



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

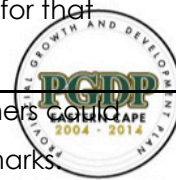
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2018 NSC CHIEF MARKER'S REPORT

SUBJECT:	BUSINESS STUDIES	
PAPER:	1	
DURATION OF PAPER:	3	HOURS
DATES OF MARKING:	30/11/2018 TO 14/12/2018	

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

<p>The performances of the candidates in the Business Studies November 2018 examinations have improved slightly compared to 2017. However, the learners are experiencing challenges with regards to understanding the application of the key cognitive verbs and the application of some verbs, such as advise, evaluate the impact, outline, analyse, suggest, recommend, distinguish, discuss the implications and redraw the table.</p>
<p>Many learners could not always quote directly from the scenarios as indicated by the question. They only summarized the quotes based on the information in the scenarios, e.g. in questions 2.3.1; 2.3.2; 2.6.1; 3.7.1; 4.3.1; 4.6.1; 5.3.1; 5.5.1. Upon communicating with the Internal Moderator of DBE who led the Marking Guideline discussion in Pretoria, she informed me telephonically that a decision was taken to relax some of the quotes slightly by allowing the learners to omit the first word of the quote without forfeiting any marks, e.g. for 2.3.2 the words "Their" and "The" could be omitted; 4.3.1 the word "The" could be omitted; 4.6.1 the words "A" and "The" were allowed to be omitted; 5.3.1 the words "Their" and "All" were allowed to be omitted; 5.5.1 the word "They" was allowed to be omitted.</p>
<p>More than 50% of the learners performed very well in Section A, with a very few still struggling in all sub-sections of Section A. The decision was taken at the Marking Guideline discussion in Pretoria that for sub section 1.2 of Section A Question 1, that if the word was incorrectly transcribed from the question paper to the learners' answer book (wrong spelling), the learner will be penalised, e.g. in 1.2.1 the word "dismissal" was regarded as incorrect instead of the correct answer "dismissed". However, the learners' performances varied in Section B & Section C, from low, moderate to high, depending on the examination centres. This was evident as some learners did not answer some of the questions or they were unable to address the specific requirements of the questions, especially those who chose the following questions in Section B: 2.2; 2.3; 2.4; 2.6.2; 2.7; 3.3.2; 3.6; 3.7.2; 4.2; 4.4; 4.5; 4.6.1; 4.6.2; 4.7; 5.3.2; 5.5.1; 5.5.2; 5.6; 5.7; 6.2; 6.3; 6.5; 6.6.2; 6.7; Question 7; Question 8.4; Question 9 and Question 10 of Section C.</p>
<p>Not many cases of incorrect numbering or numbering omitted were observed this year in the November 2018 Business Studies Examination. If the learner did not include the question number, the "Follow the sequence approach" was followed or "if the learner had written down the heading for the question and it was in sequence," incorrect numbering for that answer was also accepted.</p>
<p>Although most of the questions appeared in previous NSC examinations, the learners did not capitalise on those questions which could have allowed them to earn more marks.</p>



SECTION 2: Comment on candidates' performance in individual question.
(It is expected that a comment will be provided for each question).

SECTION A: COMPULSORY
QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The learners' performances varied from, moderate to high in sub-section 1.1, 1.2 and 1.3
1.1. <ul style="list-style-type: none"> Many learners performed well in sub-section 1.1 of Question 1 but some still struggled to choose the correct answer in certain questions in this sub-section, e.g. 1.1.2 – D threats/barriers for new entrants to the market; 1.1.7 – B allocate tasks according to the role of each team member.
1.2. <ul style="list-style-type: none"> Many learners performed very well in this question due to fact that correct responses are provided in the list on the question paper. Most candidates wrote the complete word(s) in this sub-section.
1.3. <ul style="list-style-type: none"> Many candidates performed well in this sub-section compared to the other sub-sections in Question 1.
(b) Why was the question poorly answered? Also, provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
1.1.2 <ul style="list-style-type: none"> - D threats/barriers for new entrants to the market – instead they wrote B – threat of substitution.
1.1.7 <ul style="list-style-type: none"> - B allocate tasks according to the role of each team member. They confused it with A – allocate tasks to team members with similar personalities.
1.1.8 <ul style="list-style-type: none"> - Many candidates could not correctly identify the correct King Code principle.
1.2.1 <ul style="list-style-type: none"> Correct answer is 'strategy'. Some candidates wrote 'business plan' instead because they were led by the statement in the question paper that states: 'A ... is the plan of action used by businesses to solve challenges.'
1.2.3 <ul style="list-style-type: none"> Correct answer is 'language'. Instead a few candidates wrote 'race'. The distractor option confused them.
1.2.5 <ul style="list-style-type: none"> Correct answer is 'dismissed'. A few candidates wrote 'retrenched' as the distractor option confused them.
1.2. <ul style="list-style-type: none"> Candidates performances varied from 4 to full marks (10) in this question. Some candidates were guessing their responses, which points out that they have no in-depth knowledge of business concepts.
1.3. Most candidates performed very well in this sub-section of Question 1, with many candidates obtaining full marks.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> The applicable Grade 11 content must be revised by the teachers before the final examinations as it appears that incorrect responses in sub-section 1.1 relates to the Grade 11 syllabus. Teachers should ensure that learners know business studies terminology. Planned revision within the scope of CAPS with adequate resources is highly recommended. Use Business Studies Examination Guidelines 2017 to teach TQM and compile additional resources with scenarios and examples. Teachers must compile notes with the description of business concepts.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> • It is evident that there is a marked improvement in the performance of many candidates in Section A and this can be improved even further if the following can be implemented: • Learners must be informed about the fact that there are distractors in all sub-sections of Question 1 that can confuse them. • Learners must be informed that they must transcribe the word(s) verbatim from the list in sub-section 1.2. • Numbering of question must be the same as used in the question paper.
SECTION B
Answer any THREE questions in this section.
QUESTION 2: BUSINESS ENVIRONMENT
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • The performances of learners in this question varied from poor, moderate to excellent, depending on the exam centre that was marked. • The reasons for the poor performances could be ascribed to the following factors: poor preparation for the examination; the fact that History Paper 2 was written a day before the learners wrote Business Studies and they did not have sufficient time for revision; the fact that the learners wrote Business Studies towards the end of the November Examination and they were fatigued; there are many progressed learners who cannot cope with the syllabus; insufficient resource materials available at schools; the inability of the learner to interpret and apply the requirements of the questions. • Lack of understanding of various cognitive verbs applied 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.
2.1. <ul style="list-style-type: none"> • Most candidates answered this question well, some mixing the old seven pillars with the new five pillars of BBEE.
2.2. <ul style="list-style-type: none"> • Many candidates found it difficult to outline the role of SETAs, confusing it with the Skills Development Act. • The learners were vague in their responses and are under the impression that SETAs are responsible for the training of workers.
2.3. <ul style="list-style-type: none"> • Most candidates correctly identified the sector and quoted correctly from the scenario. • Many candidates did not follow the instruction to redraw the table. • 2.3.2; 2.3.3 and 2.3.4 are follow-on questions and some candidates forfeited marks for the business environment and extent of control if the challenges were incorrectly identified.
2.3.2. <ul style="list-style-type: none"> • Many candidates did not complete the quotes entirely from the scenario, thereby forfeiting three marks.
2.3.3. <ul style="list-style-type: none"> • Many learners could link the Business Environments to the challenges.
2.3.4 <ul style="list-style-type: none"> • If the Business Environments were correctly identified in 2.3.3, the candidates correctly stated the extent of control.
2.4. <ul style="list-style-type: none"> • Most candidates could identify the three diversification strategies but could not describe them correctly as the wording of these strategies are very similar.
2.5. <ul style="list-style-type: none"> • This question was poorly answered by most candidates as many of them just mentioned the provisions in the BCEA and not its purpose.
2.6.1. <ul style="list-style-type: none"> • Most candidates identified the Employment Equity Act and the motivation correctly from the information given in the scenario.

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2.6.2.	<ul style="list-style-type: none"> Most candidates could not evaluate the impact (advantages and disadvantages) of the EEA.
2.7	<ul style="list-style-type: none"> This question was poorly answered as most candidates could not identify the steps in evaluating a strategy. The candidates' responses were very vague. The examiners and moderators at the Marking Guideline discussion in Pretoria also indicated that 'formulate strategies and implement strategies' will no longer be accepted as correct as of next year, although it was added to the addendum.
(c) Provide suggestions for improvement in relation to Teaching and Learning	
2.2.	<ul style="list-style-type: none"> Teachers need explain the role of SETAs in depth and make learners aware not to confuse it with the Skills Development Act. Teachers need to make learners aware that SETAs are not responsible for training of workers.
2.3.	<ul style="list-style-type: none"> The marks for follow-on questions must be reduced per question because if learners incorrectly identified one answer, they could forfeit more marks. Teachers must provide examples of these tables to learners and teach them how to complete them. Teachers must expose learners to more questions in Controlled Test/Test on the completion of tables.
2.4	<ul style="list-style-type: none"> Provide practical examples of businesses and products where diversification strategies were implemented.
2.5.	<ul style="list-style-type: none"> Teachers should not only explain the provisions of the BCEA to learners but also use relevant sources to explain the purpose of this Act. Teachers could also draw up a table to compare the purposes, impact and consequences of non-compliance of the various Acts and make this available to learners.
2.6.	<ul style="list-style-type: none"> Teachers could draw up a table to compare the purposes, impact and consequences of non-compliance of the various Acts and make this available to learners as mentioned above in 2.5.
2.7	<ul style="list-style-type: none"> Teachers could explain the steps to the learners in-depth and then inform them that the steps can be mentioned in any order. Learners should be informed that formulate the strategy and implement the strategy will no longer be accepted as part of the steps in evaluating a strategy. Teachers should advise the learners to learn at least five of the steps in any order that is easy for them to remember.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.	
	<ul style="list-style-type: none"> Learners had inadequate skills in questions that needed for them to evaluate the Act.
	<ul style="list-style-type: none"> The instructions and information at the beginning of the question paper should be discussed with learners so that they are aware what is expected of them. Learners should be guided, using previous question papers, on how to follow instructions of the paper.
	<ul style="list-style-type: none"> Revision must be effected in every term and teachers must ensure that all learners are present.
QUESTION 3: BUSINESS VENTURES	
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?	
The performances of candidates varied from low, moderate to high in this question, depending on the exam centre that was marked.	
(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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3.1.	<ul style="list-style-type: none"> • Most candidates identified the examples of insurable risks correctly. • Some learners forfeited marks because they mentioned vehicle insurance, which was not accepted. The correct response is damage to/loss of vehicles.
3.2.	<ul style="list-style-type: none"> • This question was poorly answered because the candidates could not outline the rights of ordinary shareholders. • An alternative answer in the addendum 'Right to receive dividends when profits are made' does not stroke with the correct answer 'Ordinary shareholders will receive dividends when it is declared by the directors.'
3.3	<ul style="list-style-type: none"> • 3.3.1 and 3.3.2 is another example of a follow-on question where the learners forfeited marks if the incorrect leadership theory was identified. • Some learners correctly identified the leadership in 3.3.1 but could not discuss it. • They discussed other leadership theories.
3.4.	<ul style="list-style-type: none"> • Many candidates answered this question well but forfeited marks unnecessarily because they did not include for example the word 'name' in their response; the correct response is 'name must end (one mark) instead they only wrote 'must end'. • Only one mark was awarded for the number of directors that managed the two companies, which some markers regarded as being unfair towards the candidates.
3.5.1	<ul style="list-style-type: none"> • Many candidates performed very well in this question. • Some candidates still did not complete the full calculation. They should have calculated the interest received only. The final answer for many candidates included the principal amount as well, which made the calculation incomplete. • The formula used by candidates points to a lack of understanding as to what is being asked, i.e. many used the formula to calculate the final amount which includes the principal amount and interest instead of the calculation to calculate the interest only.
3.5.2	<ul style="list-style-type: none"> • Many candidates performed very well in this question. • Some candidates still did not complete the full calculation. They should have calculated the interest received only. The final answer for many candidates included the principal amount and interest as well, which made the calculation incomplete.
3.6.2.	<ul style="list-style-type: none"> • Many candidates could identify the principles of insurance, but many could not discuss it. • A common error made by some candidates was that they did not write 'utmost good faith'. Instead they only wrote 'good faith'. This response however was accepted at the Marking Guideline discussion.
3.7.1	<ul style="list-style-type: none"> • Another example of a follow-on question. • Many candidates incorrectly identified the type of visual aid and as a result also forfeited a mark for the motivation, as incorrect identification resulted in candidates automatically forfeiting marks for the motivation as per the note in the Marking Guideline. • A common error made in this question was that candidates' response was 'pamphlets,' which was incorrect.
3.7.2	<ul style="list-style-type: none"> • Most candidates performed poorly in this question because of their inability to evaluate the impact of the visual aid. • Responses of candidates were very vague.
3.7.3	<ul style="list-style-type: none"> • Most candidates performed well in this question. • Some candidates' responses were incomplete.
(c) Provide suggestions for improvement in relation to Teaching and Learning	
3.2	<ul style="list-style-type: none"> • Teachers must not only concentrate on the advantages and disadvantages of ordinary shares but the rights as well.

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3.3.	<ul style="list-style-type: none"> Teachers should ensure that the different types of leadership theories are covered in depth with the learners.
3.4.	<ul style="list-style-type: none"> Teachers should indicate to learners when split type marking will take place to ensure that learners write their responses in full sentences. This split marking will depend on the verb used in the question.
3.5.1	<ul style="list-style-type: none"> Teachers must ensure that the candidates read the questions on calculations carefully to understand what is being expected from them, i.e. the interest only or the interest and principal amount.
3.5.2	<ul style="list-style-type: none"> Many candidates did not deduct the principal amount invested from the total amount, therefore forfeiting one mark. The correct formula must be explained for the calculations.
3.6	<ul style="list-style-type: none"> Teachers need to encourage candidates to write their responses in full sentences when it is expected of the candidates to discuss an answer. Teachers should emphasize to the learners that the insurance principles must be given in full.
3.7.2	<ul style="list-style-type: none"> Teachers need to assist learners with more recommended resources or previous marking guidelines in order for them to be able to fully evaluate the different types of visual aids.
<p>(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</p>	
<ul style="list-style-type: none"> Learners must always write in full sentences and number their responses according to the numbering system used in the question paper. Incomplete facts/sentences should be discouraged. 	
<p>QUESTION 4: BUSINESS ROLES</p>	
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>	
<p>The performance of candidates varied from low, moderate to high depending on the exam centre that was marked.</p>	
<p>(b) Why was the question poorly answered? Also, provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>	
4.1	<ul style="list-style-type: none"> Candidates gave responses that were incomplete, e.g. they wrote "promotions" instead of explaining it, e.g. 'if colleagues receive promotions, it can lead to conflict between those who were promoted and those not.'
4.2	<ul style="list-style-type: none"> This question was poorly answered by most candidates. Incomplete and/or vague answers caused many candidates to achieve one mark per fact instead of the prescribed two marks per fact.
4.3.1	<ul style="list-style-type: none"> A follow-on question. Many candidates forfeited marks for the motivation because they incorrectly identified the stages of team development. The motivations were not quoted in full, resulting in candidates forfeiting marks.
4.3.2	<ul style="list-style-type: none"> Candidates who incorrectly identified the stages of team development in 4.3.1 forfeited marks if they wrote storming and norming in 4.3.2
4.4	<ul style="list-style-type: none"> Candidates responses were vague and incomplete resulting in them forfeiting marks.
4.5	<ul style="list-style-type: none"> Candidates performed poorly in this question because of their inability to explain the force-field analysis technique. Recapping of content is essential.

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4.6.1	<ul style="list-style-type: none"> • A follow-on question. • Most candidates performed poorly in this question. • The inability of the candidates to correctly identify the types of difficult personalities resulted in them automatically forfeiting marks for the motivations. • Most of the candidates did not fully quote the motivations from the scenario, thereby forfeiting marks.
4.7.	<ul style="list-style-type: none"> • Many candidates performed poorly in this question. • Many candidates' responses were based on human and economic rights rather than on social rights. • This question did not appear in any recent question papers.
(c) Provide suggestions for improvement in relation to Teaching and Learning	
4.1	<ul style="list-style-type: none"> • Teachers need to ensure that the learners write the full terms for the causes of conflict. • Teachers also need to provide only five or six examples of the causes of conflict and not any more, as this seems to confuse the learners.
4.2	<ul style="list-style-type: none"> • Teachers must ensure that the learners provide full sentences, as incomplete or vague sentences will result in part marks being awarded. • Teachers should also encourage learners to identify and only study five facts on the benefits of diversity that will be easy for them to recall.
4.3.1	<ul style="list-style-type: none"> • Stages of team development must be recapped with the learners. • Teachers must encourage the learners to quote using full sentences.
4.3.2	<ul style="list-style-type: none"> • Recapping of the stages of team development is essential.
4.4.	<ul style="list-style-type: none"> • Teachers must ensure that the learners provide full sentences, as incomplete or vague sentences will result in part marks being awarded. • Teachers should also encourage learners to identify and only study five facts on the advantages of creative thinking in the workplace that will be easy for them to recall.
4.5.	<ul style="list-style-type: none"> • Recapping the various problem-solving and creative-thinking techniques is essential.
4.6.1	<ul style="list-style-type: none"> • The types of difficult personalities must not only be explained to learners, but scenarios must be given to learners to apply their knowledge. • The use of previous question papers and marking guidelines is essential to give learners more exposure on how to answer questions related to scenarios.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.	
<ul style="list-style-type: none"> • Candidates seem to be unable to apply their knowledge. • Learners must be given ample opportunities to work out more scenarios/case studies where they need to apply their knowledge. 	
QUESTION 5: BUSINESS OPERATIONS	
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?	
This question was very popular among candidates. The performances varied from low, moderate to high depending on the different exam centres that was marked.	
5.1	<ul style="list-style-type: none"> • Most candidates performed poorly in this question. • These candidates confused the sources of internal recruitment with that of external recruitment.
5.2	<ul style="list-style-type: none"> • Many candidates responded fairly in this question as appeared in previous question papers, giving learners exposure to this question.
5.3.1	<ul style="list-style-type: none"> • This question was fairly answered.

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	<ul style="list-style-type: none"> Many candidates forfeited marks for incomplete quotes from the scenario.
5.3.2	<ul style="list-style-type: none"> This question was fairly answered. Some candidates confused the role of the interviewer when preparing for an interview to that of the role of the interviewer during the interview.
5.4	<ul style="list-style-type: none"> This question was fairly answered. Incomplete facts resulted in candidates forfeiting marks.
5.5.1	<ul style="list-style-type: none"> A follow-on question. This question was poorly answered. Candidates could not identify the TQM elements from the scenario, resulting in them forfeiting marks for the motivations. Many of the candidates did not fully quote the motivations from the scenario thereby also forfeiting marks.
5.5.2	<ul style="list-style-type: none"> Candidates performed poorly in this question. They were unable to identify one TQM element in 5.5.1 therefore they could not do the evaluation.
5.6	<ul style="list-style-type: none"> Candidates performed poorly in this question. Their responses were vague and/or incomplete resulting in them forfeiting marks, i.e. receiving one instead of the prescribed two marks per fact.
5.7.	<ul style="list-style-type: none"> Candidates performed poorly in this question. Their responses were vague and/or incomplete resulting in them forfeiting marks, i.e. receiving one instead of the prescribed two marks per fact.
	<p>(b) Why was the question poorly answered? Also, provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
5.1	<ul style="list-style-type: none"> Many candidates confused the internal sources of recruitment with that of the external sources of recruitment. Some candidates mixed internal and external sources of recruitment.
5.2	<ul style="list-style-type: none"> Some candidates did not obtain maximum marks because their responses were vague and/or incomplete.
5.3.1	<ul style="list-style-type: none"> Many candidates were confused and misinterpreted the question and included the first sentence in the scenario as part of the role of the interviewer because they did not read the question thoroughly. The first sentence addresses the role of the interviewer before the interview, whereas the question specifically asks to quote the role of the interviewer during the interview. Many candidates did not complete the quotes entirely from the scenario.
5.3.2	<ul style="list-style-type: none"> Many candidates confused the role of the interviewer during the interview to that of the role of the interviewer before the interview. Some candidates mixed the roles of the interviewer, i.e. they explained the role of interviewer when preparing for (before) the interview and during the interview.
5.4	<ul style="list-style-type: none"> Candidates forfeited marks because responses were incomplete.
5.5.1	<ul style="list-style-type: none"> Many candidates could not identify the correct TQM elements from the scenario. They therefore forfeited the marks for the motivations if the incorrect TQM was identified. The TQM elements were not stated in full, i.e. some candidates only wrote 'improvements to systems and processes' instead of 'continuous improvement to systems and processes' and 'client/customer satisfaction' instead of 'total client/customer satisfaction'. A decision was taken at the marking Guideline discussion not to penalise the candidates if the words 'continuous' and 'total' were omitted. However, this was not indicated on the Marking Guideline as to discourage learners

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<p>from giving the incomplete TQM elements.</p> <ul style="list-style-type: none"> • Most candidates did not quote the sentences fully from the scenario and they were severely penalised for incomplete quotes.
<p>5.5.2</p> <ul style="list-style-type: none"> • A follow-on question. • Candidates' responses were vague. • Their responses were generalised around quality and were not specific to the TQM element identified. • Many candidates also forfeited marks for the evaluation of the impact of one of the TQM elements because they did not correctly identify the TQM elements in 5.5.1.
<p>5.6</p> <ul style="list-style-type: none"> • Candidates responses were incomplete, only achieving part marks for facts.
<p>5.7</p> <ul style="list-style-type: none"> • Most candidates' responses were incomplete. • Some candidates confused the benefits of a good quality management system with the tasks of management.
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>5.1</p> <ul style="list-style-type: none"> • Teachers need to teach both sources of recruitment thoroughly and not only focus on external recruitment. • Teachers must provide sufficient examples of both internal and external recruitment to the learners.
<p>5.2</p> <ul style="list-style-type: none"> • Teachers need to reinforce with the learners to put the facts in full sentences, unless otherwise stated in the question paper. • Teachers must use recommended sources or marking guidelines from previous years as resources to indicate to the learners how the facts must be completed and how marks are awarded.
<p>5.3.1; 5.3.2</p> <ul style="list-style-type: none"> • Teachers must encourage learners to read the scenarios and questions to fully understand what is being asked. • The use of previous question papers and marking guidelines is recommended.
<p>5.4</p> <ul style="list-style-type: none"> • Teachers must point out to learners that when writing tests and examination, that their sentences must be complete (written in full). This can be encouraged from grade ten.
<p>5.5.1; 5.5.2; 5.6 & 5.7</p> <ul style="list-style-type: none"> • Teachers must teach the topic TQM thoroughly using the Business Studies examination guideline of 2017. • Planned and regular informal and formal assessment with case studies/scenarios must be completed with learners to give them a better understanding of this topic. • Revision of this topic is also very important.
<p>(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</p>
<ul style="list-style-type: none"> • The candidates' poor performances can be ascribed to poor preparation and a lack of intensive revision before the examinations. • Insufficient teaching and learning material can contribute to the poor performance of candidates.
<p>QUESTION 6: MISCELLANEOUS</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>This question was reasonably popular with candidates. Candidates' performances varied from low, moderate to excellent depending on the exam centre being marked.</p>
<p>6.1</p> <ul style="list-style-type: none"> • Many candidates performed very well in this question. • Very few learners struggled to identify the correct elements of the PESTLE analysis.

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6.2	<ul style="list-style-type: none"> This question was poorly answered by most candidates. Many candidates struggled to explain the advantages of intensive strategies. Candidates responses were vague and incomplete.
6.3	<ul style="list-style-type: none"> This question was poorly answered by most candidates. They had difficulty explaining the importance of state-owned companies. This question appeared in November 2017 question paper, but it was asked differently this year – instead of 'importance', they asked for the 'advantages' last year. Although it is the same question, it confused candidates.
6.4.1	<ul style="list-style-type: none"> A follow-on question. This question was well answered by most candidates. A few candidates still gave 'under-insurance' as their response.
6.4.2	<ul style="list-style-type: none"> This question was fairly answered by most candidates. Many candidates failed to achieve the maximum of four marks for this question.
6.4.3	<ul style="list-style-type: none"> This question was fairly answered by candidates. Candidates' responses were incomplete, thereby forfeiting marks unnecessarily.
6.5	<ul style="list-style-type: none"> This question was fairly answered by many candidates. This question did not appear in any recent question papers. Learners could not respond properly by providing examples of unfair advertising.
6.6.1; 6.6.2 & 6.6.3	<ul style="list-style-type: none"> 6.6.1 and 6.6.3 was well answered by most candidates. 6.6.2 was poorly answered, with many candidates leaving the question unanswered.
6.7	<ul style="list-style-type: none"> This question was poorly answered by candidates. A few candidates obtained maximum marks for this question as they could not recommend strategies to deal with pricing in rural areas. Candidates' responses were vague.
6.8	<ul style="list-style-type: none"> This question was poorly answered by most candidates who attempted Question 6.
6.9	<ul style="list-style-type: none"> This question was answered very well by many candidates, with most achieving full marks for their responses.
6.10	<ul style="list-style-type: none"> This question was answered very well by many candidates, with most candidates achieving full marks for their responses in this question.
<p>(b) Why was the question poorly answered? Also, provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>	
6.2	<ul style="list-style-type: none"> Many candidates struggled to explain the advantages of intensive strategies. Candidates responses were vague and incomplete.
6.3	<ul style="list-style-type: none"> This question appeared in November 2017 question paper, but it was asked differently this year – instead of 'importance', they asked for the 'advantages' last year. Although it is the same question, it seemed to have confused candidates.
6.4.1	<ul style="list-style-type: none"> Some candidates still responded with the term 'under-insurance', although the question paper gave them a hint as to the insurance clause they had to identify.
6.4.2	<ul style="list-style-type: none"> Candidates who responded correctly to 6.4.1 could only elaborate on under-insurance in 6.4.2. The meaning of the clause was not explained in full.
6.4.3	<ul style="list-style-type: none"> Most candidates' responses were incomplete resulting in them forfeiting marks.

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6.5	<ul style="list-style-type: none"> Some candidates misinterpreted the question by giving the examples of the different methods of advertising, e.g. advertising on posters, radio, etc.
6.7	<ul style="list-style-type: none"> Many candidates were vague. Most could not recommend strategies to deal with pricing in rural areas.
6.8	<ul style="list-style-type: none"> Most candidates' responses were vague. Some candidates' responses related to the placement procedure.
6.9 & 6.10	<ul style="list-style-type: none"> Both questions were well answered, with very few candidates not achieving the full complement of marks.
(c) Provide suggestions for improvement in relation to Teaching and Learning	
6.2	<ul style="list-style-type: none"> Teachers need to ensure that learners know and understand the advantages of intensive strategies for businesses.
6.3	<ul style="list-style-type: none"> The first fact in the marking guideline for 6.3 should be removed as most SOCs are no longer profitable as the government have to regularly bail them out, e.g. SAA. Teachers need to be point out that the advantages and importance of SOCs are the same.
6.4.1	<ul style="list-style-type: none"> Teachers need to explain to learners that there is no insurance clause such as under-insurance.
6.4.2	<ul style="list-style-type: none"> Teachers must emphasize the meaning of the average clause to learners.
6.4.3	<ul style="list-style-type: none"> Teachers must encourage learners to study at least five advantages of insurance.
6.5	<ul style="list-style-type: none"> Teachers must provide relevant examples of unfair advertising. Learners need to know the difference between methods of advertising and examples of unfair advertising.
6.6.1	<ul style="list-style-type: none"> Problem-solving techniques must be revised before the final examinations.
6.7	<ul style="list-style-type: none"> Strategies to deal with all unethical practices in businesses must be revised.
6.8	<ul style="list-style-type: none"> Teachers must point out the difference between the meaning of placement and the placement procedure.
6.9 & 6.10	<ul style="list-style-type: none"> These questions were well answered by candidates. Both appeared in the November 2017 paper.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.	
<ul style="list-style-type: none"> Language barrier is still a challenge in many of our candidates. Extra classes (winter and spring schools) conducted by subject advisors or teachers with marking experience, are essential to assist underperforming learners to prepare them for their final examinations. 	
SECTION C – Answer any TWO questions in this section.	
QUESTION 7: BUSINESS ENVIRONMENT (LEGISLATION)	
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?	
The performances of most candidates who attempted this question were poor, although this also depended on the exam centre that was marked.	
7.1	<ul style="list-style-type: none"> The introduction was poorly answered by most candidates. Many candidates repeated the information in the table in the question paper as part of

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	their introduction, thereby forfeiting marks.
7.2	<ul style="list-style-type: none"> This bullet/question of the essay question was poorly answered by most candidates.
7.3	<ul style="list-style-type: none"> This bullet/question of the essay question was poorly answered by candidates.
7.4	<ul style="list-style-type: none"> This bullet/question of the essay was poorly answered by most candidates.
7.5	<ul style="list-style-type: none"> This bullet/question of the essay was poorly answered.
7.6	<ul style="list-style-type: none"> The conclusion was poorly answered with many candidates achieving no marks for this section.
(b) Why was the question poorly answered? Also, provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.	
7.1	<ul style="list-style-type: none"> Many candidates repeated the information in the table of Question 7 as part of their introduction, thereby forfeiting marks. Many candidates wrote vague facts in their introduction that did not warrant a mark.
7.2	<ul style="list-style-type: none"> Candidates confused the purpose of the CPA with its impact. Candidates' responses were vague and/or incomplete.
7.3	<ul style="list-style-type: none"> Some candidates confused the impact of the CPA on businesses with that of the impact on consumers. Some candidates also confused the impact of the CPA with that of its purpose. Responses of the candidates were vague and incomplete.
7.4	<ul style="list-style-type: none"> Candidates could not recommend ways in which businesses could promote the three consumer rights listed in the question. Many candidates repeated the rights in their responses.
7.5	<ul style="list-style-type: none"> Many candidates could only list that businesses will receive fines/penalties for non-compliance.
7.6	<ul style="list-style-type: none"> Many candidates could not conjure up a conclusion that made sense. Many of the candidates repeated facts mentioned in the content as a conclusion which resulted in them forfeiting two marks.
(c) Provide suggestions for improvement in relation to Teaching and Learning	
	<ul style="list-style-type: none"> To arouse the interest of the learners, teachers must teach the background and origin of the CPA and NCA. Teachers should be encouraged to use practical examples, scenarios/case studies and short questions when assessing the CPA and NCA. Teachers must point out the differences between the purpose, impact and penalties of the various Acts by drawing up a table comparing them with each other. Teachers must revise the Acts before the final examinations as it is covered in term one. Teachers should encourage learners to come up with their own introduction and conclusions by brainstorming it in class to check if it is acceptable. Previous question papers and marking guidelines can be as examples for introductions and conclusions.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.	
	<ul style="list-style-type: none"> Candidates demonstrated a lack of skill to compile a reasonable and factual introduction and conclusion. Originality, recent information, factual examples in support of the statements is still a challenge as point of reference. Not all examples warrant a mark for originality. Very few candidates were awarded marks for originality which is concerning. Candidates who achieve the maximum marks for facts in the essay still fail to achieve two marks for originality.

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<ul style="list-style-type: none"> After the discussion of each essay, teachers and learners should brainstorm appropriate examples for originality.
QUESTION 8: BUSINESS VENTURES (INVESTMENTS AND FORMS OF OWNERSHIP)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This was a popular question. Most learners attempted this question and their performances varied from low, moderate to excellent depending on the various exam centres marked.
8.1 <ul style="list-style-type: none"> The introduction of the essay question was fairly answered, with many candidates achieving at least one of the allotted two marks.
8.2 <ul style="list-style-type: none"> The first bullet/question in the essay was well answered by many candidates. Many candidates achieved four to ten marks for the functions of the JSE.
8.3 <ul style="list-style-type: none"> The types of preference shares were fairly answered by many candidates as they could at least identify some of the different types of preference shares. The Afrikaans candidates were disadvantaged because of a fault in the Afrikaans question paper where bullet number two referred to 'voorkeuraandele' as 'voordeelaandele'.
8.3 <ul style="list-style-type: none"> The third bullet/question on the impact of RSA Retail Savings Bonds/government retail savings bonds was fairly answered by many candidates as they could at least mention some advantages of investing in RSA Retail Savings Bonds/government retail savings bonds.
8.4 <ul style="list-style-type: none"> The fourth bullet/question was fairly answered by the candidates as they could at least explain the success/failure of the management factor. The legislation factor was poorly answered.
8.5 <ul style="list-style-type: none"> The conclusion was poorly answered by the candidates.
(b) Why was the question poorly answered? Also, provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
8.1 <ul style="list-style-type: none"> Candidates' introduction was too general or vague and did not relate to the bullets/questions asked in the essay.
8.2 <ul style="list-style-type: none"> Most candidates performed well in this bullet/question, but some still forfeited marks for incomplete sentences.
8.3 <ul style="list-style-type: none"> The English candidates could at least mention the different types of preference shares but forfeited marks for their explanations of these different types of preference shares. The Afrikaans candidates were disadvantaged because of the fault mentioned. Some Afrikaans candidates totally omitted this bullet/question of the essay, while some discussed the different types of shares and their advantages. There were many Afrikaans candidates who, however, interpreted the bullet/question correctly.
8.4 <ul style="list-style-type: none"> Some candidates referred to RSA Retail Savings Bonds/government retail savings bonds as shares. Many candidates forfeited marks because their responses were incomplete. Very few candidates' responses did not include the negative impact of this type investment, only focusing on the positive impact.
8.5 <ul style="list-style-type: none"> candidates' responses were too vague to allow marks to be awarded.
8.6 <ul style="list-style-type: none"> Candidates failed to realise that the conclusion could be based on one of the four bullets/questions asked in the essay.

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<ul style="list-style-type: none"> • Sentences used in the conclusion were not necessarily based on the bullets/questions that were asked in the essay question. • They therefore forfeited marks.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<p>8.1</p> <ul style="list-style-type: none"> • Teachers and learners should make use of previous question papers and marking guidelines to assist with sentences for the introduction. • Teachers must also emphasize that sentences used in the introduction must not be vague, but it must relate to the bullets/questions asked in the essay. • Learners must be made aware that sentences in the table of the question paper must not be repeated. • Teachers and learners can brainstorm appropriate sentences for the introduction.
<p>8.2</p> <ul style="list-style-type: none"> • Previous marking guidelines could be used to point out how the marking of the functions of the JSE will take place. This will depend on the verb used, e.g. in the 2017 question paper it was split marking and in the 2018 question paper two marks were awarded at the end of the sentence. • Candidates must be taught to answer their questions using full sentences, especially in the essays.
<p>8.3</p> <ul style="list-style-type: none"> • Teachers must not only focus on the positive impact of RSA Retail Savings Bonds/government retail savings bonds, but on the negative impact too. • Learners must be encouraged to study only some of the facts that will be easy for them to remember.
<p>8.5</p> <ul style="list-style-type: none"> • Teachers should encourage learners to come up with their own conclusions by brainstorming it in class to check if it is acceptable. • Previous question papers and marking guidelines can be as examples for conclusions.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> • Candidates demonstrated a lack of skill to compile a reasonable and factual introduction and conclusion. • Originality, recent information, factual examples in support of the statements is still a challenge as point of reference. Not all examples are originality. Not all examples warrant a mark for originality. Very few candidates were awarded marks for originality which is concerning. • Candidates who achieve the maximum marks for facts in the essay still fail to achieve two marks for originality. • After the discussion of each essay, teachers and learners should brainstorm appropriate examples for originality.

QUESTION 9: BUSINESS ROLES (SOCIAL RESPONSIBILITY, CSR & CSI)
This was a popular question, with many candidates attempting it, with performances varying from low, moderate to high depending on the exam centres marked.
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>9.1</p> <ul style="list-style-type: none"> • The introduction was fairly answered, with candidates scoring at least one of the allotted two marks.
<p>9.2</p> <ul style="list-style-type: none"> • The differences between CSR and CSI was poorly answered by most candidates.
<p>9.3</p> <ul style="list-style-type: none"> • The impact of CSR on communities was poorly answered by many candidates.
<p>9.4.1 & 9.4.2</p> <ul style="list-style-type: none"> • The strategies to deal with HIV/AIDS and unemployment was fairly answered by many candidates.

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9.5	<ul style="list-style-type: none"> The contribution of time and effort in improving the well-being of the community was fairly to well answered by most candidates, with achieving more than 50% for this bullet/question of the essay.
9.6	<ul style="list-style-type: none"> The conclusion was fairly answered with candidates being able to come up with a conclusion.
(b) Why was the question poorly answered? Also, provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.	
9.1	<ul style="list-style-type: none"> Some candidates repeated the information from the table in Question 9 in their introduction. Some candidates' responses were too vague to deserve a mark.
9.2	<ul style="list-style-type: none"> Most candidates struggled to differentiate between CSR and CSI. Most candidates confused these two terms, mixing up responses of the one that should have been included under the other.
9.3	<ul style="list-style-type: none"> Many candidates gave examples of CSI initiatives instead of explaining the impact of CSR on communities. Many candidates' responses related to the impact of CSR on businesses instead of communities.
9.4.1 & 9.4.2	<ul style="list-style-type: none"> Some candidates' responses were incomplete.
9.5	<ul style="list-style-type: none"> Some candidates' examples were limited. Some candidates repeated the strategies given to deal with HIV/AIDS in this bullet/question of the essay, thereby forfeiting some marks.
9.6	<ul style="list-style-type: none"> Some candidates' conclusions were vague and could not warrant two marks. Some candidates repeated facts in their content in the conclusion.
(c) Provide suggestions for improvement in relation to Teaching and Learning	
9.1	<ul style="list-style-type: none"> Teachers and learners should make use of previous question papers and marking guidelines to assist with sentences for the introduction. Teachers must also emphasize that sentences used in the introduction must not be vague, but it must relate to the bullets/questions asked in the essay. Teachers should encourage learners to come up with their own introductions by brainstorming it in class to check if it is acceptable. Previous question papers and marking guidelines can be used as examples for introductions.
9.2	<ul style="list-style-type: none"> When completing this part of the syllabus, teachers should use the table 9.2 in the 2018 marking guideline in the explanation.
9.3	<ul style="list-style-type: none"> Teachers must teach learners the differences between the impact of CSR on businesses and communities. Teachers must point that to learners that there is a difference between the impact of CSR on businesses and examples of CSI programmes.
9.4.1 & 9.4.2	<ul style="list-style-type: none"> Teachers should use the marking guideline of the current (2018) question paper to provide learners with strategies to deal with HIV/AIDS and unemployment.
9.5	<ul style="list-style-type: none"> Teachers should encourage learners to come up with their own conclusions by brainstorming it in class to check if it is acceptable. Previous question papers and marking guidelines can be as examples for conclusions.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> • Candidates must be able to differentiate between the concepts CSR and CSI. • They must write in full sentences.
QUESTION 10: BUSINESS OPERATIONS (QUALITY OF PERFORMANCE)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • This was not a popular question. Candidates who attempted this question performances varied from low, moderate to high depending on the exam centres marked
10.1
<ul style="list-style-type: none"> • The candidates' performances were poor in the introduction.
10.2
<ul style="list-style-type: none"> • Most candidates' performances were poor as they could not elaborate on the meaning of quality assurance.
10.3
<ul style="list-style-type: none"> • Most candidates' performances were poor because they could not distinguish between quality management and quality performance.
10.4.1 & 10.4.2
<ul style="list-style-type: none"> • Most candidates' performances were poor because they could not suggest quality indicators for the general management and the production function.
10.5
<ul style="list-style-type: none"> • The impact of TQM on the reduction of the cost of quality was poorly answered by the candidates.
10.6
<ul style="list-style-type: none"> • The conclusion was poorly answered by candidates.
(b) Why was the question poorly answered? Also, provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
10.1
<ul style="list-style-type: none"> • Some candidates repeated the information in the table in Question 10 as their introduction.
10.2
<ul style="list-style-type: none"> • Most candidates' responses were vague. • The candidates also included general statements on quality and not on quality assurance specifically.
10.3
<ul style="list-style-type: none"> • Candidates mixed responses from quality management and quality assurance. • There seem to be a lack of content knowledge in general for questions related to TQM.
10.4.1 & 10.4.2
<ul style="list-style-type: none"> • Some candidates discussed the activities of the general management and the production function instead of the quality indicators.
10.5
<ul style="list-style-type: none"> • There seemed to be a lack of content knowledge for this part of the essay question. • This
10.6
<ul style="list-style-type: none"> • Most candidates wrote vague sentences for their conclusion. • Some candidates repeated facts from the content in their conclusion.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Teachers should encourage learners to come up with their own introductions and conclusions by brainstorming it in class to check if it is acceptable. • Previous question papers and marking guidelines can be used as examples for introductions and conclusions.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc
<ul style="list-style-type: none"> • Lack of resources may be a reason; the teacher could be using one textbook which has less information.

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- Subject Advisors need to support teachers with resources dealing with TQM as it is obvious that teachers may experience difficulties in explaining this topic and learners experience difficulty in grasping this content.
- Appropriate examples for originality lacked in all the essays.