



## EXAMINER'S REPORT

<b>SUBJECT:</b>	<b>BUSINESS STUDIES</b>
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<b>GRADE:</b>	<b>12</b>	<b>PAPER:</b>	<b>1 ONLY</b>
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<b>DATE OF EXAMINATION:</b>	<b>25/11/2008</b>	<b>DURATION:</b>	<b>3hrs</b>
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### 1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE OF THE CANDIDATES

#### QUESTION 1

- Q. 1.1 Learners found questions 1.1.2, 1.1.3 and 1.1.10 challenging. Teachers need to focus more on the calculation of interest(LO2 AS 7)and the human resource function(LO4 AS 3)
- Q. 1.2 Questions 1.2.2 and 1.2.4 gave many learners problems. A possible reason could be that these questions covered work completed in grade 11. (LO2 AS7 and LO4 AS5 in grade 11 refers) I feel these questions were a bit unfair.
- Q.1.3 Learners performed well here.

Some learners did not use the answer sheet supplied to complete this question. Teachers need to teach learners how to interpret each instruction in the question paper. Teachers must also include the same instructions in their school- based tests and examinations from grades 10 to 12.

#### QUESTION 2

- Q.2.1 Many learners could only give a one sentence explanation of SETAs. Others repeated what was mentioned in the question (ensuring quality skills development). Few learners could give examples of SETAs. Teachers must supply learners with as many examples as possible throughout the curriculum.
- Q. 2.2 and Q.2.4 Learners tended to confuse the two concepts. Once again learners battled to supply appropriate examples.
- Learners did not understand the meaning of "justify and evaluate" (questions 2.2.2

and 2.4.2), hence the poor responses. Teachers must explain popular key words/phrases in questions. Start compiling a list. The language barrier could have influenced learner responses in question 2.5 as many could not find the correct answers from the case study. Teachers must coach learners on how to analyse a case study in relation to the question. Teachers to use case studies/extracts in their daily lessons.

Teachers to note that the recruitment process ends with the placement of the advertisement and does not include selection, placement and induction. Clearly most learners were not aware of this.

### **QUESTION 3.**

Surprisingly learners could not explain unethical advertising and sexual harassment. Teachers must focus on all concepts throughout the curriculum. Compile a list of terminology and concepts for each Assessment Standard. Learners found it difficult to take examples from the extract to highlight the qualities of an entrepreneur. Maybe the language barrier played a role or otherwise learners were too “lazy” to re-write the sentences. Once again they must follow the instruction to the question and will be rewarded.

Seemingly the majority of learners did not understand question 3.4.1. All that was required was to state whether the investments were low, medium or high risk (as prescribed in LO2AS7). Learners actually did the calculations (question 3.4.2) here. Learners must be reminded that when comparing investment returns all returns must also be expressed as a percentage (%). The majority failed to do this. Teachers to note that it is no longer The Johannesburg Stock Exchange, but rather The Johannesburg Securities Exchange.

### **QUESTION 4**

Once again learners could not identify sentences from the case study to support their answers in question 4.1.1. Maybe the language barrier played a role or otherwise learners were too “lazy” to re-write the sentences.

In question 4.2.1 many learners did not write the name of the post advertised in full. A very careless mistake costing them two “easy” marks.

Learners must be able to analyse a job advertisement in detail (question 4.2.2). An analysis of skills, post requirements and key performance areas are critical for this. Most learners could not perform this analysis. Learners must also be able to explain why each aspect is important to them when applying for a particular post. This question also appeared in the exemplar question paper.

### **QUESTION 5**

Most learners chose to answer this question. Learners incorrectly classified the challenges under the business environments. This is totally unacceptable since learners have been dealing with these environments since grade 10. However, even more serious was the fact that learners could not come up with proper strategies to address the challenges.

The same question appeared in the national exemplar question paper (exact same instructions). Why then did the learners not perform better in this question? Were they exposed to the exemplar question paper at all?

The structure of learners essay answers need attention. There must be an introduction, body and conclusion. The introduction must relate to the question and cannot be a general non-related introduction. The same applies to the conclusion.

**QUESTION 6**

Most learners that chose to answer this question performed poorly indeed. Learners tended to discuss the characteristics of the two forms of ownership, which were not required at all. A classic case of incorrect analysis/interpretation of a question. Learners had to explain how each factor contributed to the success or failure of the two forms of ownership. Learners need to read the question thoroughly

**QUESTION 7**

Learners could not distinguish between management and leadership. Teachers need to address this. Learners confused the different styles of management, indicating a lack of preparation on their part. Very few learners could explain the application of the management styles. It could be that additional language learners did not understand the meaning of the word “application”.

**QUESTION 8**

Few learners attempted this question. This question also appeared in the exemplar question paper, but still learners fared poorly. Did they not use the exemplar to prepare for the final exam?

Learners gave a general discussion on each business function instead of just a short description (2marks). The focus of the answer should have been on how each function contributes to the success of the business.(LO4 AS6).

**8. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS IN HELPING THE LEARNERS TO REACH THE EXPECTED LEVEL.**

- Encourage learners to write answers in full sentences where applicable.
- Practical application of knowledge is important. Expose learners to this and teach them how to apply theory in practice. Give learners many practical examples and use case studies in virtually every lesson.
- Teachers must read and stay up to date with developments in the business world. Give learners the latest information.
- Essay question must be a focus for all teachers. Teach learners how to answer this type of question. Include essays in class work, homework, class tests, control tests and examinations in grades 10 to 12.
- Subject Advisors should develop teachers on the following in subject meetings / workshops.
  - Development and application of case studies.
  - Essay questions – how to formulate these and mark allocation
  - Marking skills, with the use of dummy question papers.
  - Unpacking of content, skills and knowledge in the Assessment Standards.

- Teachers to focus on the Content Framework Annexure in the 2008 LPG.
- There are many textbooks on the market. Remember not to teach a particular textbook, but rather the Assessment Standards. Supplement your textbook from other sources when it does not cover a particular AS in full.
- Remember that NCS Business Studies requires application of knowledge from learners and not a mere recall of facts anymore. Therefore teachers must change the way they prepare and deliver the curriculum in class. Detailed lesson preparation is important.
- Teachers must ascertain that they understand the numbering of the assessment standards and should not be misled by the numbering system used by the publishers.

**SIGNATURE OF EXAMINER/MODERATOR:** \_\_\_\_\_



**SIYASEBENZISANA/ WORKING TOGETHER/ SAMEWERKING**  
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