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**QUALITATIVE ANALYSIS OF LEARNER RESPONSES AND EVALUATION OF QUESTION PAPERS: NSC 2021**

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| **REPORT 1: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE** |

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| **SUBJECT** | **BUSINESS STUDIES** |
| **PAPER** | **1** |
| **DURATION OF PAPER:** | **2 HOURS** |

**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

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| * The total number of candidates that wrote NSC Business Studies P1 2021 November Examination in the Province of the Eastern Cape was 27 218. | | | | | | | | |
| * The splitting of the paper into Paper 1 and Paper 2 has a positive effect on the results of the learners. | | | | | | | | |
| * The average for the random selected 100 scripts in 2020 was: 54% and it has improved to 56% in 2021, an increase of 2%. | | | | | | | | |
| * Below are the graphs on the performances in the different sub-questions based on the 100 scripts marked: | | | | | | | | |
| **Performance per question based on the 100 scripts in Rasch analysis:** | | | | | | | | |
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| The key cognitive verbs are still a challenge to most learners, lack of understanding in the application of some verbs, such as advise, suggest/recommend ways, elaborate, evaluate, discuss the implications, redraw the table etc. | | | | | | | | |
| Some candidates still struggle to quote from the scenarios. Quotes are incomplete or they rephrase the sentence and then forfeit marks. | | | | | | | | |
| The achievement of candidates according to the 7point scales: | | | | | | | | |
| YEAR | NO. OF CANDIDATES | L1  % | L2  % | L3  % | L4  % | L5  % | L6  % | L7  % |
| 2021 | 27218 | 21 | 15,7 | 16 | 15,6 | 13,3 | 10,4 | 8 |
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| **SECTION A** |
| Candidates performed very well in Section A with an average of 72 % compared to 67% in 2020, according to the randomly selected 100 scripts recorded. |
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| **SECTION B** |
| The average performance of candidates in questions in Section B according to the randomly selected 100 scripts recorded is:  Question 2 - 11 %; Question 3 – 47 %; Question 4 – 41 %  Question 3 was the popular question. Only a few candidates answered Question 2. |
| **Section C** |
| The average performance of candidates in questions in Section C according to the randomly selected 100 scripts recorded is  Question 5 – 53% and Question 6 – 59%.  In Section C Question 6 was the popular question.  There is an improvement in the answering of the essay question compared to previous years. Only a few centres did not obtain the Layout marks.  Very few candidates obtained the Originality marks. |

**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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| **SECTION A**  **QUESTION 1** |
| **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| * Candidates’ performance varies from, moderate to high in sub-section 1.1, 1.2 and 1.3 * Candidates performed well in question 1.3. * Learners do not follow instructions and get penalised when they give two answers in Section A. * Q 1.1 - Overall candidates performed well in this question, but candidates struggled with 1.1.1 and 1.1.2.   + - Q1.2 - Many candidates performed well in this question due to fact that they do not have to recall the right answer, they have to select the right answer. Most incorrect answers were in question 1.2.5 quality circles (according to the randomly selected 100 scripts recorded).     - Q1.3 Many candidates performed very well. Most incorrect answers 1.3.5 (Quality Management) according to the randomly selected 100 scripts recorded. * It is clear from the short questions that Recent Legislation and Quality of Performance are difficult topics and pose a challenge to learners. |
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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.** |
| * Candidates confused the NCA with the CPA but some struggled to Identify the National Credit Act in Question 1.1.1. * Candidates could not link the example with the type of integration strategy. * 1.2.4 Candidates struggled to link the quality element to the given example. * 1.2.5 Candidates struggled identify quality circles. * 1.3.5 Candidates could not link the Quality Management to the definition. * Learners did very well in Human Resources questions but struggled with Business Environments and Quality. |

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| **(c) Provide suggestions for improvement in relation to Teaching and Learning** |
| * Section A must be part of formal and informal assessment during teaching and learning. * Teachers must link key words related to the different Acts to enable learners to recognise the Acts in short questions. * A clear distinction should be emphasised between National Credit Act and Consumer Protection Act specific to the purpose, compliance and penalties. * Teachers should ensure that candidates know Business Studies terminology * Use Business Studies Examination Guidelines 2021 to teach quality concepts and compile additional resource with scenarios and examples. * Planned revision within the scope of CAPS with adequate resources is highly recommended. * Teachers must use recent marking guidelines as an additional resource. |

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| (**d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| * There is evidence that due to poor performance of some candidates in Section A and can be observed by the following: * Instructions were not followed, e.g., Numbering of question must be the same as used in the question paper. * Only use the words as it appears in the list in question 1.2. Do not abbreviate or change the words. Only give one response to each question in Section A |
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| **SECTION B**  **QUESTION 2: BUSINESS ENVIRONMENTS** |
| (a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| * Question 2 was not a popular question and was also poorly answered. * 2.1 Candidates could not list FOUR forces of Porter’s model. * 2.2 Very few candidates could outline the advantages of intensive strategies. * 2.3 Few candidates could identify the defensive strategy. Some candidates still struggle to quote from the scenario. * 2.3.1 Most candidates could explain another defensive strategy. * 2.4 Candidates did not discuss the penalties instead their responses were on the purpose or compliance of COIDA. * 2.5 Most candidates could identified the types of leave however some did not quote correctly from the scenario to obtain the motivation marks. * 2.6 Candidates could not explain the rights of employees and refer to the purpose of the LRA. |
| * 2.7.1 Was poorly answered only a few candidates managed to obtained marks for this question. * 2.7.2 Was poorly answered and candidates could not apply the ESD pillar. |
| (b) **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| * Vague or incomplete statements was a common problem in answering paragraph-type of questions. * Candidates do not know what is expected from them. They do not know the meaning of the action verb used in Section B and C. * 2.1 Candidates give incomplete answers e.g. only Competitors and not Power of competitors * 2.2 Very few candidates could outline the advantages of intensive strategies. Learners do not understand the aim of intensive strategies and can therefore not provide the advantages of the strategy. * 2.3 Few candidates could identify the defensive strategy. Some candidates still struggle to quote from the scenario and forfeit the marks for the motivation. They must not rephrase or use incomplete quotes. * 2.4 Candidates did not discuss the penalties instead their responses were on the purpose of COIDA. Some candidates’ responses were incomplete or vague statements and they forfeited marks. * 2.5 Most candidates could identify the types of leave however some did not quote correctly from the scenario to obtain the motivation marks. * 2.6 Candidates could not explain the rights of employees and refer to the purpose of the LRA * 2.7.1 Was poorly answered only a few candidates managed to obtained marks for this question. Some responses were based on the pillar of management. Some candidates only mention that disadvantaged people must get ownership but could not explain how. The question (Recommend ways in which businesses could apply …) requires from learners to explain the how part: How will business apply the pillars of BBBEE in the workplace e.g. include black people in **shareholding.** Leaners did not get marks for the word ownership as it was on the question paper. * 2.7.2 Was poorly answered and candidates could not apply the ESD pillar. Most of the response were vague and incomplete and show a lack of knowledge. |

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| **QUESTION 3: BUSINESS OPERATIONS** |
| **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| * Question 3 was a popular question and most learners obtained good marks. Some questions were hard for learners and others were well-answered. * 3.1 Most learners perform well and could mention the TWO salary determination methods. * 3.2 Very few learners could elaborate on the meaning of placement. * 3.3.1 Most learners could quote two aspects of the selection procedure from the scenario. * 3.3.2 The role of the interviewer during the interview was well-answered by most learners. * 3.4 Some learners did not perform well in evaluating the impact of fringe benefits. * 3.5 The quality indicators of the public relations function was poorly answered. * 3.6 Learners performed fairly some could only identify one step of the PDCA cycle. * 3.7 Candidates performed well in this question and could discuss the impact of TQM if poorly implemented. * 3.8 Most learners could distinguish between quality control and quality assurance. |

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| **(b) Why was the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| * 3.2 Very few learners could elaborate on the meaning of placement. They confused the meaning with the placement procedure. * 3.3.1 Most learners could quote two aspects of the selection procedure from the scenario. Only few quoted the wrong sentence “…. advertised a vacancy …” * 3.3.2 The role of the interviewer during the interview was well-answered by most learners. Some learners explained the role of the interviewee. * 3.4 Some learners did not perform well in evaluating the impact of fringe benefits. They confused fringe benefits with external recruitment or listed types of benefits. * 3.5 The quality indicators of the public relations function was poorly answered. Learners explain what the public relation function is and not quality indicators. Some confused public relations with marketing. * 3.6 Learners performed fairly some could only identify one step of the PDCA cycle. |

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| **QUESTION 4: MISCELLANEOUS TOPICS (BE AND BO)** |
| **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| **BUSINESS ENVIRONMENTS**   * 4.1 The candidate could not name three consumer rights stipulated in the CPA. * 4.2.1 Most learners could identify the sector and motivate their answer. * 4.2.2 Most candidates performed well in this question and was able to quote three challenges from the scenario. * 4.2.3 Candidates struggled to classify the challenges according to the three environments. * 4.3 Poorly answered as candidates could not explain how SETAs are funded. * 4.4 Although this question was asked in previous exams candidate can still not mention the steps in evaluating a strategy.   **BUSINESS OPERATIONS**   * 4.5 Candidate performed fairly in this question. * 4.6.1 Most learners could quote one implication of the EEA. * 4.6.2 Candidates struggled to explain other implications of the EEA. * 4.7 Well answered and most learners obtained full marks for this question. * 4.8 Candidates performed poorly in the impact of continuous skills development and training as an element of TQM. |

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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.** |
| **BUSINESS ENVIRONMENTS**   * 4.1 The candidates’ responses must be exactly as it is on the memo. They are not supposed to explain the right. The right to complain and to return goods are not stipulated in the act as rights and is seen as explanations of consumer rights. They forfeited marks if they gave these two responses. * 4.2.2 Most candidates performed well in this question and was able to quote three challenges from the scenario. They forfeited marks for incomplete quotes and rephrasing of sentences. * 4.2.3 Candidates struggled to classify the challenges according to the three environments.   Their employees went on a legal strike … -The answer is Microenvironment, some candidates linked it to the macro environment but employees are part of the business and therefore the answer is the micro environment.   * 4.3 Candidates could not explain how SETAs are funded. They forfeited marks by explaining the functions of SETA’s or when they responded with vague or incorrect statements e.g. The employee pays 1% of his/her salary. Only employers contribute to the skills levy. * 4.4 Although this is a popular question and is asked in previous exams candidate can still not mention the steps in evaluating a strategy. They confused it with the developing of a strategy or the steps in problem-solving. |
| **BUSINESS OPERATIONS**   * 4.5 Candidates must distinguish between internal and external sources. It must be clear that the recruitment source is from inside the business. E.g. Noticeboard was not accepted but Business noticeboard was awarded marks. They must only mention one type of source e.g. Internal e-mails/Intranet/web sites to staff is regarded as one type and learners only obtained one mark as it is seen as the same source. * 4.6.1 Learners must quote sentences in full and not rephrase the sentence. Some quoted the wrong sentence “GT ensures that they have a good relationship with their employees”. They do not know the purpose of the different Acts. * 4.8 Learners could not evaluate the impact of continuous skills development and training as an element of TQM. They discussed Skill Development Act In general and could not explained advantages and disadvantages. |

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| **SECTION C**  **QUESTION 5 BUSINESS ENVIRONMENTS** |
| (a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| * Question 5 was not a popular question. Only a few candidates answered this question. Some performed very well while others did not obtain good marks. |

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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.** |
| * 5.2 Candidates who struggled with this question did not know the strategic management process. * 5.3 They confused diversification strategies with integration strategies or could not even list the diversification strategies. * 5.4 They gave vague answers or incomplete statements and could not explain how the mentioned Pestle factors pose a challenge to businesses. Some confused the Pestle elements and some only mentioned Inflation and did not explain how inflation can pose a challenge. * 5.5 They could not recommend ways to deal with the challenges posed by the Pestle factors. * Learners who did not know the challenges posed by the PESTLE factors could also not answered the follow-up question on strategies to overcome the challenges. These two paragraphs make up 22 marks of the total marks of the question. |

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| **QUESTION 6: BUSINESS OPERATIONS** |
| **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| * Question 6 was a popular question and candidate performed well in this question. * Human Resources function is an easier topic and is also covered in Grade 11 therefore learners normally perform better in essays based on the Human Resources function than other topics. |

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| **(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| * 6.2 Learners confused the recruitment procedure with the selection procedure. * 6.4 Learners struggled to explain the benefits of induction and only mention the content of an induction programme. * 6.5 Learners forfeited marks by listing the content of the employment contract instead of explaining the legal requirements of an employment contract. |

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| **(c) Provide suggestions for improvement in relation to Teaching and Learning** |
| **General:** |
| * Teachers need to teach learners how to respond to the different types of questions. Learners must know the meaning and how to respond to the action verbs. * Teachers need teach learners to follow instructions. Instructions must be part of both informal and formal assessment. Give them informal activities to practice quoting and emphasise the importance of verbatim quoting and not rephrasing or quoting incomplete sentences. * Unless the number of facts is specified encourage learners not to only write the minimum rather add a sentence or two to ensure they can get full marks for the question e.g., a 6-mark question requires three full sentences if they are able, they can write four sentences in case they do not get full marks for the first 3 responses. This does not apply where the number of facts is specified because only the number specified will be marked e.g., List FOUR forces of Porters. Then the first four answers will be marked. * Informal and formal assessment tasks must include direct and indirect middle- and higher-order questions. * Learners must be trained to provide full sentences for answers that require middle and higher-order thinking skills. * Learners must have a copy of the latest exam guidelines. * Teachers must be guided by the CAPS and Examination Guidelines when teaching a topic. * Chief marker’s Report must be discussed with all teachers to avoid repeating the same mistakes. |

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| **QUESTION 2 – 6** |
| * 2.1 Teachers need to explain the difference between a Competitor and the Power of Competitors. They must answer the question with complete statements. Consult the 2021 November marking guidelines to ensure learners use the right forces. Porters Five forces model is based on the five forces that determine competitive power in the market environment of the business. It examines the Power of Competitors to influence prices and your market position. * 2.2 If learners understand the aim of intensive strategies is to increase sales then it will be easier for learners to recall facts. * 2.3 Learners must know the types of strategies e.g. Defensive strategies the aim is to ensure that the business can continue operating despite financial problems – to defend the existence of the business. Types: Divestment, Retrenchment and Liquidation. If learners know the types they can link it to the scenario. Then it will also be possible for them to answer the follow-on questions. * 2.4 Penalties means the consequences for the business for not complying with COIDA. * 2.6 Learners must study the Rights of Employees in terms of the LRA. If they know the purpose of the Act they will be able to explain the rights of employees. * 2.7 Application questions require that learners must know how to apply the pillar. What the business must do to comply. Learners will forfeit marks if they give vague answers about ownership. |
| * 3.2 Learners must know the difference between the meaning of and the procedure. The placement procedure is the process you are going to follow when you place new workers. They cannot use the procedure to explain the meaning of placement. Teachers must emphasis the difference between the procedure and the meaning. * 3.5 Quality indicators will show whether the business function is doing an excellent job or not. E.g. the Public relations is responsible to create a positive image for the business. How are they going to ensure quality of performance? E.g. By dealing quickly with negative publicity. The difference between marketing – promoting the product or service of the business – and publicity must be explained as learners confused the two functions. |
| * 4.1 Learners must know the difference between the consumer rights as stipulated in the CPA and the explanation of the right. E.g. The Right to choose is a consumer right and the explanation is the consumer has the right to shop around for the best prices. Learners must know the rights. The forfeited marks if their response was an explanation and not the right. * 4.2.2 Learners must revise the components of the business environments to enable them to identify challenges and link it to the right environment. * 4.3 Funding of SETA’s was poorly answered and teachers must ensure that learners have the right content to study to enable them to answer this question. It means how do the SETA’s get money to perform their duties. Learners confused the payment of levy with the UIF and forfeited marks because of incorrect responses. * 4.4 Steps in evaluating a strategy is a popular questions but learners do not know the steps. Although this question was in the paper last year candidates still struggled to obtain marks. Teachers must emphasis the importance of the question. When you evaluate a strategy, you have to check whether your plan is working. Learners confused evaluating a strategy with the steps in developing a strategy. |

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| **QUESTION 5 AND 6**  **The layout of the essay question is very important.**   * Candidates must start the essay with the word INTRODUCTION and then give two sentences on sub-topics asked in the specific essay. Learners must not answer the questions (FOUR BULLETS) in the introduction. They are forfeiting marks because only two marks can be awarded in the introduction. Analyse the question e.g. in question 5 the first topic is strategic management process thus they can use a sentence to explain what the strategic management process is as a sentence in the introduction. The second topic is diversification strategies thus a sentence on the meaning of diversification strategies can be used as a sentence in the introduction, etc. The last heading must be CONCLUSION. In the conclusion the learners must give a new fact on any of the four sub-topics covered in the question. E.g. Question 6: The employment contract should comply with the Basic Conditions of Employment Act. (Marking guideline November 2021) * Candidate must ensure they write the FOUR bullets as headings to obtain the 1st A (ANALYSIS). The second A will only be awarded if the candidate has 16 or more for F (facts). * All candidates start with 2 S (SYNTHESIS) if they only answer ONE bullet they will get -S and if they respond with irrelevant content (answer the question by giving a heading and information that was not asked) e.g. explaining how to evaluate a strategy a -S will be indicated. * Learners struggled to obtain marks for (O) **ORIGINALITY.** They cannot use examples from textbooks to obtain the originality mark. Originality must be based on recent information, current trends and developments. E.g. A disadvantage of external recruitment is: Information on CV’s may not be reliable E.g. the Head of Engineering Services at Prasa, Daniel Mtimkulu, resigned after an internal inquiry had found he grossly misrepresented his qualification when he indicated he had a PhD in engineering. He has no such degree and is not registered with the Engineering Council of South Africa.   (Source*:* [*https://solidariteit.co.za/en/7-false-qualifications*](https://solidariteit.co.za/en/7-false-qualifications)*)*   * Teachers need to assist learners and help them to identify originality*.* * Teachers must study Note 15.2 of the Notes to markers, on page 5 of the marking guideline November 2021, and explain to learners what is required in an essay question. |
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| (d) **Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| **Tips regarding answering of question papers:**   * Facts that are vague or incomplete are of huge concern. Learners must be reminded that incomplete/vague facts will result in them forfeiting marks. Teachers must ensure that learners write their answers using full sentences. * Candidates must always follow instructions in the paper. Learners must read and understand the question before answering. * Teachers must emphasise that quotes from scenarios must be in full sentences * Teachers need to teach learners how to respond to different types of questions. Learners must know the meaning and how to respond to the action verbs. * Middle and higher-order questions require responses in full sentences. Teachers must remind learners that incomplete/vague facts will result in the forfeiting of marks. One-word answers in higher order question are penalised in Section B and C. Learners must be trained to provide full sentences for answers that require middle and higher-order thinking skills.   **Preparing learners for examinations:**   * Revision must be effective in every quarter completed and teachers must follow a structured revision program. Resources, e.g., question papers from other Provinces should also be used to prepare learners. * Learners had inadequate skills in questions that need application. Teachers must use their own examples and recent papers as activities. This will prepare learners for the application questions. * Informal and formal assessment tasks must include direct and indirect middle- and higher-order questions. * Teachers must give more informal assessments that includes scenarios for learners to apply knowledge gained. * Recent Question papers and Marking Guidelines must be used by teachers when preparing learners for the final examinations, e.g., classwork and homework should be taken from previous questions papers to familiarize learners on how questions are set.   **Responding to Essay questions:**   * Teachers must train learners in Grade 10 already on how to structure their essays according to LASO. * For the Introduction and Conclusion of Essays, teachers must emphasize that facts for the Introduction and Conclusion must link to the sub-topics in the Essay question. * For the Essay questions teachers must emphasize that learners only write facts that are relevant to the bullets (sub-questions) asked. * In essay questions it is noted that most candidates could not be awarded any marks for originality because of lack of current examples or trends. For Originality, teachers must brainstorm relevant and recent examples with the learners, e.g., allowing them to Google recent examples on the internet.   **Textbooks and Resources:**   * A common, prescribed resource is highly recommended. * Provide resources that are structured according to the examination Guidelines to all under-performing schools. * Only use prescribed books as responses from other sources are not accepted. Stay updated by studying the latest marking guidelines for updated responses. Do not award marks during the year for leaners’ own creative answers as they will not get marks at the end of the year for those responses. * Learners must have a copy of the latest exam guidelines.   **General:**   * Subject Advisors and teachers involved in the marking processes of the grade 12 final examinations must provide workshops/feedback sessions on the marking guideline and marking processes in their districts e.g., the use of cognitive verbs and application questions. * Teachers must be guided by the CAPS and the Examination Guidelines of 2021 when teaching a topic. The Examination Guidelines must always be consulted. * Chief marker’s Report must be discussed with all teachers to avoid repeating the same mistakes. |