

SACAI

SECTION C
GRADE 12
EXAMINATION GUIDELINES

BUSINESS STUDIES

2016



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1. INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) for Business Studies outlines the nature and purpose of the subject Business Studies. This guides the philosophy underlying the teaching and assessment of the subject in Grade 12.

The purpose of these Examination Guidelines is to:

- Provide clarity on the depth and scope of the content to be assessed in the Grade 12 National Senior Certificate (NSC) Examination in Business Studies.
- Assist teachers to adequately prepare learners for the examinations.
- Provide guidelines to all SACAI examiners as well as internal and external moderators.

This guideline should be read in conjunction with:

A. *The National Curriculum Statement (NCS):*

- *Curriculum and Assessment Policy Statement (CAPS): Business Studies*
- The National Protocol for Assessment Grades R – 12.
- The National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement, Grades R-12

B. *The Revised SACAI/CAPS Subject Guidelines (2015)*

2. OUTLINE OF THE QUESTION PAPER

SECTION	TYPE OF QUESTION	MARKS	TIME	COGNITIVE LEVEL(S)
A	<p>Compulsory Covers ALL TOPICS (20 short questions x 2)</p> <p>Different types of short and objective questions using various assessment styles and covering the entire curriculum, e.g. multiple-choice, match columns, choose the correct word in brackets, etc.</p>	40	30	Mostly levels 1-2 (Under- standing & Remem- bering)
B	<p>Choose any THREE questions in the section (60 mark x 3 questions).</p> <p>FIVE questions will be set. Each question will cover a main topic and the fifth question will cover all four main topics (a miscellaneous question).</p> <p>These questions should cover the entire curriculum. Rubrics can be used in the marking of these questions, together with a marking memorandum. Applicable action verbs in this section are for example <i>discuss, motivate, compare, distinguish, explain, critically evaluate, justify, recommend</i>, etc. Answers should be in point form or paragraph style or as per requirement of each question.</p>	180	90	Levels 1-6 (Analysing, applying, creating & evaluating)
C	<p>Answer any TWO questions in his section (40 marks x 2 questions).</p> <p>FOUR questions, each covering one of the FOUR topics.</p> <p>Longer type of questions, such as essay type questions. Higher cognitive questions to assess insight and interpretation of theoretical knowledge in addition to content.</p>	80	60	Mostly levels 3-6 (Analysing, applying, creating & evaluating)
	TOTAL	300	180	

3. CLASSIFICATION OF SUBTOPICS

BUSINESS ENVIRONMENTS	BUSINESS VENTURES	BUSINESS ROLES	BUSINESS OPERATIONS
Macro environment: Impact of recent legislation on business	Management and leadership	Ethics and professionalism	Human resources function
Macro environment: Business strategies	Investment Securities/Opportunities	Creative thinking	Quality of performance
Business sectors and their environments	Investment: Insurance and Assurance	Social responsibility and corporate citizenship/ Corporate Social Responsibility (CSR) Corporate Social Investment (CSI)	
	Forms of ownership with the focus on how they can contribute to the success/failure of a business.	Human rights, inclusivity and environmental issues	
	Presentation and data response	Team performance, assessment, conflict management and problem solving	

4. COGNITIVE LEVELS

**NEW PROPOSED FORMAT:
LEVELS OF DIFFICULTY**

COGNITIVE LEVEL	EASY	MODERATE	DIFFICULT	VERY DIFFICULT
LOW	7,4% 37 marks	13,6% 68 marks	6% 30 marks	3% 15 marks
MIDDLE	12,6% 63 marks	22,4% 112 marks	10% 50 marks	5% 25 marks
HIGH	5% 25 marks	9% 45 marks	4% 20 marks	2% 10 marks
TOTAL	25% 125 marks	45% 225 marks	20% 100 marks	10% 50 marks
				500

5. ELABORATION OF THE CONTENT

Refer to SACAI Revised CAPS Guidelines 2015.

6. GUIDELINES FOR ANSWERING THE BUSINESS STUDIES QUESTION PAPER

Planning and organisation is extremely important. A well-planned work schedule/ study timetable will ensure the completion of the curriculum which will adequately prepare learners for the end-of-the-year examination.

Preparation for quality responses

- Use the above-mentioned resource materials to prepare learners for answering different TYPES of questions.
- Remember that each TOPIC will be tested with objective, short, paragraph or essay type questions.
- An essay question may include a combination of subtopics.
- Take careful note of the ACTION WORDS/VERBS used in the question, e.g.:
 - *List/Name/State* means learners should provide direct answers without discussion.
 - *Discuss/Evaluate/Explain/Describe/Justify* (or other higher cognitive verbs) means learners must give more information on the fact(s) they have listed/named/stated. Give reasons, examples etc. to substantiate the answer.
- Familiarise learners with the relevant parts of the *Notes to Markers* from the NSC question paper memorandums. Refer particularly to the NSC 2013 *Notes to Markers*, as there were some adjustments regarding the mark allocation in SECTION B (with questions containing case studies) and SECTION C (synthesis).
- When analysing topics and subtopics, study the last column (a guide to core content).
- Learners will be penalised if the numbering of questions is incorrect. This is applicable to all the sections of the paper.
- Learners must keep abreast of current developments in legislation and the industry to be able to provide recent examples in order to obtain marks for originality in essay questions. Originality should not be seen as a separate section in an essay type question, but rather as an example that will either strengthen a point made, or enhance the discussion of the topic of the essay.

TYPES OF QUESTIONS

SECTION A

Multiple-choice, matching, choosing the correct concept/terminology, etc. (objective questions):

These types of questions require learners to have a thorough knowledge of the subject and they have to exercise logic and good insight.

The recommended approach to multiple-choice questions is to read and analyse the statement carefully. Thereafter, study the alternatives carefully and eliminate the incorrect options. Review the remaining possible answers and choose the correct one.

SECTION B

Paragraph style, case studies and source-based questions – shorter type questions:

- Learners must read and understand the information presented.
- Questions can be direct or indirect. These include source-based questions and case studies.
- Learners must possess a broader/deeper understanding of the broad topics and sub-topics to be able to substantiate, motivate, give reasons, justify, evaluate, etc.
- Learners will be required to provide their opinion, solve problems and make recommendations related to the question.
- Questions range from easy to difficult in terms of cognitive levels and levels/degrees of difficulty. (TAKE NOTE of the revised Bloom’s taxonomy.)

SECTION C

Longer/Essay type of questions

Learners must be able to organise information on a topic systematically and logically to be able to evaluate/analyse/motivate/suggest/recommend and elaborate on topics extracted from given case studies, scenarios etc. Learners must enhance or support their answers/viewpoints with recent examples to obtain marks for originality.

Learners must be familiar with words, such as “challenges” and “areas of concern” so that they are able to identify challenges in the case studies and to make recommendations. It is imperative that learners do not associate the word “challenges” only with business environments or “areas” only with geographical regions.

ESSAY-TYPE QUESTIONS CONSIST OF:

1. An introduction (2 x 1)(2)
2. Core content – Body (headings, subheadings, paragraphs). FULL SENTENCES must be used, but they must be bulleted, where applicable. (Max 28)
3. Conclusion (Learners give their opinion in response to the question/statement) (1 x 2)(2)

The mark allocation for an essay-type of question is generally as follows:

CONTENT		MARKS
Facts		32
Layout		2
Analysis		2
Synthesis (marks to be allocated using this guide)	Factual marks No	Synthesis marks 0
	Some	1
	Only relevant facts were given	2
Originality		2
Total marks		40

Mark allocation for SYNTHESIS:

1. Allocate a ZERO mark if no relevant facts were given.
2. Allocate ONE mark if some irrelevant facts were given even though the learner could obtain a maximum of 32 factual marks.
3. Allocate TWO marks if only relevant facts were given.
4. Marks can also be allocated as follows:
0-9 =1
10-25 =1
26+ =2

NOTE:

Higher-order questions can be drawn from the contents prescribed in the relevant CAPS documents. This can take the form of application-type questions, e.g. correlation with practice, justification with reasoning, make predictions, suggest improvements, compile reports, provide recommendations, deduce, establish, evaluate, apply, etc. Note the action verbs that are used in the Examination Guidelines and CAPS documents.

7. GENERAL TIPS TO TEACHING STAFF AND LEARNERS

1. Rearrange the subthemes in such order that the main themes are discussed as a whole. This leads to learners having a better understanding of the main theme.
2. Practise the calculations on the application of the average clause in under-insurance, as well as compound and simple interest. Remember – yield on investment must always be presented as a percentage! Calculations count high marks - concentrate while you do the calculation. Test your answer. The calculations are quite easy and the answer is usually a round number or a percentage.
3. Question papers and memoranda of previous years are of extreme value. Plan the year to allow enough time to work through question papers and memoranda.

4. Learners must be aware that questions are arranged from easy to difficult, e.g. from question 1.1.1 to 1.1.10. The same applies to the questions in Section B and Section C. Be prepared.
5. Questions from Section C are marked strictly according to the prescribed format. Use as many headings and subheadings as possible.
6. Allocation of marks in Section B is as follows: discuss and explain questions receive 2 marks for the heading and 1 mark for the description. Justify questions are 1 + 1. Evaluate and analyse questions receive 1 mark for the fact and 1 mark for the reason. Name, list and make suggestions questions count 2 marks per fact. Many marks are lost here because learners do not provide enough information.
7. Teaching staff must, where possible, add information from other text books. Compare sections from different text books on the same topic as additional information to be added.
8. For revision purposes, do a long question on a specific topic, such as labour laws, a presentation, management styles, etc. Compare your answer for completeness and logic exposition against the answer in existing memoranda where the question has been asked.
9. Learners, from A candidates to border cases, lose marks in Section B. Pay more attention to subject content and the application thereof.
10. On the other hand, it is relatively easy to obtain high marks in Sections A and C. Use this to your advantage by being well-prepared.
11. In Sections B and C learners must choose which questions they want to answer. Do not spend too much time on the selection process. Stick to your decision and answer the questions.
12. The questions in Section C must be divided into the subsections as requested. Read through carefully – it is possible to find 2 questions in one sentence.
13. Do not leave questions unanswered. Learners often leave questions unanswered and this is fatal in Section A.
14. Pay attention to the mark allocation, especially in Section B, to determine how much information you must provide to answer the question completely.
15. Always first present the best answer and leave the ones that you are uncertain about for later. If the question counts 6 marks, only the first 3 answers are marked so the first 3 must be your best answer. This also applies to Section C, where learners are uncertain of how much information they must provide.
16. Use bullets as often as possible in Sections B and C. This will be to your advantage and is easier to mark.
17. Write neatly, in a legible manner and clear.
18. Summarise the work rather than learn directly from the text book or notes. This leads to much better understanding of the content.
19. Learners who perform poorly and who fear that they are going to fail may leave a question to reduce the workload, but this is not recommended and should be seen as a last resort only.
20. Rather provide too much information than too little. Although 2 marks may be deducted for irrelevant and unnecessary facts in Section C, no penalty is applied for extra facts in Section B.

8. CONCLUSION

This Examination Guidelines document is meant as a tool for clarification and reference when teaching Gr 12 Business Studies. It is therefore not a substitute for the Revised SACAI CAPS document (or the DBE CAPs document) which teachers should teach to.

Qualitative curriculum coverage is forever essential and cannot be emphasized enough.