute incorrect amounts to the Compensation Fund. √

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

2.3.2 Other actions that are regarded as non-compliance by COIDA.

- Bribing employees not to report the accident/injury√ based on the grounds of race/religion/culture/language/gender/sexual orientation. √
- Falsifying information about previous, serious accidents/occupational diseases√ on the grounds of race/religion/culture/language/gender/sexual orientation. √
- Employers who do not allow claims for injuries√ discriminate against injured employees. √
- Discriminating against injured employees when claims have to be submitted√/ employers who refuse to submit claims of injured employees to the Compensation

Board. √
- Employers that take too long to process claims√/delay the claiming process.√
- Failing to disclose all information to the Compensation Board√ when accidents or injuries occur for specific employees. √
- Compensation that is set off against any debt of the person√ entitled to the compensation. √
- Refusing to lodge the claims√ of domestic workers. √
- Any other relevant answer related to the other actions that are regarded as non-compliance by COIDA.

  NOTE: Do not award marks for responses that were quoted in QUESTION 2.3.1 **Max (4)**

2.4 **Ways in which businesses can comply with the 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 learnerships and other training programmes. √√
- Provide all employees with the opportunity to improve their skills. √√
- Any relevant answer related to ways in which businesses can comply with the SDA. **Max (6)**

[20]

BREAKDOWN OF MARKS

Question 2	Marks
2.1	4
2.2	4
2.3.1	2
2.3.2	4
2.4	6
TOTAL	20

-

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 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). √
- Duration/Period of employment contract/Details of termination/expiry date of employment contract. √
- 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 procedures for unacceptable behaviour. √

NOTE: MARK THE FIRST TWO (2) only. (2 x 1) (2)

3.2 **The role of the interviewer before the 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. /Ensure that all interviews take place on the same date, if possible. √√
- Inform all shortlisted candidates about the date and place of the interview. √√
- Notify all panel members interviewing the date and place of the interview. √√
- Plan the programme for the interview and determine the time that should be allocated to each candidate. √√
- Allocate the same amount of time to interview each candidate in the program. √√
- Any other relevant answer related to the role of the interviewer before the interview. **Max (4)**

3.3 Salary determination methods from the scenario.

SALARY DETERMINATION METHODS	MOTIVATIONS
1. Time-related√√	Livhu, the office administrator, is paid according to the number of hours spent at work. √
2. Piece meal√√	Lindel, the event coordinator, receives her salary based on the number of events she worked on. √
Sub max (4)	Sub max (2)

NOTE:
1. **Mark the first TWO (2) only.**
2. **The answer does not have to be in tabular format.**
3. **Award marks for the salary determination methods even if the quotes were incomplete.**
4. **Do not award marks for motivations if the salary determination methods were incorrectly identified.** **Max (6)**

3.4 **Benefits of induction for businesses**

- Allow 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 focused training. √
- Increase quality of performance/productivity,√ which promotes the effective use of working methods/resources.√
- Minimises the need√ for on-going training and development. √
- Employees will be familiar√ with organizational 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. √
- Employees may have a better understanding of business policies√ regarding ethical/professional conduct/procedures/CSR, etc. √
- Reduces the staff turnover√ as new employees has been inducted properly.√
- Any relevant answer related to the benefits of induction for businesses. **Max (4)**

3.5 Impact of external recruitment

Positives/Advantages

- New candidates bring new talents/ideas/experiences/skills into the business. √√
- There is a larger pool of candidates from which to choose from. √√
- There is a better chance of getting a suitable candidate with the required skills/qualifications/ competencies who do not need much training/ development which reduces costs. √√
- It may help the business to meet affirmative action/EEA and BBBEE targets. √√
- Minimises unhappiness/conflict amongst current employees who may have applied for the post. √√
- Overall efficiency/productivity may occur if the new worker actively adds value to the business. √√
- Any relevant answer related to the positive impact of external recruitment.

AND/OR

Negatives/Disadvantages

- External sources can be expensive, e.g. recruitment agencies' fees/ advertisements in newspapers/magazines. √√
- The selection process may not be effective, and an incompetent candidate may be chosen. √√
- Information on CV's/referees may not be reliable/may be falsifie. √√
- Recruitment process takes longer/is more expensive as background checks must be conducted. √√
- New candidates generally take longer to adjust to a new work environment. √√
- In-service training may be needed, which decreases productivity during the time of training. √√
- Many unsuitable applications can slow down the selection process. √√
- Any relevant answer related to the negative impact of external recruitment.

Max (4)
[20]

BREAKDOWN OF MARKS

Question 3	Marks
3.1	2
3.2	4
3.3	6
3.4	4
3.5	4
TOTAL	20

4.1 Problem solving steps

- Identify the problem. √
- Define the problem. √
- Identify possible solutions to the problem. √
- Select the most appropriate alternative. √
- Develop an action plan. √
- Implement the suggested solution/action plan. √
- Monitor the implementation of the solution/action plan. √
- Evaluate the implemented solution. √

NOTE: Mark the first FOUR (4) only. **(4 x 1) (4)**

4.2 Differences between ethical behaviour and professional behaviour

ETHICAL BEHAVIOUR	PROFESSIONAL BEHAVIOUR
- Refers to the principles of right and wrong/acceptable in society. √√	- Refers to what is right/ wrong/ acceptable in a business. √√
- Conforms to a set of values that are morally acceptable. √√	- Set of standards of expected behaviour. √√
- Forms part of a code of conduct to guide employees to act ethically. √√	- Applying a code of conduct of a profession or business. √√
- Focuses on developing a moral compass for decision-making. √√	- Focuses on upholding the reputation of a business/profession. √√
- Involves following the principles of right and wrong in business activities/practices/dealings. √√	- Includes guidelines on employees' appearance/communication/attitude/ responsibility, etc. √√
- Any other relevant answer related to ethical behaviour.	- Any other relevant answer related to professional behaviour.
Sub max (2)	**Sub max (2)**

NOTE:
1. **The answer does not have to be in tabular format.**
2. **The differences do not have to link but must be clear.**
3. **Award a maximum of TWO marks if the differences are not clear/Mark either ethical behaviour or professional behaviour only.** **Max (4)**

4.3 King Code principles for good corporate governance from the scenario

KINGS CODE PRINCIPLES	MOTIVATIONS
1. Transparency√√	The employees and shareholders of NTL are aware of the employment policies of the business. √
2. Accountability√√	Accurate annual reports were presented to the shareholders at the annual general meeting. √
Sub max (4)	**Sub max (2)**

NOTE:
1. **Mark the first TWO (2) only.**
2. **The answer does not have to be in tabular format.**
3. **Award marks for the King Codes principles even if the quotes were incomplete.**
4. **Do not award marks for the motivations if the king code principles were incorrectly identified.** **Max (6)**

4.4 Ways in which business professional, responsible, ethical and effective business practice should be conducted

- Mission statement should include the values of equality/respect. √√
- Businesses should develop equity programmes/promotes strategies to ensure that all employees are treated equally regardless of status/rank/power. √√
- Treat workers with respect/dignity by recognising work well done/the value of human capital. √√
- Plan properly and put preventative measures in place. √√
- Pay fair wages/salaries which are in line with the minimum requirements of the BCEA/Remunerate employees for working overtime/during public holidays. √√
- Engage in environmental awareness programmes/Refrain from polluting the environment such as legally disposing of toxic waste. √√
- Refrain from starting a venture using other businesses' ideas that are protected by law. √√
- Business decisions and actions must be clear/transparent to all
- stakeholders. √√
- Businesses should be accountable/responsible for their decisions and actions/ patent rights. √√
- Hire honest/trustworthy accountants/financial officers with good credentials.√√
- Regular/Timeous payment of taxes. √√
- All workers should have access to equal opportunities/ positions/ resources. √√
- Ensure that employees work in a work environment that is conducive to safety/ fairness/free of embarrassment. √√
- Employers and employees need to comply with legislation with regard to equal opportunities/human rights in the workplace. √√
- Training/Information/Business policies should include issues such as diversity/discrimination/harassment. √√
- Employers should respond swiftly and fairly to reported incidents of discrimination in the workplace. √√
- Orders/Tasks should be given respectfully and allow the recipient/employee to have a say in the way that task should be performed. √√
- Draw up a code of ethics/conduct. √√
- On-going development and training for all employees. √√
- Performance management systems/Appraisals should be in place. √√
- Adequate internal controls/monitoring/evaluation. √√

Any other relevant answer related to ways in which professional, responsible, ethical and effective business practice should be conducted by businesses.

Max (6)
[20]

BREAKDOWN OF MARKS

Question 4	Marks
4.1	4
4.2	4
4.3	6
4.4	6
TOTAL	20

TOTAL SECTION B: 40

SECTION C

Mark only the FIRST question in this section.

QUESTION 5: BUSINESS ENVIRONMENTS (LEGISLATION)

5.1 **Introduction**

- The BBBEE Act was established to bring the majority of South Africans into the mainstream of the economy. √
- Provides opportunities for black people to explore various ways of generating wealth. √
- Businesses must allow previously disadvantaged individuals the opportunity to develop/improve their skills which ensures on-going training/development. √
- The penalties for non-compliance with the BBBEE Act may have a negative impact on businesses. √
- The penalties for non-compliance with the BBBEE Act may have a negative impact on businesses. √
- Any other relevant introduction related to the purpose of the BBBEE Act/ impact of BBBEE/penalties for non-compliance with the BBBEE Act/how businesses can comply with BBBEE.

Any (2 x 1) (2)

5.2 **Purpose of the BBBEE**

- Enables wealth to be spread more broadly across all population groups. √√
- Aims at targeting inequality in the South African economy. √√
- Outlines areas that would give the government a platform for bringing equitable spread of wealth amongst all population groups. √√
- Allows for the development of Codes of Good Practice. √√
- Increases the number of black people that manage/control South African businesses. √√
- Any other relevant answer related to the purpose of the BBBEE Act.

Max (8)

5.3 IMPACT OF THE BBBEE ACT

Positives/ Advantages BBBEE on businesses

- Encourages businesses to address the demands√ for redress/equity directly in the workplace. √
- Provides a variety of business codes√ to improve employment equity√.
- A good BEE rating√ improves the image of the business. √
- Promotes enterprise development√, by developing entrepreneurial skills for designated people to establish their own businesses. √
- Businesses that comply with BBBEE regarding the pillars√ will be rated high on the BEE scorecard;√ may get government tenders/√ may attract other BBBEE business partners/suppliers. √
- Provides for enhanced human resources development√ through training and development. √
- Businesses will have a good overview√ on how it is performing in comparison to other businesses in the rest of the country. √
- Businesses that focus on BBBEE shows commitment √ towards the social/education/economic developments in the community/country. √
- Improves the image of the business √ because a good BBBEE rating, attracts more investors to the business. √
- Any other relevant answer related to the positive impact of BBBEE on businesses.

AND/OR

Negatives/Disadvantages

- Businesses have to go through the process of having their BBBEE compliance/verified √ by an independent BEE verification agency. √
- Businesses that wish to acquire government tenders, √ must have their BEE status assessed annually, which increases administrative burdens of businesses.√
- Provides for preferential procurement, √ so certain businesses may be excluded from supplying goods/services. √
- Some processes associated with BBBEE, if not monitored properly √ may lead to corruption/nepotism/cronyism. √
- Many businesses have been disadvantaged due to BBBEE ratings √ as they may not be able to meet all the scores. √
- The implementation of BBBEE is time – consuming, expensive, prescriptive √ and administratively burdensome, especially attaining BBBEE Scorecard ratings and training of employees. √
- Costs increase as businesses have to spend money √ on the correct compliance with the five BBBEE pillars in order to obtain a good BBBEE rating. √
- Investment/Ownership issues can cause unhappiness√ amongst existing shareholders/owners. √
- Processes and procedures may be costly for a business√ as there are many legal requirements for scoring enough points to be compliant. √
- BBBEE advocates Enterprise and Supplier Development (ESD) √, which means certain businesses that are not approved by BBBEE vendors may be excluded from supplying goods and services. √
- Any other relevant answer related to the negative impact of BBBEE on businesses.

Max (14)

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5.4 THE PENALTIES FOR NON-COMPLIANCE WITH BBBEE

- Businesses that do not comply with BBBEE may receive a compliance order from the Labour Court√, which forces the business to comply with BBBEE. √
- Businesses that neglect to comply with BBBEE may receive large fines for fronting practices and may even be given a jail sentence (imprisonment) √, which will be dependent on the severity of the non-compliance. √
- The state may decide not to renew business licences√, revoke the business licence, or refuse to grant authorisations to conduct business activities. √
- The state may cancel any contract awarded to businesses√ that have acquired them based on false information regarding their BBBEE status. √
- Approved BBBEE compliant vendors will withdraw their contracts√ with non-compliant businesses. √
- Businesses may be fined a fine√ of up to 10% of the company's annual turnover. √
- A business can be banned √ from participating in government contracts for 10 years. √
- Business licenses may not be renewed√, and authorisations may not be issued√
- Businesses that fail to achieve at least a minimum of 40% compliance √ with ownership, skills development and new enterprise and supplier development will be automatically downgraded by one level. √
- Any other relevant answer related to penalties that businesses may face for non-compliance with BBBEE. **Max (14)**

5.5. Ways in which businesses can comply with the BBBEE

- Businesses need to find all means to achieve the requirements of the five BBBEE pillars, such as promoting affirmative action when making appointments. √√
- Conduct business activities with BBBEE compliant vendors/suppliers/ participate in preferential procurement. √√
- Conduct regular skills development training with black employees. √√
- Sell shares to more black individuals within and outside the organisation. √√
- Appoint and promote more black employees into managerial positions. √√
- Implement sound Corporate Social Investment (CSI) policies to improve and develop society at large. √√
- Businesses must appoint black people in managerial positions. √√
- Outsource their services to BEE compliant suppliers. √√
- Implement affirmative action when making appointments/ Businesses need to find all means to achieve the requirements of the five BBBEE pillars, such as promoting affirmative action when making appointments. √√
- Develop small business /SMME's through ESD. √√
- Conduct business activities with BBBEE compliant vendors/suppliers/participate in preferential procurement. √√
- Improve the standard of living of the communities in which they operate. √√
  Any other relevant answer related to the ways in which businesses can comply with BBBEE. **Max (10)**

5.6 CONCLUSION

- BBBEE aims to integrate all citizens of South Africa meaningfully into the economy. √√
- The BBBEE Act is an enabling framework that allows for the development of
- Codes of Good Practice. √√
- The BBBEE pillars such as management control, enterprise and supplier development provide guidelines on how businesses should apply these pillars in the workplace. √√

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- Businesses should strive to comply with the BBBEE Act to avoid negative publicity and losing business partners.√√
- Any other relevant conclusion related to the purpose/impact/implications/ways in which businesses can comply with the BBBEE. **(1 x 2) (2)**

[40]

QUESTION 5: BREAKDOWN OF MARK ALLOCATION

DETAILS	MAXIMUM	TOTAL
Introduction	2	Max
Purpose of BBBEE	08	
The Impact of BBBEE on businesses.	14	
Penalties for non-compliance with BBBEE	14	
Ways in which businesses comply with BBBEE	10	32
Conclusion	2	
INSIGHT		
Layout	2	
Analysis/Interpretation	2	8
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

6.1 Introduction

- The business environment is volatile and requires advanced creative thinking skills for effective decisions. √
- An environment that promotes creative thinking enables employees to unleash their potential for the benefit of businesses. √
- Creative thinking enables businesses to differentiate their products and develop new ways of doing things. √
- Businesses with diverse and highly skilled employees may apply the Delphi-technique to avoid delays in solving complex business problems. √
- The force-field analysis enables businesses to make a critical analysis of the situation before initiating changes. √
- Any other relevant introduction related to differences between problem-solving and decision making/creating an environment that promotes creative thinking in the workplace/advantages of creative thinking in the workplace/application of the Delphi technique and force-field analysis. **(2 x 1) (2)**

6.2 Differences between problem-solving and decision making

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

NOTE:
1. **The answer does not have to be in tabular format.**
2. **The differences do not have to link, but must be clear.**
3. **Award a maximum of FOUR (4) marks if the differences are not clear/Mark either problem-solving or decision making only.** **Max (8)**

6.3 Ways in which businesses can create an environment that promotes creative thinking in the workplace

- Encourage alternative ways√ of working/doing things. √
- Emphasise the importance of creative thinking√ to ensure that all staff know that management wants to hear their ideas. √
- Make time for brainstorming sessions√ to generate new ideas such as regular workshops generate more ideas/build on one another's ideas. √
- Place suggestion boxes around the workplace√ and keep communication channels open for new ideas. √
- Train staff in innovative techniques√ such as creative problem-solving skills/ mind-mapping/lateral thinking. √
- Encourage job swops√ within the organisation√/Study how other businesses√ are doing things. √
- Respond enthusiastically to all ideas√ and never let anyone feel less

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important. √
- Reward creativity with reward schemes for teams/individuals√ that come up with creative ideas. √
- Provide a working environment conducive to creativity√, free from distractions. √
- Any other relevant answer related to ways in which businesses can create an environment that promotes creative thinking in the workplace. **Max (12)**

6.4 Advantages of creative thinking in the workplace

- Better/Unique/Unconventional ideas/solutions√ are generated. √
- May give the business a competitive advantage√ if unusual/unique solutions/ ideas/strategies are implemented. √
- Complex business problems√ may be solved. √
- Productivity increases as management/employees may quickly generate multiple ideas√ which utilises time and money more effectively. √
- Managers/Employees have more confidence√ as they can live up to their full potential. √
- Managers will be better leaders√ as they will be able to handle/manage change(s) positively and creatively. √
- Managers/Employees can develop a completely new outlook√, which may be applied to any task(s) they may do. √
- Leads to more positive attitudes√ as managers/employees feel that they have contributed towards problem solving. √
- Improves motivation√ amongst staff members. √
- 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. √
- Managers/Employees may keep up with fast changing technology√ which may lead to an increased market share. √
- Stimulates initiative from managers/employees√, as they are continuously pushed out of their comfort zone. √
- Creativity may lead to new inventions√ which improves the general standard of living/attract new investors. √
- Businesses can continuously improve on product development √ by exploring new ways to enhance growth. √
- Any other relevant answer related to the advantages of creative thinking in the workplace. **Max (14)**

6.5 Application of the Delphi technique and force-field analysis as problem-solving techniques to solve complex business problems

6.5.1 Delphi technique

- Businesses must invite a panel of experts to research the complaints from customers. √√
- Experts do not have to be in one place and will be contacted individually. √√
- Design a questionnaire consisting of questions on how to improve the quality of their products and distribute it to the panel members/experts. √√
- Request the panel to individually respond to the questionnaire/suggest improvements to the products and return it to the business√√
- Summarise the responses from the experts in a feedback report. √√
- Send the feedback report and a second set of questions/questionnaire based on the feedback report to the panel members. √√

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- Request panel members to provide further input/ideas on how to improve the quality of products after they have studied the results/documentation. √√
- Distribute a third questionnaire based on previous feedback from the second round. √√
- Prepare a final summary/feedback report with all the methods to improve the quality of the business's products√√
- The business should choose the best solution/proposal after reaching consensus. √√
- Any other relevant answer related to how businesses could apply the Delphi technique to solve complex business problems. **Sub max (6)**

6.5.2 Force-field analysis

- Describe the current situation/problem and the desired situation. √√
- List all driving/pros and restraining/cons forces that will support and resist change. √√
- Allocate a score to each force using a numerical scale, where one 1 is weak and five 5 is strong. √√
- Weigh up the positives and negatives then decide if the project is viable. √√
- Choose the force with the highest score as the solution. √√
- If the project is viable, find ways to increase the forces for change. √√
- Identify priorities and develop an action plan. √√
- Any other relevant answer related to how businesses could apply the force-field analysis to solve complex business problems. **Sub max (6)**

Max (12)

6.6 Conclusion

- Businesses should put systems in place that will enable them to overcome competition in the market. √√
- Creating an environment that promotes creative thinking in the workplace contributes in achieving business goals and increasing the market share. √√
- Creative thinking enables businesses to keep abreast with latest development in the market. √√
- The application of the Delphi technique provides businesses the opportunity to consider outsider's point of view on various solutions to business problems. √√
- The effective implementation of the force-field analysis may enable businesses to diversify their products/venture into new markets resulting in growth and sustainability. √√
- Any other relevant conclusion related to the differences between problem-solving and decision making/creating an environment that promotes creative thinking in the workplace/advantages of creative thinking in the workplace/application of the Delphi technique and force-field analysis. **(1 x 2) (2)**

[40]

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QUESTION 6: BREAKDOWN OF MARK ALLOCATION

DETAILS	MAXIMUM	TOTAL
Introduction	2	Max
Differences between problem-solving and decision making	08	
Ways in which businesses can create an environment that promotes creative thinking in the workplace	12	
Advantages of creative thinking in the workplace	14	32
Application of the Delphi technique and force-field analysis	12	
Conclusion	2	
INSIGHT		
Layout	2	
Analysis/Interpretation	2	8
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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