

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2025 NSC CHIEF MARKER'S REPORT

SUBJECT	BUSINESS STUDIES		
QUESTION PAPER	2		
DURATION OF QUESTION PAPER	2 HOURS		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	B.K. JORDAN		
NAME OF THE CHIEF MARKER	K. MGIJIMA		
DATES OF MARKING	29 NOVEMBER 2025 TO 13 DECEMBER 2025		
HEAD OF EXAMINATION:	E.M. MABONA		

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

- The total number of candidates that wrote the NSC Business Studies Paper 2, November 2025 Examination in the Province of the Eastern Cape is 29 908
- The performance of the candidates in the Business Studies Paper 2 November 2025 Examination have improved slightly compared to 2024.

SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1
General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p><u>Question 1</u></p> <ul style="list-style-type: none"> • Fair question. • The Question was well answered by most centres. • Candidates' performances were average to good in most centres. • Very few candidates achieved below 10 out of 30 marks.

Question 2

- Fair question but it was not answered by many candidates.
- Candidates' performances were average to good in most centres.

QUESTION 3

- Fair question that was answered by many candidates.
- Candidates' performances varied from average to good in most centres.

QUESTION 4

- Fair question that was answered by many candidates.
- Learners' performances were average to good in most centres.

QUESTION 5

- Fair question that was not popular.
- Candidates' performances were poor in some centres but average to good in most centres.

QUESTION 6

- Candidates' performances were poor in some centres but average to good in most centres.

QUESTION 2

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

Question 1

- Question 1.1.2: Candidates' responses were B instead D.
- Question 1.1.4: Candidates' responses were D instead B.
- Question 1.2.2: Candidates wrote the distractor 'non-profit' instead of 'state-owned'.
- Question 1.2.4: Candidates included the word 'technique' in their answer, which was incorrect.
- Question 1.2.5: Candidates wrote the distractor 'people' instead of 'planet'.
- Question 1.3.1: Candidates wrote the distractor 'I' instead of 'D'.
- Question 1.3.2: Candidates wrote the distractor 'G' instead of 'J'.
- Question 1.3.5: Candidates wrote the distractor 'E' instead of 'A'.

Question 2

- 2.2: Candidates could not elaborate on the meaning excess as an insurance concept, instead some explained the concepts under and over insurance. Some candidates also explained the concept 'premium'.
- 2.4: Candidates wrote situational leadership style as one of their responses because they were confused by the distractor sentence in the scenario.
- 2.6.1: Candidates' quotes were incomplete, therefore they forfeited marks.
- 2.8: Candidates' responses were vague and generalised. Some responses related to success and failure factors of private companies.

Question 3

- 3.1: Candidates included some steps of the strategic management process in the problem-solving steps.
- 3.4: Candidates included regular communication between management and stakeholders which is a fact that explains Accountability. Candidates' responses were vague and general and the mark allocation made it difficult for candidates to score full marks.
- 3.5.2: Candidates forfeited marks because their responses related to the grievance procedure or how to deal with difficult people.
- 3.7: Candidates forfeited marks because they explained the application of the nominal group technique instead of its impact.

QUESTION 4

- 4.1: Candidates wrote examples of insurable risks.
- 4.2.1 and 4.2.2: Candidates could not correctly identify the types of investment opportunities in the statements, instead they wrote forms of investment.
- 4.4: Candidates confused the advantages of personal liability companies with the advantages of private and public companies. Most responses were vague.
- 4.6: Candidates wrote rural areas instead of rural development as one the focus areas of CSI, therefore forfeiting at least one mark.
- 4.9: Candidates explained the meaning and challenges of the pricing of goods in rural areas instead of ways to deal with the pricing of goods in rural areas.

QUESTION 5

- 5.1 and 5.6: Learners forfeited marks for the Introduction and Conclusion because sentences were repeated from the preamble in the Question Paper. Some sentences were either vague or did not address the four questions in the essay. Facts are no longer considered to be correct in the Introduction and Conclusion

unless it is changed slightly. (tweaked)

- 5.1 and 5.6: Learners forfeited marks for the Introduction and Conclusion because sentences were repeated from the preamble in the Question Paper, sentences were vague or it did not address the four questions in the essay. Facts are no longer considered to be correct in the Introduction and Conclusion unless it is changed slightly. (tweaked)
- 5.2: Some candidates wrote the facts for insurance under assurance and vice versa.
- 5.3: Candidates forfeited marks for incomplete or vague explanations of the three types of compulsory insurances.
- 5.5.2: Candidates' responses were vague for insurable interest and many could not explain this principle of insurance.
- Candidates forfeited marks for Originality because no examples were attempted in the essay or examples given were older than two years.

QUESTION 6

- Fair question and was answered by most candidates.
- Candidates' performances were poor in some centres but average to good in most centres.
- 6.1 and 6.6: Candidates forfeited marks for the Introduction and Conclusion because sentences were repeated from the preamble in the Question Paper. Some sentences were either vague or did not address the four questions in the essay. Facts are no longer considered to be correct in the Introduction and Conclusion unless it is changed slightly. (tweaked)
- 6.2: Candidates' responses related to the role of the health and safety officer and employees in promoting human health and safety in the workplace instead of the responsibilities of the employers in promoting human health and safety in the workplace.
- 6.3: Candidates could not identify the human rights correctly or completely, e.g. still writing respect and dignity instead of dignity, equality instead of equity, freedom of speech instead of freedom of speech and expression and safety and security instead of safety, security and protection of life.
- 6.4: Candidates confused the strategies businesses may use to protect the environment and human health with responsibilities of employers in promoting human health and safety in the workplace.
- 6.5.1: Candidates forfeited marks because the minimum age of 16 years instead of 15 years were given.
- Candidates forfeited marks for Originality because no examples were attempted in the essay or examples given were older than two years.

QUESTION 3

Provide suggestions for improvement in relation to Teaching and Learning.

- Teachers should make use of the updated resources, e.g., updated marking guidelines, as some facts are beefed up.
- Teachers should interrogate the diagnostic reports at workshops organized by Subject Advisors on a quarterly basis to keep abreast with changes.
- Provide one common prescribed textbook/resource to be used by all schools across the province.
- The same resources that are available to English learners must be made available to Afrikaans learners, as most Afrikaans learners are under performing.
- Teachers must make learners aware that no overwriting of answers will be accepted in Section A, e.g. learners cannot write the letter B over the letter A for a specific answer, They should delete the incorrect answer and write the correct answer next to it.
- In Section A 1.2 only the word(s) in the table are accepted as the answer and learners cannot include any other word(s) that are not included in the table.
- Teachers must give more informal assessments that include scenarios with distractors for learners to apply knowledge gained.
- Learners who are performing very good for assessments during the year must be encouraged to study at least four facts under each heading, while poor performing learners must be encouraged to study three facts.
- Teachers must emphasize that quotes from scenarios must be in full sentences.
- Special attention must be given by teachers when teaching the criteria that could contribute to the success and/or failure of the different forms of ownership.
- The criteria that could contribute to the success and/or failure must be emphasized as learners still find it difficult to master this topic in Grade 12.
- Teachers must train learners in Grade 10 already on how to structure their essays according to LASO.
- Teachers must be guided by the CAPS document and the Examination Guidelines of 2021 when teaching a topic. The Examination Guideline must always be consulted.
- Chief Marker's Report must be discussed with all teachers on a quarterly basis to avoid repeating mistakes.
- Subject Advisors and teachers involved in the marking processes of the Grade 12 Final Examinations must provide feedback sessions at the beginning of the new school year on the marking guideline and marking processes in their districts, e.g.,

the use cognitive verbs and questions from the same topics that candidates confused in the question paper.

- Teachers must remind learners that incomplete/vague facts will result in the forfeiture of marks.
- Provide resources that are structured according to the examination Guidelines to all under-performing schools.
- Resources, e.g., question papers, from other Provinces should also be used to prepare learners.
- For the Essay questions, teachers must emphasize that learners only write facts that are relevant to the bullets (questions) asked.
- Sentences used in the Introduction and Conclusion of the essays must be changed slightly (tweaked) so they are not the same as the facts in the questions of the essays.
- Essays questions, e.g., facts for Introduction and Conclusion and Originality examples must be brainstormed in the classroom.
- For Originality, teachers must brainstorm relevant and recent examples with the learners, e.g., allowing them to Google recent examples on the internet and to watch the news to be more aware of current issues impacting on businesses.
- For the Introduction and Conclusion of Essays, teachers must emphasize that facts for the Introduction and Conclusion must link to the bullets in the Essay question.
- Facts for Introduction and Conclusion cannot be facts from the notes and must be tweaked.
- Previous Question Papers and Marking Guidelines must be used by teachers when preparing learners for the final examinations, e.g., classwork and homework should be taken from previous questions papers to familiarize learners on how questions are set.
- The latest Examination Guidelines should be streamlined for essays in a three-year cycle, i.e., topics and content to be taught for essay assessment should be indicated, e.g., Legislation – five Acts must be assessed for essays and four Acts for Section B only.
- Make teachers and learners aware that lower cognitive questions are assessed in Section B and that under-performing learners should study concepts and headings as well to obtain marks, e.g., factors to be considered when making investment decisions.

QUESTION 4

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

- Facts that are vague or incomplete are of huge concern. Learners must be reminded that incomplete/vague facts will result in them forfeiting marks.
- The vague or incomplete answers could be ascribed to the language barrier experienced by the learners of the Eastern Cape. Candidates are unable to express/articulate themselves clearly.
- 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. The Introduction and Conclusion is also a concern as candidates are unable to score marks in these sections as facts are no longer accepted unless they have been adjusted slightly.
- Teachers must be clear when teaching the following:
 1. Criteria that could contribute to the success and/or failure of the different forms of ownerships.
 2. Role and responsibilities of the employers, employees and health and safety officers in promoting human health and safety in the workplace.
 3. Criteria for successful team performance.