



## **EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

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

**REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)**

### **2024 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>BUSINESS STUDIES</b>		
<b>QUESTION PAPER</b>	1		
<b>DURATION OF QUESTION PAPER</b>	<b>2 HOURS</b>		
<b>PROVINCE</b>	<b>EASTERN CAPE</b>		
<b>NAME OF THE INTERNAL MODERATOR</b>	<b>E.M. POTGIETER</b>		
<b>NAME OF THE CHIEF MARKER</b>	<b>T.R. MPOFU</b>		
<b>DATES OF MARKING</b>	<b>27 NOVEMBER 2024 -12 DECEMBER 2024</b>		
<b>HEAD OF EXAMINATION:</b>	<b>MR E MABONA</b>		

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

- The total number of candidates that wrote NSC Business Paper 1 November 2024 Examination in the Province of the Eastern Cape is 28 786 (27 899 in 2023).
- The performance of the candidates in Business Studies P1 November 2024 has improved compared to 2023.
- The average for the 100 recorded scripts in the Rasch analysis is 54%.

#### **SECTION 2: Comment on candidates' performance in individual questions**

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>• Question 1 was well answered.</li> </ul>

- The candidates' performance ranges from moderate to excellent.
- Overall the performance in Question 1 improved.

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

- Learners will be penalized when they respond with TWO answers in any of the sub-questions in Question 1. See note number 3 in the notes to markers.
- Learners must know that for all the questions in Questions 1.2 and 1.3 there are always a right answer and a distractor. They must try and identify the distractor to eliminate it from the list in order not to use it as an answer in one of the other questions.
- During the term learners must do activities answering the three types of short questions that can be asked.

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

- In Question 1.2 learners must choose words as they are from the list provided and not change it e.g. Act and not Act as needed.
- Learners must answer all the questions in Section A and not leave blank spaces as it will not disadvantage them if the answer is wrong.

**QUESTION 2 (Summary)**

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

- Very few learners chose Question 2 and the question was not well answered.
- Performances range from poor to moderate.

**(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 Name any TWO types of diversification strategies

- Some candidates responded with the integration strategies.
- Some responded with random words.

2.2 Outline the advantages of intensive strategies

- Candidates responded with vague, incorrect statements about strategies or did not respond to the question at all.

2.3.2 Recommend ways they can deal with the challenges

- Instead of ways to deal with the challenges, some candidates responded with the challenges posed by the factor. It seems like candidates do not know how to respond to this question, they just

responded with vague answer.

#### 2.4 Discuss any TWO types of defensive strategies

- Some candidates still use Divestment instead of Divestiture and forfeited marks.
- Some candidates could only list the strategies and could not give an explanation.

#### 2.5.1 Name the pillar of the BBBEE Act

- The revised pillar is Management Control, candidates forfeited marks by responding with only Management.

#### 2.5.2 Describe the purpose of BBBEE

- Candidates could not describe the purpose and responded with vague and incomplete sentences.
- Some candidates responded with answers related to the implications of the pillars.

#### 2.6 Explain ways businesses can comply with the CPA

- There is confusion about the CPA and NCA.
- In some cases candidates responded with the purpose of the CPA instead of the ways to comply.

#### 2.7 Discuss the impact of LRA on businesses

- Some candidates responded with the rights of employees or employers according to the LRA.
- Candidates also responded with the impact of the EEA instead of the LRA.

#### 2.8 Advise businesses on the strategic management process

- Learners mix option 1 and 2 and therefore repeat facts and then forfeiting marks e.g.

##### *Option 1*

Have a clear vision in place.

##### *Option 2*

Review the vision/mission statement.

- If a candidate writes both of these statements he/she will only obtain 2 marks.
- Some responded with the steps in the problem-solving and the evaluation of strategies.
- Candidates responded in vague, incomplete sentences e.g. Formulate a strategy instead of Formulate a strategy such as defensive strategy.

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

- Learners must know the different kind of strategies. They must be able to list, identify and discuss the different strategies.
- It is clear that candidates do not read the questions with understanding. They are giving facts that relate to the topic but do not answer the question.
- Teacher must take note of Diagnostic report of responses that will not be accepted in future. Sources must also be updated e.g. Pillars of BBBEE.

#### **(d) Describe any other specific observations relating to responses of learners and comments**

**that are useful to teachers, subject advisors, teacher development etc.**

- Learners must understand the question before responding. They are careless and misread the questions and then respond incorrectly.
- Teachers must explain the different action verbs to the learners so that learners can be able to respond in the correct manner, e.g., quote is different from Identify.
- Specific terminology used in questions must also be explained to the learners e.g. Discuss the **impact** – then the learner must discuss advantages and disadvantages. Candidates must not put a positive under the heading disadvantages or vice versa rather teach learners to only have the heading Impact.

**QUESTION 3**

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

- Candidates performed well in this question although some centres still struggle with Quality of Performance questions, e.g. 3.7 and 3.8.
- In general, learners were well prepared for the Human Resources questions but still struggled or do not answer the Quality of Performance questions.
- Quality is a difficult topic and learners struggle to express themselves.

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

- 3.1 Name FOUR sources of internal recruitment
- Learners' answers were not clear e.g. they only write notice board and not Office notice board.
- Internal emails/Intranet/Web sites to staff are all the same concept and only one mark will be awarded for these sources.
- 3.2 Outline the role of the interviewer before the interview
- Some candidates struggled to differentiate between the role of the interviewer before and during the interview.
- 3.3.2 Advise on reasons for termination of employment contract
- Learners were supposed to answer in a full sentence as the cognitive verb is Advise. Advise is a higher cognitive verb and responses must be in full sentences. The candidates responded with one-word answers and therefore forfeited marks.
- 3.4 Discuss the Implication of the EEA on HR function
- Candidates confused the EEA with the LRA.
- They responded with the purpose of the EEA and not on the implications.
- 3.6.1 Identify the business function from the scenario
- Candidate struggled with this question, some responded with the Production or Administration function.
- There were also candidates that identified Adequate financing and Capacity as answer.

- Although they could obtain marks for the follow-on question (Question 3.6.2) if the business function was incorrect, they did not get the marks because they responded with the wrong quality indicators.

### 3.7 Impact of total client satisfaction as an element of TQM

- Learners responded with vague, incomplete sentences.
- Some only describe total client satisfaction but did not refer to the impact and just have vague statements on client satisfaction.

### 3.8 Ways that TQM can reduce the cost of quality

- Candidates struggled with this question. They write statements on how to lower cost in the business e.g. buy in bulk or with statements about how quality increase cost. It is clear from the responses that teachers must explain the meaning of the question.

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

- Teacher must teach learners how to analyse scenarios so that they can respond to scenario-based questions, e.g. read scenarios carefully and look for key words that will help them to identify the business function. In this scenario *bookkeeping records* and *tax payments* were the key concepts to identify the function.
- Various classwork activities daily should be administered to learners, give feedback and learners must do corrections afterwards.
- Teachers must focus on the meaning of *impact*. Learners to respond with advantages/disadvantages and not describing the element.
- Candidates are still struggling with Ways to reduce the cost of quality. Teacher must emphasize that it will be recommendations on how to ensure quality is everyone's responsibility without unnecessary cost.

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

- Learners must know that a scenario can contain an introductory sentence; the correct sentences and distractors, in any order.
- Candidates to only provide the required number of answers when asked to identify from the scenario, as only the first answer in each instance will be marked. See note number 13 in notes to markers.
- Identify is different from quoting as with identify it is the recalling of knowledge and quote means copy a sentence from the scenario.
- Learners must rather write their responses in bullet format than in paragraphs. They must avoid using vague and incomplete sentences.

## **QUESTION 4**

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

- Some candidates performed above average in this question and others performed poorly.

- The questions on Business Environments were poorly answered as compared to the questions on Business Operations.
- Some only responded to the Business Operations questions.

**(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 Name any FOUR provisions of the BCEA**

- Some candidates are responding with the old provisions.
- Candidates also forfeited marks because the repeated alternative answers e.g. *Ordinary hours of work/Overtime/Sunday work/Public holidays/Meal intervals and rest periods are part of Regulation of working time*. A candidate will only obtain ONE mark for these alternative answers.
- Candidates also explained the provisions instead of naming the provision and forfeited marks.
- Some responded with the aspects that should be included in an employment contract.

**4.2 Outline the rights of consumers in terms of the NCA**

- Candidates responded with the rights of consumers in terms of the CPA.
- Although the topic on Human rights form part of Paper 2 some listed the Human Rights as responses.

**4.3.1 Quote steps in strategy evaluation**

- Candidates either rephrased the sentences or did not quote the full sentence and could not obtain these easy marks.
- Some candidates quoted the distractor instead of the required sentences.

**4.3.2 Explain other steps in strategy evaluation**

- Learners responded with the PDCA-cycle as other steps in strategy evaluation.
- They also responded with the strategic management process.
- Although the problem-solving steps are part of Paper 2, some candidates responded with the steps in problem-solving as the steps in strategy evaluation.

**4.4 Advise businesses on how they could apply the power of suppliers as a force of Porter's Five Forces model.**

- Candidates responded with vague statements on suppliers in general or how to build a stronger relationship with suppliers.
- Some also responded with recommendations and not the application of Porters.

**4.6 Identify the components of a job analysis**

- Candidates did not respond with the two concepts in full instead of writing Job description and Job specification they responded with Description and Specification and forfeited marks.
- Some could not link the motivation to the right concept.

**4.7 Explain the role of quality circles**

- This question is still a challenge to some candidates. They focused on the last part of the question "as

part of continuous improvement to processes and systems” and the write general statements on the improvement of processes and systems.

- Some are explaining continuous improvement to processes and systems as a TQM element.
- Some responded with the ways in which total quality management can reduce the cost of quality – Question 3.8.

#### **4.8 Advise businesses on the quality indicators of the general management function**

- Only a few candidates could obtain marks for this question. Candidates responded with vague statements about management and the responsibilities of managers.
- Some responded with the quality indicators of the Administration and Production function

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

- Update sources and ensure that the latest information will be available to candidates to study, e.g. Q 4.7  
Role of Quality Circles: Reduce the costs of redundancy ✓ and wasteful efforts in the long run. ✓
- Emphasises must be placed on the difference between NCA and the CPA.
- Learners must do activities that is in the same format as exam papers.

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

- Learners must follow instructions e.g. start each new question on a new page.
- Learners must follow the same examination instructions from Grade 10 to ensure they do what is expected from them in Grade 12.
- Update notes/textbooks regularly to ensure learners study the right content.
- Assist new teachers to understand what is expected for Business Studies learners.
- Arrange marking training sessions for teachers to make them aware of the principles that will apply at the end of the year. Candidates can then get use to the way their answers will be marked and will know where the focus must be.

### **QUESTION 5**

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

- This was not a popular question and most candidates performed poorly in this question.

#### **(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 INTRODUCTION**

- Candidates could not construct their own introduction. Some only copied the preamble.

##### **5.2 Outline the role of SETAS**

- Some candidates could only obtain marks for this sub-question of the essay.

<ul style="list-style-type: none"> <li>– Some candidates responded with the funding of SETAs.</li> </ul> <p>5.3 Explain the purpose of the Skills Development Act</p> <ul style="list-style-type: none"> <li>– Only a few learners could respond correctly to this sub-question as they do not know the content.</li> </ul> <p>5.4 Discuss the impact of the Skills Development Act</p> <ul style="list-style-type: none"> <li>– Candidates confused the different Acts and will state any fact on any of the Acts.</li> </ul> <p>5.5 Recommend ways in which businesses can comply with this Act.</p> <ul style="list-style-type: none"> <li>– Candidates responded with vague incomplete sentences.</li> <li>– Some referred to the penalties and fines businesses will pay if they do not comply.</li> <li>– Candidates forfeited marks for Originality as they did not attempt to provide examples on the content in the essay.</li> </ul>
<p><b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>– Teachers must train learners on how to write an introduction and conclusion.</li> <li>– The layout and structures of the essay improved over the years. Areas of concern are the formulation of an introduction and conclusion and obtaining of originality marks.</li> <li>– The teachers must help learners to practice essay writing and specific attention must be given to the formulation of an introduction and conclusion.</li> </ul>
<p><b>(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</b></p> <ul style="list-style-type: none"> <li>– Teachers must ensure that learners are aware of the layout of the question paper and how to select the questions that will be good for them.</li> <li>– Make sure that learners understand the specific Business Studies terminology.</li> </ul>

<p><b>QUESTION 5</b></p>
<p><b>(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?</b></p> <ul style="list-style-type: none"> <li>– This was the popular question and candidates performances range from poor to excellent.</li> </ul>
<p><b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b></p> <p>6.1 INTRODUCTION</p> <ul style="list-style-type: none"> <li>– Candidates could not construct their own introduction. Some will give the definition of recruitment and this is not part of the sub-questions.</li> <li>– Some only copied the preamble. Candidates also answered the third sub-question in the introduction and forfeited THREE marks. In the body section Piece-meal and Time related will be awarded Two marks each but in the introduction the sentence will only be ONE mark.</li> </ul> <p>6.2 Outline the selection procedure as a human resources activity.</p>



- Candidates mixed the two options and repeated the same fact. They also responded with general sentences about Human Resources. Some candidates discussed the recruitment process while others refer to the placement procedure or discussed the role of the interviewer/interviewee.

### 6.3 Explain the TWO salary determination methods

- Some candidates did not respond with the right method/concept e.g. instead of time-related they will use time-based and forfeited marks.
- Learners could only give one sentence for the explanation of the method.

### 6.4 Discuss the impact of fringe benefits

- Some candidates list the impact for workers to have a medical aid, house subsidy etc.
- Some responses also link to the benefits of external recruitment.

### 6.5 Advise businesses on the benefits of induction

- Candidates responded with the purpose or the content of an induction programme.

### 6.6 Conclusion

- Learners struggled to construct a conclusion and, in most cases, did not get mark for the conclusion.
- Candidates forfeited marks for Originality as they did not attempt to provide examples on the content in the essay.

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

- Candidates must understand that recruitment happens before selection. Recruitment ends when the business places the advertisement. Selection starts when you receive the applications/when candidates submit their applications. Selection ends when the selected candidate receives a written offer.
- Candidates must study at least two bullets under the different salary determination methods to benefit from the mark allocation in essays.
- Candidates must respond in full sentences and not in phrases and vague statements.
- Teachers must emphasise the difference between the purpose and advantages. It is very important that it must be clear what the benefit will be if you follow a well-designed induction programme with new employees.

## **(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 refer to note 15 in the marking guideline's note to markers for the correct allocation of insight marks (LASO).
- Markers must assist other teachers in their districts with the marking principles and the content of the addendum, e.g. which responses will not be accepted anymore.
- Subject advisors must assist teachers with:
  - Development and application of scenarios.
  - Essay questions – how to formulate these and mark allocation.

- Addressing content gaps in workshops.
- Interpretation of the Examination Guidelines and Chief Marker's Report.
- Interpretation of the Diagnostic Report regarding the addendum and outdated responses.