

NOTE:

1. No marks will be awarded for contents repeated from the introduction and conclusion.
 2. The candidate forfeits marks for layout if the words **INTRODUCTION** and **CONCLUSION** are not stated.
 3. No marks will be allocated for layout, if the headings **INTRODUCTION** and **CONCLUSION** are not supported by an explanation.
 4. With the effect from November 2017 a candidate will be awarded a minimum of **ONE (1)** mark for interpretation (18 or more out of 36 marks). This applies specifically to the analysis and interpretation part of insight.
- 15.3 Indicate insight in the left-hand margin with a symbol e.g. (L, A)
- 15.4 The breakdown of marks is indicated at the end of the suggested answer/ marking guidelines to each question.
- 15.5 Mark all relevant facts until the **MAXIMUM** mark in a subsection has been attained. Write **MAX** after maximum marks have been obtained.
- 15.6 At the end of each essay indicate the allocation of marks for facts and marks for insight as follows (L – Layout, A – Analysis) as in the table below:

CONTENT	MARKS
Facts	36 (max)
L	2
A	2
TOTAL	40

- 15.7 When awarding marks for facts, take note of the sub-maxima indicated, especially if candidates do not make use of the same subheadings. Remember, headings and subheadings are encouraged and contribute to insight (structuring/logical flow/sequencing) and indicate clarity of thought. (See **MARK BREAKDOWN** at the end of each question.)
- 15.8 If the candidate identifies/interprets the question **INCORRECTLY**, then he/she may still obtain marks for layout.
- 15.9 If a different approach is used by candidates, ensure that the answers are assessed according to the mark allocation/subheadings as indicated in the marking guideline.

Grade Final Business Studies Question Paper Of 2013

**Jean Brittain Leslie, Michael John
Peterson, John W. Fleenor**



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Human Issues in Translation Technology Dorothy Kenny,2017-01-12 Provides a new perspective and focus on the human dimension Offers a new critical approach to the subject drawing on a range of theories from cognitive to social and psychological Provides empirical evidence of what the technologization of the workplace means to translators

The Benchmarks Sourcebook: Four Decades of Related Research Jean Brittain Leslie,Michael John Peterson,John W. Fleenor,2023-03-22 Benchmarks a 360 degree assessment has been used by approximately 21 000 organizations and over 265 500 managers Data collected through its administration have resulted in large comprehensive databases that have provided the basis for numerous studies These annotations on published research were written for anyone who is interested in the research leading to the development and refinement of Benchmarks the interpretation of the assessment s results or the relationship of Benchmarks to other psychological assessments

Second International Handbook of Urban Education William T. Pink,George W. Noblit,2017-01-06 This second handbook offers all new content in which readers will find a thoughtful and measured interrogation of significant contemporary thinking and practice in urban education Each chapter reflects contemporary cutting edge issues in urban education as defined by their local context One important theme that runs throughout this handbook is how urban is defined and under what conditions the marginalized are served by the schools they attend Schooling continues to hold a special place both as a means to achieve social mobility and as a mechanism for supporting the economy of nations This second handbook focuses on factors such as

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