

**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)**

**2025 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>BUSINESS STUDIES</b>		
<b>QUESTION PAPER</b>	1x		
<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>28 November 2025 – 13 December 2025</b>		
<b>HEAD OF EXAMINATION:</b>	<b>E.M. MABONA</b>		

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

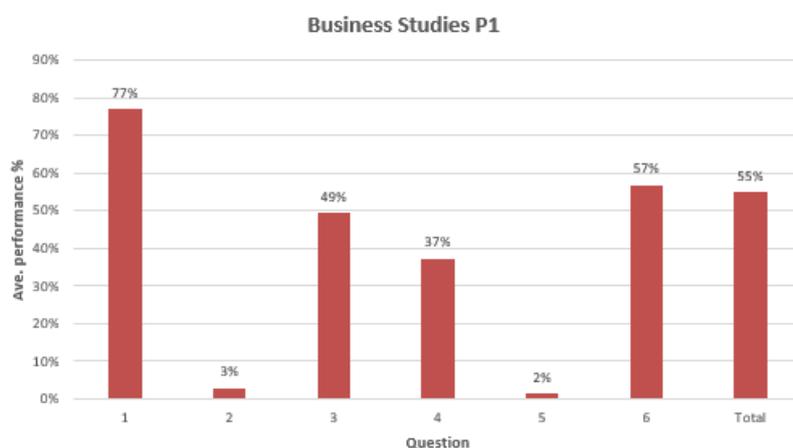
The total number of candidates that wrote NSC Business Studies Paper 1 November 2025 Examination in the Province of the Eastern Cape was 29 929 (2024: 28 786).

There is a small improvement in performance of Business Studies P1 November 2025.

The average for the 100 recorded scripts in the Rasch analysis is: 55% (2024: 54%)

Performance per question based on the 100 scripts in the Rasch analysis:

<b>Exam</b>	National Senior Certificate 2025
<b>Date</b>	Nov-25
<b>Grade</b>	12
<b>Paper</b>	Business Studies P1



Question	Topic	Ave. performance %
1	Short Questions	77%
2	Business Environments	3%
3	Business Operations	49%
4	Miscellaneous Topics	37%
5	Business Environments (Legislation)	2%
6	Business Operations (Human Resources Function)	57%
<b>Total</b>		<b>55%</b>

- Performance per question based on the 100 scripts in the Rasch analysis:
- The performance of the candidates in P1 ranges from poor to excellent.
- Question 3, 4 and 6 were the popular questions and most candidates obtained average to excellent marks in these questions.
- Question 2 and 5, as usual, were not popular and most candidates performed poorly in these questions.
- Candidates forfeited marks because of vague and incomplete sentences.
- Some candidates also confused the topics and did not respond with the expected responses and forfeited marks.

#### SECTION A

- Candidates performed well in Section A with an average of 77% compared to the 70% in 2024, according to the randomly selected 100 scripts recorded.
- No unfair questions were detected in Question 1.

#### SECTION B

- The candidates' performances in Section B varied from poor to excellent.
- Question 3 and 4 were the popular questions. Only a few candidates attempted Question 2.
- The performance of the candidates in the questions in Section B according to the randomly selected 100 scripts recorded is:

#### Question 2

- Performance ranges from 11% (Question 2.3 and 2.7) to 80 % (Question 2.1).

#### Question 3

- Performance ranges from 23% (Question 3.7) to 82% (Question 3.1).

#### Question 4

- Performance ranges from 10% (Question 4.5) to 72% (Question 4.3).

#### SECTION C

- Question 6 was the popular question, and some candidates obtained excellent marks.
- Performance of candidates in the questions in Section C according to the randomly selected 100 scripts recorded is:
- Question 5 (Business Environments) – 25% and Question 6 (Business operations) - 61%
- Only some centres did not use the correct layout.
- Very few candidates obtained the Originality marks.
- Candidates forfeited marks for the Introduction (2 marks) and Conclusion (2 marks) as they could not construct their own Introduction and Conclusion. The Introduction and conclusion sentences must link to the sub-questions of the essay.

SECTION 2: Comment on candidates' performance in individual questions

SECTION A

QUESTION 1 (COMPULSORY)

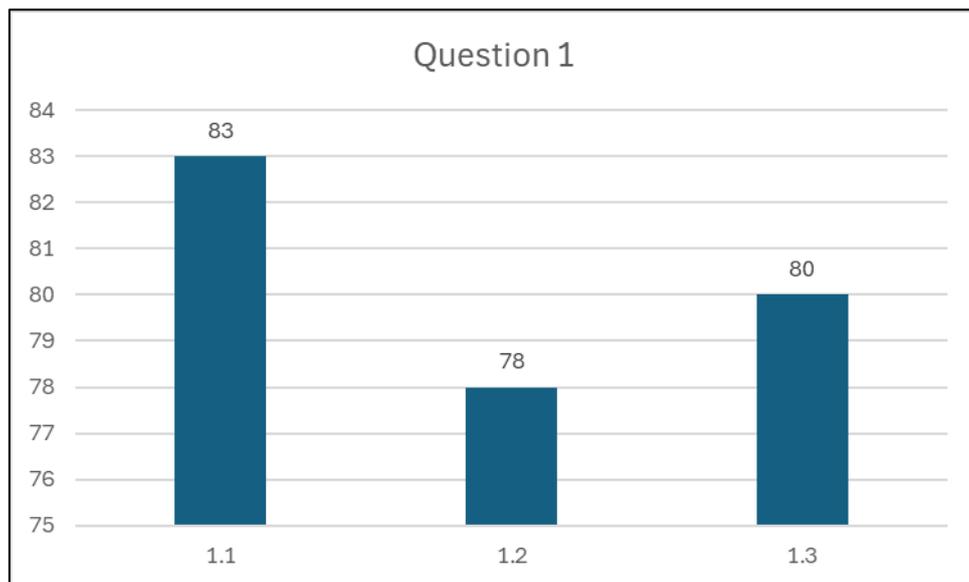
QUESTION 1

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

Question 1 was well answered.

The candidates' performances range from moderate to excellent.

Overall, the performance in Question 1 improved.



QUESTION 2

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

- Some learners did not follow the instructions for Question 1.
- They responded with TWO responses e.g. A. Or B and forfeited marks because they can only have ONE response.
- The concept/word in Question 1.2 must be the same as in the word provided e.g. instead of responding with *management* in Question 1.2.5 they forfeited marks when responding with *quality management*.
- Question 1.1.1 Candidates could not identify the CPA as the correct Act.
- Question 1.1.3 Candidates could not identify the secondary sector

- Question 1.1.5 Candidates could not identify the correct step in the PDCA-cycle
- Question 1.2.2 Candidates could not identify high crime rate as a threat
- Question 1.2.5 Candidates could not management
- Question 1.3.2 Candidates could not identify the description of Horizontal integration
- Question 1.3.5 Candidates could not identify the explanation of TQM

#### QUESTION 3

##### **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 the sub-questions Question 1.2 and 1.3 there are always one 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 to one of the other questions.
- During the term learners must do activities, answering the three types of short questions that can be asked.

#### QUESTION 4

##### **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 the words, e.g. only management NOT quality management.
- 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.
- Candidates must only have ONE answer next to the question number. They must do rough work on the question paper or scratch out rough work.

SECTION B

QUESTION 2 BUSINESS ENVIRONMENTS

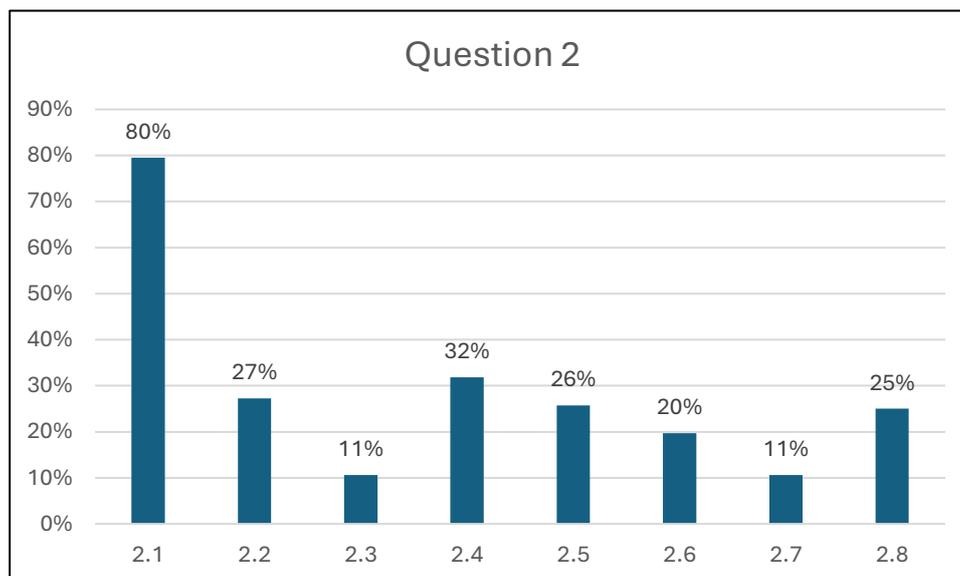
QUESTION 1

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

Very few candidates answered Question 2, and in most cases the question was poorly answered.

Performances range from poor to moderate.

Performance in the 100 scripts recorded:



QUESTION 2

**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 FOUR types of leave provisions

- Candidates responded with examples of fringe benefits instead of the types of leave.
- Alternative responses such as Parental/Adoption/Paternity/Commissioning Parental will be awarded only ONE mark collectively. Candidates should note that these alternatives cannot be considered as four different types of leave.

2.2 Outline the role of SETAS in supporting SDA

- Although this question is asked in old papers, some candidates could not obtain marks.
- They responded with vague, incomplete sentences.
- Some responded with responses that can be linked to the Skills Development Act.
- They also describe how SETAs are funded instead of the role of SETAs.

2.3.1 Identify the force of Porter's Five Forces Model

- Some could not identify the force and some only responded with Competitors or Competition.
- The response Power of competition resulted in candidates only obtaining part marks – 1 mark instead of two marks.

#### 2.3.2 Describe how to apply ONE other force of Porter's Five Forces model

- As this was a follow-on question most candidates forfeited the marks if they responded to this question with the answer for Question 2.3.1.
- The application of Porter's Five Forces is still a challenge, and candidates could not obtain marks. Instead of describing the application they explained the meaning of suppliers, buyers and substitutes.
- There was also confusion between Porter's Five Forces and the Pestle Analysis.

#### 2.4 Explain the steps in strategy evaluation

- Instead of explaining the steps in strategy evaluation some candidates responded with the Strategic Management process (Question 4.5).
- Some candidates responded with the steps in problem-solving (Paper 2 content).
- There were some responses that can be linked to the PDCA-cycle (Business Operations) instead of the steps in strategy evaluation.

#### 2.5 Discuss any TWO types of intensive strategies

- Some candidates could name the intensive strategies but struggled to explain the strategies.
- Some responded with Diversification strategies or Defensive strategies.

#### 2.6.1 Quote TWO ways in which MF complies with the NCA.

- Although the quoting from scenarios improved, some candidates did not quote the right responses and forfeited the 2 easy marks.

#### 2.6.2 Recommend other ways in which businesses can comply with the NCA

- Some candidates responded with the consumers' rights according to the CPA.
- They copied the sentences from the scenario and forfeited marks.

#### 2.7 Explain ways in which businesses can apply ownership as a pillar of BBBEE

- Candidates could not distinguish between Ownership and Manage Control.
- In some cases, they only respond with vague incomplete sentences.

#### 2.8 Advise businesses on the advantages of diversification strategies

- Candidates responded with vague incomplete sentences and could not obtain the 4 marks.

### QUESTION 3

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

Candidates do not know the content of Legislation and Business Strategies. Teachers must highlight the keywords of the different Acts in order for candidates to recall the facts.

All the content of Paper 1 is covered at the end of term 2, teachers have to do revision before the September and final exams to reinforce the content of Paper 1.

### QUESTION 3 BUSINESS OPERATIONS

#### QUESTION 1

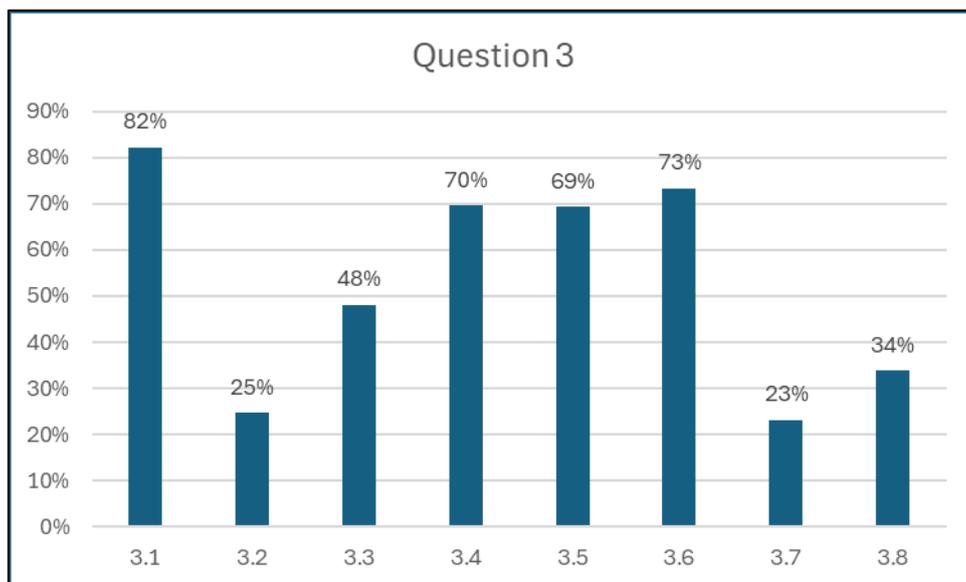
#### **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

This was a popular question and candidates performed well although some centres still struggle with the Quality of Performance questions (Questions 3.5 – 3.8).

In general learners performed well in the Human Resources questions (Questions 3.1 – 3.4).

In some cases, learners could only respond in vague, incomplete sentences and forfeited marks.

Performance in the 100 scripts recorded:



## QUESTION 2

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

### 3.1 Give any FOUR examples of fringe benefits

- Although this is an easy question some candidates responded with the aspects of the employment contract as an answer.
- Some responded with the different types of leave.

### 3.2 Outline the placement procedure

- This was a difficult question as there is limited content. The question was for 6 marks but in the resources (and marking guideline), there were only three facts to study. Learners had to respond with all the facts to obtain full marks.
- Some candidates responded with sentences relating to the meaning of placement and not the procedure.
- There were also responses related to selection procedure.
- Some candidates also outlined the induction programme.

### 3.3.1 Name the salary determination method applied

- Candidates could name Piece-meal as the salary determination method but could not spell it correctly e.g. Peace-meal
- Some only quoted the sentence but did not name the method.

### 3.3.2 Explain the implication of the LRA on HR function

- Candidates do not understand the meaning of "implication" and responded with the purpose or impact of the LRA, the rights of employees or general vague answers.
- Some also confused the LRA with the purpose of EEA and SDA.
- They struggled to phrase their responses and forfeited marks.

### 3.4 Advise businesses on the reasons for the termination of an employment contract

- Candidates responded with one-word answers e.g. retirement/dismissal etc. Candidates must be able to distinguish between higher order and lower order questions. One-word answers are not acceptable when it is a higher order question. The expectation is then that candidates must respond in full sentences.
- Some candidates confused the reasons and could not explain the meaning retirement/retrenchment.

### 3.5 Outline the difference between quality control and quality assurance

- Some could not clearly distinguish between the two concepts and responded with other quality concepts.
- They responded with answers relating to quality control when addressing quality assurance and vice versa.

### 3.6.1 Quote TWO ways from the scenario in which BM apply TQM to reduce the cost of quality

- Well-answered, some candidates did quote the last sentence *BM is also aware of the impact of TQM if it is poorly implemented*, and forfeited marks.

### 3.6.2 Discuss the impact of TQM if poorly implemented

- Although the expectation is negative responses, some candidates still responded with positive sentences.
- Some will mix two facts e.g. the how part will not explain the fact and forfeited marks.

3.7 Describe the advantages of monitoring and evaluation of quality processes as a TQM element for large businesses

- Candidates responded with general advantages for the business, which are not answering the question e.g. Will improve the profit.
- Some also responded with disadvantages of the TQM element and forfeited marks.
- Candidates lack understanding of the TQM elements and could not describe the advantages.
- Some used the sentences of the other elements to answer this question.

3.8 Advise businesses on the quality indicators of the public relation function

- They responded with sentences relating to purchasing, production or general management.
- Vague, incomplete sentences caused the candidates to lose marks.
- Some only explain the public relation function and not the quality indicators. The indicators must be clear e.g. *Implement sustainable CSI programmes*, if they did not mention sustainable, they forfeited one mark. It is only a quality indicator when the programme is sustainable.

### QUESTION 3

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

Teachers must follow the exam guidelines and ensure they teach the right content. Notes must be updated and the Diagnostic report must be studied to benefit the candidates.

Use recent marking guidelines for revision (NSC June Exams), take the addendum provided also into account.

Candidates need to know the advantages and disadvantages of the TQM elements on large businesses.

Learners must be encouraged to read with understanding and answer in full sentences.

Teachers must help them to analyse questions and respond appropriately.

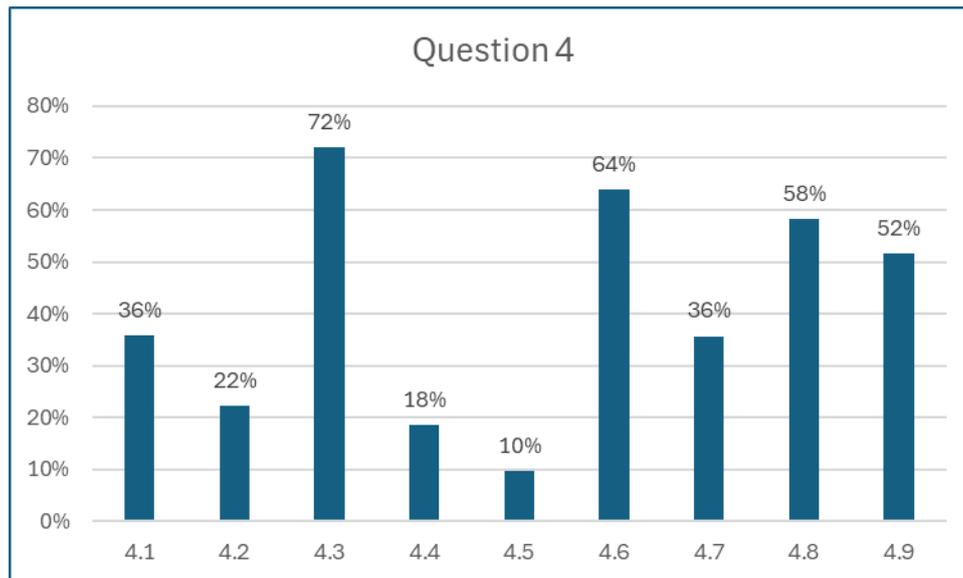
## QUESTION 4 MISCELLANEOUS TOPICS

### QUESTION 1

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

Some candidates performed excellent 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 last part of the question e.g. Business Operations.



Questions 4.1 – 4.5 – Business Environments

Questions 4.6 – 4.9 – Business Operations (Question 4.8 and 4.9 – Quality of Performance)

### QUESTION 2

**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 TWO types of defensive strategies

- Candidates used Liquidity instead of liquidation as a Defensive strategy
- Divestment is no longer accepted as a defensive strategy.
- Some responded with integration strategies.

4.2 Outline the strategic management process

- Candidates responded with answers to Question 2.4 The evaluation of strategies.
- Some responses can be linked to the PDCA-cycle or they only respond with SWOT or PESTLE.

4.3.1 Quote two challenges from the scenario

- Most candidates could quote the challenges, but some used the challenges from Gr 11 content as answer e.g. difficult employees.

#### 4.3.2 Classify challenges according to the business environments

- Some candidates could not link the environment to the challenge and forfeited marks.
- They linked exports to market environment instead of focusing on the challenge of unfavorable exchange rates that will link to the macro environment.
- Some linked it to the business sectors or described the extent of control.

#### 4.4 Discuss the impact of COIDA on businesses

- Candidates only explain COIDA and not the impact.
- Some candidates also respond to the safety measures as studied in Grade 11.
- Some explained the consequences of injuries and not the impact of COIDA.
- There was also confusion re COIDA and sick leave workers are entitled to.
- Some candidates responded with the provisions of the BCEA.
- Most of the responses are not clear on who is eligible for the compensation.
- Some responded with ways businesses can protect Human life (Paper 2 content)

#### 4.5 Recommend ways businesses can deal with the challenges posed by the social factor of the PESTLE analysis

- Poorly answered and most responses can be linked to the content in Paper 2 on how to improve the well-being of communities and not how to respond to challenges posed by the social factor.
- Some respond with ways to deal with the economic factor.

#### 4.6 Outline the purpose of induction

- Candidates responded with facts related to the benefits of induction or the aspects of an induction program.

#### 4.7 Explain UIF as a benefit required by law

- Vague, incomplete sentences were offered as responses.
- Candidates respond with the meaning of UIF and not the benefits.
- They did not respond correctly and also confused it with COIDA.

#### 4.8.1 Name the TQM element applied in the scenario

- Candidates could not write the element (Adequate financing and capacity) in full and forfeited marks.

#### 4.8.2 Explain the benefits of a good quality management system

- Some candidates scored full marks on this question but others struggled to express themselves.

#### 4.9 Advise businesses on the role of quality circles as part of continuous improvement to processes and systems

- Some candidates only focused on the last part of the question and responded with statements relating to continuous improvement to processes and system.
- The role of quality circles was confused with the elements of TQM.
- Candidates forfeited marks with vague, incomplete sentences.

QUESTION 3

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

- Teachers must teach learners how to analyse scenarios so that they can respond to scenario-based questions, e.g. read scenarios carefully and look for keywords that will help them to identify the salary determination method.
- Various daily classwork activities should be administered to learners, give feedback and learners must do corrections afterwards.
- Learners must read questions with understanding and analyse what they need to answer.
- When responses are put in tabular format, responses given must match the heading in the table.
- Subject advisors to arrange workshops for teachers who were not part of marking.
- Provide "catch-up" sessions for candidates who changed subjects at the end of Grade 11.

QUESTION 4

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

Candidates do not fully understand the questions and then respond with incorrect answers. Teachers must go through old question paper and explain to learners how to respond to the different action verbs.

Use questions papers from other provinces for revision purposes.

SECTION C

QUESTION 5 BUSINESS ENVIRONMENTS (Employment Equity Act)

QUESTION 1

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

This was not a popular question and most candidates who attempted it, performed poorly in this question.

The average marking according to the 100 recorded scripts is 25%.

Candidates struggled to express themselves and repeat themselves in their responses.

Some candidates were mixing the EEA with LRA in their responses.

They only respond with half a sentence and is then only awarded part marks.

QUESTION 2

**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 struggled to construct their own introduction. Some repeated the preamble and some introductory sentences could not be linked to the four sub-questions.

#### 5.2 Outline the purpose of the EEA

- Candidates confused the purpose with impact of the EEA.
- Most candidates responded with "... same work to be paid equally."
- Some candidates respond with the purpose of COIDA or just copied the preamble as answer.
- Responses were mixed e.g. Equal treatment and fair opportunities instead of Fair treatment and equal opportunities.
- Facts were repeated because candidates did not know the content well.

#### 5.3 Discuss the Impact of EEA

- Irrelevant response e.g. *Close the door to new investors* caused candidate to not obtain marks.
- A lot of repetition and confusion between impact and purpose of the Act.

#### 5.4 Explain ways in which businesses can comply with the EEA

- It seems that the candidates do not understand the meaning of compliance and respond with irrelevant answers.
- Some responded with the purpose of the EEA.

#### 5.5 Advise businesses on the penalties businesses they may face for non-compliance

- Candidates responded with responses related to jail time.
- They took the sentence from the preamble "... to avoid facing penalties for non-compliance" and use it as a response.
- Candidates generalised statements and did not give specific penalties related to the EEA.

QUESTION 3

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

Teachers must advise learners on how to construct a good introduction and conclusion. The layout of the essay must also be explained so that candidates know what is expected of them.

Learners must practice essay writing and special attention must be given to the layout and the construction of an Introduction and conclusion.

Very few relevant, recent examples were given and originality marks were forfeited.

Repetition of facts caused the candidates to lose marks e.g. Prevents unfair discrimination" would be mentioned more than once in each of the four sub-headings.

Teachers to ensure candidates understand the difference between employer and employee.

QUESTION 6 BUSINESS OPERATIONS (Human Resources)

QUESTION 1

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

This was the popular question, and most candidates answered this question. The performances range from poor to excellent.

The average mark according to the 100 recorded scripts is 61%

QUESTION 2

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

6.1 Introduction

- Candidates struggled to construct their own introduction. Some copied the preamble and some introductory sentences could not be linked to the four sub-questions.
- In some cases, the candidates will only give definitions of the concepts e.g. recruitment, employment contract, interview, and not link it to one of the four sub-questions.

6.2 Outline the recruitment procedure

- Instead of responding with the recruitment procedure they mix their responses with the selection procedure or placement procedure.
- Some responded with a definition of recruitment and some just described the activities of the Human Resources function or responded with examples of internal and external recruitment.

6.3 Discuss the impact of internal recruitment on businesses

- Responses relate to external recruitment.
- Some just responded with the sources of internal recruitment.

6.4 Explain the role of the interviewer before the interview

- Candidates forfeited marks by giving responses that can be linked to the role of the interviewee and interviewer during the interview.
- Candidates only write half a sentence and lose marks; they must write the full fact to obtain the marks allocated.

6.5 Advise businesses on the legal requirements of an Employment contract

- Candidates forfeited marks by just referring to the aspects of the employment contract.
- Some responded with the definition of an employment contract as a legal requirement and forfeited marks.

QUESTION 3

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

- Teachers must refer to note 15 in the marking guideline's note to markers for the correct allocation of insight marks (LASO).
- Candidates have to use their understanding of the question when constructing the introduction and conclusion.
- Candidates must write full responses e.g. *Allocate the same amount of time to the candidates* refer to during the interview. They were supposed to write *Allocate the same amount of time to interview each candidate on the program*. Now it is clear that it is during the planning phase.
- Teachers must be aware of language barriers and focus on the meaning of words in order for learners to construct good responses.

QUESTION 4

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

- Teachers to update notes and study the Diagnostic Report.
- Same marking principles must be applied during the year in order for the candidates to know how marks will be awarded.
- Teacher must train candidates on how to construct a good introduction and conclusion. Practice essay-writing with specific attention to the formulation of an introduction and conclusion.
- Candidates to follow instructions and start each question on a new page.
- Subject Advisors to arrange workshops for teacher who did not mark during December 2025.
- Candidates are no longer allowed to 'marry' or combine parts of two different facts as only the first part of the fact will be considered for a mark.
- In the essay questions, it is noted that candidates could not be awarded any marks for Originality because of a lack of current examples or trends.