

ASSESSMENT AND EXAMINATIONS DIRECTORATE

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

NSC 2016 CHIEF MARKER'S REPORT

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| SUBJECT | Business Studies |
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| PAPER | 1 |
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| DATE OF EXAMINATION: | 22 November 2016 | DURATION: | 3 hours |
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SECTION 1: (General overview of Learner Performance in the question paper as a whole)

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| - The question paper looks easy but after analysing each and every question and marking learner's responses it become clear that this is a well balance paper but with it challenges for those candidates who did not dedicated in their studies. |
| - It is evident that the general performance of candidates has improved slightly this year and the final results should indicate that. |
| - Candidates performed well from Section A and there was a general improvement in Section C, candidates are being help by bulleted structured essay typed question |
| - In section B some candidates perform very well, but there are some challenges in the interpretation and analysis of different cognitive verbs, e.g. Recommend, Advise, suggest, distinguish, evaluate and tabulate, this is an evident that learners are not exposed on these type of questions. |
| - Language barrier also poses a big challenge in the interpretation, application and analysing the questions using scenarios. E.g. 6.1. , 6.1.1. Identify the applicable Act in scenario and 6.1.2. , Outline discriminatory actions with reference to the Act mentioned in 6.1.1, candidate's responses are based on discrimination in general. |
| - Most candidates did adhere to instructions but some there is a non-adherence to instructions which result in huge penalties especially in Section A and B. e.g. Incorrect numbering, no full sentences. |
| - Business Studies Intervention programmes mediated by various districts across the province, by subject advisors, teachers, the SABC (Umhlobo Wenene & Tru-FM) radio lessons, telematics lessons with the support of the districts & provincial department of education and parents, there is a general feeling that our candidates were better prepared for examination 2016. |

**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 | | |
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| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? | | |
| <i>Average mark from the sample of 100 :</i> | | |
| SUB-QUESTION | TOPIC OR ASPECT TESTED | AVERAGE % FROM SAMPLE |
| 1.1 | All topics | 65% |
| 1.2 | | 72% |
| 1.3 | | 70% |
| 1.1 Candidates did perform well but challenges were evident in some sub questions: e.g. 1.1.1, 1.1.6, 1.1.7 and 1.1.9 | | |
| 1.2. Candidate perform well in this question but encountered some challenges in 1.2.2 and 1.2.4 | | |
| 1.3. Candidates perform well also in this question but problems are evident in 1.3.2., and 1.3.4 | | |

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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. | |
| 1.1.1. | The term debt counselor's candidates couldn't associate either with NCA or CPA. No understanding of the concept debt counselors or any example or explanation given during teaching and learning. |
| 1.1.6 | The concept "multimedia" most of candidates response is associated with "large amount" and no link with specific correct answer. Some of other prescribed resources are not clearly indicated on the support material of presentation. |
| 1.1.7. | Candidates misinterpreted this question, and no link with triple bottom but rather with forms of ownership (Telkom Ltd) |
| 1.1.9. | Candidates are unable to associate or describe "quality circle" as an element of TQM. |
| 1.2.1. | Candidates could not describe the concept "preference" shares as the type of investment. |
| 1.2.4. | Candidates could link the word "fronting" to the specific statement rather guessing other concepts |
| 1.3.2. | Candidates couldn't describe "unethical business practice" |
| 1.3.3. | Candidates couldn't describe the term "grievance" |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| <p>1.1.1. Learners need to be taught in full the nature, purpose of both NCA and CPA by providing them with specific, relevant and correct examples. Planned regular and continuous classwork's and homework's are the key drive. Note: Use Curriculum and Assessment Policy Statement, Examination Guidelines, prescribed textbooks and other recommended resources.</p> |
| <p>1.1.6 Teachers must do more detailed teaching on presentation, particularly the use of support material by providing learners with practical example. Teachers must do role play as their teaching methodology when dealing with this topic.</p> |
| <p>1.1.7. Learners must be taught how to interpret/link/explain the triple bottom line properly and how the possible answers correspond with the given statement. Teachers need to collect enough information of business which comply triple bottom and explain to the learners. This can obtain from the newspapers, internet etc.</p> |
| <p>1.1.9. All concepts of quality need to be taught in detail, using relevant examples. In depth teaching of element of TQM need to teach by teachers because this is a challenging topic in all these years. Planned regular and continuous classwork's and homework's are the key drive. Note: Use Curriculum and Assessment Policy Statement, Examination Guidelines, prescribed textbooks and other recommended resources.</p> |
| <p>1.2.2. Teachers need to teach all types of shares in detail, by using information from banks, stock brokers, newspapers and internet or inviting/visiting stockbrokers or bank personnel to explain different types of shares.</p> |
| <p>1.2.4. Teachers should focus in depth teaching and assessment of compliance and penalties of the impact of recent legislation on business. Note: Use Curriculum and Assessment Policy Statement, Examination Guidelines, prescribed textbooks and other recommended resources.</p> |
| <p>1.3.2. Teachers must ensure that learners are able to identify/describe unethical business practice using practical and relevant examples. Teachers need to develop/design scenarios or case study so that the lesson can be more practical.</p> |
| <p>1.3.4. Teachers must ensure that learners are able to define the word "Grievance" using practical and relevant examples. Teachers need to develop/design scenarios or case study so that the lesson can be more practical.</p> |

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| (d) Describe any other specific observations relating to responses of learners |
| <p>Teachers need to ensure that learners are using the Section A template provided in the answer book and number it correctly. Teachers need to ensure that learners number their answers correctly as indicated in the question paper candidates forfeit marks by not following this instruction.</p> |
| <p>Teachers need to encourage learners to do away with guessing and apply their creative thinking answering section A.</p> |

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| (e) Any other comments useful to teachers, subject advisors, teacher development etc. |
| <p>Planned informal assessment focusing on Section A during the year. Teachers need to develop question bank and subject advisors need to monitor the application and quantity given to learners as per topic based on CAPS and Examination Guidelines.</p> |

QUESTION 2

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

| <i>Average mark from the sample of 100 :</i> | | |
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| SUB-QUESTION | TOPIC OR ASPECT TESTED: BUSINESS ENVIRONMENT | AVERAGE % FROM SAMPLE |
| 2.1 | Legislation | 28% |
| 2.2 | Legislation | 39% |
| 2.3 | Legislation | 3% |
| 2.4 | Legislation | 13% |
| 2.5 | Business sector | 30% |
| 2.6 | Legislation | 39% |
| 2.7 | Legislation | 7% |

2.1. This question was well answered.

2.2. The question was poorly answered; candidates cannot outline the role of SETA.

2.3. This question was also poorly answered; candidates could not identify consumer rights.

2.4. This question was poorly answered as candidates were unable to make a difference between National Skill Development strategy and Human Resources Development Strategy.

2.5.2. Candidates were unable to identify the challenges and hence they were unable to identify the business environment and extent of control needed, therefore the question was poorly answered.

2.6 This question was well answered.

2.7 Candidates lost marks in this question because they were penalised for incorrect numbering.

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

2.2 Learners interpreted the question incorrectly, they could not differentiate the role of SETA and the purpose of Skills Development Act, e.g. SETA does not provide training rather develops skills plan, etc.

2.3 Learners guessed general rights not specifically consumer rights.

2.4 The learners could not differentiate between the National Skill Development Strategy (NSDS) and the Human Resource Development Strategy (HRDS); and they confused the NSDS with the Skills Development Act – HRDS and Human Resource Function. Candidates' responses in both strategies were too general instead of being specific to what is asked.

2.5.5 Candidates lack application/analysis of a scenario according to the business environment and extent of control i.e. Unable to identify challenges from the scenario

2.7 Candidates lack understanding of cognitive verb “Recommend” and how to apply it. They also have a challenge of incorrect numbering for e.g. learners number 2.7.1 and neglect to write 2.7.2 and 2.7.3. etc.

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

2.2 Teachers need to teach in depth the roles and functions of SETA by indicating different examples of SETA’s, the same applies for Skills Development Act, 1998 (Act 97 of 1998)

2.3 Teachers need to emphasis the different kinds of consumer rights as stipulated by the Consumer Protection Act, 2008 (Act 68 of 2008).

2.4 In depth explanation of National Skills Development Strategy and the Human Resource Development Strategy (i.e. Sector Education and Training Authorities).

2.5.5 Candidates need to be given planned homework’s and classwork’s that require them to analyse and apply their knowledge and interpretation of a given scenario/case study.

2.7 Teachers need to reiterate the numbering of questions correctly. Informal and formal assessment must have clear and strict instructions same as the final examinations so that learners can familiarize themselves with the instructions.

(d) Describe any other specific observations relating to responses of learners

Teachers must focus on CAPS policy and Examination guidelines when teaching and assessing.

Encourage learners at all times to write in full sentences and numbering correctly

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Discussion of final examination must be held, especially for the benefit of teachers and subject advisors who did not attend the marking of the final examination session.

QUESTION 3

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

| <i>Average mark from the sample of 100 :</i> | | |
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| SUB-QUESTION | TOPIC OR ASPECT TESTED: BUSINESS VENTURES | AVERAGE % FROM SAMPLE |
| 3.1 | Investment: Insurance | 73% |
| 3.2 | Investment: Opportunities | 57% |
| 3.3 | Investment: Securities | 38% |
| 3.4 | Investment | 21% |
| 3.5 | Presentation | 16% |
| 3.6 | Management and Leadership | 30% |
| 3.7 | Forms of ownership | 15% |

The majority of candidates answer this question

3.1. The majority of candidates perform very well in this question

3.2 Most candidates perform very well in this question.

3.3. Not well answered by the candidates; candidates were unable to outline advantages of ordinary shares.

3.4. Some candidates did perform very well in this question but some calculation is still a challenge. Recommending is also a challenge.

3.5.1. Well answered by candidates.

3.5.2. Some candidates did perform well but others struggle to explain the chosen visual aid.

3.5.3 This question was fairly answered by candidates.

3.6. Poorly answered by almost all candidates.

3.7. Most candidates answered this question very poor.

- (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. Candidates were unable to outline advantages of ordinary shares rather they give an explanation of ordinary shares.

Candidates gave explanation shares in general

3.4 Calculation of interest either simple or compound is still a challenge and deduces a better option from the calculation.

Numbering of question also has an impact on candidates' performance, thereby forfeiting marks.

3.5.2. Candidates unable to explain the effectiveness of identified presentation, they rather gave general response with regard to presentation.

3.6. Candidates have no knowledge of personal attitude in successful leadership. Candidate's responses are too general, incorrect and confuse this question with different leadership styles.

3.7. Candidates left out numbering, therefore loses marks e.g. 3.7.1 and 3.7.2

(c) Provide suggestions for improvement in relation to Teaching and Learning
 Learners need to read the question properly before answering the question.
 Continuous practice of calculation from previous question can act as base of understanding investment calculation.
 Role of personal attitude in successful leadership, more teaching is needed using different resources and scenarios, case studies or internet.

(d) Describe any other specific observations relating to responses of learners
 Candidates confusing the interest calculation formulas, some unable to differentiate whether this question is looking for simple or compound interest.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.
 More training in marking either during June Common and September Examination to all teachers. Conduct workshops on problematic contents.

QUESTION 4

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

| <i>Average mark from the sample of 100 :</i> | | |
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| SUB-QUESTION | TOPIC OR ASPECT TESTED: BUSINESS ROLES | AVERAGE % FROM SAMPLE |
| 4.1 | Team performance, Conflict Management | 84% |
| 4.2 | Human rights, inclusivity and environmental issues | 27% |
| 4.3 | Human rights, inclusivity and environmental issues | 49% |
| 4.4 | Human rights, inclusivity and environmental issues | 45% |
| 4.5 | CSR & CSI | 61% |
| 4.6 | Team Performance | 14% |
| 4.7 | CSI | 36% |
| 4.8 | Ethics and Professionalism | 50% |

- 4.1. Candidates perform very well in this question.
- 4.2.1. Some candidates did perform very well but other performed poorly.
- 4.2.2. Fairly answered but other have performed poorly
- 4.3. Candidates answered this question fairly and others had misinterpreted the question
- 4.4. Fairly answered question by candidates
- 4.5.1 Well answered question by candidates



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| 4.5.2. Poorly answered question by candidates |
| 4.6. Poorly answered question by candidates |
| 4.7. Poorly answered question by candidates |
| 4.8. Fairly answered question by candidates |

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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. |
| 4.2.1. & 4.2.2. Some candidates could not identify the diversity issue which results in losing marks for motivation. |
| 4.3. Candidates confuse culture and religion, thereby losses marks. |
| 4.4. Some candidates confuse the role of safety representatives with that of COIDA. |
| 4.5. Candidates losses marks due to incorrect or no numbering particularly on the sub question at all. |
| 4.6. Candidates mixes/confused stages of development, caused by guessing or no understanding when given expression and you need to identify the stage of development. |
| 4.7. Candidates only wrote the CSI programmes not the impact of CSI to communities. |
| 4.8. Candidates wrote abuse of work time not strategies of dealing with the abuse of working time. |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| Teacher need to remind learners that quote statements must be in full sentence |
| Teachers need to formulate questions, scenarios or case study of the same topic to prepare learner for examination. |
| Teachers must inform learners to be aware of part marking/split marking which are guided by the cognitive verb. |

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| (d) Describe any other specific observations relating to responses of learners |
| Learner's responses seem like general knowledge and do not include key words. |
| Responses are of learner's are not in full sentences. |

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| (e) Any other comments useful to teachers, subject advisors, teacher development etc. |
| Teachers need to assess learners continuously on Section C |
| Teacher's need to be trained in marking Section C and the application of insight (LASO) |
| Road show by DBE and Umalusi to workshop subject advisors on critical topics pertaining the subject. |

QUESTION 5

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

| <i>Average mark from the sample of 100 :</i> | | |
|--|---|-----------------------|
| SUB-QUESTION | TOPIC OR ASPECT TESTED: BUSINESS OPERATION | AVERAGE % FROM SAMPLE |
| 5.1 | Human Resources | 18% |
| 5.2 | Human Resources | 43% |
| 5.3 | Quality performance | 51% |
| 5.4 | | 49% |
| 5.5 | | 22% |
| 5.6 | | 12% |

5.1.1. Poorly answered question by the majority of candidates

5.1.2. Well answered by candidates

5.1.3. Poorly answered by candidates by most candidates.

5.2. Poorly answered by candidates

5.3. The majority of candidates did not answer correctly in this question.

5.4. This question was poorly answered question by the majority of candidates

5.5.1 & 5.1.2. This question was poorly answered question by most candidates

5.6.1, 5.6.2 & 5.6.3. Candidates answered this question poorly.

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

5.1.1. Candidates cannot name the components of job analysis, thereby candidates loses marks for examples as this question depends on correctly identifying the components.

5.1.3. Candidates confuse the role of interviewee/applicant during presentation not the role of interviewer.
They confuse it with the procedure before and after presentation.
Lack of understanding of the question resulting candidates become too general and irrelevant.

5.2. Candidates do not understand the term “screening” and provide general explanation of selection

5.3. Candidates left space open and others response are too general and irrelevant.
It seems candidates were not taught sufficiently this question at school level or were not able to answer this question.

5.4. Candidates could not differentiate between quality control and quality assurance; candidates do not have in depth knowledge of the content of quality.

5.5. Candidates were unable to answer the quality indicators in each of business functions, rather provide responses/responsibilities of general management and purchasing function in general.

5.6.1, 5.6.2 & 5.6.3 Most candidates did not understand TQM, (elements, Impact on large businesses and PDCA cycle.), some candidates did not even attempted to answer this question.

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

More resources (textbook and study guides) needed to support teachers and learners in teaching and assessing TQM.

Teachers should share good practices from other neighboring schools during cluster meetings in topics were they find difficulties in.

Teachers need to follow CAPS policy guidelines and Examination guidelines

(d) Describe any other specific observations relating to responses of learners

It seems that the question on quality, TQM, PDCA cycle was not covered well by some schools.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

More in depth training of teachers in TQM

District and provincial committees must consolidate a comprehensive revision material for both teachers and learners in preparation for 2017.

QUESTION 6

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

| <i>Average mark from the sample of 100 :</i> | | |
|--|---|------------------------------|
| SUB-QUESTION | TOPIC OR ASPECT TESTED: BUSINESS ENVIRONMENT | AVERAGE % FROM SAMPLE |
| 6.1 | Business Environment: Legislation | 22% |
| 6.2 | Business Environment: Business Strategies | 34% |
| 6.3 | Business Ventures: Investment – Insurance | 73% |
| 6.4 | Business Ventures: Investment – Opportunities | 28% |
| 6.5 | Business Ventures: Forms of ownership | 50% |
| 6.6 | Business Roles: Team performance – Conflict resolution | 17% |
| 6.7 | Business Roles: Team performance | 61% |
| 6.8 | Business Roles: Ethics and Professionalism | 37% |
| 6.9 | Business Operations: Quality of performance | 14% |
| 6.10 | Business Operations: Quality of performance | 25% |

6.1. Most candidates answered this question correctly.

6.1.2. Poorly answered by most candidates

6.2 Poorly answered by most candidates

6.3. Well answered by most candidates

6.4.1. & 6.4.2. Poorly answered by most candidates



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| 6.5. | Some candidates perform very well in this question but others still a challenge. |
| 6.6.1. & 6.6.2. | Most candidates perform very poor in answering this question |
| 6.7. | Most candidates answer this question correctly |
| 6.8. | Poorly answered by most candidates |
| 6.9. | Some candidates perform very well in this question but others still a challenge. |
| 6.10. | Poorly answered question |

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

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| 6.1.2. | Candidates responses (discriminatory action) were not related to CIODA but in general and irrelevant. Some candidates identify incorrect act which result to the follow up learner's response to be incorrect. |
| 6.2. | Candidates only write the heading of strategic management process without explanation. Some candidates were penalized due to incorrect numbering. |
| 6.4.1 & 6.4.2. | Candidates lacks knowledge of concepts |
| 6.5. | Some candidate lacks ability to read what the question is required, because some of their responses are similarities instead of differences. |
| 6.6. | Candidates could not come up with strategies with regard to difficult personalities |
| 6.8. | Candidates could not apply how business practices should be conducted and their responses were too general. Some candidate did not attempt to answer the question. |
| 6.10. | Candidates answer this question incorrectly due to lack of knowledge in applying TQM on how it reduce cost of quality |

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

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| - | Team teaching form those schools perform well especially on challenging topics. E.g. professional, responsible, ethical behaviour, TQM |
| - | More resources (textbook and study guides) needed to support teachers and learners in TQM |
| - | Teachers should share good practices from others during cluster meeting. |
| - | Teachers need to follow CAPS policy guidelines and Examination guidelines |

(d) Describe any other specific observations relating to responses of learners

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| - | It seems that the question on quality, TQM, PDCA cycle was not covered well by some schools. |
| - | Too many spaces left without responses. |

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

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| - | More resources are needed to support teachers in lesson preparation. |
| - | Planned Informal Assessment (CW&HW) each on every topic and sub-topic covered. |