



ASSESSMENT AND EXAMINATIONS DIRECTORATE

Bundy Park, Private Bag 4571, King William's Town, 5600

REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	BUSINESS STUDIES
----------------	-------------------------

PAPER	1
--------------	----------

DATE OF EXAMINATION:	22 November 2015	DURATION:	3 HOURS
-----------------------------	------------------	------------------	----------------

This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2016.

Your responses will be based on two parts:

Section 1: General overview of Learner performance in the question paper as a whole

Section 2: Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary))

- General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- Why the question was poorly answered?
- Provide suggestion for improvement in relation to teaching and learning
- Describe any other specific observations relating to responses of learners
- Any other comments useful to teachers, subject advisors, teacher development

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).

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
an average attempt, Q 1.2 was fairly attempted. Generally pupils confused
Quality control with quality assurance. The overall question was attempted fairly.

(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The question was fairly answered with most candidates achieving above 20 marks.
Many candidates seemed to confuse quality control with quality assurance (Q 1.2.3)

(b) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> ▪ Educators should use a variety of resources and not depend on one textbook. They should use previous CAPS question papers so that learners can get used to the type of questions. ▪ Educators should role play different leadership styles and try relate it to real-life situations.



<ul style="list-style-type: none"> ▪ Verbs must be explained to learners.
<ul style="list-style-type: none"> ▪ Teachers should focus more on the application of facts.
<ul style="list-style-type: none"> ▪ Learners must be exposed to updated learning material.
<ul style="list-style-type: none"> ▪ The Department of Education must prescribe a specific textbook as the memo does not cover all textbooks used.

(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> ▪ The learners simply respond without fully understanding what the question requires of them.
<ul style="list-style-type: none"> ▪ Learners have very little insight on the Acts and lose many marks as a result

(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> ▪ Learners must be taught how to answer in full sentences and teachers should practice essay writing with students
<ul style="list-style-type: none"> ▪ Teachers who are markers should arrange workshops in their districts to train other teachers How to approach certain topics.
<ul style="list-style-type: none"> ▪ Subject advisors should emphasize the marking of essays, Especially FLASO.
<ul style="list-style-type: none"> ▪ A common textbook/ resource material would be helpful.
<ul style="list-style-type: none"> ▪ It might be helpful to split the paper into a p1 and p2 as the paper is lengthy and the content spread out.

QUESTION 2

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

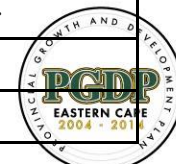
This question was answered poorly. It appears most pupils did not understand the



Questions.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Many candidates cannot apply the scenario given to the actual question (Q2.7)
Strategic management was very poorly answered (Q 2.2). Pupils give the provisions of the act e.g. LRA instead of the impact of that Act and answer generally instead of specifically (Q 2.3 And Q 2.5.2).
Q 2.6: Pupils give advantages of SDA instead of the compliance of businesses.
Q2.3: Many candidates focused on the employees when answering this question instead of on The business. In Q 2.7 learners knew Porter's 5 forces model yet still could not apply it. Overall, Learners struggled with the higher order questions in this question.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> ▪ Teachers should look at the exam guidelines in preparation for exams and also throughout the year e.g. Examination Guideline 2014 and 2015 in conjunction with the CAPS document. ▪ Verbs must be explained to learners. ▪ Assist learners in class to practise interpreting the question
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> ▪ Learners do not write in point form ▪ Many learners did not seem well prepared ▪ Learners have limited knowledge on the Acts
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> ▪ A common textbook/ resource material would be helpful.
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Generally this question was poorly answered. The students did not make use of full sentences And could not answer questions as required.
b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions



This question was answered poorly by most learners, they are struggling to answer.
Q 3.1: Lack of content knowledge for insurance.
Q3.2: Learners wrote facts to other forms of ownership here.
Q 3.4: Many candidates were not able to distinguish between ordinary and preference shares.
Q 3.5: Success and failure was very poorly answered. Could not elaborate on success or failure factors.
Q3.6: Leadership style and effectiveness still confused with autocratic leadership style.
c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> ▪ Learners must be exposed to updated learning material and teachers must utilize past question papers
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> ▪ The learners do not write in full sentences
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> ▪ Subject advisor should make a recommendation on the textbook that should be
Used.
QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Many learners did not perform the section of team development, the reason may be that it
Was covered in grade 11 and not in matric. This was a popular question yet learners did not do well.
b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Some pupils achieved high marks with the majority of other pupils performing very
Poorly. Lack of knowledge contributed to the application questions not being answered well.
Q 4.1: Learners could not differentiate between Economic and Social rights.
Q 4.6: Learners could point out unethical practices but cannot come up with strategies. There
Is a lack of application and terminology as learners cannot answer from the scenario.
c) Provide suggestions for improvement in relation to Teaching and Learning



<ul style="list-style-type: none"> Assist learners to generate practical examples of CSI projects/ programmes in class.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> The answers of the pupils lack sufficient detail as is required in the question and as a result the end up losing marks.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> Subject advisors should make a recommendation on which textbook to use
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Some learners have extremely poor knowledge and are as a result unable to apply TQM to A problem as learners do not know it.
b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners performed poorly. Many candidates gave points on how to prepare for Interviews rather than during an interview. Virtually no students were able to link salary Determination to the BCEA.
c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> The learners should be exposed to past papers by the educators
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> The majority of the learners struggle to apply the given information to the question As is required of them.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> It might be helpful to split the paper into a p1 and p2 as the paper is lengthy and the content spread out.
QUESTION 6
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Mostly this question was poorly answered with only a few pupils being above average



results.
b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
This question was also very poorly answered by the majority of the candidates.
Q 6.1.3: Learners did not understand the meaning of the word "impact". Very few pupils
Understand the Government Retail Bonds.
Q 6.6 Learners could not identify the correct function
Q 6.7: Learners do not give the full explanation, they refer specifically to scenario.
c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> ▪ Compile notes on the Act from past papers to assist learners ▪ Teachers need to continuously consult the exam guidelines and the CAPS document when preparing lessons.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> ▪ The learners seem to be answering the question without fully understanding what it is that is Required of them
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> ▪ Learners must study all topics in order to be able to answer this question.
QUESTION 7
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The learners do not know how to apply strategies. Learners know the PESTLE model- they are able to explain it but cannot apply it to a case study/ scenario. Candidates could not identify challenges and relevant strategies.
Majority of learners chose this question.
b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
This question was poorly answered. Learners seem to understand the PESTLE model but cannot apply it to the case study neither could they come up with strategies for challenges.
Learners were are unable to answer according to the requirements, i.e. refereeing to the scenario. Unable to link challenges with strategies.



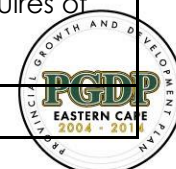
c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> ▪ Department of Education should assist teachers with resources, specifically in rural areas.
<ul style="list-style-type: none"> • Learners must be exposed to essay type writing on every topic so as to ensure that they master essay writing skills and the essay format.
<ul style="list-style-type: none"> • Cluster preparation of content and assessment tasks by cluster teachers.
<ul style="list-style-type: none"> • Introduction and conclusion writing should be taught continuously to learners.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> ▪ Language barriers still exist and learners do not know the format of essays.
<ul style="list-style-type: none"> • Differences between the macro environment components.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> ▪ Subject advisors should emphasize the marking of essays, Especially FLASO.
QUESTION 8
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question was answered poorly. The learners still do not apply the layout/ format of the Essay questions properly however This essay question was answered better than the other essay questions. Some are well answered
b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Poorly answered. Learners wrote factors during presentation instead of the factors to take into account when preparing the interview. The question was misinterpreted by most learners and most don't know examples of visual aids.
Learners struggle to recommend strategies and how to implement them.
c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> ▪ Teachers should look at the exam guidelines in preparation for exams and also throughout the year.
<ul style="list-style-type: none"> • More time needs to be taken into essay writing and emphasizing the format
<ul style="list-style-type: none"> • Previous question papers on CAPS can be used by educators and try to teach learners on the writing of essays.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> ▪ Essay structure and layout does not seem to be understood by most pupils



<ul style="list-style-type: none"> Learners find it difficult to evaluate the types of visual aids that may support the particular presentation.
<ul style="list-style-type: none"> The existence of a language barrier still exists and as a result many learners struggle to communicate their knowledge or even fully comprehend the question.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> Subject advisors should emphasize the marking of essays, Especially FLASO.
<ul style="list-style-type: none"> The use of more/ additional teaching material may be helpful
QUESTION 9
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was answered poorly by most learners as they could not analyse the question properly but other learners managed to do well in this question.
Human rights were mentioned and well explained in some instances.
b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Many learners did not opt to answer this essay question but rather for the others.
The few learners who did opt for this essay question did not perform well. Learners could only identify a few human rights and failed to explain how businesses could address human rights' issues. Facts relating to benefits of a diverse workforce, poverty, gender issues, ways to protect the environment and promote human health were poorly answered.
Learners could not distinguish between basic human rights and the rights of the worker in Workplace.
<ul style="list-style-type: none"> In other centres the learners answered this question. The memo concentrated on Rights only and not on what Policies should address.
c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> Teachers should look at the exam guidelines in preparation for exams and also throughout the year.
<ul style="list-style-type: none"> Learners must be assessed more on application of facts to scenarios Familiarise learners with action verbs Support on Study Guides and relevant textbooks.
(d) Describe any other specific observations relating to responses of learners



<ul style="list-style-type: none"> ▪ Many pupils do not know how to use full sentences and lose marks in this way. • Some learners seemed to have no idea of what the question asked of them.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> ▪ Subject advisors should emphasize the marking of essays, Especially FLASO. ▪ Learners must be taught how to answer in full sentences and teachers should practice essay writing with students • Teachers need to give learners enough practice in answering essay-type questions during formal and informal assessment. Try to have as much possible of the scenarios/ case studies so that learners can be familiar to them.
QUESTION 10
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Many learners seemed to lack the knowledge which was required to answer this question
But in some instances this question was well answered.
b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Very poorly answered in some cases. Pupils could not explain impact of elements of TQM on businesses and confused the elements of TQM with functions. The essay question was highly misinterpreted. The learners also do not know the benefits of a good QMS. Most learners did not answer what was asked of them and facts were written all over with no structure.
c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> ▪ Learners must be exposed to updated learning material and teachers must utilize past question papers • Teachers must be supplied with comprehensive study guides • Teachers needs workshops on TQM as it is the new concept as it started in 2013. • Teachers needs to provide more practical and theoretical activities to learners so that they can understand the TQM, the same as the relationship between TQM and business functions.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> ▪ Many learners do not use full sentences and as a result they lose many marks. ▪ The learners simply respond without fully understanding what the question requires of them. ▪ Language barriers still exist, learners could not apply facts to scenarios.



<ul style="list-style-type: none"> ▪ Learners do not know the format of essays
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> ▪ Subject advisors should emphasize the marking of essays, Especially FLASO.
<ul style="list-style-type: none"> ▪ Learners must be taught how to answer in full sentences and teachers should practice essay writing with students
<ul style="list-style-type: none"> • Educators and subject advisors should meet continuously as many learners brought new answers that are not in the memo but are still correct e.g. other types of visual aids (Have teacher workshops).
<ul style="list-style-type: none"> • Language is still a huge problem as many learners cannot express themselves in English when answering questions.
<ul style="list-style-type: none"> • It may be helpful to divide the paper into two papers as Business Studies is quite a long paper to write.
<ul style="list-style-type: none"> • Markers, senior markers and Deputy Chief Markers must provide feedback to teachers in their respective districts regarding exams e.g. what is expected of learners in the exam.
<ul style="list-style-type: none"> • Introduce subject Business Language from primary school level as learners are simply unable to comprehend business language/ terminology.

NAME OF THE CHIEF MARKER:

SIGNATURE

DATE

