

11. The differentiation between 'evaluate' and 'critically evaluate' can be explained as follows:
- 11.1 When 'evaluate' is used, candidates are expected to respond in either a positive/negative manner or take a neutral (positive and negative) stance, e.g. **Positive:** 'CIDA eliminates time and costs spent✓ on lengthy civil court proceedings.'✓
  - 11.2 When 'critically evaluate' is used, candidates are expected to respond in either a positive/negative manner or take a neutral (positive and negative) stance. In this instance, candidates are also expected to support their responses with more depth, e.g. 'CIDA eliminates time and costs spent✓ on lengthy civil court proceedings✓, because the employer will not be liable for compensation to the employee for injuries sustained during working hours as long as it can be proved that the business was not negligent.'✓

**NOTE:**

- 1. The above could apply to 'analyse' as well.
- 2. Note the placing of the tick (✓) in the allocation of marks.

12. The allocation of marks must be informed by the nature of the question, cognitive verb used, mark allocation in the marking guidelines and the context of each question.

Cognitive verbs, such as:

- 12.1 Advise, name, state, mention, outline, motivate, recommend, suggest, (list not exhaustive) do not usually require much depth in candidates' responses. Therefore, the mark allocation for each statement/answer appears at the end.
  - 12.2 Describe, explain, discuss, elaborate, compare, distinguish, differentiate, justify, devise, analyse, evaluate, critically evaluate (list not exhaustive) require a greater depth of understanding, application and reasoning. Therefore, the marks must be allocated more objectively to ensure that assessing is conducted according to established norms so that uniformity, consistency and fairness are achieved.
13. Mark only the **FIRST** answer where candidates offer more than one answer for **SECTION B** and **C** questions that require one answer.
14. **SECTION B**
- 14.1 If for example, **FIVE** facts are required, mark the candidate's **FIRST FIVE** responses and ignore the rest of the responses. Indicate by drawing a line across the unmarked portion or use the word 'Cancel'.
- NOTE:** This only applies to questions where the number of facts is specified.
- 14.2 If two facts are written in one sentence, award the candidate **FULL** credit. Point 14.1 above still applies.
  - 14.3 If candidates are required to provide their own examples/views, brainstorm this to come up with alternative answers.

# Exemplar Business Studies Grade 11 2013

**Karen Trimmer**



## **Exemplar Business Studies Grade 11 2013:**

**Communication in Accounting Education** Richard M.S. Wilson,F. Elizabeth Gray,Lynn Hamilton,2016-04-14 Accounting often described as the language of business requires a diverse set of written listening and oral communication skills if those who practise it are to be effective Given the pace of change relating to for example the evolution of international accounting standards and the demands for greater transparency accountants must be clear responsive and audience focussed communicators Employers of accountants consistently comment on the need for their new graduate recruits and trainees to have strong written oral and interpersonal communication skills In this light accounting educators face the challenge of designing and delivering programmes that reflect professional expectations on the part of employers and clients and educating students on how to make informed communication choices in order to achieve desired results and to build good working relationships The chapters in this book deal with such topics as accounting students perceptions of oral communication skills competence based writing skills and the development of listening skills This book was originally published as Accounting Education an international journal

*Political Pressures on Educational and Social Research* Karen Trimmer,2016-05-12 Political Pressures on Educational and Social Research draws upon a variety of theoretical and methodological approaches to consider the problems that can arise when research findings diverge from political directions for policy Chapters explore the impacts this can have on the researchers as well as the influence it has on the research including the methodology and the publication of results The book offers innovative ways of seeing how these connect overlap and interact revealing particular issues of concern for researchers and evaluators in the context of research internationally Key topics include the power and positioning of research evidence based policy development ethics and the importance of research that seeks to explore and discover knowledge The book is divided into two sections The first presents chapters from international academics which provide a theoretical underpinning and discussion of power policy ethics and their influence on research resourcing autonomy purpose and methodology The second section explores specific case studies and instances from the authors own experiences in the field This book offers an interesting and enlightening insight into the sometimes political nature of research and will appeal to researchers evaluators and postgraduate students in the fields of education and the social sciences It will be of particular interest to those studying research methods

No Child Left Behind and the Reduction of the Achievement Gap Alan R. Sadovnik,Jennifer A. O'Day,George W. Bohrnstedt,Kathryn M. Borman,2013-10-11 This monumental collection presents the first ever sociological analysis of the No Child Left Behind Act and its effects on children teachers parents and schools More importantly these leading sociologists consider whether NLCB can or will accomplish its major goal to eliminate the achievement gap by 2014 Based on theoretical and empirical research the essays examine the history of federal educational policy and place NCLB in a larger sociological and historical context Taking up a number of policy areas affected by the law including accountability and assessment curriculum and instruction

teacher quality parental involvement school choice and urban education this book examines the effects of NCLB on different groups of students and schools and the ways in which school organization and structure affect achievement No Child Left Behind concludes with a discussion of the important contributions of sociological research and sociological analysis integral to understanding the limits and possibilities of the law to reduce the achievement gap      **Business Studies** C. De Nobrega,2017      **Explore Business Studies** Sharon Green,2008

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