



# RECOMMENDATIONS FOR TEACHERS TEACHING BUSINESS STUDIES

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## 1. CLASSIFICATION OF SUB TOPICS ACCORDING TO MAIN THEMES

It is important for learners to understand where every topic fits in and what questions will be allocated to what main theme, e.g. Business Environments, Business Opportunities, Business Roles and Business Activities.

## 2. THE USE OF VERBS IN QUESTIONS IN EXAMINATION PAPERS

Learners need to understand what is *expected* in a particular question.

For example, if a question instructs the candidate to 'ANALYSE' the learner should understand that a *critical interpretation* is required. (Note that such a question will be marked as split marks.) Teachers should give their learners a list of the verbs typically used in a Business Studies examination and discuss how, as an examination candidate, they should interpret and respond to the verb used in the question. Thus, in essence, the teacher will be explaining how the question should be answered.

## 3. ANSWERING OF QUESTIONS IN EXAMINATION PAPERS

Section B and C must be answered in full sentences.

An example of how full sentences enhance a candidate's response to a question can be taken from the answer to a question set on the section in the syllabus that has to do with the advantages of continuous improvement of processes and systems. In general, learners tend to answer as follow: "Big enterprises have more resources." This answer results in the candidate receiving one mark.

A good answer would read: "Big enterprises have more resources to monitor quality performance in each unit". This will result in two marks. The full sentence reflects a fuller grasp on the part of the candidate of the implications of the question.

Ensure that learners know that if they number their answers incorrectly, no marks will be given to the answers. Also, learners must be careful to answer the correct number of questions required by the examination paper. Some learners answer all the questions of section B and are then left with too little time to answer the essay questions.

Emphasise the fact that questions should be answered in point form rather than in paragraph format.

## 4. TEACHING OF BUSINESS STUDIES

- Teachers cannot use only one textbook as a resource.
- A variety of study material from which notes for the learners can be compiled, must be used.
- The Examination Guidelines supplied by the Department of Education must be diligently followed when compiling notes.
- The previous years' papers and memoranda are an invaluable resource for revision.
- After completion of a topic learners should be given practice questions to complete. Case studies must also be regularly given in order for learners to become proficient in answering *application* questions etc.

- *Giving too many facts on a topic confuses learners. A better method is to split a topic such as Total Quality Control into four sections and to give them mind maps for each section.*  
*For example*  
SECTION 1– Definitions/differences/ advantages of Good Quality Control systems  
SECTION 2 – Quality Indicators of Business functions  
SECTION 3 – Elements of Total Quality Control as well as the application to Big Businesses  
SECTION 4 – Poor implementation of Total Quality Control and Cost saving.
- Learners need to be skilled in making sound choices when answering question papers.

## 5. SETTING OF TEST AND QUESTION PAPERS

- Format and mark allocation must be in accordance to the NSC examination paper.
- Make use of the same verbs in questions as those used in the NSC examination paper.
- Cognitive levels should also be aligned to the NSC examination papers.
- Memoranda must also be aligned with the final examination paper.
- The standard of the question paper must be correct in order for learners not to have the wrong expectations regarding the final paper. This will also ensure that the SBA marks are not inflated and therefore avoid the danger of their not being calculated in the final mark.
- Teach learners to answer 40-mark questions correctly by understanding the principle of LASO (Layout, Analysis, synthesis, and Originality).
- Explain how split marks are applied.

### *Structure of the June examination question paper:*

<i>Section</i>	<i>Content questions</i>	<i>Marks</i>
<i>A</i>	<i>All included</i>	<i>40</i>
<i>B</i>	<p><i>Choose any THREE questions</i></p> <p><i>Question 2 (60)</i></p> <ul style="list-style-type: none"> <li>• <i>Laws</i></li> <li>• <i>Strategies</i></li> <li>• <i>Business sectors and environments</i></li> </ul> <p><i>Question 3 (60)</i></p> <ul style="list-style-type: none"> <li>• <i>Ethics and professionalism</i></li> <li>• <i>CSI/CSR</i></li> <li>• <i>Creative thinking</i></li> <li>• <i>Human rights, inclusivity and environment</i></li> <li>• <i>Team performance and assessment</i></li> </ul> <p><i>Question 4(60)</i></p> <ul style="list-style-type: none"> <li>• <i>Human resource function</i></li> <li>• <i>Quality of performance</i></li> </ul> <p><i>Question 5 (60)</i></p> <ul style="list-style-type: none"> <li>• <i>Mixed questions</i></li> </ul>	<i>3 x 60 = 180</i>
<i>C</i>	<p><i>Choose any TWO of the following essay questions</i></p> <p><i>Question 6 (40)</i></p>	<i>2x 40 = 80</i>

	<ul style="list-style-type: none"><li>• <i>Law</i></li><li>• <i>Strategies</i></li><li>• <i>Business sectors and environments</i></li></ul> <p><i>Question 7 (40)</i></p> <ul style="list-style-type: none"><li>• <i>Ethics and professionalism</i></li><li>• <i>CSI/CSR</i></li><li>• <i>Creative thinking</i></li><li>• <i>Human rights, inclusivity and environment</i></li><li>• <i>Team performance and assessment</i></li></ul> <p><i>Question 8 (40)</i></p> <ul style="list-style-type: none"><li>• <i>Human resource function</i></li><li>• <i>Quality of performance</i></li></ul>	
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