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

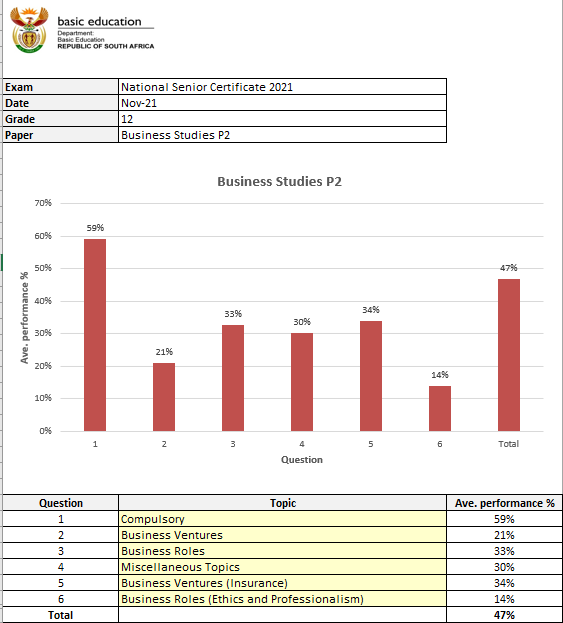
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| **REPORT 1: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE** |

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

**REPORT FORMAT**

**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 the NSC Business Studies Paper 2, November 2021 Examination in the Province of the Eastern Cape is 27 233. * The performance of the candidates in the Business Studies Paper 2 November 2021 Examination have improved compared to 2020, although there is a need to improve the quality of the results. * Candidates are experiencing challenges with regards to the following questions: 2.3 identifying the different types of preference shares from the given scenario; 2.6.1 and 2.6.2 criteria contributing to the success and/or failure of a sole trader; 3.5 the human rights from the scenario; 3.6 advantages of force-field analysis; 4.3 Advantages of a state-owned company; 5.3 Principles of insurance are not identified correctly; 5.5 Compensation fund in terms of COIDA; 6.3 and 6.4 types of unethical practical business practices and ways how to deal with these unethical practices. * The achievement of candidates as at 17:00 on 16/12/2021 are as follows:  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | YEAR | NO. OF CANDIDATES | L1  % | L2  % | L3  % | L4  % | L5  % | L6  % | L7  % | | 2021 | 27 171(100%) OUT OF 27 171 | 34.3 | 22.4 | 17.6 | 12.2 | 7.6 | 3.9 | 2 | |
| SECTION A   * Candidates performed well in Section A, with an average of 59% according to the randomly selected 100 scripts recorded. * No unfair questions were detected in Question 1. |
| SECTION B   * The average performance of candidates in Section B is 28.3% of the 100 scripts recorded for the Rasch-Analysis. * In Section B, Questions 3 and 4 were the most popular questions, followed by Question 2. * The candidates’ performances varied in Sections B from low, moderate to high, depending on the examination centres. * This was evident, as some candidates did not answer some of the questions or they were unable to address the specific requirements of the questions in Section B. |
| SECTION C   * The average performance of candidates in Section C is 24.5% of the 100 scripts recorded on the Rasch-Analysis. * In Section C, Question 5 was the most popular question, followed by Question 6. * The candidates’ performances were weaker in the answering of the essay questions compared to 2020. * Candidates forfeited marks for the Introduction, Conclusion and Originality. * Candidates repeated the preamble from the question paper as their Introduction. |

**Business Studies Paper 2 – November 2021**

**Rasch Analysis of 100 scripts:**

**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?** |
| Question 1:   * The candidates’ performances varied from low, moderate to high in sub-sections 1.1, 1.2 and 1.3. |
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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.** |
| * Question 1.1.3: Candidates were unable to calculate the interest amount correctly because the interest period was 18 months, and they are used to calculate interest for periods of years. * Question 1.1.5: Candidates confused A with option B. * Question 1.2.1: Candidates wrote the distractor ‘premium,’ instead of ‘excess.’ * Question 1.2.2: Candidates wrote the distractor ‘shares,’ instead of ‘debentures.’ * Question 1.2.3: Candidates wrote the distractor ‘nominal group,’ instead of ‘brainstorming’. * Question 1.3.5: Candidates wrote the distractor ‘D’ instead of ‘J’. |
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| **QUESTION 2** |
| **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| * The candidates’ performances varied from low to moderate in most exam centres. |
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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.** |
| * 2.1: Candidates forfeited marks because they wrote the word ‘leave’ at the end of each benefit. * 2.3: Candidates could not identify the types of preference shares correctly from the scenario, therefore also forfeiting marks for the motivations. * 2.4: Responses from candidates were incomplete, therefore they only scored one mark for each leadership style. * 2.5.1: Candidates were unable to correctly identify the visual aid from the scenario, they were misled by the word ‘slides’ in the scenario, therefore also forfeiting a mark for the motivation. * 2.5.2: Candidates gave the general advantages of visual aids and not of the Data Projector specifically. * 2.6.1: Responses from candidates were vague and general to the different forms of ownership and not specific to the sole trader. * 2.6.2: Responses from candidates were vague and general. Most candidates only scored one mark for ‘the owner receives all the profit.’ They did not elaborate on this fact. |
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| **QUESTION 3** |
| **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| * The candidates’ performances were moderate in most exam centres. |
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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.** |
| * 3.3.1: Candidates forfeited marks because they wrote the three focus areas as part of a sentence, which was not accepted. * 3.3.2: Some candidates forfeited marks for giving facts on the impact of CSI on communities instead of the business. * 3.4: Candidates are confusing the advantages of creative thinking with the benefits of diversity in 4.8. * 3.5: Candidates could not identify the human rights correctly form the scenario, therefore forfeiting marks for the motivations. * 3.6: Instead of discussing the advantages of the force-field analysis, candidates explained application of the force-field analysis. * 3.7: Candidates’ responses were vague and incomplete. Some responses pertained to issues of diversity. |
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| **QUESTION 4** |
| **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| * The candidates’ performances were moderate in most exam centres. |
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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.** |
| * 4.1: Many candidates forfeited two marks because they wrote ‘raises primary capital’ and ‘encouraging new investments’ as different facts but it is regarded as repetition. * 4.2: Candidates could not identify the leadership theories from the statements. * 4.2.2: Some candidates wrote ‘transactional’ instead of ‘transformational’ or ‘transitional’. * 4.3: Candidates confused the advantages with the characteristics of state-owned companies. * 4.4: Candidates’ responses were vague and incomplete. * 4.5: Candidates could not fully elaborate on the meaning of CSR. * 4.6: Distinction between problem-solving and decision-making were incomplete. Some candidates gave the steps in the problem-solving process. * 4.7.2: Candidates gave punitive measures and strategies to deal with difficult personalities which was also not accepted as per marking guideline. * 4.8: Candidates are confusing the benefits of diversity with the advantages of creative thinking in 3.4. |
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| **QUESTION 5** |
| **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| * The candidates’ performances were moderate to high in most exam centres. |
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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.** |
| * 5.1: Candidates repeated the facts from the preamble in the question paper as their Introduction. Candidates identified the principles of insurance in the Introduction, thereby forfeiting the marks for the principles in the content of the essay. * 5.3: Candidates forfeited marks because they could not identify the principles of insurance. Some candidates gave the three forms of compulsory insurances. Some candidates also wrote insurable risk instead of insurable interest. * 5.4: Most candidates were unable to score the full marks for this sub-question, scoring a maximum of eight marks. * 5.5: Candidates’ responses were incomplete, vague and repetitive in terms of receiving compensation for injuries incurred at work. V Responses related more to COIDA than the Compensation Fund. * Candidates forfeited marks for the Introduction and Conclusion as these facts were vague or repeated from the preamble of the Question Paper. * Candidates also forfeited marks for Originality as they did not attempt to make examples that impacted on the essay. |
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| **QUESTION 6** |
| **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| * The candidates’ performances were low to moderate in most exam centres. |
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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.** |
| * 6.1: Candidates defined ethics in the Introduction which was not accepted as it was not one of the sub-questions in the essay. Candidates also gave the definition of professional behaviour in the Introduction and did not include again as part of the headings in the content of the essay, thereby forfeiting a mark for Analysis. * 6.2: Candidates were unable to fully elaborate on the meaning of professional behaviour and confused it with the definition of ethical behaviour. * 6.3: Candidates explained unprofessional business practices instead of the three unethical business practices. * 6.4: Candidates who incorrectly identified the unethical business practices, forfeited marks for the strategies to deal with them. * 6.5: Candidates defined the following terms: professional and ethical. Some candidates also gave the three King Code Principles. |
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| **(c) Provide suggestions for improvement in relation to Teaching and Learning** |
| * Teachers must ensure that learners write their answers using full sentences. * Teachers must encourage learners to write answers/facts that are similar to the facts in recognized sources, to eliminate vague or incomplete responses. * Teachers must give more informal assessments that includes scenarios for learners to apply knowledge gained. * Teachers must emphasize that quotes from scenarios must be in full sentences. * Special attention must be given by teachers when teaching the criteria that could contribute to the success and/or failure of the different forms of ownerships. * The criteria that could contribute to the success and/or failure must be emphasized as it is new to the Forms of Ownership topic in Grade 12. * Learners must be able to differentiate between the characteristics and advantages, e.g., 3.6 Advantages of force-field analysis and 4.3 state-owned companies. * Question 5.3: The four different principles of insurance must be emphasized. * Question 6.3: The different unethical and unprofessional business practices must be clearly indicated by teachers. * For the Essay questions teachers must emphasise that learners only write facts that are relevant to the bullets (sub-questions) asked. * Learners need be reminded that facts for the Introduction and Conclusion need to be linked to one of the sub-questions in the essay. * Teachers must train learners in Grade 10 already on how to structure their essays according to LASO. * Teachers must be guided by the CAPS and the Examination Guidelines of 2021 when teaching a topic. The Examination Guideline must always be consulted. * Chief Marker’s Report must be discussed with all teachers to avoid repeating mistakes. * Subject Advisors and teachers involved in the marking processes of the grade 12 final examinations must provide feedback sessions at the beginning of the new school year on the marking guideline and marking processes in their districts, e.g., the use cognitive verbs and questions from the same topics that candidates confused in the question paper. * Teachers must remind learners that incomplete/vague facts will result in the forfeiture of marks. * Provide resources that are structured according to the examination Guidelines to all under-performing schools. * Resources, e.g., question papers, from other Provinces should also be used to prepare learners. * Essays questions, e.g., facts for introduction and conclusion and originality examples must be brainstormed in the classroom. * For Originality, teachers must brainstorm relevant and recent examples with the learners, e.g., allowing them to Google recent examples on the internet. * For the Introduction and Conclusion of Essays, teachers must emphasize that facts for the Introduction and Conclusion must link to the bullets in the Essay question. * A common, prescribed resource is highly recommended. * Previous 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. * The latest Examination Guidelines should be streamlined for essays in a three-year cycle, i.e., topics and content to be taught for essay assessment should be indicated, e.g., Legislation – five Acts must be assessed for essays and four Acts for Section B only. * Make teachers and leaners aware that lower cognitive questions are assessed in Section B and that under-performing learners should study concepts and headings as well to obtain marks, e.g., factors to be considered when making investment decisions. |
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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.** |
| * Facts that are vague or incomplete are of huge concern. Learners must be reminded that incomplete/vague facts will result in them forfeiting marks. * The vague or incomplete answers could be ascribed to the language barrier experienced by the learners of the Eastern Cape. * In the essay questions, it is noted that candidates could not be awarded any marks for originality because of a lack of current examples or trends. * Teachers must be clear on the differences when teaching the following:   1. The characteristics and advantages of e.g., forms of ownerships and problem-solving techniques.  2. Criteria that could contribute to the success and/or failure of the different forms of ownerships.  3. The unethical and unprofessional business practices. |