



education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

TASK 3 – PRESENTATION GRADE 11

: 1 HOUR

: 50

DURATION

TOTAL MARKS

DATE OF ADMINISTRATION : ... MAY 2024

SCHOOL NAME: _____

NAME OF LEARNER: _____

TEACHER'S NAME: _____

MARKS OBTAINED: _____

DECLARATION BY LEARNER

I hereby declare that all pieces contained in this learner portfolio are my own original work and that if I have used any sources, I have acknowledged them.

I will endeavour to keep my work original and not plagiarise other sources/people's work. I agree that if it is determined by the relevant authorities that I have engaged in any fraudulent activities whatsoever in connection with my SBA mark, I shall forfeit completely for this assessment (s)

CANDIDATE'S SIGNATURE : _____ DATE: _____

As far as I know, the above statement by the candidate is true and I accept that the work offered is his/her name

TEACHER'S SIGNATURE : _____ DATE: _____

School Stamp

GUIDELINES ON YOUR PRESENTATION

1. This Presentation should be written individually.i.e.no group work and it is the responsibility of the teacher to explain the task thoroughly to the learners before giving it to them.
2. The presentation consists of two parts: **the theory and the oral part.**
3. You will then be given time (**1 Hour**) to write a final copy of your presentation in the classroom under the teacher's supervision.
4. The teacher should also provide the rubric to learners and clearly discuss the criteria used to assess (**prior to the commencement of the task**).
5. Learners will be penalised for plagiarism or copying from another learner.
6. The presentation should have a cover page (with your name, name of school, grade and the date).
7. Write neatly and legibly.

NOTE: All tasks must be administered under controlled condition. Learners should be given instructions (**not the questions**) prior the date of administration on what they should prepare on for the presentation.
The task is strictly a closed book activity.

You are requested to complete this task to indicate your understanding of the following topics:

- Creative thinking & problem solving
- Stress, crisis and change management
- Marketing function
- Production function

WRITTEN PRESENTATION QUESTION 1: CREATIVE THINKING & PROBLEM SOLVING, STRESS, CRISIS & CHANGE MANAGEMENT

- 1.1 Name any TWO problem solving techniques to solve complex business problems. (2)
- 1.2 Elaborate on the meaning of problem solving. (4)
- 1.3 Read the scenario below and answer the questions that follow.

STEVE DESIGNS (SD)

The employees of Steve Designs want to use creative thinking when designing their products. SD ensures that there is motivation amongst their employees. SD provides a working environment that is conducive to creativity and free from distractions. They also encourage their staff to solve complex problems.

- 1.3.1 Quote TWO advantages of creative thinking in the workplace from the scenario above. (2)
- 1.3.2 Advise the business on other advantages of creative thinking in the workplace. (4)

1.4 Read the scenario below and answer the questions that follow:

KHANYILE CLOTHING (KC)

Khanyile Clothing manufacturers different types of clothing. KC has specific due dates to deliver sports clothing for a sports team. The area in which KC is situated has electricity challenges. KC employees do not want to work as a team.

1.4.1 Identify TWO examples of crises in the business from the scenario above. Motivate your answer by quoting from the scenario above.

Use the table below as a guide to answer QUESTION 1.4.1

EXAMPLES OF CRISES	MOTIVATIONS
1.	
2.	

(6)

1.5 Suggest ways in which business (KC) can deal with crises in the workplace.

(4)

[22]

QUESTION 2: MARKETING & PRODUCTION FUNCTION

2.1 State any TWO types of intermediaries.

(2)

2.2 Outline the importance of pricing.

(4)

2.3 Explain the following aspects to be considered during production control.

2.3.1 Inspection

(4)

2.3.2 Follow up or controlling

(4)

2.4 Discuss total quality management (TQM) as part of quality management system.

(4)

[18]

TOTAL MARKS: [40]

ORAL PRESENTATION**QUESTION 3: MARKETING FUNCTION****KASHNEE'S WARME KOESISTERS (KWK)**

The advertisement used by KWK grabbed the attention of new potential customers through printed and broadcast media. The new customers have acquired a positive impression of the products that were advertised and consequently have purchased them from KWK. The business website also assisted thus KWK experienced an increase in sales.

To assist your presentation, conduct a research on the following to answer instructions on QUESTION 3.1- 3.2

- (a) Purpose of advertising as a marketing communication policy.
- (b) Practical examples of advertising medium used by KWK from the scenario above.

INSTRUCTIONS:**3.1**

- Prepare a PowerPoint/poster/chart presentation explaining the purpose of advertising as a marketing communication policy with practical examples identified with motivation from the information provided above.
- You will be expected to make an oral presentation of your PowerPoint /Poster/Chart in class for **FIVE** minutes.

3.2 REQUIREMENTS FOR THE POWERPOINT/POSTER/CHART**PowerPoint**

- PowerPoint presentation (max 5 slides) on your findings on the purpose and practical examples of advertising medium

Poster/Chart

- Prepare a formal written report on your findings on the purpose of and practical examples advertising medium as a marketing communication policy.

NOTE:

1. Your presentation should have an introduction, body and conclusion.
2. Start each heading on a new page/slide.
3. An index page and list of resources used must be indicated
4. Copies of the poster and printed slides must be availed during the presentation as evidence (**also keep as evidence in the learner's SBA file**).
5. Write on posters/slides the name of the learner, date and class.

BUSINESS STUDIES

GRADE 11 PRESENTATION

NW/May 2024

RUBRIC FOR MARKING QUESTION 3: ORAL PRESENTATION:

NAME OF LEARNER: _____

CRITERIA	Level 0	Level 1	Level 2	Level 3	Level 4	Marks obtained
1. Explanation and identification of advertising with practical examples	No attempt made to explain the purpose or identify advertising with examples	Incomplete(one fact) purpose of advertising explained and ONE practical example identified correctly with motivation	Complete(two facts) purpose of advertising explained and TWO practical examples identified correctly with motivation	Complete (three facts) purpose of advertising explained and THREE practical examples identified correctly with motivation	Complete(four facts) purpose of advertising explained and FOUR practical examples identified correctly with motivation	
	0	1	2	3	4	
2. Presentation skills	Learner did not apply any of the presentation skills OR No attempt made to present orally	Learner only applied ONE of the following presentation skills: - Introduce him/herself, - Audible - Maintains eye contact, - Purpose of the presentation showed clearly - Tone of the voice varied and showed humour.	Learner only applied TWO of the following presentation skills: - Introduce him/herself, - Audible - Maintains eye contact, - Purpose of the presentation showed clearly - Tone of the voice varied and showed humour	Learner applied ALL of the following presentation skills: - Introduce him/herself, - Audible - Maintains eye contact, - Purpose of the presentation showed clearly - Tone of the voice varied and showed humour		
	0	1	2	3		
3. Layout of PowerPoint/Poster/Chart	Layout did not show any of the following: -No introduction, body, conclusion provided -Did not start with headings on a new page -Index and list of resources	Layout only showed ONE of the following: -Introduction, body and conclusion OR -Start headings on a new page OR -Index and list of resources	Layout only showed TWO of the following: -Introduction, body and conclusion OR/AND -Star headings on a new page OR/AND - Index and list of resources	Layout only showed ALL of the following: Introduction, body and conclusion - Start headings on a new page - Index and list of resources		
	0	1	2	3		
TOTAL FOR ORAL PRESENTATION						10



education

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MARKING GUIDELINE TERM 2 : PRESENTATION

GRADE : 11

TOTAL: 50 MARKS

DATE OF ADMINISTRATION: ...MAY 2024



NOTES TO THE MARKERS

PREAMBLE

The notes to markers are provided for quality assurance purposes to ensure the following:

- (a) Fairness, consistency and reliability in the standard of marking
- (b) Facilitate the moderation of candidates' scripts at the different levels
- (c) Streamline the marking process considering the broad spectrum of markers across the country
- (d) Implement appropriate measures in the teaching, learning and assessment of the subject at schools/institutions of learning

1. For marking and moderation purposes, the following colours are recommended:

Marker:	Red
Departmental Head:	Green
Subject advisor:	Orange
Provincial Moderator:	Pink
DBE Moderator:	Turquoise
UMALUSI:	Purple

2. Candidates' responses must be in full sentences. However, this would depend on the nature of the question.
3. A comprehensive marking guideline has been provided but this is by no means exhaustive. Due consideration should be given to an answer that is correct but
 - Uses a different expression from that which appears in the marking guideline
 - Comes from another credible source
 - Original
 - A different approach is used
4. Take note of other relevant answers provided by candidates and allocate marks accordingly. (In cases where the answer is unclear or indicates some understanding, part-marks should be awarded, for example, one mark instead of the maximum of two marks.)
5. The word 'Sub-max' is used to facilitate the allocation of marks within a question or sub-question.
6. The purpose of circling marks (guided by 'max' in the breakdown of marks) on the right-hand side is to ensure consistency and accuracy in the marking of scripts as well as for calculation and moderation purposes.
7. Subtotals to questions must be written in the right-hand margin. Circle the subtotals as indicated by the allocation of marks. This must be guided by 'max' in the marking guidelines. Only the total for each question should appear in the left-hand margin next to the appropriate question number.

8. In an indirect question, the theory as well as the response must be relevant and related to the question.
9. Correct numbering of answers to questions or sub questions is recommended in the PRESENTATION. However, if the numbering is incorrect, follow the sequence of the candidate's responses. Candidates will be penalised if the latter is not clear
10. No additional credit must be given for repetition of facts. Indicate with an 'R'.
11. The allocation of marks must be informed by the nature of the question, cognitive verb used, mark allocation in the marking guideline and the context of each question
Cognitive verbs, such as:
 - 11.1 Advise, name, state, 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.
 - 11.2 Define, describe, explain, discuss, elaborate, distinguish, differentiate, compare, tabulate, 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.
12. Mark only the FIRST answer where candidates offer more than one answer for CASE STUDY questions that require one answer
13. 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.

NOTE: This applies only to questions where the number of facts is specified
14. If two facts are written in one sentence, award the candidate FULL credit.

QUESTION 1:**1.1 Problem solving techniques**

- Delphi technique ✓
- Force field analysis ✓
- Any other relevant answer related to the problem solving techniques to solve business problems.

NOTE: Mark the first TWO (2) only.**(2x1) (2)****1.2 Meaning of problem-solving**

- It is a clear process to follow whenever a problem needs to be solved. ✓
- A process of finding the correct strategy ✓ to respond to a problem. ✓
- Problem-solving involves analytical ✓ and creative skills. ✓
- Some businesses use the PDCA process/cycle ✓ to solve a problem. ✓
- PDCA stand for Plan-Do-Check-Act. ✓
- Any other relevant meaning of problem-solving.

Max (4)**1.3 Advantages of creative thinking in the workplace****1.3.1 Advantages of creative thinking in the workplace from scenario**

- SD ensures that there is motivation amongst their employees ✓
- They also encourage their staff to solve complex problems. ✓

NOTE: 1. Mark the first TWO (2) only.**2. Only award marks for responses that are quoted from the scenario.****(2 × 1) (2)****1.3.2 Other advantages of working with others to solve business problems**

- Creativity may lead to new inventions which improves the general standard of living. ✓✓
- Better/Unique/Unconventional ideas/solutions are generated. ✓✓
- May give businesses a competitive advantage if unusual/unique solutions/ideas/strategies are implemented. ✓✓
- Managers/employees have more confidence as they can live up to their full potential. ✓✓
- Leads more positive attitudes as managers/employees feel that they have contributed towards problem solving. ✓✓
- Stimulates brain function of employees/managers, as they are continuously pushed out of their comfort zone/improving the total well-being of employees. ✓✓
- Managers/Employees have a feeling of great accomplishment and they will not resist/obstruct once they solved a problem/contributed towards the success of the business. ✓✓
- Managers will be better leaders as they will be able to handle/manage change(s) positively/creatively ✓✓
- Productivity increases as management/employees may quickly generate multiple ideas which utilises time/money more effectively. ✓✓
- Managers/Employees can develop a completely new outlook which may be applied to any task(s) they may do. ✓✓
- Managers/Employees may keep up with fast changing technology. ✓✓

- Any other relevant answer related to the other advantages of creative thinking in the workplace

NOTE: 1. Do not award marks for responses that were quoted in QUESTION 1.3.1

Max (4)

1.4 Major changes that people and businesses deal with from the scenario

EXAMPLES OF CRISIS	MOTIVATIONS
1. Tight deadlines✓✓	KC has specific due dates to deliver sports clothing for a sport team.✓
2. Power outages✓✓	The area in which KC is situated has electricity challenges.✓
Submax (4)	Submax (2)

- NOTE:**
1. Mark the first TWO (2) only.
 2. Award marks for the examples of crisis even if the quotes are incomplete.
 3. Do not award marks for the motivations if the examples of crisis were incorrectly identified.
 4. Accept responses in any order.

Max (6)

1.5 Ways in which business (KC) can deal with crises in the workplace

- Plan/Identify and prioritise the actions required. ✓✓
- Amend the emergency plan after evaluating what worked and what did not work. ✓✓
- Support/Provide accurate and correct information. ✓✓
- Businesses should respond appropriately and quickly to lessen the effects of the crisis situation ✓✓
- Intervene swiftly and with urgency, but without panicking or overreacting. ✓✓
- Assess/If the crisis happens, face up to it and quickly find out what has happened without overreacting. ✓✓
- Inform/Provide accurate and correct information. ✓✓
- Attempt to contain the situation to minimise further damage. ✓✓
- Support/Guide others through the situation by providing training and support. ✓✓
- Call for help and seek assistance/advice and support from the appropriate agencies and professional. ✓✓
- Appoint a spokesperson from the management team who will deal with all question and provide information. ✓✓
- Regain control/Manage the situation in a calm manner until the crisis is over. ✓✓
- Evaluate how effective the emergency plan was throughout the crisis. ✓✓
- Obtain expert advise if the crisis falls outside the business 'scope of expertise. ✓✓
- Deal with crisis directly and timeously without trying to avoid/minimise the seriousness of the situation. ✓✓

- Arrange debriefing sessions for all those directly involved in crisis or who have been traumatised by the event. ✓✓
 - Communicate with all stakeholders so that they are properly informed about what has happened, what the impact is and how is being dealt with. ✓✓
 - Identify the real nature of the crisis by making a thorough assessment of the situation and seeking expert opinions. ✓✓
 - Any other relevant answer related to the ways in which business can deal with crisis in the workplace
- Max (4)**
Marks [22]

QUESTION 2

2.1 Types of intermediaries -

- Wholesalers✓
- Retailers✓
- Agents✓
- Brokers✓
- Any other relevant answer related to types of intermediaries.

NOTE: Mark the first TWO (2) only.

(2x 1) (2)

2.2 Importance of pricing

- The pricing process needs to consider flexible/discount/life cycle status/allowance. ✓✓
- Pricing affects the number of products that an enterprise is able to sell, which in turn affects profitability. ✓✓
- The price of a product can influence the consumers' attitude towards the product or the brand. ✓✓.
- The price of a product must make provision for VAT. ✓✓
- The price of a product must make provision for transport costs. ✓✓
- Low sales result in stockpiles of unsold product that have to be stored and not repaying the cost of manufacturing that product. ✓✓
- The pricing policy should explain when and whom discounts will be granted. ✓✓
- If the price is believed to be too high, fewer consumers may buy the product. ✓✓
- If the price is too low, consumers may perceive the good as being of poor quality. ✓✓
- Any other relevant answer related to importance of pricing.

Max (4)

2.3 Aspects of production control

2.3.1 Inspection

- Inspection involves the checking. of quality ✓ of the process and the final product ✓
- It is done at regular intervals during the production process✓ as well as at the end. ✓
- Legal and regulatory are also checked✓ to ensure that the necessary standards are met✓.
- Inspection methods include the random selection of products/viewing/sampling✓ and testing the product✓
- Any other relevant answer related to inspection

Max (4)

2.32. Follow up or controlling

- Following up ✓ makes sure the scheduling and production systems are running according to plan ✓
- It deals with unplanned issues/problems ✓ and sorts out any misunderstanding in terms of job process requirement. ✓
- Following-up on the progress of the production ✓ help to prevent bottlenecks and misunderstandings. ✓
- Any other relevant answer related to follow-up or control.

Max (4)

2.4 Total Quality Management (TQM) as part of quality management system

- Total Quality Management is an integrated system or methodology ✓ applied throughout the organisation. ✓
- It helps to design, produce, provide quality products ✓ and services to customers. ✓
- It is a system developed by the Japanese ✓ in which the entire business is operated to focus on customer satisfaction in all business activities. ✓
- TQM enables businesses to continuously improve ✓ on the delivery of products and services to satisfy the needs of customers ✓
- Any other relevant answer related to total quality management a part of quality management

Max (4)

[18]

Total Marks [40]

ADDITIONAL INFORMATION FOR ORAL PRESENTATION

The purpose of advertising as a marketing communication policy:

- It can be explained in terms of AIDA as follows:
 - Attract: attract the attention of people.
 - Interest: arouse their interest in the product.
 - Desire: create the information needed to persuade the consumer to act and buy the product.
 - Action: provide the information needed to persuade the consumer to act and buy the product.

Practical examples of advertising medium from the scenario:

Printed media

- Newspaper
- Magazines

Broadcast media

- Radio
- Television
- Cinema

Web-based media

- On-line



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	0	1	2	3	4	
2. Presentation skills ORAL	Learner did not apply any of the presentation skills OR No attempt made to present orally	Learner only applied ONE of the following presentation skills: <ul style="list-style-type: none"> • Introduce him/herself, • Audible • Maintains eye contact, • Purpose of the presentation showed clearly • Tone of the voice varied and showed humour. 	Learner only applied TWO of the following presentation skills: <ul style="list-style-type: none"> • Introduce him/herself, • Audible • Maintains eye contact, • Purpose of the presentation showed clearly • Tone of the voice varied and showed humour 	Learner applied ALL of the following presentation skills: <ul style="list-style-type: none"> • Introduce him/herself, • Audible • Maintains eye contact, • Purpose of the presentation showed clearly • Tone of the voice varied and showed humour 		
	0	1	2	3		
3. Layout of Powerpoint/Poster/Chart	Layout did not show any of the following: -No introduction, body, conclusion provided -Did not start with headings on a new page -Index and list of resources	Layout only showed ONE of the following: -Introduction, body and conclusion OR -Start headings on a new page OR -Index and list of resources	Layout only showed TWO of the following: -Introduction, body and conclusion OR/AND -Star headings on a new page OR/AND	Layout only showed ALL of the following: Introduction, body and conclusion -Start headings on a new page - Index and list of resorces		
TOTAL FOR ORAL PRESENTATION						10