

BEDRYFSEKONOMIE HG

1. ALGEMEEN

Dit is kommerwekkend dat te veel kandidate die vak op die HG neem wat nie daartoe in staat is nie. Dit was duidelik te sien in Afdeling B waar insig getoets is. Skoolhoofde en vakonderwysers word versoek om aandag aan bogenoemde leemte te gee.

Die agteruitgang in die netheid van kandidate se werk is onrusbarend.

Opvoeders moet aandag gee aan eksamentegnieke en beantwoording van vraestelle bv.

- die vrae in Afdeling B moet in duidelike komponente opgebreek word soos in die vraag gestel
- die gebruik van paragrawe en sub-hofies word sterk aanbeveel. (kan puntsgewys aangebied word)

Opvoeders moet kandidate vertrou maak met die instruksies voor in die vraestel. Opdragte word nie behoorlik uitgevoer nie. Kandidate verloor dus baie punte bv. eur nie gebruik te maak van volsinne nie.

Dit blyk dat modules 1, 2 en 3 baie meer aandag geniet as die ander en dat module 7 afgeskeep word.

In Afdeling C waar kandidate gevra word om te noem en te verduidelik, verbeur hulle punte indien geen noem/identifikasie die verduideliking voorafgaan nie.

2. AFDELING A

Kandidate het Afdeling A gemiddeld beantwoord

Alle kandidate het nie die onwaar stellings (soos in 1.5) gemotiveer nie, en sodoende punte verbeur.

Opvoeders moet kennis neem dat berekeninge en veelkeusevrae (waar meer as een stelling getoets word) tot 4 punte per vraag kan tel.

3. AFDELING B

VRAAG 2

Kandidate het nie beantwoord wat gevra is nie. Hulle het bv. kenmerke, voordele en nadele van ondernemingsvorme bespreek in plaas van faktore by die keuse van gevraagde ondernemingsvorme.

In die geheel het kandidate óf 'n baie hoë óf 'n baie lae punt in die vraag behaal.

VRAAG 3

In die geheel baie goed beantwoord, behalwe:

- a) Reklameveldtog – min of geen kennis insake die onderwerp.
- b) Handelsmerkvereistes is verwar met verpakkingsvereistes.

VRAAG 4

Die vraag is baie goed beantwoord en kandidate het goeie insig getoon in verskillende aandeel- en skuldbriewe.

VRAAG 5

Kandidate wat die vraag beantwoord het, het getoon dat hulle nie vertrou is met die verskillende kostekomponente nie. Opvoeders word versoek om meer aandag aan die komponent van die produksiefunksie te gee.

4. AFDELING C

Kandidate het redelike goeie punte in dié afdeling verwerf. Dit het egter geblyk dat waar daar definisies begrippe getoets is, kandidate nie gereeld aan die werklike betekenis van die begrippe blootgestel is in die onderrigssituasie nie.

VRAAG 6

'n Baie gewilde vraag, wat nie baie probleme aan kandidate verskaf het nie, behalwe die verwarring tussen die stigtingsdokumente by verskillende ondernemingsvorme.

VRAAG 7

Kandidate het kleigetrapped met die term produkreeks en kon dus nie vraag 7.2 beantwoord nie. Vraag 7.4 - Kandidate het gesukkel om markvorme te identifiseer.

VRAAG 8

Kandidate het geen probleme ondervind met die beantwoording van die vraag nie.

VRAAG 9

Vraag 9.2 - Kandidate wat die vraag beantwoord het, het óf volpunte óf baie swak punte behaal, omdat hulle net kernwoorde gebruik het en nie van volsinne gebruik gemaak het nie.

VRAAG 10

Vraag 10.2 - Die kenmerke van die lynorganisasiestruktuur is verwar met die voordele van die organisasiestruktuur.

Vraag 10.5 – Kandidate kon nie die effek van hulle keuse weergee nie bv. om te sentraliseer/sentraliseer

BUSINESS ECONOMICS HG

GENERAL

There are still too many candidates who are taking the subject on the HG and who are not equipped to do so. This was noticeable in Section B where logical reasoning was required. Principals and subject teachers must attend to this problem.

The deterioration in the neatness of candidates' answer scripts is a worrying factor.

Teachers must focus more on exam techniques, e.g.

- Questions in Section B must be answered in the components required by the question paper.
- The use of paragraphs and subheadings is recommended.
- Candidates penalized themselves in Section C when they explained concepts without identifying the concepts.

Teachers must make sure that candidates follow the instructions at the beginning of the question paper. For example, when candidates did not make use of full sentences they lost marks.

It seems that more time is being spent on Modules 1, 2, 3 than on the other modules and that no attention is being given to Module 7.

SECTION A

Candidates did reasonably well in this section.

None of the candidates gave reasons why the statements were false in Question 1.5, with the result that they lost marks.

Teachers must note that all multiple-choice questions where more than one statement is tested and all calculations, can count up to 4 marks.

SECTION B

QUESTION 2

Candidates did not always answer what was asked. For example, characteristics, advantages and disadvantages were explained, but not the factors to consider when forming the two forms of ownership. Candidates obtained either a very high or a very low mark in this question.

QUESTION 3

Well answered, except that there was little or no knowledge of the steps in an advertising campaign; and the requirements associated with trademarks were confused with the requirements for packaging.

QUESTION 4

Candidates displayed a sound knowledge of shares and debentures.

QUESTION 5

Candidates answering this question could not explain the cost components. Teachers must focus more on this section of the production function.

SECTION C

Candidates obtained reasonably satisfactory marks in this section. Definitions and concepts caused problems, which is an indication that the real meaning of the concepts was not properly explained in the classroom.

QUESTION 6

This was a very popular question which caused few problems. However, there was confusion concerning the foundation documents required by the different forms of ownership.

QUESTION 7

Candidates had problems with the concept of a 'product range' in Question 7.2
In Question 7.4, candidates had difficulty identifying the market forms.

QUESTION 8

Candidates did not have any problems with the answering of this question.

QUESTION 9

Some of the candidates who answered Question 9.2 obtained full marks. Those who could not explain the factors and advantages and/or used a telegram style in answering the question did not fare at all well .

QUESTION 10

In Question 10.2, the characteristics of the line organisation were confused with the advantages.
In Question 10.5, candidates could not explain the effects of choosing either centralisation or decentralisation.