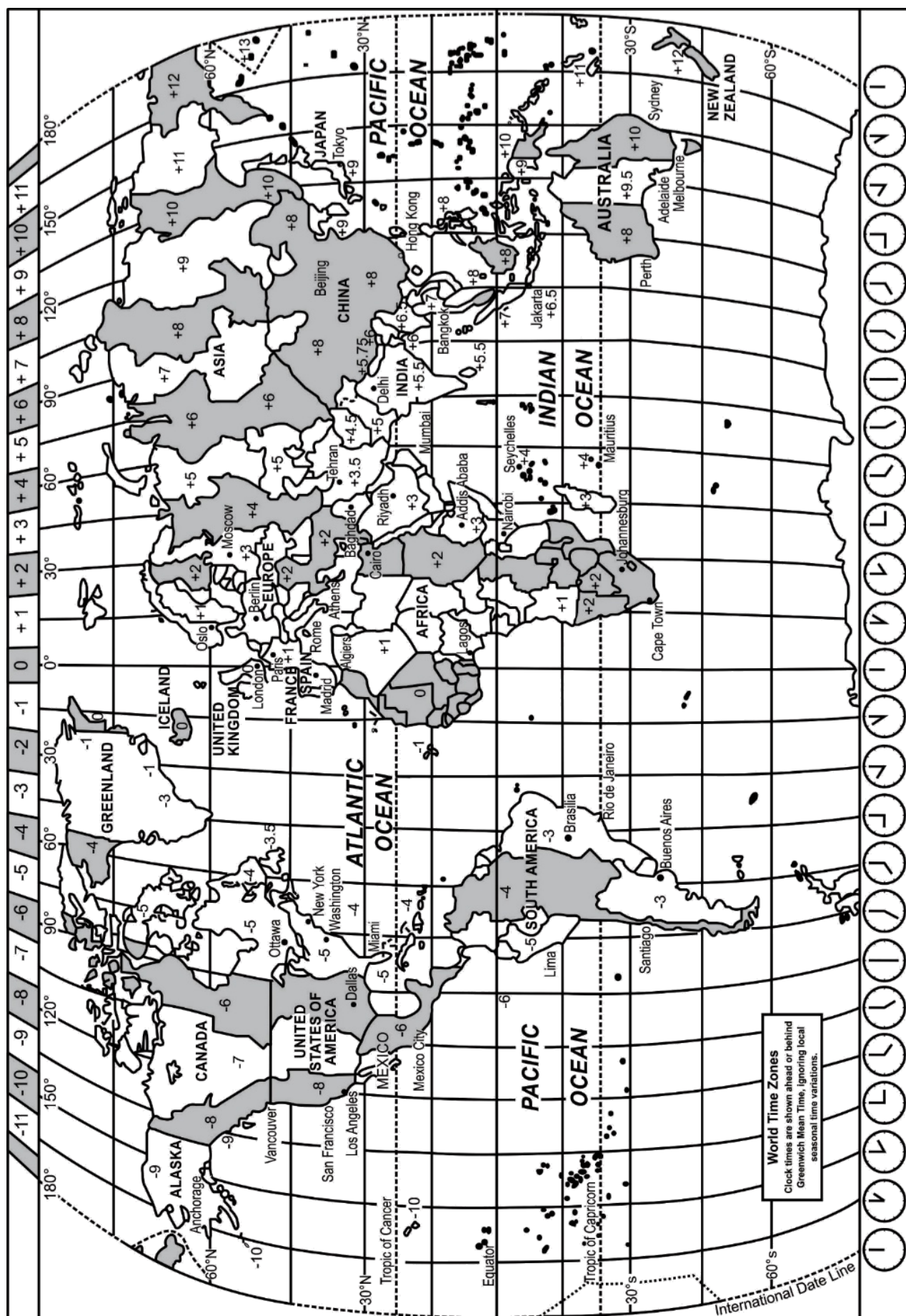


# QUESTION 1 WORLD TIME ZONES MAP



**QUESTION 5      SWOT ANALYSIS**

<p><b>Strengths</b></p> <ol style="list-style-type: none"> <li>1. <i>Compressed Paper Bricks</i> is an innovative product not offered by any other company. This gives us an advantage when advertising and selling.</li> <li>2. Our franchise-based model is easy to scale to more and more towns and cities as our brand name takes off. The investment cost in opening a new centre is very low.</li> <li>3. First to market – there is no other such company that provides jobs and makes a profit.</li> <li>4. Based centrally in the middle of urban Jhb, where paper waste is easily available.</li> <li>5. Bricks can be produced cheaply at a cost of R3,00 per brick.</li> </ol>	<p><b>Weaknesses</b></p> <ol style="list-style-type: none"> <li>1. We are dependent on an untrained, uneducated labour market for the collection of discarded paper materials.</li> <li>2. Our profit margin is as low as 10% to 20%.</li> <li>3. We are a new company with no brand presence. We may struggle to obtain start-up capital, and to sell the product because we have no track record.</li> <li>4. Investment – our long-term vision is 3-D printing, and a 3-D printer is extremely expensive.</li> <li>5. We are reliant on electricity to run our machines, which has a large carbon footprint.</li> </ol>
<p><b>Opportunities</b></p> <ol style="list-style-type: none"> <li>1. Growth potential is strong based on increasing demand for recycled building materials.</li> <li>2. Cheap labour is abundant.</li> <li>3. By removing paper waste from the environment, we can position ourselves as a green technology.</li> <li>4. Increasing demand in the tourism industry to produce lightweight pop-up cubicles that can be used as accommodation, food and beverage stalls and social distancing cubicles.</li> </ol>	<p><b>Threats</b></p> <ol style="list-style-type: none"> <li>1. Competition – our technology is easy to copy. Companies with more money can be a threat to us.</li> <li>2. Negative reaction from environmental groups who may accuse us of increasing air pollution.</li> <li>3. Slowing economy may halt the construction business in rural areas.</li> <li>4. We are a start-up and heavily dependent on initial cash-flow.</li> <li>5. ESKOM – unreliable power supply could cause manufacturing to be interrupted, and we might not be able to meet demands on time.</li> </ol>

**QUESTION 7 MARKING RUBRIC FOR CONCEPT MAP**

Criteria	4	3	2	1	0	
<b>Types of tourist identified.</b>			At least two types of tourist correctly identified.	Only one type correctly identified.	Not addressed.	<b>2</b>
<b>Analysis of this venture's impact on the tourism industry, tourism volumes.</b>	Sophisticated analysis, both positive and negative impacts addressed. <b>X2</b>	Detailed analysis, some positive and some negative aspects considered. <b>X2</b>	Either no analysis or only one positive and/or one negative impact considered. <b>X2</b>	Answer lacks substance, poor attempt made. No analysis.	Not addressed.	<b>8</b>
<b>Analysis of this venture's impact on the three pillars of sustainable tourism development. (TBL)</b>	Sophisticated analysis, both positive and negative impacts addressed. <b>X3</b>	Detailed analysis, some positive and some negative aspects considered. <b>X2</b>	Either no analysis or only one positive and/or one negative impact considered. <b>X1</b>	Answer lacks substance, poor attempt made. No analysis.	Not addressed.	<b>12</b>
<b>The role of FTTSA, CSR/CSI and 'adaptive reuse' in sustainable tourism explained.</b>	The roles of each of the three factors mentioned, adequately explained.	The roles of two of the three factors adequately explained, or an attempt made to explain the roles.	The role of one of the factors adequately explained, or the explanations lack substance.	Explanations attempted but inadequate.	Not addressed.	<b>4</b>
<b>Links between points made, valid explanations provided, key and colours included. Layout sophisticated.</b>	Excellent layout, several meaningful links show understanding of interrelationships. Colours and key reflect higher-order response.	Many links indicated, explanations may be superficial, or key and colours may lack depth of understanding of interrelationships between concepts.	Some links are made but lack explanation and/or key is rudimentary at best.	No links made or links spread haphazardly like spaghetti over the page and/or has no key or explanation.	No links are made, and no key provided.	<b>4</b>
						<b>30</b>

## QUESTION 8 MARKING RUBRIC FOR EXTENDED WRITING PIECE

Criteria	5	4	3	2	1	0	
Detailed description of the task and the goals of the team provided.			Description of both task and goals is included, detailed.	Either task or goals described, or explanation is brief or lacks credibility.	Description is not believable.	No description.	3
Description of the role you played in the team is provided.			Description of candidate's role is included, detailed and believable.	Description is provided, but brief or lacks credibility.	Description is not believable.	No description.	3
Critical evaluation of any five aspects of the staff image that impacted the professional image of your team.	Detailed analysis of the five aspects of staff image with specific reference to the team involved in, examples given.	Four of the aspects evaluated in detail, or all five discussed but not a complete evaluation.	Three of the aspects evaluated, or 3–5 aspects superficially covered.	Only two of the aspects evaluated, or 2–5 aspects superficially covered.	Only one of the aspects evaluated, or more aspects mentioned, but superficially.	Not addressed.	5
Honest evaluation of your strengths and weaknesses, including how your contribution affected the team's performance.		Candidate has provided an honest evaluation of own strengths and weaknesses, own contribution affecting team's performance analysed. Both positive and negative aspects described.	Candidate has provided an honest description of own strengths <b>and/or</b> weaknesses, own contribution affecting team's performance mentioned. May not be an analysis <b>or</b> some bias has clouded candidate's response. May be overly self-aggrandising.	Candidate describes strengths and/or weaknesses, <b>or</b> own contribution affecting team's performance analysed, but not both.	Response is not an analysis <b>or</b> no contribution by candidate mentioned.	Point not addressed.	4
Description of your group's behaviour in each of the five stages in the formation of a team is given and includes an explanation of how the behaviour affected the team's performance in achieving its goals.	Candidate names all five stages in team formation, shows an ability to objectively relate group's behaviour in each stage and displays an understanding of impact on team's performance. <b>X2</b>	Candidate names all five stages in team formation, can relate behaviour in each stage, may lack some awareness of impact on team's performance. <b>X2</b>	Candidate names some but not all stages in team formation, can relate behaviour in each stage, but lacks awareness of impact on team's performance. <b>X2</b>	Candidate names all five stages in team formation but fails to relate behaviour to stage <b>and/or</b> lacks some awareness of impact on team's performance. <b>X2</b>	Point very briefly addressed. Very little information provided. <b>X1</b>	Point not addressed.	10
Reflection includes any recommendations that may improve the success of the team in future group tasks.			Three relevant and meaningful recommendations provided that relate to the behaviour of the team.	Two relevant and meaningful recommendations provided that relate to the behaviour of the team.	Only one relevant and meaningful recommendation provided <b>or</b> recommendations don't relate to the behaviour of the team.	No response.	3
Organisation of information with a suitable title. Spelling. Grammar.				Appropriate organisation of information with a suitable title. Spelling is correct, grammar suitable for a grade 12 response.	One of the language conventions not adhered to.	None of the language conventions adhered to.	2
							30