

**CHIEF MARKER'S / MODERATOR'S/ SUBJECT ANALYST’S** REPORT FOR PUBLISHING

**SUBJECT:** **BUSINESS STUDIES**  **PAPER:** 1

**INTRODUCTORY COMMENTS (How the paper was received; Papers too long/short/   
 balance)**

* The question paper was of a good standard with questions from all the cognitive levels as prescribed in the national guideline document. The paper caters for all learners performing and average hence an improvement in performance.

**SECTION 1**

**(General overview of Learner Performance in the question paper as a whole)**

* Candidates scored average of 63.3%; 77.7% and 74.6% for sub-questions 1.1 (multiple choice), 1.2 (Alternatives) and 1.3 (matching) respectively.
* Generally question 1 was excellently answered hence a provincial average of 69.7% was obtained.

**SECTION 2**

**(Comments on candidates’ performance in the five individual sub questions (a) – (e) will be provided below. Comments will be provided for each question on a separate sheet).**

* The above performance is a sign of how candidates were well trained in interpreting business concepts.

Candidates had difficulty in answering the following questions:

* 1. Multiple choice questions (1.1.3) identification of reasons for existence of insurance contract, unethical business practice and purpose of Act (1.1.10)
  2. Alternatives: in sub question (1.2.1) most candidates could not distinguish between insurance and assurance and 1.2.3
  3. Candidates could not match the Workplace forum and Balance Score Card with its meaning.

Teachers can extract examples from different media and use weekly assessment test to test learners’ skills in business concepts.

**SECTION 2**

**(Comments on candidates’ performance in the five individual sub questions (a) – (e) will be provided below. Comments will be provided for each question on a separate sheet).**

**SECTION A**

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| **(a) General comments on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| **(b) Reasons why the question was poorly answered. Specific examples, common errors   and misconceptions are indicated.**  **(c) Suggestions for improvement in relation to teaching and learning.** |

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| **Question 1.1: Multiple Choice** | **20** |
| Our candidates had challenges in interpretation of statements on questions. |  |
| **Suggestions:** |  |
| Topics in HR, Insurance, and Legislations should be taught in detail as they are always in long questions. |  |
| **Question 1.2: Choose** | **10** |
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| **Suggestions:** |  |
| Our learners are now able to master questions on definitions of concepts. |  |
| **Question 1.3: Match Columns** | **10** |
| Our candidates performed well as they can define concepts. |  |
| **Suggestions:** |  |
| Terminologies of Business Studies must always be emphasised so that learners can be able to interpret question and analyse them properly using Business Studies Concepts. Usage of Business Studies Key Principles and Concept document must be used |  |

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| **(d) Other specific observations relating to responses of learners.** |

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| **(e) Any other comments useful to teachers, subject advisors, teacher development, etc.** |

* The ATP AND THE Guidelines should be used as basis for daily preparations.
* Scenarios and Case studies must be integrated into daily preparations and informal assessment.

**SECTION B**

**QUESTION 2**

The provincial average performance in this question is 45.4%. This is an indication of how candidates struggled in responding to some of the questions.

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| **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| **(b) Reasons why the question was poorly answered. Specific examples, common errors   and misconceptions are indicated.**  **(c) Suggestions for improvement in relation to teaching and learning.** |

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| **Question 2.1** | **8** |
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| **Suggestions**: Learners could have done well in this question but they confused Porter’s five forces with elements of Market environments as results forfeit marks. Teachers should emphasise the differences between the two. When revising grade 11 syllabus, teachers must ensure emphasis on the change in approach of the Market environment (using Porter’s Five Forces) |  |
|  |  |
| **Question 2.2** | 8 |
|  |  |
| **Suggestions**: emphasis should be laid on how programmes of CSR respond to socio-economic issues. |  |
|  |  |
| **Question 2.3** | 4 |
|  |  |
| **Suggestions:** |  |
| Teachers should encourage learners to analyse questions carefully before answering, because they used general knowledge to answer this question hence poorly performed. |  |
| **Question 2.4** | 10 |
|  |  |
| **Suggestions:** |  |
| Teaching of strategies should be emphasised and every strategy be dealt with in detail as learner turn not to understand them. This is an easy topic if taught through the use of scenarios and also if taught in small parts i.e. not all of them at once. |  |
| **Question 2.5** | 22 |
|  |  |
| **Suggestions:** |  |
| **2.5.1** Learners should be taught and made aware that SWOT analysis is used to measure the business performances. Also be shown how each works within the business.This needs application and can be best taught by use of Case studies.  **2.5.2** Learners should also be taught the purpose and the impact of the act in businesses. |  |
| **Question 2.6** | 8 |
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| **Suggestions:** this is an easy topic and relates to real life situations, only emphasis is required. |  |
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| **(d) Other specific observations relating to responses of learners.** |

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| **(e) Any other comments useful to teachers, subject advisors, teacher development, etc.** |

**QUESTION 3**

* An overall provincial performance in this question is an average of 44.9% as per randomly sampled scripts.

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| **Question 3.1(3.1.1-3.1.3)** | **16** |
| Functions of JSE remain a problem for most schools because educators are concentrating on a textbook. |  |
| **Suggestions:** |  |
| Educators must use policy statement and examination guideline instead of a textbook |  |
| **Question 3.2** | **12** |
| Learners know human rights but they cannot link it to how it can be promoted in a workplace (businesses can promote it). |  |
| **Suggestions:** |  |
| Educators must make sure that they teach Human Rights in business context and give relevant scenarios and case studies. |  |
| **Question 3.3(3.3.1-3.3.3)** | **14** |
| Learners know different types and categories of investments but they cannot link it to the scenario or the case study. (Interpretation). Calculations on interest of investment are a challenge to learners even though they use two methods (Maths Literacy and Business Studies). |  |
| **Suggestions:** |  |
| Teachers must make sure that this topic is taught using case studies or scenarios with calculations, different types and categories (short & long term) of investments.  The assistance of teachers for Maths Literacy and Accounting can bear results. |  |
| **Question 3.4** | **12** |
|  |  |
| **Suggestions:** |  |
| Learners had no clue of what to answer as it shows little knowledge in unpacking or analysing questions. This must be taught in schools. |  |
| **Question 3.5** | **6** |
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| **Suggestions:** |  |
| Learners must be taught on how businesses can be improved in line  with the topics treated in class or teamwork characters i.e. values, morals, beliefs etc |  |

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| **(d) Other specific observations relating to responses of learners.** |

* Our learners are able to identify the pillars but in terms of impact on it is a problem, therefore our teachers must teach impact on pillars thoroughly either being positive or negative in businesses.

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| **(e) Any other comments useful to teachers, subject advisors, teacher development, etc.** |

* During Psf’s more emphasis must be on how to the “Impact” word it has on businesses and
* Also on government role in the implementation of the Acts.

**QUESTION 4**

* In general this question was not well answered by most candidates as the provincial average performance is at 34.5%. Candidates responded differently to the following sub-questions:

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| **Question 4.1(4.1.1-4.1.2)** | **14** |
| Learners cannot differentiate between two types of strikes and their impact in the economy. Examples made in most schools were Marikana issue which learners set as an example but the interpretation of the question was not relevant. Grievance Procedures was confused to dispute resolution. |  |
| **Suggestions:** |  |
| Educators must show learners economic and personal implication to employees if they are involved in a strike, no matter protected or unprotected. |  |
| **Question 4.2 (4.2.1-4.2.3)** | **16** |
| Learners do not know examples of voluntary and compulsory deductions (e.g. pension fund & extra contribution to a pension fund differs),and also the impact of fringe benefits into the business. |  |
| **Suggestions:** |  |
| Emphasis should be made on different types of deductions and the impact of fringe benefits on both the business and employees’ performance. |  |
| **Question 4.3 (4.3.1-4.3.2)** | **20** |
| Employment contract and evaluation of contract based on legislations. |  |
| **Suggestions:** |  |
| Learners’ be taught the contents of the contract in relation with the BCEA legislation. |  |
| **Question 4.4** | **10** |
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| **Suggestions:** Learners should be taught the impact and propose ways in how businesses should address it. |  |

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| **(d) Other specific observations relating to responses of learners.** |

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| **(e) Any other comments useful to teachers, subject advisors, teacher development, etc.** |

**SECTION C**

**Question 5**

* This essay question was the most preferred among the four. Candidates who wrote this long question didn’t do well as they know the pillars but not the impact of pillars on businesses and the role of government in promoting the Act thus the provincial average only became 48.7%. they instead just explained the pillars.

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| **Question 5** |  |
| Learners confused explanation of pillars BBBEE with impact of the pillars on businesses and government role in promoting this Act. |  |
| **Suggestions:** |  |
| Emphasis should be on the impact of the Acts on businesses and role of government in promoting them. |  |
| **Question 6** |  |
| Presentation of the business plan (information): aspects of it. |  |
| **Suggestions:** |  |
| Teachers need to teach this topic as learners answered the question using general knowledge. |  |
| **Question 7** |  |
| Problem-solving, barriers and positive and negatives. |  |
| **Suggestions:** |  |
| Recap of this topic should be done as it is the topic that is taught in detail in grade 11. The examination guidelines should be used as opposed to textbooks since most textbooks do not cover this topic fully. |  |
| **Question 8** |  |
| Improvement of quality performance to ensure the success of the business |  |
| **Suggestions:** |  |
| Learners should be taught in answering the identified subtopics. They seem not to know how to give answers to subtopics. They should be taught how each function can be put the business to competitive edge. |  |

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| **(d) Other specific observations relating to responses of learners.** |

* Our learners use general knowledge to answer essay type questions and thus performance is not so good or not satisfactory.
* The provincial average is 45.1%, this is not a good performance at all as learners can be able to obtain more marks especially in bringing in the current information into the topic discussed. Question 7 shows that it was not treated at all in grade 12 as learners did badly especially those who attempted it.

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| **(e) Any other comments useful to teachers, subject advisors, teacher development, etc.** |

* Psf’s should be used to address essay teaching and skills to be used to teach it. Teachers must in detail deliberate in topics that has more or possible to be asked as long question.

**SECTION 3**

**(a) GRAPH OF PROVINCIAL PERFORMANCE IN THE PAPER (summary per question)**

**GENERAL COMMENTS**

* It is quite evident from the graph that our learners in the province find it difficult to interpret and analyse sentences.
* Question 1 in section A shows a good performance but our learners were expected to excel in this section as it requires only identification skill, which is low cognitive level.
* Questions 2 and 3 our learners performed at an average of 45% that shows a little understanding of recall, explanation of concepts and analyzing case studies and scenarios. Question 4 learners badly performed with an average of 34.5% which means our learners are still experiencing challenge on grievances, legislations and fringe benefits and the bulk of this question need short responses and they fall within medium cognitive level.
* The graph above shows 45.1% learner performance in essays which is still a problematic area for our learners to excel.

The graph further indicates that a topic on problem-solving which is in question 7 was not treated by teachers as the topic was in grade 11 syllabi so learners used general knowledge to answer.

**(b) GRAPHS TO COMPARE DISTRICTS' PERFORMANCES PER QUESTION**

**(c) GRAPH TO COMPARE OVERALL PERFORMANCE PER DISTRICT**

COMMENTS ON PERFORMANCE OF DISTRICTS:

* The provincial average overall performance is 46.3%
* The four district are lead by Ngaka Modiri Molema with an average of 56.6% the second one is Dr Kenneth Kaunda with 48.5% followed by Bojanala with 43.6% and the last position Dr Ruth Mompati with 36.4%
* The average performance in the four district is very close, the gap between Ngaka Modiri Molema and Dr Kenneth Kaunda is 8.1% and 9.9% between Dr Ruth Mompati and Bojanala
* Ngaka Modiri Molema has been in the lead in all the questions except question 6.

**(d) DISTRIBUTION OF QUESTIONS IN TERMS OF COGNITIVE LEVELS (TABLE)**

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| --- | --- | --- | --- |
| COVERAGE OF COGNITIVE LEVELS | **EXPECTED** | **ACTUAL** | **VARIANCE** |
| Level 1 and 2 (Low) | 30 % | 40% | 10% |
| Level 3 and 4 (Middle) | 40% | 37.4% | - 2.6% |
| Level 5 and 6 (Higher) | 30% | 22.6% | - 7.4% |

**(e) COVERAGE OF LEARNING OUTCOMES AND ASSESSMENT STANDARDS   
 (TABLE)**

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| --- | --- | --- | --- |
| COVERAGE ON LEARNING OUTCOMES | **EXPECTED** | **ACTUAL** | **VARIANCES** |
| LO 1 | 25% | 27.2 | 2.2% |
| LO 2 | 25% | 21.8 | - 3.2% |
| LO 3 | 25% | 24.6 | - 0.4% |
| LO 4 | 25% | 26.4 | 1.4% |

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NAME DESIGNATION (Subject Analyst /Moderator or Chief Marker)

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**Annexure: Business studies Nov/Dec 2013 Moderation**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Total number of scripts | | 10727 | | | | |
| 10 % of the scripts | | Yes | | | | |
| Is there evidence that the Senior Marker moderated 10% of the scripts? | | | | | Yes X | No |
| Is there evidence that the Deputy Chief Marker moderated 10% of the scripts? | | | | | Yes X | No |
| Is there evidence that the Chief Marker moderated 10% of the scripts? | | | | | Yes X | No |
| Did the moderation contribute to the improvement in the quality of marking? | | | | | Yes X | No |
| Substantiate: | | | | | | |
| **Give a list of 30 scripts that have been moderated randomly by the internal moderator.** | | | | | | |
| **Examination number** | | | **Total Mark** | **Moderated total mark** | | |
| 1 | 9134340150116 | | 124 | 126 | | |
| 2 | 9134340150118 | | 208 | 208 | | |
| 3 | 9134340150124 | | 081 | 084 | | |
| 4 | 9131420440040 | | 072 | 071 | | |
| 5 | 9131420440017 | | 081 | 081 | | |
| 6 | 9133040210044 | | 213 | 211 | | |
| 7 | 9133331800001 | | 133 | 134 | | |
| 8 | 9134022180006 | | 181 | 186 | | |
| 9 | 9132051820030 | | 129 | 119 | | |
| 10 | 9133351110004 | | 131 | 125 | | |
| 11 | 9131521526224 | | 132 | 134 | | |
| 12 | 9131520280329 | | 104 | 106 | | |
| 13 | 9131110470130 | | 225 | 225 | | |
| 14 | 9131110470140 | | 238 | 242 | | |
| 15 | 9131521620092 | | 076 | 076 | | |
| 16 | 9131521620100 | | 149 | 159 | | |
| 17 | 9132151103001 | | 137 | 137 | | |
| 18 | 9133132310001 | | 118 | 120 | | |
| 19 | 9133151280013 | | 128 | 121 | | |
| 20 | 9131520130095 | | 193 | 173 | | |
| 21 | 9131211560033 | | 158 | 150 | | |
| 22 | 9131522000040 | | 085 | 088 | | |
| 23 | 9134244760051 | | 183 | 175 | | |
| 24 | 9132251160001 | | 205 | 205 | | |
| 25 | 9132251870019 | | 130 | 146 | | |
| 26 | 9131420090001 | | 065 | 67 | | |
| 27 | 9131420090016 | | 088 | 096 | | |
| 28 | 9134242160099 | | 110 | 108 | | |
| 29 | 9132250980006 | | 266 | 266 | | |
| 30 | 9134190010001 | | 202 | 202 | | |

CONTACT DETAILS: \_\_083 438 6990\_\_\_\_

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|  | **MODERATION FOR BUSINESS STUDIES NOV/DEC 2013** | | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **NO** | **Q.1** | **Q.2** | **Q.3** | **Q.4** | **Q.5** | **Q.6** | **Q.7** | **Q.8** |  |
| 1 | 26 | 8 | 5 | 22 | 15 | 32 | 11 | 35 |  |
| 2 | 30 | 27 | 12 | 37 | 14 | 27 | 1 | 13 |  |
| 3 | 30 | 10 | 13 | 32 | 18 | 31 | 11 | 8 |  |
| 4 | 32 | 26 | 27 | 34 | 30 | 35 | 5 | 3 |  |
| 5 | 24 | 20 | 30 | 31 | 7 | 4 | 31 | 4 |  |
| 6 | 22 | 13 | 14 | 27 | 23 | 23 | 26 | 13 |  |
| 7 | 27 | 27 | 5 | 31 | 15 | 27 | 8 | 4 |  |
| 8 | 30 | 36 | 25 | 41 | 13 | 22 | 7 | 13 |  |
| 9 | 15 | 14 | 33 | 18 | 18 | 27 | 4 | 31 |  |
| 10 | 20 | 40 | 26 | 25 | 13 | 6 | 16 | 9 |  |
| 11 | 34 | 28 | 20 | 20 | 18 | 24 | 12 | 8 |  |
| 12 | 14 | 24 | 14 | 28 | 13 | 8 | 10 | 21 |  |
| 13 | 30 | 18 | 13 | 34 | 18 | 11 | 21 | 24 |  |
| 14 | 20 | 14 | 15 | 9 | 39 | 30 | 5 | 3 |  |
| 15 | 26 | 39 | 30 | 37 | 14 | 22 | 11 | 27 |  |
| 16 | 29 | 14 | 20 | 25 | 13 | 10 | 16 | 9 |  |
| 17 | 20 | 12 | 14 | 45 | 39 | 23 | 12 | 8 |  |
| 19 | 30 | 24 | 12 | 8 | 22 | 10 | 15 | 3 |  |
| 20 | 34 | 38 | 11 | 12 | 12 | 1 | 24 | 22 |  |
| 21 | 18 | 31 | 23 | 12 | 12 | 22 | 25 | 11 |  |
| 22 | 30 | 46 | 18 | 43 | 10 | 5 | 29 | 4 |  |
| 23 | 26 | 21 | 8 | 34 | 24 | 23 | 10 | 3 |  |
| 24 | 23 | 18 | 34 | 36 | 20 | 19 | 29 | 10 |  |
| 25 | 32 | 58 | 2 | 12 | 7 | 28 | 14 | 30 |  |
| 26 | 20 | 45 | 14 | 19 | 20 | 40 | 25 | 16 |  |
| 27 | 12 | 33 | 19 | 52 | 38 | 16 | 7 | 4 |  |
| 28 | 34 | 29 | 18 | 44 | 27 | 27 | 12 | 20 |  |
| 29 | 20 | 30 | 8 | 26 | 4 | 33 | 11 | 4 |  |
| 30 | 22 | 30 | 26 | 39 | 26 | 23 | 32 | 13 |  |
| 31 | 24 | 32 | 20 | 31 | 7 | 14 | 27 | 18 |  |
| 32 | 16 | 25 | 30 | 16 | 21 | 16 | 23 | 14 |  |
| 33 | 28 | 24 | 8 | 4 | 28 | 19 | 14 | 13 |  |
| 34 | 34 | 15 | 2 | 14 | 28 | 27 | 40 | 26 |  |
| 35 | 24 | 45 | 12 | 6 | 11 | 22 | 29 | 13 |  |
| 36 | 18 | 24 | 17 | 13 | 24 | 32 | 24 | 2 |  |
| 37 | 30 | 35 | 33 | 7 | 23 | 34 | 30 | 2 |  |
| 38 | 26 | 14 | 13 | 14 | 10 | 20 | 40 | 6 |  |
| 39 | 28 | 25 | 14 | 12 | 9 | 14 | 30 | 5 |  |
| 40 | 22 | 26 | 25 | 28 | 14 | 3 | 10 | 4 |  |
| 41 | 13 | 39 | 26 | 22 | 26 | 6 | 9 | 4 |  |
| 42 | 19 | 29 | 23 | 12 | 7 | 20 | 15 | 6 |  |
| 43 | 38 | 37 | 37 | 4 | 29 | 5 | 8 | 4 |  |
| 44 | 24 | 24 | 23 | 13 | 40 | 5 | 7 | 2 |  |
| 45 | 36 | 34 | 24 | 3 | 13 | 28 | 4 | 3 |  |
| 46 | 18 | 11 | 23 | 15 | 16 | 31 | 16 | 4 |  |
| 47 | 26 | 51 | 33 | 26 | 9 | 6 | 22 | 5 |  |
| 48 | 22 | 49 | 40 | 27 | 22 | 6 | 2 | 18 |  |
| 49 | 32 | 18 | 20 | 28 | 13 | 22 | 22 | 22 |  |
| 50 | 37 | 32 | 36 | 10 | 29 | 11 | 11 | 14 |  |
| 51 | 20 | 22 | 51 | 4 | 9 | 12 | 11 | 2 |  |
| 52 | 18 | 45 | 43 | 30 | 9 | 9 | 16 | 8 |  |
| 53 | 32 | 30 | 22 | 8 | 15 | 2 | 13 | 4 |  |
| 54 | 30 | 28 | 40 | 32 | 31 | 11 | 21 | 17 |  |
| 55 | 26 | 34 | 32 | 20 | 17 | 40 | 13 | 22 |  |
| 56 | 12 | 21 | 22 | 27 | 22 | 27 | 9 | 7 |  |
| 57 | 36 | 30 | 19 | 47 | 15 | 18 | 39 | 6 |  |
| 58 | 28 | 20 | 21 | 54 | 35 | 27 | 15 | 13 |  |
| 59 | 32 | 35 | 40 | 40 | 26 | 14 | 6 | 7 |  |
| 60 | 26 | 27 | 17 | 34 | 24 | 16 | 10 | 14 |  |
| 61 | 34 | 22 | 56 | 49 | 21 | 33 | 4 | 24 |  |
| 62 | 28 | 26 | 36 | 46 | 19 | 27 | 7 | 2 |  |
| 63 | 20 | 36 | 16 | 39 | 17 | 13 | 6 | 24 |  |
| 64 | 24 | 10 | 54 | 15 | 17 | 18 | 10 | 8 |  |
| 65 | 38 | 33 | 39 | 9 | 2 | 3 | 11 | 11 |  |
| 66 | 22 | 46 | 53 | 9 | 29 | 16 | 12 | 6 |  |
| 67 | 12 | 20 | 48 | 27 | 15 | 32 | 14 | 31 |  |
| 68 | 30 | 38 | 27 | 36 | 2 | 24 | 19 | 6 |  |
| 69 | 34 | 29 | 32 | 16 | 25 | 7 | 16 | 10 |  |
| 70 | 22 | 12 | 24 | 16 | 32 | 7 | 27 | 19 |  |
| 71 | 38 | 23 | 16 | 31 | 13 | 15 | 10 | 30 |  |
| 72 | 30 | 13 | 24 | 33 | 26 | 24 | 26 | 13 |  |
| 73 | 38 | 47 | 39 | 39 | 14 | 17 | 10 | 8 |  |
| 74 | 36 | 39 | 24 | 4 | 21 | 17 | 16 | 8 |  |
| 75 | 30 | 43 | 31 | 39 | 18 | 18 | 29 | 28 |  |
| 76 | 12 | 47 | 19 | 37 | 18 | 11 | 19 | 3 |  |
| 77 | 40 | 40 | 15 | 5 | 15 | 23 | 25 | 4 |  |
| 78 | 28 | 32 | 16 | 20 | 23 | 23 | 3 | 5 |  |
| 79 | 34 | 26 | 34 | 14 | 23 | 23 | 6 | 13 |  |
| 80 | 10 | 43 | 10 | 18 | 32 | 10 | 15 | 9 |  |
| 81 | 34 | 35 | 30 | 2 | 13 | 10 | 15 | 2 |  |
| 82 | 24 | 50 | 44 | 19 | 22 | 37 | 18 | 21 |  |
| 83 | 16 | 43 | 37 | 28 | 28 | 7 | 30 | 11 |  |
| 84 | 24 | 30 | 29 | 35 | 38 | 31 | 27 | 12 |  |
| 85 | 35 | 29 | 20 | 24 | 19 | 4 | 4 | 12 |  |
| 86 | 26 | 31 | 57 | 52 | 27 | 12 | 22 | 6 |  |
| 87 | 15 | 28 | 32 | 36 | 20 | 29 | 29 | 7 |  |
| 88 | 24 | 25 | 38 | 30 | 10 | 27 | 27 | 8 |  |
| 89 | 20 | 21 | 26 | 30 | 16 | 26 | 9 | 4 |  |
| 90 | 32 | 33 | 24 | 36 | 18 | 7 | 28 | 13 |  |
| 91 | 18 | 33 | 16 | 31 | 13 | 12 | 24 | 8 |  |
| 92 | 24 | 39 | 46 | 23 | 18 | 17 | 24 | 40 |  |
| 93 | 18 | 49 | 45 | 24 | 18 | 13 | 29 | 13 |  |
| 94 | 11 | 17 | 47 | 46 | 6 | 13 | 29 | 3 |  |
| 95 | 26 | 14 | 48 | 23 | 27 | 16 | 21 | 19 |  |
| 96 | 24 | 20 | 35 | 15 | 21 | 17 | 37 | 11 |  |
| 97 | 12 | 21 | 33 | 17 | 7 | 17 | 40 | 12 |  |
| 98 | 22 | 24 | 29 | 29 | 28 | 16 | 26 | 22 |  |
| 99 | 22 | 30 | 26 | 27 | 27 | 13 | 23 | 17 |  |
| 100 | 24 | 23 | 24 | 32 | 25 | 13 | 20 | 13 |  |
|  | **63.53535** | **48.38384** | **43.33333** | **42.00337** | **48.15657** | **46.06061** | **44.01515** | **47.92689** | 47.92689 |
|  |  |  |  |  |  |  |  |  |  |