



ASSESSMENT & EXAMINATIONS

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NSC 2011 CHIEF MARKER'S REPORT

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| SUBJECT | BUSINESS STUDIES |
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| PAPER | - |
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| DATE OF EXAMINATION: | 22/11/2011 | DURATION: | 3hrs |
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SECTION 1:

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

The majority of learners were better prepared for the 2011 question paper as compared to 2010. Therefore there is a slight improvement in their overall performance and marks achieved.

It is clear that there are still problem areas that learners must improve on, e.g. Proper reading of questions, essay questions, and some language problem.

A major problem for learners are that they do not always understand the application of certain words/verbs in a question, e.g. Identify, explain, state, describe, give, outline. This needs to be addressed in 2012 by teachers.

Many learners did not use full sentences in their answers where applicable. This cost them one mark instead of gaining two marks

The essay type of questions remain the biggest problem for learners. They do not always know what should be included in their answer, omit the introduction and the conclusion and are not aware of LASO.

Not all learners applied the instructions and information on page two of the examination paper. This is an indication that they did not read even though they were seated 15 minutes before the time and was instructed by the invigilator to read.

SECTION 2:

**Comment on candidates' performance in individual questions
(It is expected that a comment will be provided for each question on a separate sheet).**

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| QUESTION 1 |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| Out of the 24 800 scripts average is 32 marks |
| Most learners did well in this question and achieved a good mark. |
| Q 1.1 (Multiple choice) – Answered well. |
| Q 1.2 (Choose correct word) – Answered well. |
| Q 1.3 (Matching descriptions) – Answered very well. |
| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| The learners had trouble in the following questions: |
| Q.1.1.3 – Many learners could not identify that ownership is a pillar of the <u>BBBEE Act</u> . |
| Q.1.1.6 – Learners battled to identify the procedure of an <u>induction programme</u> . |
| Q.1.1.10 – Learners did not know that a <u>Retirement Annuity Fund</u> gives tax rebates to members. |
| Q.1.2.4 – Some learners did not know that the <u>SDAct</u> makes provision for SETAs. |
| Q.1.3.1 – Learners had difficulty in identifying the description of a <u>Go-slow strike</u> . |
| (a) Provide suggestions for improvement in relation to Teaching and Learning |
| Teachers need to ensure that learners know and understand the legislative requirements and provisions for the following: Employment Equity Act, Skills Development Act, BBBEE Act, National Credit Act, Labour Relations Act and Basic Conditions of Employment Act .ESPECIALLY the NCA |
| Most learners were not be able to discuss the following human resources processes and procedures:From recruitment before employment . Could only list it . |
| (d) Describe any other specific observations relating to responses of learners |
| Many learners did not use the Answer Sheet provided for question 1. Teachers should teach learners how to use and complete the Answer Sheet for Section A of the question paper. Give them examples of such answer sheets to complete throughout the year.Include it in controlled test for SBA AND ESPECIALLY IN THE TRIAL EXAM WHERE LEARNERS ARE SUPPOSED TO BE PREPARED FOR THE FINAL EXAM . |
| Some learners chose two possible answers as correct under the multiple choice questions. Such answers are then marked as incorrect. Please bring this to the learner's attention. |
| In question 1.1.6 and 1.1.10 Afrikaans learners were allowed alternative answers as correct, since there were mistakes in the questions. In question 1.1.5 both options B and C were accepted as correct in both languages. |

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| e) Any other comments useful to teachers, subject advisors, teacher development etc. |
| Give examples of this type of questions (multiple choice, choose the correct word and matching of descriptions) regularly to learners. Do this on a weekly basis and focus only on the work completed during that week. |
| Subject Advisors can request teachers to draft Section A type questions and then to distribute these throughout the district. |
| Subject Advisors should use the provincial markers in their district to lead/take part in a workshop on the exam paper, memorandum and moderators/ chief marker's report. |
| Teachers should be as practical as possible when teaching. Use applicable extracts from newspapers/ other sources and relate them to what is been taught. |
| Use previous national question papers to conduct proper revision. |
| QUESTION 2 |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| Out of the 24 800 scripts average is 30 marks |
| Q. 2.1.1 – Well answered. |
| Q. 2.1.2 – Poorly answered. |
| Q. 2.2 – Fairly well answered, but with some difficulty. |
| Q. 2.3.1 – Well answered. |
| Q. 2.3.2 – Fairly well answered. |
| Q. 2.3.3 – Fairly well answered. |
| Q. 2.4.1 – Well answered. |
| Q. 2.4.2 – Well answered. |
| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| The following questions did trouble learners: |
| Q. 2.1.2 – Learners found it difficult to link the <u>environment and extent of control</u> to each challenge. Some referred to the three business sectors (primary, secondary, tertiary) instead of the correct business environments. Apparently learners did not understand that extent of control referred to either full, limited or no control of a challenge. |
| Q. 2.2 – Learners mostly knew the ways to reduce stress levels, but did not realise that they should also give an <u>example</u> with each. This cost them at least four marks when answering this question. For example: Motivating✓✓, e.g. Providing employees with job security.✓ Some learners also mixed conflict with stress. |
| Q. 2.3.2 – Once again some learners had a problem with an Act. Most included the fact on no discrimination, but omitted the <u>support on inclusivity</u> part in their answer. |
| Q. 2.3.3 – Many learners did not read or understand this question properly. The question clearly requested the procedure of the human resource manager <u>before the tax advisor is employed</u> . That means that placement, induction and training should not have been mentioned by the learner. |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| Learners must understand the difference between business sectors and business environments. They must be able to identify challenges to a business, link the challenge to a business environment and indicate how and to what extent the challenge could be controlled. This is clearly explained in the guide to core content column on page 7 of the Grade 12 NSC Examination Guidelines document. |
| Teachers must ensure that learners supply examples to most of their answers. This definitely applies to the word “Explain” in a question. Always give learners as many examples as possible. |
| Teachers and learners to once again take special note of the contents of each applicable act as required in the Examination Guidelines document. |
| Please be aware that the recruitment of employees refers to everything that must be done before an applicant is appointed in a post. |
| (d) Describe any other specific observations relating to responses of learners |
| Many learners did not use the table for their answer to Q. 2.1.2, as clearly instructed in the question. It seems that learners did not read questions and instructions properly. They must definitely implement such instructions otherwise, it may cause them to lose marks. |
| (e) Any other comments useful to teachers, subject advisors, teacher development etc. |
| Subject Advisors should use the provincial markers in their district to lead/take part in a workshop on the exam paper, memorandum and moderators/chief marker’s report. |
| Teachers should be as practical as possible when teaching. Use applicable extracts from newspapers/ other sources and relate them to what is been taught. Apply them in case studies. |
| Use previous national question papers to conduct proper revision. |
| Give learners regular case studies on each AS completed to do in class as well as homework |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| Out of the 24 800 scripts average is 20 marks |
| Q. 3.1 – Poorly answered. |
| Q. 3.2 – Fairly answered. |
| Q. 3.3 – Fairly poorly answered. |
| Q. 3.4 – Fairly well answered. |
| Q. 3.5.1 – Poorly answered. |
| Q. 3.5.2 – Very poorly answered. |
| Q. 3.5.3 – Fairly well answered. |
| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| Q. 3.1 – This was a straight forward question – requiring learners to give the <u>advantages</u> of a partnership. Learners did not understand this question properly (Give three reasons...) Many instead gave the characteristics of a partnership. |

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| <p>Q. 3.2 – Some learners <u>did not use full sentences</u> in this answer, but only a single word instead, e.g. Only the word “risk” instead of “Ability to take calculated risks.” When learners did not use full sentences in their answers they were allocated only one mark and not two. Only in instances where it was self explanatory eg. Positive outlook / vision ✓✓ were awarded .</p> |
| <p>Q. 3.3 – Many learners did not know what the answer should include and <u>wrote down non-applicable answers</u>. Some gave the roles of trade unions and others wrote answers based on different types of teams or reasons for using teams instead of characteristics of a successful team.</p> |
| <p>Q. 3.4 – In general learners could supply the reasons for conflict, but <u>did not add examples</u> to each answer. For example: Personality clashes✓✓, e.g. Where people of different personalities fail to work together.✓</p> |
| <p>Q. 3.5.1 – Many learners did not understand this question. They wrote general information on investments. They did <u>not understand that they should have analysed the risk factor of the type of investment</u>.</p> |
| <p>Q. 3.5.2 –<u>The MAJORITY of Learners</u> could <u>not do the basic return calculations</u> on shares and fixed deposits. <u>Many lost all 16 marks for this question</u>. Clearly most learners did not understand these calculations or it was never explained to them by the teacher. It was also clear that some did not have a calculator to use. Even those that could do the basic calculations <u>did not calculate the percentage increase</u> for each investment.</p> |
| <p>Q. 3.5.3 – Some learners <u>did not read the question properly</u> and again repeated shares and fixed deposits as two forms of investment. There is the possibility that they did not know other forms of investment at all.</p> |
| <p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p> |
| <p>Encourage learners to read questions very carefully and do exactly what is required for their answer. Explain to learners the understanding of question words in different questions and what is required, e.g. Discuss, state, analyse, outline, list, identify, explain, etc.</p> |
| <p>Explain to learners that most answers must be in full sentences. Monitor their implementation of this throughout the year. Also, explain to them when a single or two words are acceptable. Marks on the question paper serves as a guide as to how many facts are required eg. (3x2 = 6)</p> |
| <p>Once again, teach and encourage learners to supply examples in their answer. Give learners examples with all work/topics throughout the year.</p> |
| <p>Teachers must ensure that they prepare learners well for all types of calculations required by them, e.g. Under-insurance, payments, premiums and returns on investments, interest and shares. Ensure they have calculators on the examination day for this subject. Remind them that percentages (%) must always be calculated when dealing with investments and interest.</p> |
| <p>(d) Describe any other specific observations relating to responses of learners</p> |
| <p>Sometimes learners write down more facts than required in an answer, e.g. Give three reasons, but they write down five. Inform learners about this, as only the required number of facts will be marked. They also waste exam time doing unnecessary work.</p> |

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Subject Advisors should arrange a teacher workshop based on calculations to be done by learners. This will assist teachers, since many of them try to avoid this because of their own misunderstanding of doing these required calculations. In ALL AVAILABLE TEXT BOOKS AS WELL AS STUDY GUIDES , THERE ARE AMPLE OF EXAMPLES – WHERE EVEN ANSWERS ARE GIVEN .SUPPLY THEM WITH VARIOUS TYPES AND BSTD TEACHERS CAN EVEN APPROACH MATHS LIT. TEACHERS TO ASSIST THEM BECAUSE IT FORMS PART OF THEIR SILLABUS AS WELL.

Subject Advisors should use the provincial markers in their district to lead/take part in a workshop on the exam paper, memorandum and moderators/examiner report.

Teachers should be as practical as possible when teaching. Use applicable extracts from newspapers/ other sources and relate them to what is been taught. Apply them in case studies.

Use previous national question papers to conduct proper revision.

Give learners regular case studies on each AS completed.

QUESTION 4

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

Out of the 24 800 scripts average is 15 marks

Q. 4.1 – Well answered.

Q. 4.2 – Very poorly answered.

Q. 4.3 – Very well answered.

Q. 4.4 – Very poorly answered.

Q. 4.5 – Fairly poorly answered.

Q. 4.6 1 – Well answered.

Q. 4.6.2 – Well answered.

Q. 4.6.3 – Well answered.

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

Q. 4.2 – It is obvious that many learners did not do this work in class. They omitted this question completely. It is clear that teachers did not handle this topic on types of business strategies since it may not be included in the textbook they are using in class.

Q. 4.4 – Learners did advise (yes or no), but battled to supply the reasons for their answer. They did not realise that the reasons actually referred to either the advantages or disadvantages of insurance and had to be applied specifically to the Pillay situation.

Q 4.5 – Learners rather gave a definition of goods in rural areas and sexual harassment. They did not discuss the challenge to ethical and professional behaviour on the two topics. They did not understand the wording in the question. They could not make proper recommendations to address these unethical behaviours at all. Only gave examples

(c) Provide suggestions for improvement in relation to Teaching and Learning

Teachers to ensure that they get information on the types of business strategies if these are not included in the textbook learners are using. The Examination Guideline document on page 8 clearly states that teachers should make notes using different resources and textbooks on business strategies. Teachers should support their explanation of the type of strategy by means of an example, Diversification, e.g. Coke expanded their product range by selling mineral water in stead cooldrink only. Intergration – Backwards or Forward = supported by an example .

The advantages and disadvantages of insurance must be covered in class. Ensure that where learners are expected to say yes/no in their answer, they must also give reasons why they agree or not agree. If no reasons are given, they will not receive marks for a correct yes or no. Include similar questions during the year in class tests.

Learners must always be able to make recommendations on how to improve/better a problematic situation in business. Expose them to similar questions throughout the year so that they know what is expected of them.

(d) Describe any other specific observations relating to responses of learners

Teachers must not only focus and teach the content of the textbook of the learners. There are a number of topics not covered in the older textbooks. Identify such topics and ensure to get appropriate content for learners on such topics.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Subject Advisors should ensure that all the teachers in their district have the necessary content required to fully cover all assessment standards. Therefore they should gain information on outstanding content and supply it to teachers. Address and verify this issue during school visits and subject meetings as well.

Subject Advisors should use the provincial markers in their district to lead/take part in a workshop on the exam paper, memorandum and moderators/examiner report.

Teachers should be as practical as possible when teaching. Use applicable extracts from newspapers/ other sources and relate them to what is been taught. Apply them in case studies.

Use previous national question papers to conduct proper revision.

Give learners regular case studies on each AS completed.

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| QUESTION 5 (One Essay Question of 40 marks) |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| Out of the 24 800 scripts average is 10 marks |
| Very few learners attempted this question and those that did fared very poorly. |
| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| This relatively new act only became part of an assessment standard in 2009. Therefore, it is not included in most textbooks. Seemingly, many <u>teachers did not gather information on this act.</u> |
| This question deals with the National Credit Act. Learners <u>did not know the purpose and advantages/disadvantages</u> of this act to either the business or consumers. It is clearly stated in the Examination Guideline (page 10) that learners must know the advantages/disadvantages of this act to credit providers and consumers. Seemingly, teachers also did not implement this. |
| Learners omitted the <u>purpose of the act</u> in their answer. |
| Learners also did not answer the section on what can be done if a <u>consumer's application for credit is declined.</u> |
| Many learners did <u>not give their answer under the sub headings required.</u> They mixed everything into one paragraph which made marking more difficult and the learner's lost LASO marks. |
| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| Teachers must get information on the National Credit Act and distribute it to their learners. |
| This act influence everybody in the country and all people (customers) should know it well. Teachers must ensure to give this important information to their learners. |
| Give learners practical examples of instances where this act is taking place between business and consumers. This should lead to a better understanding of this act in practice. |
| (d) Describe any other specific observations relating to responses of learners |
| Many learners omitted an introduction and conclusion in their answer. They can loose 5 marks for this as well as 2 marks for layout. Teachers must explain the importance of this to learners and ensure they include an introduction and conclusion in all essay questions throughout the year. |
| Many learners do not know or understand LASO and that they must apply these components in their essay answers. |
| (e) Any other comments useful to teachers, subject advisors, teacher development etc. |
| Teachers need to give more essay type questions to their learners to complete. This means they must design/ gather such questions on a regular basis. It will be good if teachers give at least two essay questions per week for the learners to do. |
| Explain the LASO concept to learners. Let them understand what they need to write under each component to earn marks. Ensure learners do this process correctly with every essay question they do. |
| A teacher must mark essay questions self and then explain to learners what they did wrong and how to correct it. Don't let the learners mark any essay questions. |

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| Apply essay questions in grade 10 and 11 as well. This is instructed on page 53 in the BSTD CAPS Policy document. Unfortunately many teachers only apply essay questions in grade 12 for the first time. Subject Advisors will need to monitor this. |
| Subject Advisors can do the following to improve on essay questions: Arrange essay workshops for teachers, gather and give examples of essay questions to teachers throughout the year. |
| QUESTION 6 (One Essay Question of 40 marks) |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| Out of the 24 800 scripts average is 18 marks |
| Learners achieved the highest marks for essays in this question. |
| Most learners attempted this question, but still fared poorly. |
| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| Learners <u>confused human rights and inclusivity</u> with each other. They mixed the two in their answer. |
| Learners <u>did not know how to evaluate</u> the extent to which NWU addresses each of the three issues. |
| Once again, learners did not give their answer under the sub headings required as indicated in the question. They <u>mixed everything into one paragraph</u> which made marking more difficult and the learner's lost LASO marks. |
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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| Ensure learners understand that human rights refer to the basic rights of all citizens and inclusivity to aims to redress the past imbalances due to discrimination. |
| The Bill of Human Rights protects human rights and the Employment Equity Act plus the BBBEE Act promotes inclusivity. Learners must know these acts well and how they deal with improving human rights and inclusivity. |
| Give more essay type questions on these topics to learners. |
| Draft more essay questions on acts. |
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| (d) Describe any other specific observations relating to responses of learners |
| Same as per question 5. |
| Many learners omitted an introduction and conclusion in their answer. They can lose 5 marks for this as well as 2 marks for layout. Teachers must explain the importance of this to learners and ensure they include an introduction and conclusion in all essay questions throughout the year. |
| Many learners do not know or understand LASO and that they must apply these components in their essay answers. |

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| (e) Any other comments useful to teachers, subject advisors, teacher development etc. |
| Same as per question 5. |
| Explain the LASO concept for learners. Let them understand what they need to write under each component to earn marks. Ensure learners do this process correctly with every essay question they do. |
| Teachers need to give more essay type questions to their learners to complete. This means they must design/ gather such questions on a regular basis. It will be good if teachers give at least two essay questions per week for the learners to do. |
| A teacher to mark this essay questions self and then explains to learners what they did wrong and how to correct it. |
| Apply essay questions in grade 10 and 11 as well. This is instructed on page 53 in the BSTD CAPS Policy document. Unfortunately many teachers only apply essay questions in grade 12. Subject Advisors will need to monitor this. |
| Subject Advisors can do the following to improve on essay questions: Arrange essay workshops for teachers, gather and give examples of essay questions to teachers throughout the year. |
| QUESTION 7 (One Essay Question of 40 marks) |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| Out of the 24 800 scripts average is 22 marks |
| Most learners performed poorly in this question. |
| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| Learners did not realise that to <u>analyse the statement</u> made in this question meant to <u>supply a yes or a no</u> and give a <u>reason for it</u> . This cost them 4 marks. |
| Learners <u>only recorded the basic definition</u> for each management style instead of giving a full explanation of each. Many lost 6 marks for each management style because of this. |
| Learners did <u>not answer the application for each management style</u> . They had to explain when and how each management style could be applied to be successful. Most lost 4 marks for each management style because they did not realise that <u>examples referred to how to apply each management style</u> . |
| Some learners discussed <u>other management styles not required in the question</u> . |
| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| Explain the instruction to <u>analyse</u> to learners so that they know what is expected of them in their answer. |
| Encourage learners to write more when the question requires them to evaluate something. More detail is needed in their answer. |
| Also, explain that the word example can mean how to apply something as well. |
| Learners must read essay questions carefully to see what exactly their answer must focus on as well as the headings they should use in their answer. Train learners to do this properly with each essay question they do during the year. |

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| (d) Describe any other specific observations relating to responses of learners |
| Same as per question 5 and 6. |
| Many learners omitted an introduction and conclusion in their answer. They can lose 5 marks for this as well as 2 marks for layout. Teachers must explain the importance of this to learners and ensure they include an introduction and conclusion in all essay questions throughout the year. |
| Many learners do not know or understand LASO and that they must apply these components in their essay answers. |
| (e) Any other comments useful to teachers, subject advisors, teacher development etc. |
| Same as per question 5 and 6. |
| Teachers need to give more essay type questions to their learners to complete. This means they must design/ gather such questions on a regular basis. It will be good if teachers give at least two essay questions per week for the learners to do. |
| Explain the LASO concept for learners. Let them understand what they need to write under each component to earn marks. Ensure learners do this process correctly with every essay question they do |
| A teacher to mark this essay questions self and then explains to learners what they did wrong and how to correct it. |
| Apply essay questions in grade 10 and 11 as well. This is instructed on page 53 in the BSTD CAPS Policy document. Unfortunately many teachers only apply essay questions in grade 12. Subject Advisors will need to monitor this. |
| Subject Advisors can do the following to improve on essay questions: Arrange essay workshops for teachers, gather and give examples of essay questions to teachers throughout the year. |
| QUESTION 8 (One Essay Question of 40 marks) |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| Out of the 24 800 scripts average is 24 marks |
| A poorly answered question. |
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| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| Learners did not understand this question well. Many only explained what each business function is (like in the old syllabus) and not <u>what must be done by each business function</u> to be successful and addressing the Maponya enterprise. |
| Very <u>few included examples</u> as requested in the question. |
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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| Teachers must be careful not to teach business functions as per old syllabus (concepts only). Learners must be able to discuss the performance (what must be done/nature of implementation) for each function and link it to a specific situation in a business. |
| Give learners case studies where the business functions are been applied. There are many examples of this in newspapers. |

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| (d) Describe any other specific observations relating to responses of learners |
| Same as per question 5, 6 and 7. |
| Many learners omitted an introduction and conclusion in their answer. They can lose 5 marks for this as well as 2 marks for layout. Teachers must explain the importance of this to learners and ensure they include an introduction and conclusion in all essay questions throughout the year. |
| Many learners do not know or understand LASO and that they must apply these components in their essay answers. |
| (e) Any other comments useful to teachers, subject advisors, teacher development etc. |
| Same as per question 5, 6 and 7. |
| Teachers need to give more essay type questions to their learners to complete. This means they must design/ gather such questions on a regular basis. It will be good if teachers give at least two essay questions per week for the learners to do. |
| Explain the LASO concept for learners. Let them understand what they need to write under each component to earn marks. Ensure learners do this process correctly with every essay question they do |
| A teacher to mark this essay questions self and then explains to learners what they did wrong and how to correct it. |
| Apply essay questions in grade 10 and 11 as well. This is instructed on page 53 in the BSTD CAPS Policy document. Unfortunately many teachers only apply essay questions in grade 12. Subject Advisors will need to monitor this. |
| Subject Advisors can do the following to improve on essay questions: Arrange essay workshops for teachers, gather and give examples of essay questions throughout the year. |

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