Province of the
EASTERN CAPE
EDUCATION

CHIEF MARKER'S REPORT

SUBJECT:	BUSINESS STUDIES

1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE

QUESTION 1

Question 1.1.6
- Learners still experience difficulty with business strategies. In this question, they confused liquidation and divestiture. Learners need to acquire a thorough understanding of the strategies.

Question 1.1.8
- Learners were not familiar with Kings Code. This is new content, but teachers are reminded that they received handouts on this topic during district training in 2009. They must use this and expose learners to Kings Code.

Question 1.1.10
- The calculation of compound interest remains problematic for learners. Teachers should give learners more interest calculation exercises.

Question 1.2.4
- Offshore investments are a new concept to the learners and therefore teachers must assist them with the correct interpretation.

This year nearly all candidates made use of the answer sheet provided for question one.

QUESTION 2

Question 2.1
- Very few learners know Porters Five Forces. Once again, teachers are reminded of the material on this topic handed out at district training in 2009. Please note that intermediaries and elements of PESTLE do not form part of Porters model.

Question 2.2
- This question was satisfactorily answered, because it appeared regularly in previous question papers.

Question 2.3
- Note that the JSE does not sell shares, but is merely providing the market for share trading.
- Some learners confused the JSE functions with those of the Reserve Bank.
- Teachers to emphasise the above when dealing with this topic.

Question 2.4

- This question focuses on the rights of consumers as prescribed in the National Credit Act. Learners struggled to identify the consumer rights. Teachers need to bring the contents of the NCA to the attention of their learners.

Question 2.5

- Learners confused the National Skills Development Strategy with general skills development and SETAs and could not motivate their answers. Teachers should make a clear distinction between the NSDS, skills development policies and SETAs as per Examination Guidelines 2009, page 10.
- Learners tried to explain what the NSDS is instead of explaining how it deals with the shortage of skills. Learners must be able to apply the NSDS to address the shortage of skills in the labour market.

Question 2.6

- Q.2.6.1 – Most learners could identify the sectors, but could not link them to the businesses sighted in the case study. Learners made their choice of sectors from a general perspective without referring to the case study. It is important for learners to link businesses to relevant sectors.
- Q.2.6.2 – The remarks cited above also apply to this question. The extent of control actually refers to the degree of control.
- Whenever learners are given a case study, their answers must be case study specific.

QUESTION 3

Question 3.1

- Q.3.1.1 – Learners must know that the Unemployment Fund was established to cater for unemployed contributors. Some learners see UIF as an alternative to the pension fund.
- Q.3.1.2 – It is important that learners specify what percentage (1%) employees and employers contribute to the fund.
- Q.3.1.4 – Learners did not motivate their yes/no and as a result, they were not credited with any marks. A direct question requiring a yes or no answer automatically calls for a motivation any marks to be earned.

Question 3.2

- This question troubled candidates a lot. Instead of discussing what strategies businesses can implement in the workplace to address human rights, inclusivity and environmental issues, they gave a general description of each concept.
- Candidates could also not differentiate between human rights and inclusivity. They mixed the two concepts. It is important that learners fully understand the criteria of each of these concepts.

Question 3.3

- Q.3.3.2 – Candidates still struggle with the calculation of under insurance, although this was a straight forward calculation. They also did not give the formula for this calculation. Always start an answer to any calculation by giving the formula first (if there is). Even if the final answer is incorrect, they can still earn marks for showing some understanding. Teachers must give learners more exercises in the calculation of under insurance.

Question 3.4

- Many candidates did not know the provisions of the Road Accident Fund. They had a vague idea that it is something to do with "car accidents". It is clear that that learners do not know the provisions of all the acts as specified in the Examination Guidelines of 2009. Learners must be able to list a number of provisos for each act and not only one as many learners did.

Question 3.5

- Q.3.5.1 – Some learners identified the graph as a scatter graph. Teachers must note that there is a difference between a line graph and scatter graph.

Q.3.5.3 – Learners performed poorly, because they do not know the traffic conditions in Gauteng.

QUESTION 4

Question 4.1

- Candidates interpreted this question incorrectly. Instead of listing the preparations for an interview from the employer perspective, they did it from the viewpoint of the job applicant or interviewee. Learners must read and interpret questions carefully before they start answering the question.

Question 4.3

- Candidates really struggled with this question and performed poorly. Most tried to give a description of the General Management function. This question focused on the contribution of management to the success of the business. It is clear that this Assessment Standard (12.4.6) is still neglected by many teachers in the classroom. Teachers must ensure that they fully cover all AS's as per Examination Guideline of 2009.

Question 4.4

- Q.4.4.1 – Some candidates could not identify the causes of conflict, although they were quite clear from the case study. This can only be attributed to poor reading skills by the learners. Teachers to give learners more case studies/ reading pieces in class to improve their reading skills.
- The rest of this question was answered satisfactorily.

Question 4.5

- Candidates did not have difficulty in answering this question and did well.

Question 4.6

- Q.4.6.1 – This question focuses on legislation and once again, candidates struggled a lot. Very few knew how many days are allowed for family responsibility leave.
- Q.4.6.2 – Answered satisfactorily, but learners could not always classify/group some of the provisions under one heading, e.g. sick leave, family leave are classified under leave conditions and meal times, breaks under working hours.

Q.4.6.3 – Most candidates could not motivate their answer and therefore did not earn any marks. As already indicated this was seen as an unfair question since this subject is concerned with business and not households. In future teachers must ensure that learners know all provisions of an act and not only apply it to business but in a broader scope as well.

QUESTION 5

- Many of the candidates chose to answer this question and performed quite well in it.
- They need however to present it in a tabular format, e.g.

Challenges	Strategies	Environment

- Teachers must note that it is important to expose learners to the application of business strategies in addressing various business challenges Learners are inclined to give general strategies only.
- Learners did not answer the part of the question that required them to evaluate the effectiveness of the strategies. Teachers are referred to page 8 of the Examination Guidelines of 2009 which clearly specifies the evaluation steps.

QUESTION 6

- Candidates performed poorly in this question.
- Currently it seems that the emphasis is on the characteristics of the forms of ownership and sometimes on the factors considered when choosing a form of ownership. Many candidates discussed the characteristics of a partnership and public company.
- In grade 12, this Assessment Standard (12.2.8) focuses on how a particular form of ownership can impact on the success or failure of a business. Teachers must refer to page 16 of the Examination Guidelines of 2009 in this regard.
- Few candidates made a recommendation with regard to the choice of ownership, but they were unable to give a motivation. Here they should have focused on the advantages of their recommendation of ownership or disadvantages of the contra form of ownership.

QUESTION 7

- This question was not a popular choice amongst candidates and those who attempted it performed poorly.
- They confused employee well being with recent legislation, e.g. Employment Equity Act and Broad Based Black Economic Empowerment.(BBBEE)
- Teachers are referred to page 22(12.3.10) of the Examination Guidelines of 2009 which gives clear indication of the factors that must be dealt with in this Assessment Standard..

QUESTION 8

- Although this was a popular question, learners confused grievance procedures (AS 12.4.5) with strategies to resolve conflict (AS 12.3.6). Teachers to note that there is a clear distinction between grievance procedures and conflict resolution.
- Candidates could not expand on the role of trade unions during the Soccer World Cup.

ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS

• With effect from 2011, it will be compulsory for learners to number their answers correctly according to the numbering system used in the question paper. If question numbers are incorrect or omitted they will not be marked and learners will in effect penalise themselves by so doing.
• Candidates answers must be in full sentences (if required by the question) otherwise they will be credited with one mark instead of two marks.
• Questions that require learners to "explain / discuss/ describe" are marked as follows: - Heading/ fact (2 marks) - Explanation/ example (1 mark)
• Regarding essay questions: - As from 2011, learners must indicate their introduction, body and conclusion clearly or they will not be credited with marks for layout. Up to now, those layout headings could have been implied by what the learner have written. This will no longer be the case. - With effect from 2011, learners must respond to each part of the question in order to obtain the maximum of 32 marks allocated for essay questions. - Essay questions are still a major concern for poor learner performance in Business Studies. Teachers must focus all their energy towards the improvement in the results of this type question. Give learners more essay question to do.
• Expose learners to the full range of cognitive levels during school based assessment tasks. The SAG document prescribes 30% lower, 50% middle order and 20% higher order questions in any formal assessment task.
• Utilise more case studies, scenario's and data response questions/activities as daily classroom activities. The application of knowledge to everyday real life business situations is of the utmost importance
• It is evident that teachers are not referring to the Examination Guidelines of 2009 when preparing and teaching lessons. The national examination panel is applying this document when setting the question paper. Focus on the core content and guide to core content columns.
• Subject Advisors must assist teachers with: - A discussion on the 2010 Marking Memorandum very soon after schools re-opens. - Information on the National Credit Act, Consumer Protection Act, Kings Code and Porters Model. - Planning, e.g. Work Schedules and Lesson Plans. - Development and application of case studies. - Essay questions- how to formulate these and mark allocation. - Addressing content gaps in workshops. - Interpretation of the Examination Guideline document. - Interpretation of the Chief Markers Report.
• It is recommended that districts set common assessment tasks for all formal assessment. Memorandum discussions should also take place before marking commences. Subject Advisors can play a leading role in this regard, e.g. Moderation of assessment tasks.