



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

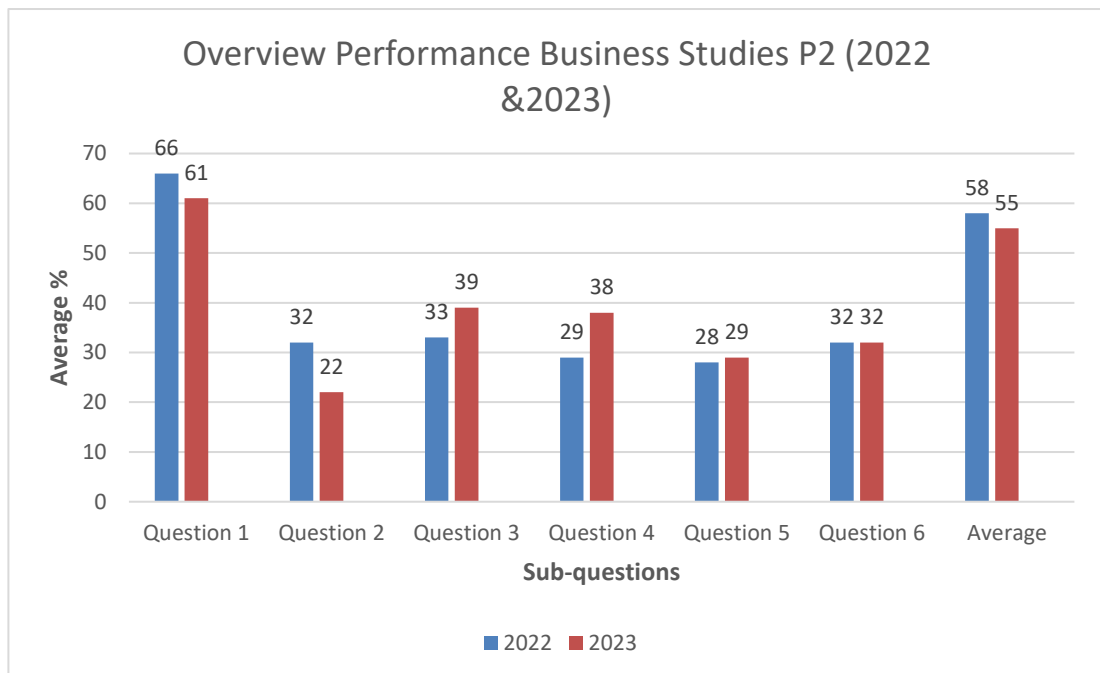
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2023 NSC CHIEF MARKER'S REPORT

SUBJECT	BUSINESS STUDIES		
QUESTION PAPER	1	2X	3
DURATION OF QUESTION PAPER	2		HOURS
PROVINCE	EASTERN CAPE		
DATES OF MARKING	4 DECEMBER 2023 TO 19 DECEMBER 2023		

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

- The total number of candidates that wrote the NSC Business Studies Paper 2 November 2023 Examination in the Province of the Eastern Cape is 27 862.
- The performance of the candidates in the Business Studies Paper 2 November 2023 Examination have not improved compared to 2022.



SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1								
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p> <ul style="list-style-type: none"> • Average performance of candidates. • It is evident from the graph representing an Overview of Performance of Business Studies Paper 2 that candidates' performance is lower in 2023 than in 2022. <div style="text-align: center;"> <table border="1" style="margin: 0 auto;"> <caption>Question 1 Performance Data</caption> <thead> <tr> <th>Sub-Question</th> <th>Average %</th> </tr> </thead> <tbody> <tr> <td>1.1</td> <td>62</td> </tr> <tr> <td>1.2</td> <td>62</td> </tr> <tr> <td>1.3</td> <td>59</td> </tr> </tbody> </table> </div>	Sub-Question	Average %	1.1	62	1.2	62	1.3	59
Sub-Question	Average %							
1.1	62							
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<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p> <ul style="list-style-type: none"> • Question 1.1.2: Candidates responses were D instead B. • Question 1.1.4: Candidates responses were B instead D. It is assumed that they did not read the full sentence. • Question 1.2.1: Candidates wrote the distractor over-insured instead of under-insured. • Question 1.2.3: Candidates wrote the distractor 'planet' instead of 'people'. • Question 1.2.5: Candidates wrote the distractor 'complainer' instead of 'expert'. • Question 1.3.1: Candidates wrote the distractor 'D' instead of 'G'. • Question 1.3.5: Candidates wrote the distractor 'C' instead of 'H'. 								
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p> <ul style="list-style-type: none"> • Teachers should instill in learners to read the full question before answering. • Teachers must train learners to eliminate the distractors from each question before answering the question. 								

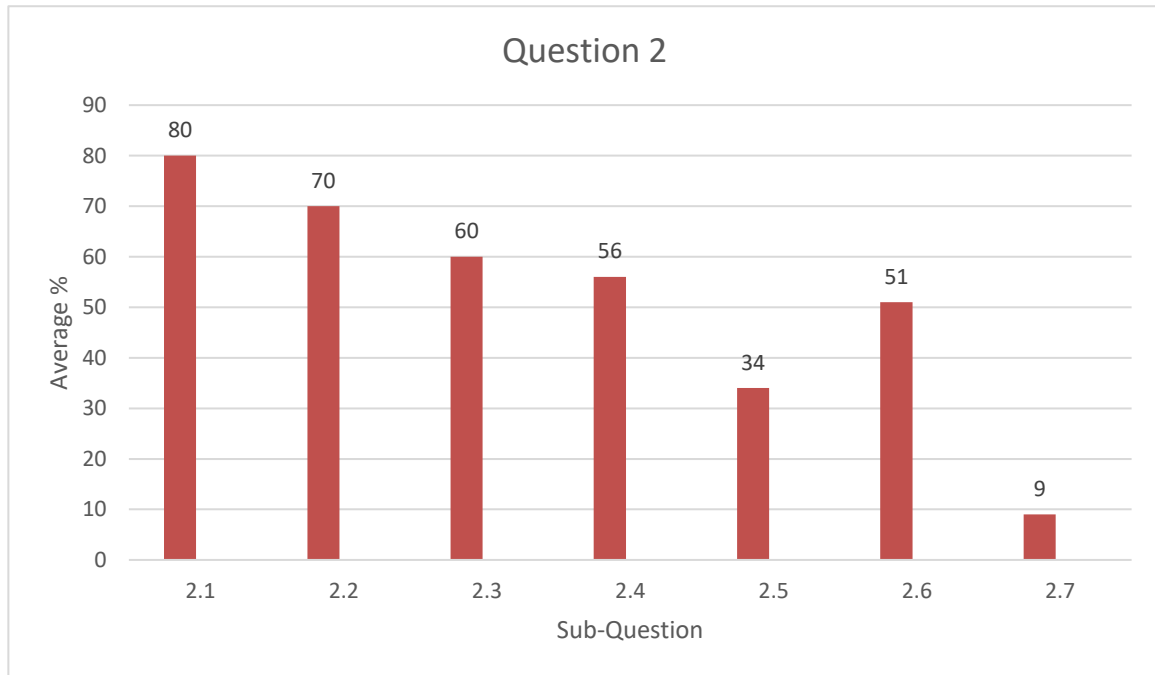
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Teachers and Subject Advisors should develop a question bank on Section A questions to give learners more exposure on how to answer Section A questions.

QUESTION 2

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

- Poor performances in most centres.



(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 repeated alternative answers to 'graphs' and 'illustrations'. Some candidates also included examples of visual aids, e.g., data projectors and smart boards.
- 2.2: Candidates are still mentioning 'good/bad attitude can lead to the success/failure of the business.'
- 2.3.2: Candidates explained the democratic leadership style and its impact instead of when this leadership style can be applied.
- 2.4: Candidates were unable to achieve full marks because of incomplete/vague responses.
- 2.5.1: Candidates quoted two sentences from the scenario instead of naming the two factors that must be considered when an investment decision, therefor forfeiting marks.
- 2.5.2: Candidates repeated sentences from the scenario instead of explaining venture capital.
- 2.6.: Candidates could not separate the fact on the contribution of the employer and employee therefor forfeiting marks.

- 2.7: Candidates responses were vague and general to the various forms of ownerships and not specifically to public companies. Responses only related to profits can be divided but not to other success or failure factors.

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

- Teachers should emphasize that alternatives to graphs are seen one fact. The same applies to illustrations.
- Teachers should make use of updated resources, e.g., updated marking guidelines.
- Teachers should interrogate the Diagnostic and Chief Marker's Reports to keep abreast with changes.
- Provide one common prescribed textbook/resource to be used by all schools across the province.
- The same resources that are available to English learners must be made available to Afrikaans learners.

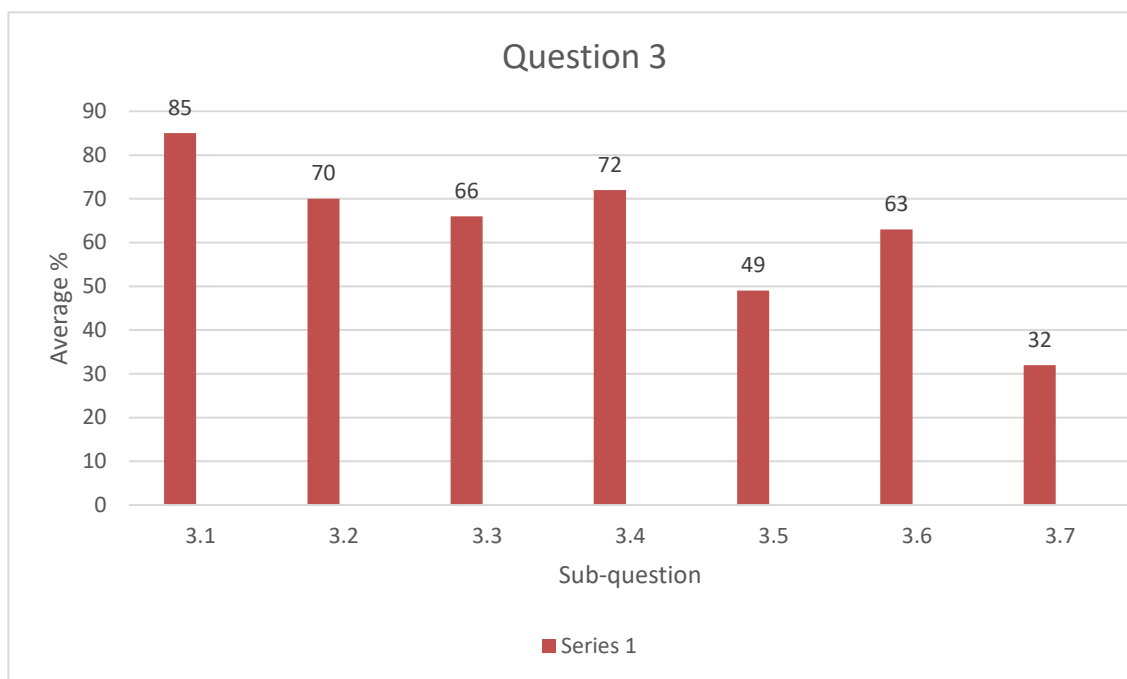
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Teachers must train learners when to quote from the scenario and when to name concepts from the scenarios.
- In this question, learners wrote the full sentences instead of identifying and naming concepts only from scenarios.
- Teachers must emphasize that the success and/or failure factors of the different forms of ownerships are different to their characteristics, advantages and disadvantages.

QUESTION 3

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

- Average performances in most centres.



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

- 3.2: Candidates forfeited a mark because they wrote 'difference in opinions' instead of 'ignoring rules.' Facts were also incomplete.
- 3.3: Candidates forfeited marks because they could not identify the diversity issues from the scenario and therefore, they also forfeited marks for the motivations.
- 3.4: Some candidates gave the benefits of diversity instead of the advantages of creative thinking.
- 3.5.1: Candidates forfeited marks because they did not quote the sentences in full and because they included the distractor sentence as part of their answer.
- 3.5.2: Candidates repeated sentences from the scenario as part of their answer which is not acceptable and responses were vague and incomplete, therefore, they could not get full marks, e.g., 'business provides training' instead of 'Encourage employees to attend capacity-building workshops/training programmes.'
- 3.6.1 and 3.6.2: Candidates swapped responses for Transparency and Accountability.
- 3.7: Candidates' responses related to 'cheap/low prices' that was not accepted. Some candidates wrote that businesses must improve infrastructure instead the government.

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

- Teachers must train learners to answer their facts using full sentences when required to do so

in the question paper.

- Advantages of creative thinking and the benefits of diversity should be taught simultaneously to allow learners to differentiate between the two.
- Teachers must make learners aware that scenarios contain distractor sentences.
- Teachers should make use of updated resources, e.g., updated marking guidelines.
- Teachers should interrogate the Diagnostic and Chief Marker's Reports to keep abreast with changes.
- Provide one common prescribed textbook/resource to be used by all schools across the province.
- The same resources that are available to English learners must be made available to Afrikaans learners.

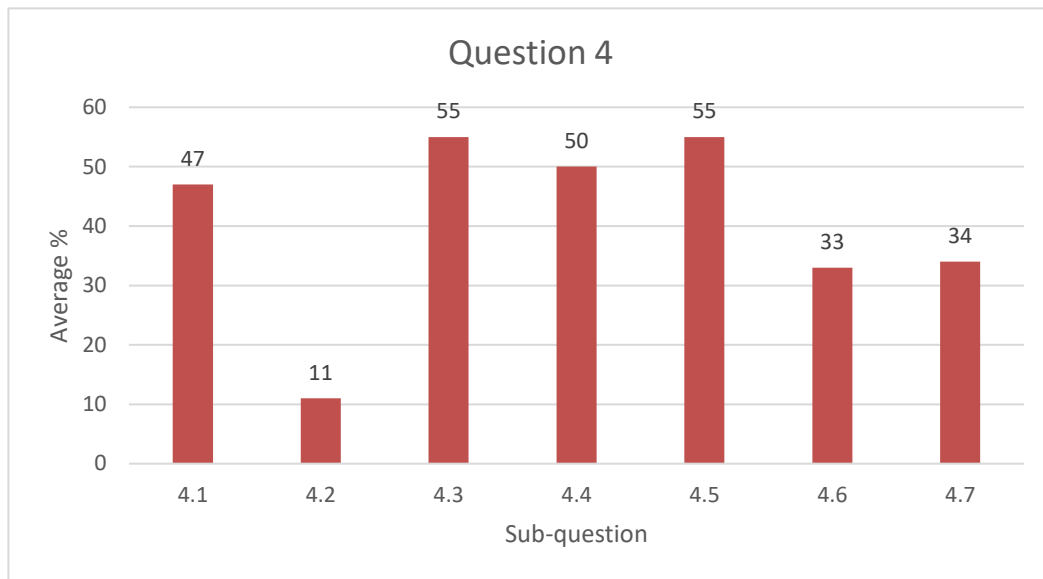
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Teachers must provide learners with more scenario based informal activities.
- Recommendations to the various unethical business practices must be emphasized.

QUESTION 4

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

- Average performances in most centres.



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

- Some candidates only answered the Section on Business Ventures OR Business Roles.
- 4.1: Many candidates responses included different types of shares instead of the different types of preference shares.
- 4.2: Candidates responses related to CSR programmes. Candidates' responses also related the characteristics of non-profit companies instead of its advantages. Some candidates also wrote that 'the business has limited liability' instead of 'the members have limited liability.'
- 4.3.1: Some candidates quoted the full sentence instead of naming the two insurable risks, therefor forfeited a mark for including the distractor 'changes in fashion.'
- 4.3.2: Many candidates could not achieve full marks because responses were repeated, e.g., 'protect business against theft'; 'protect business against floods'; 'protect against fire', which was written as separate facts. Some candidates wrote the definition of insurance instead of its advantages.
- 4.4: Candidates' responses were incomplete and therefore they forfeited marks, e.g., 'Raises primary capital'; 'Encourages short term investment'; 'Provides protection for investors.'
- 4.5: Most candidates provided human and/or social rights instead of economic rights.
- 4.6.1: Some candidates wrote brainstorming instead of nominal group technique. Candidates could not write 'nominal group technique' instead they wrote 'nominal technique.'
- 4.6.2: Candidates responses related to how brainstorming can be applied.

- 4.7: Candidates provided examples of CSR instead of its impact, therefor forfeiting marks.
4.8: Candidates wrote on the role of the employers and employees instead the role of health and safety officer, e.g., 'Provide' instead of 'Ensure'; 'Employees must wear protective clothing.'

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

- Teachers must inform learners that they should answer both sub sections of Question 4 and not only Business Ventures or Business Roles.
- Teachers must prepare learners to answer both topics to avoid having them answering part of Question 4.
- Teachers must emphasize the use of full sentences in order to avoid forfeiting marks for incomplete sentences.
- Teachers should make use of updated resources, e.g., updated marking guidelines.
- Teachers should interrogate the Diagnostic and Chief Marker's Reports to keep abreast with changes.
- Provide one common prescribed textbook/resource to be used by all schools across the province.
- The same resources that are available to English learners must be made available to Afrikaans learners.

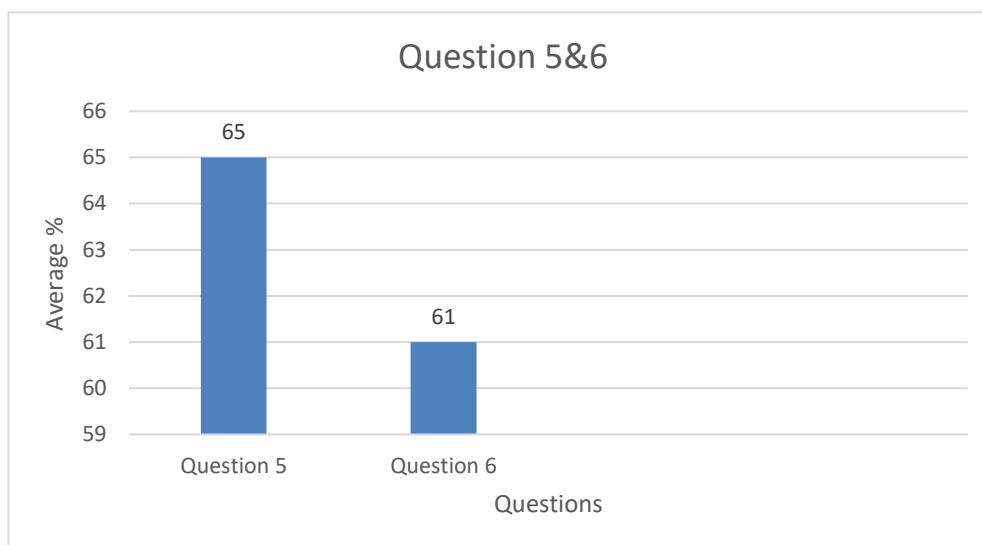
(c) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Teachers must categorize the different rights to enable learners to distinguish between human, social and economic rights.
- The application of the various problem-solving techniques also needs more attention.

QUESTION 5

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

- Average performances in most centres.



(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 forfeited marks because if they wrote the essence of the facts, they could only achieve a maximum of five marks e.g., 'Start with text' was given one mark. Some candidates wrote the factors to be considered when preparing for a presentation instead of aspects to be considered when designing a multimedia presentation.
- 5.3: Candidates also wrote on the factors to be considered when preparing for a presentation instead of factors the presenter should consider while presenting. Some candidates wrote on the role of the interviewee, e.g., most candidates wrote 'body language' instead of 'gestures.'
- 5.4.1 and 5.4.2: Candidates were vague for both types of visual aids.
- 5.5: Some candidates' responses related to areas of improvement instead of handling feedback in a non-aggressive and professional manner.
- Candidates forfeited marks for the Introduction and Conclusion as these facts were vague or repeated from the preamble of the Question Paper. Sentences from the Introduction and Conclusion were not linked to the four sub-questions of the essay, therefore marks were also forfeited.
- Candidates also forfeited marks for Originality as they did not attempt to make examples that impacted on the essay.

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

- Teachers must use updated resources when teaching the topic on Presentation and Data Response as candidates' facts were incomplete.
- Teachers must emphasize the impact of the different visual aids.

- Teachers must differentiate between the sub-topics: when preparing, during and after presentations.

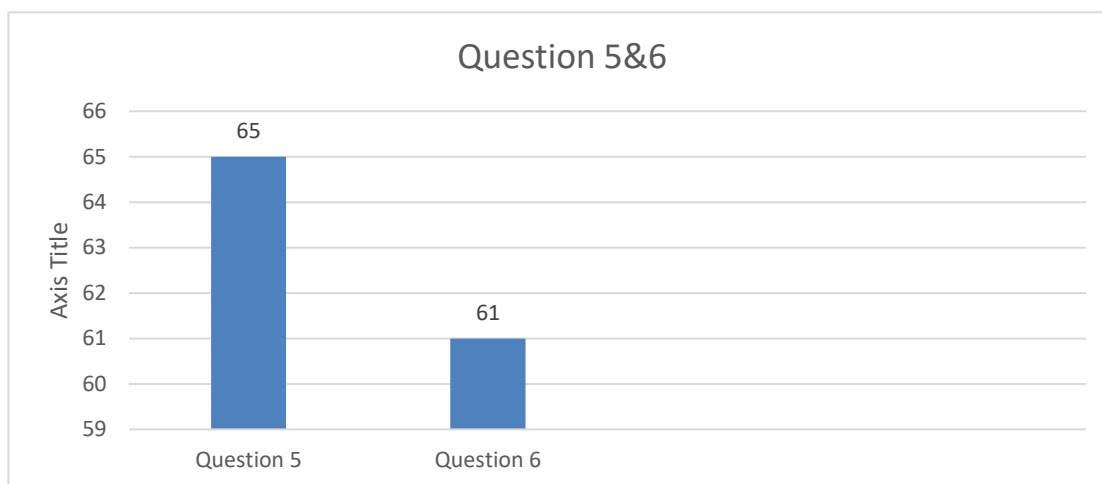
(c) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- For the Essay questions teachers must emphasize that learners should only write facts that are relevant to the bullets (questions) asked.
- Teachers must train learners in Grade 10 already on how to structure their essays according to LASO. Essay 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.

QUESTION 6

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

- Average performances in most centres.



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

- 6.2: Candidates forfeited marks because they repeated facts from their Introduction in the difference between grievance and conflict.
- 6.4: Some candidates swapped facts for norming and storming stages.
- 6.5: Some candidates could not give facts on the importance of team dynamic theories.
- Candidates forfeited marks for the Introduction and Conclusion as these facts were vague or repeated from the preamble of the Question Paper. Sentences from the Introduction and Conclusion were not linked to the four sub-questions of the essay, therefore marks were also forfeited.
- Candidates also forfeited marks for Originality as they did not attempt to make examples that impacted on the essay.

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

- Teachers must inform learners that they should not use answers to sub-questions in their introduction.
- Differences between the various stages of team development must be emphasized.
- The sub-topic on the importance of team dynamic theories must be emphasized as it was poorly answered.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- For the Essay questions teachers must emphasize that learners should only write facts that are relevant to the bullets (questions) asked.
 - Teachers must train learners in Grade 10 already on how to structure their essays according to LASO. Essay 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.

(e) Any other comments useful to teachers, subject advisors and for teacher development

- Teachers should make use of updated resources, e.g., updated marking guidelines.
- Teachers should interrogate the Diagnostic and Chief Marker's Reports to keep abreast with changes.
- Provide one common prescribed textbook/resource to be used by all schools across the province.
- The same resources that are available to English learners must be made available to Afrikaans learners.
- Teachers must give more informal assessments that includes scenarios for learners to apply knowledge gained.
- Learners who are performing very good for assessments during the year must be encouraged to study at least four facts under each heading, while poor performing learners must be encouraged to study three facts.
- Teachers must emphasize that quotes from scenarios must be in full sentences in Sections B and C. No incomplete sentences must be encouraged.
- Teachers must inform learners that there are distractor sentences or words included in the scenarios that can result in them losing marks.
- 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 learners still find it difficult to master this topic in Grade 12.
- For the Essay questions teachers must emphasize that learners should only write facts that are relevant to the bullets (questions) asked.
- Teachers must train learners in Grade 10 already on how to structure their essays according to LASO.
- Teachers must be guided by the CAPS document 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 to 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.
- 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.
- Make teachers and learners aware that lower order 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.