



GRADE 11 EXAMINATION  
NOVEMBER 2007

**BUSINESS STUDIES: PAPER II**  
**MARKING GUIDELINES**

Time: 2 hours

100 marks

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**This exam paper covers the four learning outcomes for Business Studies:**

LO1 – Business Environments

LO2 – Business Ventures

LO3 – Business Roles

LO4 – Business Operations

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**PLEASE READ THESE INSTRUCTIONS CAREFULLY**

1. The Marking Guideline document consists of 9 pages. Please check that your question paper is complete.
  2. The paper comprises **TWO** longer type questions.
  3. Learners must refer to the case study.
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**QUESTION 1**

Look at the case study while keeping in mind that details provided here do not represent the complete list of SPAR’s CSR (Corporate Social Responsibility) activities.

Analyse and critically evaluate the citizenship roles and responsibilities that SPAR need to perform within a business environment. Also refer in your analysis and evaluation to strategies that SPAR can implement to control and/or manipulate elements in the micro, market and macro environment when carrying out their CSR.

**Introduction and conclusion:**

Criteria	0 - 1	2	3	4
<b>Introduction</b>	No introduction; mostly unrelated introduction	Introduction gives a partial overview over discussion to follow	Logical though incomplete introduction	Good, relevant and complete introduction
<b>Conclusion</b>	No conclusion or mostly unrelated conclusion	Partial conclusion but not logical	Logical though incomplete conclusion	Good, relevant and complete conclusion

**Marking guidelines for CSR and citizenship roles:**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Critical <b>evaluation of</b> information, concepts and scenarios reflects the ability to draw valid conclusions.</li> <li>• The learner displays the ability to evaluate (appraise) different scenario’s relating to CSR and citizenship roles and to then support recommendations by integrating knowledge, skills and values relating to the situation.</li> <li>• Arguments are supported using critical judgement and reasoning to select, organise, synthesise and evaluate information relating to strategies that SPAR can implement to control and/or manipulate elements in the micro, market and macro environment when carrying out their CSR and other citizenship roles.</li> <li>• The learner consistently and correctly communicates using <u>precise</u> business terminology <b>AND</b> in a <b>well-structured manner</b>.</li> <li>• The learner displays a comprehensive understanding of the strategies that SPAR can implement to control and/or manipulate elements in the micro, market and macro environment when carrying out their CSR and other citizenship roles.</li> <li>• Comprehensive problem solving skills are displayed by planning and applying potential strategies to achieve a range of comprehensive of complex outcomes.</li> </ul>	17 – 21
<ul style="list-style-type: none"> <li>• Arguments are supported using judgement and reasoning to select, organise and <b>synthesise information</b>.</li> <li>• The learner displays the ability to design or re-arrange a set of facts relating to strategies that SPAR can implement to control and/or manipulate elements in the micro, market and macro environment when carrying out their CSR and citizenship roles.</li> <li>• The learner communicates using <u>precise business terminology</u> <b>OR</b> in a <b>well-structured manner</b>.</li> <li>• The learner displays a thorough understanding of strategies that SPAR can implement to control and/or manipulate elements in the micro, market and macro environment when carrying out their CSR.</li> <li>• Comprehensive problem solving skills are displayed by planning and applying potential strategies to achieve a comprehensive range of logical and situational relevant outcomes.</li> </ul>	14 – 16

<ul style="list-style-type: none"> <li>Facts are broken down and the learner can distinguish between different components in order to draw conclusions.</li> <li>The learner can differentiate between related concepts and their relationship with one another with regards to strategies that SPAR can implement to control and/or manipulate elements in the micro, market and macro environment when carrying out their CSR.</li> <li>Arguments are supported using descriptions of a relevant nature.</li> <li>The learner communicates using <u>appropriate</u> business terminology.</li> <li>The learner displays a good understanding of strategies that SPAR can implement to control and/or manipulate elements in the micro, market and macro environment when carrying out their CSR.</li> <li>Sound problem solving skills are displayed by planning and applying potential strategies to achieve logical and situational relevant outcomes.</li> </ul>	11 – 13
<ul style="list-style-type: none"> <li>Material studied can be transferred to situations in the case study to solve problems by applying general rules.</li> <li>A limited attempt to motivate statements using unsupported arguments.</li> <li>The learner displays a general understanding of strategies that SPAR can implement to control and/or manipulate elements in the micro, market and macro environment when carrying out their CSR.</li> <li>The learner communicates using business terminology.</li> <li>Basic problem solving skills are displayed.</li> </ul>	8 – 10
<ul style="list-style-type: none"> <li>The learner is showing some comprehension and understands the meaning of the material studied and how it relates to information in the case study.</li> <li>This is demonstrated by explaining and defending statements or generalising between situations.</li> <li>The learner communicates using non-subject specific terminology.</li> <li>A limited attempt to motivate statements and even then irrelevant arguments are used.</li> <li>The learner displays a limited understanding of strategies that SPAR can implement to control and/or manipulate elements in the micro, market and macro environment when carrying out their CSR.</li> <li>Limited problem-solving skills are displayed.</li> </ul>	6 – 7
<ul style="list-style-type: none"> <li>The learner can define, describe, name or identify only.</li> <li>Shows no comprehension or insight into topic</li> <li>Uses limited Business Studies terminology/limited Business Studies vocabulary</li> </ul>	3 – 5
<ul style="list-style-type: none"> <li>Fragmented knowledge</li> <li>Lacks basic Business Studies vocabulary</li> </ul>	0 – 2

**Marking guidelines for Micro, Market and Macro Environments:**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>There is evidence that the learner has the ability to critically evaluate concepts and scenarios in order to draw valid conclusions. Ability to appraise a set of facts/scenario and support recommendations by integrating knowledge, skills and values relating to the situation.</li> <li>The learner displays a comprehensive understanding of the principles of franchising, relevant policies, procedures and technology in relation to entrepreneurial and intrapreneurial business environments.</li> <li>Arguments are supported using critical judgement and reasoning to select, organise, synthesise and evaluate information relating to entrepreneurial and intrapreneurial opportunities.</li> <li>The learner consistently and correctly communicates using precise business terminology in a well-structured manner.</li> <li>Comprehensive problem solving skills are displayed by planning and applying potential strategies to achieve a range of comprehensive of complex outcomes.</li> </ul>	17 – 21
<ul style="list-style-type: none"> <li>Displays the ability to design or re-arrange a set of facts relating to entrepreneurship as well as intrapreneurship.</li> </ul>	14 – 16

<ul style="list-style-type: none"> <li>• The learner displays a thorough understanding of business policies, procedures and technology applied and their relation to the success/failure of the entrepreneurial and intrapreneurial business ventures.</li> <li>• Arguments are supported using judgement and reasoning to select, organise and synthesise information.</li> <li>• The learner communicates using business terminology in a well-structured manner.</li> <li>• Comprehensive problem solving skills are displayed by planning and applying potential strategies to achieve a comprehensive range of logical and situational relevant outcomes.</li> </ul>	
<ul style="list-style-type: none"> <li>• The learner can differentiate between related concepts and their relationship with one another in an entrepreneurial and intrapreneurial business environment.</li> <li>• Facts are broken down and the learner can distinguish between different components in order to draw conclusions.</li> <li>• The learner communicates using appropriate business terminology.</li> <li>• Arguments are supported using descriptions of a relevant nature.</li> <li>• The learner displays a good understanding of business policies, procedures and technology applied and their relation to the success/failure of the franchise as a potential entrepreneurial and intrapreneurial business venture.</li> <li>• Sound problem solving skills are displayed by planning and applying potential strategies to achieve logical and situational relevant outcomes.</li> </ul>	11 – 13
<ul style="list-style-type: none"> <li>• Material studied can be transferred to situations in the case study to solve problems by applying general rules.</li> <li>• The learner displays a general understanding of business policies, procedures and technology applied in a business related entrepreneurial and intrapreneurial situation.</li> <li>• A limited attempt to motivate statements and when doing so the learner uses unsupported arguments.</li> <li>• The learner communicates using limited business terminology.</li> <li>• Basic problem solving skills are displayed.</li> </ul>	8 – 10
<ul style="list-style-type: none"> <li>• The learner is showing some comprehension and understands the meaning of the material studied and how it relates to information in the case study.</li> <li>• This is demonstrated by explaining and defending statements or generalising between situations.</li> <li>• The learner communicates using non-subject specific terminology.</li> <li>• A limited attempt to motivate statements and even then irrelevant arguments are used.</li> <li>• The learner displays a limited understanding of business policies, procedures and technology applied in a franchise as an entrepreneurial and intrapreneurial business related situation.</li> <li>• Limited problem-solving skills are displayed.</li> </ul>	6 – 7
<ul style="list-style-type: none"> <li>• The learner can define, describe, name or identify only.</li> <li>• Shows no comprehension or insight into topic.</li> <li>• Uses limited Business Studies terminology/limited Business Studies vocabulary.</li> </ul>	3 – 5
<ul style="list-style-type: none"> <li>• Fragmented knowledge</li> <li>• Lacks basic Business Studies vocabulary</li> </ul>	0 – 2

**50 marks**

**QUESTION 2**

You have just been appointed as the New Business Development Manager of a local fast food franchisor. The franchisor has decided that as part of the Corporate Social Responsibility Program, students from the local high school will be invited to spend a week at the franchisor’s business to help them to gain an understanding of the business world.

The school has contacted you and informed you that their top Business Studies candidate would be spending her time in your division as she has to do a Portfolio assignment on franchises. Part one of the assignment is to investigate entrepreneurial and intrapreneurial opportunities in a franchise, while part two of the assignment looks at franchising as a method of distribution and the impact of this on the remaining three P’s of the marketing mix.

Write a dialogue in which you formulate the questions you expect to be asked on the above topics as well as your answers in this regard. Refer to the Hints for Questions provided in the exam papers.

**Marking guidelines:**

<b>Marking guidelines for Entrepreneurial / Intrapreneurial opportunities in a Franchise</b>	
<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Critical evaluation of concepts and scenarios reflects the ability to draw valid conclusions.</li> <li>• Ability to appraise a set of facts/scenario and support recommendations by integrating knowledge, skills and values relating to the situation.</li> <li>• Arguments are supported using critical judgement and reasoning to select, organise, synthesise and evaluate information relating to entrepreneurial and intrapreneurial opportunities.</li> <li>• The learner consistently and correctly communicates using precise business terminology in a well-structured manner.</li> <li>• The learner displays a comprehensive understanding of the principles of franchising, relevant policies, procedures and technology in relation to entrepreneurial and intrapreneurial business environments.</li> <li>• Comprehensive problem solving skills are displayed by planning and applying potential strategies to achieve a range of comprehensive of complex outcomes.</li> </ul>	20 – 25
<ul style="list-style-type: none"> <li>• Displays the ability to design or re-arrange a set of facts relating to entrepreneurship as well as intrapreneurial.</li> <li>• Arguments are supported using judgement and reasoning to select, organise and synthesise information.</li> <li>• The learner communicates using business terminology in a well-structured manner.</li> <li>• The learner displays a thorough understanding of business policies, procedures and technology applied and their relation to the success/failure of the entrepreneurial and intrapreneurial business ventures.</li> <li>• Comprehensive problem solving skills are displayed by planning and applying potential strategies to achieve a comprehensive range of logical and situational relevant outcomes.</li> </ul>	17 - 19
<ul style="list-style-type: none"> <li>• The learner can differentiate between related concepts and their relationship with one another in an entrepreneurial and intrapreneurial business environment.</li> <li>• Facts are broken down and the learner can distinguish between different components in order to draw conclusions.</li> <li>• The learner communicates using appropriate business terminology.</li> <li>• Arguments are supported using descriptions of a relevant nature.</li> <li>• The learner displays a general understanding of business policies, procedures and technology applied and their relation to the success/failure of the franchise as a potential entrepreneurial and intrapreneurial business venture.</li> </ul>	14 -16

<ul style="list-style-type: none"> <li>• Sound problem solving skills are displayed by planning and applying potential strategies to achieve logical and situational relevant outcomes.</li> </ul>	
<ul style="list-style-type: none"> <li>• Material studied can be transferred to situations in the case study to solve problems by applying general rules.</li> <li>• A limited attempt to motivate statements using unsupported arguments.</li> <li>• The learner communicates using business terminology.</li> <li>• The learner displays a general understanding of business policies, procedures and technology applied in a business related entrepreneurial and intrapreneurial situation.</li> <li>• Basic problem solving skills are displayed.</li> </ul>	11 -13
<ul style="list-style-type: none"> <li>• The learner is showing some comprehension and understands the meaning of the material studied and how it relates to information in the case study.</li> <li>• This is demonstrated by explaining and defending statements or generalising between situations.</li> <li>• The learner communicates using non-subject specific terminology.</li> <li>• A limited attempt to motivate statements and even then irrelevant arguments are used.</li> <li>• The learner displays a limited understanding of business policies, procedures and technology applied in a franchise as an entrepreneurial and intrapreneurial business related situation.</li> <li>• Limited problem-solving skills are displayed.</li> </ul>	8 – 10
<ul style="list-style-type: none"> <li>• The learner can barely, describe, name or identify.</li> <li>• Shows no comprehension or insight into topic</li> <li>• Uses limited Business Studies terminology/limited Business Studies vocabulary.</li> </ul>	4 – 7
<ul style="list-style-type: none"> <li>• Fragmented knowledge</li> <li>• Lacks basic Business Studies vocabulary</li> </ul>	0 – 3

**Marking guidelines for product, price and promotion relating to franchising as a method of distribution**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Critical evaluation of concepts and scenarios reflects the ability to draw valid conclusions.</li> <li>• Ability to appraise a set of facts/scenario and support recommendations by integrating knowledge, skills and values relating to the situation.</li> <li>• Arguments are supported using critical judgement and reasoning to select, organise, synthesise and evaluate information relating to the impact of franchising as a method of distribution on the remaining three P's of marketing.</li> <li>• The learner consistently and correctly communicates using precise business terminology in a well-structured manner.</li> <li>• The learner displays a comprehensive understanding of the principles of franchising, relevant policies, procedures and technology in relation to the impact of franchising as a method of distribution on the remaining three P's of marketing.</li> <li>• Comprehensive problem solving skills are displayed by planning and applying potential strategies to achieve a range of comprehensive of complex outcomes.</li> </ul>	20 – 25
<ul style="list-style-type: none"> <li>• Displays the ability to design or re-arrange a set of facts relating to the impact of franchising as a method of distribution on the remaining three P's of marketing</li> <li>• Arguments are supported using judgement and reasoning to select, organise and synthesise information.</li> <li>• The learner communicates using business terminology in a well-structured manner.</li> <li>• The learner displays a thorough understanding of business policies, procedures and technology applied and their relation to the impact of franchising as a method of distribution on the remaining three P's of marketing.</li> <li>• Comprehensive problem solving skills are displayed by planning and applying potential strategies to achieve a comprehensive range of logical and situational relevant outcomes.</li> </ul>	17 – 19

<ul style="list-style-type: none"> <li>• The learner can differentiate between related concepts and their relationship with one another when looking at franchising as a method of distribution and the impact on the remaining three P’s of marketing.</li> <li>• Facts are broken down and the learner can distinguish between different components in order to draw conclusions.</li> <li>• The learner communicates using appropriate business terminology.</li> <li>• Arguments are supported using descriptions of a relevant nature.</li> <li>• The learner displays a general understanding of business policies, procedures and technology applied and their relation to the impact of franchising as a method of distribution on the remaining three P’s of marketing.</li> <li>• Sound problem solving skills are displayed by planning and applying potential strategies to achieve logical and situational relevant outcomes.</li> </ul>	<p>14 -16</p>
<ul style="list-style-type: none"> <li>• Material studied can be transferred to situations in the case study to solve problems by applying general rules.</li> <li>• A limited attempt to motivate statements using unsupported arguments.</li> <li>• The learner communicates using business terminology.</li> <li>• The learner displays a general understanding of business policies, procedures and technology applied and the impact of franchising as a method of distribution on the remaining three P’s of marketing.</li> <li>• Basic problem solving skills are displayed.</li> </ul>	<p>11 -13</p>
<ul style="list-style-type: none"> <li>• The learner is showing some comprehension and understands the meaning of the material studied and how it relates to information in the case study.</li> <li>• This is demonstrated by explaining and defending statements or generalising between situations.</li> <li>• The learner communicates using non-subject specific terminology.</li> <li>• A limited attempt to motivate statements and even then irrelevant arguments are used.</li> <li>• The learner displays a limited understanding of business policies, procedures and technology applied in a franchise and the impact of franchising as a method of distribution on the remaining three P’s of marketing.</li> <li>• Limited problem-solving skills are displayed.</li> </ul>	<p>8 – 10</p>
<ul style="list-style-type: none"> <li>• The learner can barely define, describe, name or identify.</li> <li>• Shows no comprehension or insight into topic</li> <li>• Uses limited Business Studies terminology/limited Business Studies vocabulary</li> </ul>	<p>4 – 7</p>
<ul style="list-style-type: none"> <li>• Fragmented knowledge</li> <li>• Lacks basic Business Studies vocabulary</li> </ul>	<p>0 – 3</p>