



**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

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**2024 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>BUSINESS STUDIES</b>		
<b>QUESTION PAPER</b>	<b>2</b>		
<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>B.K. JORDAN</b>		
<b>NAME OF THE CHIEF MARKER</b>	<b>K. MGIJIMA</b>		
<b>DATES OF MARKING</b>	<b>27 NOVEMBER TO 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 the NSC Business Studies Paper 2 November 2024 Examination in the Province of the Eastern Cape is 28 753.
- The performance of the candidates in the Business Studies Paper 2 November 2024 Examination have improved slightly compared to 2023.

**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>• Average to good performances in most centres.</li> </ul>

- The question was well answered by 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.**

- Question 1.1.2: Learners' responses were A instead B.
- Question 1.1.4: Learners' responses were B instead A. Learners are still finding it difficult to distinguish between the role of the health and safety officers and the employer.
- Question 1.1.5 Learners wrote B instead of C.
- Question 1.2.1: Learners wrote the distractor 'bonus' instead of 'founders'.
- Question 1.3.2: Learners wrote the distractor 'J' instead of 'E'.
- Question 1.3.4: Learners wrote the distractor 'C' instead of 'I'.

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

- Schools must use the Examination Guidelines and the prescribed DBE textbook.
- The use of Question Papers as an extra resource is highly recommended.
- The same resources must be made available for Afrikaans learners as well.

**(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 emphasize the difference between the responsibilities of the employer, the health and safety representatives and the employee in promoting health and safety in the workplace.
- Teachers must drill the characteristics, advantages and disadvantages of the different forms of ownership in Grade 10.

## **QUESTION 2 (Summary)**

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

- Fair question.
- Question 2 was not a popular question and was not answered by many learners.
- Learners' performances were poor to average in most centres.
- Question was poorly answered by 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: Learners forfeited marks because they gave forms of investment instead the types of investment opportunities.
- 2.2: Learners are still writing on the common advantages of companies and not the advantages of state-owned companies specifically. Other learners gave the characteristics of companies.

- 2.3.1: Learners are writing under-insurance instead of average clause although they are prompted in the question to identify the insurance clause.
- 2.3.2: Learners make careless mistakes by writing R4000 or R400 000 instead of R40 000. It is assumed that learners do not have or did not bring calculators when writing Paper 2.
- 2.4: Learners' responses related to the factors to be considered when preparing for a presentation instead of factors to consider when designing a multimedia presentation.
- 2.6: learners' responses related to the situations when the autocratic leadership style can be applied instead of its impact.

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

- Teachers must use the Examination Guidelines when teaching a specific topic.
- Notes must be updated and in line with the latest developments in the Marking Guidelines.
- Regular informal assessments sourced from previous question papers, e.g. class tests, informal activities and homework should be administered regularly.
- Workshops must be conducted at the start of each year by Subject Advisors and markers who marked the November examinations, to inform those teachers who did not form part of the marking processes of any developments and changes.
- Diagnostic report should be mediated quarterly by the Subject Advisors to clear any misconceptions as they appear in the report.

**(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 emphasize the difference between types of investment opportunities and forms of investments.
- Make use of tables to explain the different forms of ownerships.
- Learners must be encouraged to bring calculators when writing Paper 2, as there could be possible insurance and interest calculations.
- Teachers must emphasize the difference between factors that the presenter should consider before, during, after (when answering questions in a professional and non-aggressive manner) and areas of improvement for the next presentation.
- Teachers must emphasize the difference between the advantages, disadvantages of the different leadership styles and the situations when they are applied.
- Teachers must differentiate between leadership styles and leadership theories.

**QUESTION 3**

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

- Fair question.
- Learners' performances were average to good in most centres.

- The Question was well answered by most centres.
- Question 3 was a popular question and was answered by many learners.

**(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: Learners wrote the CSI focus areas in sentences, e.g. 'uplift the community' and 'protect the environment', therefore forfeiting marks.
- 3.2: Learners forfeited marks because they wrote on the role of employers and health and safety representatives, instead of the role of employees in promoting health and safety in the workplace.
- 3.3.2: Learners forfeited marks because they included punitive measures and also facts on unauthorized use of workplace funds and resources. Learners also repeated the monitoring of employees, which was in the scenario and that was an answer for 3.3.1.
- 3.4: Learners' responses related to the advantages of creative thinking instead of the ways in which businesses can create an environment that promotes creative thinking.
- 3.5.1: Learners forfeited marks because they incorrectly identified the stage of team development from the scenario.
- 3.7: Learners forfeited marks because they omitted key words in the facts, e.g. 'employment' and 'managerial'. Other responses were not specific to 'gender' as a diversity issue. Other common errors made by learners are 'equal wages for work of equal value' and 'treat employees equally', which is not acceptable.

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

- Teachers must use the Examination Guidelines when teaching a specific topic.
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- Workshops must be conducted at the start of each year by Subject Advisors and markers who marked the November examinations, to inform those teachers who did not form part of the marking processes of any developments and changes.
- Diagnostic report should be mediated quarterly by the Subject Advisors to clear any misconceptions as they appear in the report.

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

- CSI focus areas must just be named and not be used in sentences.
- Teachers must emphasize the difference between the responsibilities of the employer, the health and safety representatives and the employee in promoting health and safety in the workplace.

- No punitive are accepted for the abuse of work time.
- Teachers must differentiate between the advantages of creative thinking and ways to create an environment that promotes creative thinking.
- Facts must be given in full by learners for the diversity issues.

#### **QUESTION 4**

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

- Fair question.
- Learners' performances were average to good in most centres.
- The Question was well answered by most centres.
- Question 4 was a popular question and was answered by most learners.

##### **(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: Learners wrote examples of non-compulsory insurance instead of compulsory insurance.
- 4.3.1: Some learners included the distractor 'smart pens', which is incorrect.
- 4.3.2: Learners forfeited marks because they included facts on ways in which presenters can handle feedback in a non-aggressive and professional manner.
- 4.4: Learners responded with the advantages of private companies. Some learners responded with facts on profits and legislation instead of capital. Most responses were vague.
- 4.6: Learners responded with facts related to ways in which professional, responsible, ethical and effective business practice should be conducted (refer to Question 4.8) and they therefore forfeited marks.
- 4.7: Learners are still responding with 'Respect' as a human right, therefore they forfeited one mark for the motivation as well.

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

- Teachers must use the Examination Guidelines when teaching a specific topic.
- Notes must be updated and in line with the latest developments in the Marking Guidelines.
- Regular informal assessments sourced from previous question papers, e.g. class tests, informal activities and homework should be administered regularly.
- Workshops must be conducted at the start of each year by Subject Advisors and markers who marked the November examinations, to inform those teachers who did not form part of the marking processes of any developments and changes.
- Diagnostic report should be mediated quarterly by the Subject Advisors to clear any misconceptions as they appear in the report.

##### **(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 differentiate between compulsory and non-compulsory insurances with the relevant examples.
- Teachers must give learners scenarios that contains distractor sentences in informal activities in order for learners to discern between the answers and distractors in scenarios.
- Teachers must limit the number of Success and failure factors for the different forms of ownership that learners must study. Success and failure that are similar among the forms of ownerships must be taught simultaneously.
- Respect is no longer accepted as an alternative to Dignity as a Human Right as it was updated in a previous diagnostic report.

**QUESTION 5**

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

- Fair question.
- Learners' performances were average to excellent in most centres.
- The Question was well answered by most centres.
- Question 5 was a popular question and was answered by many learners.

**(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 and 5.6: Learners forfeited marks for the Introduction and Conclusion because sentences were repeated from the preamble in the Question Paper, and some were vague. It was also noted that learners used facts that are supposed to be answers for the questions as introduction and conclusion sentences. Facts are no longer considered to be correct in the Introduction and Conclusion unless it is changed slightly (tweaked).
- 5.2: Some learners still respond with the shortened version of the facts, e.g. 'Raises primary capital', 'Encourage new investments' so forfeited one marks for these errors.
- 5.3: Learners forfeited marks for incomplete or incorrect headings, e.g. only responding with 'term or period' instead of 'investment term/period', 'inflation' instead of 'inflation rate', 'liquidation' instead of liquidity.
- 5.4: Learners' responses were insufficient to accumulate two marks per fact out of 12 marks for this question.
- Learners forfeited marks for Originality as they did not attempt to give examples that impacted on the questions of the essay, or the examples made were older than two years.

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

- Workshops must be conducted at the start of each year by Subject Advisors and markers who

marked the November examinations, to inform those teachers who did not form part of the marking processes of any developments and changes.

- Teachers must inform learners that facts can no longer be used as sentences in the Introduction and Conclusion of the essays unless they are adjusted slightly, e.g. One of the advantages of unit trusts is that it is easy to cash in when the investor needs money and not easy to cash in when the investor needs money.
- Learners must be encouraged to watch the news, go on to social media newsfeeds and read newspaper to stay abreast with current affairs to enable them to provide examples in the essays for Originality.

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

- Sentences used in the Introduction and Conclusion of essays must be adjusted slightly (tweaked), e.g. One of the functions of the JSE is regulate the market for trading in shares.
- Full sentences for facts in the essays must be encouraged.

**QUESTION 6**

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

- Fair question.
- Learners' performances were average to excellent in most centres.
- The Question was well answered by most centres.
- Question 6 was also a popular question and was answered by most learners.

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

- 6.1 and 6.6: Learners forfeited marks for the Introduction and Conclusion because sentences were repeated from the preamble in the Question Paper, and some were vague. It was also noted that candidates used facts that are supposed to be answers for the questions as introduction and conclusion. Facts are no longer considered to be correct in the Introduction and Conclusion unless it is changed slightly (tweaked).
- 6.2: Learners' responses related to the purpose of CSR instead of CSI. Facts were vague or incomplete.
- 6.3: Learners' responses related to the impact of CSR on businesses and not on communities. Learners also made examples instead of listing the impact.
- 6.4: Learners could identify the triple bottom line elements but could not explain them.
- 6.5: Learners' responses were vague and incomplete.

- Learners forfeited marks for Originality as they did not attempt to give examples that impacted on the questions of the essay, or the examples made were older than two years.

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

- Workshops must be conducted at the start of each year by Subject Advisors and markers who marked the November examinations, to inform those teachers who did not form part of the marking processes of any developments and changes.
- Regular informal assessments sourced from previous question papers, e.g. class tests, informal activities and homework should be administered regularly.
- Diagnostic report should be mediated quarterly by the Subject Advisors to clear any misconceptions as they appear in the report.
- Teachers must inform learners that facts can no longer be used as sentences in the Introduction and Conclusion of the essays.
- Learners must be encouraged to watch the news, go on to social media newsfeeds and read newspaper to stay abreast with current affairs to enable them to provide examples in the essays for Originality.

**(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 ensure that learners know the difference between the purpose of CSI and CSR.
- Learners must also know the difference between the impact of CSR on the business and the community.
- At least one fact to explain the triple bottom line must be taught to learners.
- Sentences used in the Introduction and Conclusion of essays must be adjusted slightly (tweaked), e.g. One of the functions of the JSE is regulate the market for trading in shares.
- Full sentences for facts in the essays must be encouraged.