

## **Year 10 Exam**

**Subject: Business**

**Date:**

**Time allowed: 2 hours**

**Name:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

Instructions to Candidates:

- Type directly on the question paper in the spaces provided.
- Answer **all** questions
- Use all the sources given to you in the exam and via the eResources
- Students must save the work according to this file name; **<teacher name> <student name> <subject name>.docx**
- Example – “BUSINESS.docx” will be available on the desktop which will be renamed as “xyza Y10 Business.docx”
- The paper is split into 3 sections
  1. Investigating Task
  2. Communicating Task
  3. Critical Thinking Task

**Complete all sections**

**All sources that are required for the exam are saved onto the computer in front of you.**

**Remember that the Global Context for this exam is “Personal and Cultural Expression”. So provide answers related to those ideas discussed in class.**

**Marks obtained:**

<b>Investigating</b>	<b>Criterion A: /6</b>
	<b>Criterion B: /20</b>
<b>Communicating</b>	<b>Criterion A: /6</b>
	<b>Criterion C: /12</b>
<b>Thinking Critically</b>	<b>Criterion A: /8</b>
	<b>Criterion C: /8</b>
	<b>Criterion D: /10</b>
	<b>Criterion D: /10</b>

**Overall Mark**

**Overall Percentage**

**MYP Grade**

## Individuals & Societies Assessment Criterion Year 10 and Year 11

Achievement level	Criterion A: Knowing and understanding	Criterion B: Investigating	Criterion C: Communicating	Criterion D: Thinking critically
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. uses <b>limited</b> relevant terminology ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts with <b>minimal</b> descriptions and/or examples.	The student: i. formulates a research question that is <b>clear or</b> focused and <b>describes</b> its relevance ii. formulates a <b>limited</b> action plan to investigate a research question or does not follow a plan iii. collects and records <b>limited</b> information, not always consistent with the research question iv. makes a <b>limited</b> evaluation of the process and results of the investigation.	The student: i. communicates information and ideas in a <b>limited way</b> , using a style that is <b>limited</b> in its appropriateness to the audience and purpose ii. structures information and ideas according to the specified format in a <b>limited way</b> iii. documents sources of information in a <b>limited way</b> .	The student: i. <b>analyses</b> concepts, issues, models, visual representation and theories to a <b>limited extent</b> ii. <b>summarizes</b> information to a <b>limited extent</b> to make arguments iii. <b>describes a limited number of</b> sources/data in terms of origin and purpose and recognizes <b>few</b> values and limitation iv. <b>identifies</b> different perspectives and <b>minimal</b> implications.
3-4	The student: i. uses <b>some</b> terminology <b>accurately</b> and <b>appropriately</b> ii. demonstrates <b>adequate</b> knowledge and understanding of content and concepts through <b>satisfactory</b> descriptions, explanations and examples.	The student: i. formulates a research question that is <b>clear</b> and <b>focused</b> and <b>describes</b> its relevance in detail ii. formulates and <b>somewhat</b> follows a <b>partial</b> action plan to investigate a research question iii. uses a research method(s) to collect and record <b>mostly relevant</b> information iv. evaluates <b>some</b> aspects of the process and results of the investigation.	The student: i. communicates information and ideas <b>satisfactorily</b> by using a style that is <b>somewhat</b> appropriate to the audience and purpose ii. structures information and ideas in a way that is <b>somewhat</b> appropriate to the specified format iii. <b>sometimes</b> documents sources of information using a recognized convention.	The student: i. <b>analyses</b> concepts, issues, models, visual representation and theories ii. <b>summarizes</b> information to make arguments iii. <b>analyses and/or evaluates</b> sources/data in terms of origin and purpose, recognizing <b>some</b> values and limitations iv. <b>interprets</b> different perspectives and <b>some</b> of their implications
5-6	The student: i. uses a <b>range</b> of terminology <b>accurately</b> and <b>appropriately</b> ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through <b>accurate</b> descriptions, explanations and examples.	The student: i. formulates a <b>clear</b> and <b>focused</b> research question and <b>explains</b> its relevance ii. formulates and follows a <b>substantial</b> action plan to investigate a research question iii. uses research method(s) to collect and record <b>appropriate, relevant</b> information iv. <b>evaluates</b> the process and results of the investigation.	The student: i. communicates information and ideas <b>accurately</b> by using a style that is <b>mostly</b> appropriate to the audience and purpose ii. structures information and ideas in a way that is <b>mostly</b> appropriate to the specified format iii. <b>often</b> documents sources of information using a recognized convention.	The student: i. <b>discusses</b> concepts, issues, models, visual representation and theories ii. <b>synthesizes</b> information to make <b>valid</b> arguments iii. <b>effectively analyses</b> and <b>evaluates a range of</b> sources/data in terms of origin and purpose, recognizing values and limitations iv. <b>interprets</b> different perspectives and their implications.
7-8	The student: i. <b>consistently</b> uses a <b>wide range</b> of terminology <b>effectively</b> ii. demonstrates <b>detailed</b> knowledge and understanding of content and concepts through <b>thorough, accurate</b> descriptions, explanations and examples.	The student: i. formulates a <b>clear</b> and <b>focused</b> research question and <b>justifies</b> its relevance ii. formulates and <b>effectively</b> follows a <b>comprehensive</b> action plan to investigate a research question iii. uses research methods to collect and record <b>appropriate, varied and relevant</b> information iv. <b>thoroughly</b> evaluates the investigation process and results.	The student: i. communicates information and ideas <b>effectively</b> and <b>accurately</b> by using a style that is <b>completely</b> appropriate to the audience and purpose ii. structures information and ideas in a way that is <b>completely</b> appropriate to the specified format iii. <b>consistently</b> documents sources of information using a recognized convention.	The student: i. completes a <b>detailed discussion</b> of concepts, issues, models, visual representation and theories ii. <b>synthesizes</b> information to make <b>valid, well-supported</b> arguments iii. <b>effectively analyses</b> and <b>evaluates a wide range of</b> sources/data in terms of origin and purpose, recognizing values and limitations iv. <b>thoroughly interprets a range of</b> different perspectives and their implications.

## **Section 1 - Investigating Task**

### **Criterion A: 6 marks**

In this task, you will use the key concept of **Change** to consider the impacts of growth and integration on business and **analyse** the reasons for growth and integration.

The related concepts of **Process** will help you in this task. Your responses will be assessed using Criterion A (Knowledge and Understanding) and Criterion B (Investigating).



*Figure 1 News Report – Apple buys Beats*

**Question 1a** – Describe the type of integration that has taken place in the above news report (2 marks)

Question 1b: **Explain** the reasons why this type of integration takes place.

(4 Marks)

**Criterion B: 20 marks**

Formulate a research question that could be used to explain why governments would want to protect against integration. Consider using the global context 'Fairness and Development'.

Your Business teacher has given you the following statement of inquiry

"Growth and Integration of business needs to be carefully monitored by Government"

Your teacher has asked you to investigate how integration can negatively affect an industry

You might want to consider the following factors;

Prices	Choice
Supply and Demand	Power

Question 2 a: **Formulate** a clear and focused research question to investigate the statement of inquiry:

"Growth and Integration of business needs to be carefully monitored by Government". (4 marks)

Question 2 b: **List** two stakeholders affected by the Apple/Beats Integration.

(2 marks)

Question 2 c: **Explain** an example of Stakeholder conflict that might occur as a result of this integration.

(4 marks)

Question 2 d: **State** one method of **primary information/data** collection you would use to investigate your research question.

(1 mark)

Question 2 e: **Outline** how the method of **primary method/data** collection stated in part (2d) would help you investigate your research question.

(2 marks)

Question 2 f: **State** one method of **secondary information/data** collection you would use to investigate your research question.

(1 mark)

Question 2 g: **Outline** how the method of **secondary information/data** collection stated in part (2f) would help you investigate your research question.

(2 marks)

Question 2 h: **Explain** three possible problems with data collected.

(6 marks)

## **Section 2 – Communicating Task**

You are the founder of an online tech business based in Dubai. The social media platform is a huge success in Dubai but your dream is to achieve global success like tech companies such as Facebook, Snapchat and Instagram have. Global success requires very large resources. A very successful investor has advised you to seek advice on taking the company public.

**Write a professional email** to your co-founders providing an **evaluation** of going public. You will be assessed using **Criterion A (6 marks)** (Knowing and Understanding) and **Criterion C (12 Marks)** (Communicating).

Use the below source as a support to help you with this activity.

**Source A** - <https://www.youtube.com/watch?v=Df2gI-PSdI0>



Write your professional email here



### **Section 3 – Critical Thinking Tasks**

In this task (Questions 1-3), by considering the impacts of going public you will explore the related concepts of **cause, change, process and perspective** through **global interactions**. The Global context is **Personal and Cultural Expression**. You will be assessed using **Criterion A** (Knowing and Understanding), **Criterion C** (Communication) and **Criterion D** (Thinking Critically)

**Question 3** - Using **Source B**, in terms of its origin, purpose, values and limitations, **analyse** the usefulness of the article to a student writing an essay on “Going Public” [8 marks]

**Source B** - <https://me.mashable.com/mobility/4000/this-is-not-a-drill-uber-finally-files-to-go-public>

Origin <b>(2 Mark)</b>	
Purpose <b>(2 Mark)</b>	
Value <b>(2 Marks)</b>	
Limitation <b>(2 Marks)</b>	

**Question 4-** Using source D explain two challenges facing IHG Group's Crowne Plaza Hotels and Resorts in the UAE as a result of ineffective communication. Discuss a possible solution to these problems. [8 Marks]

**Source C** - <https://gulfbusiness.com/uae-firms-incur-losses-due-to-poor-direct-communication/>

	Problems caused by ineffective communication	Proposed solutions to overcome these problems
4.1		
4.2		

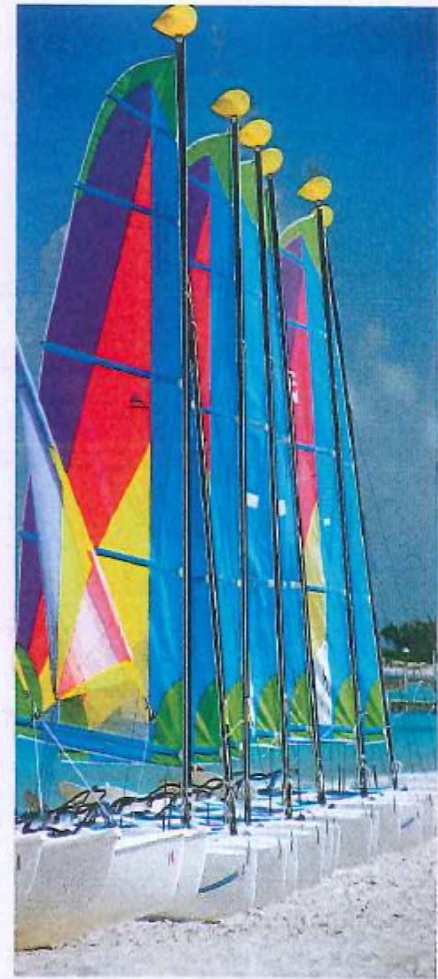
### Question 5.

#### Source D

## **Economics in practice: AF Devereux**

AF Devereux builds catamarans and employs 20 staff. The production process has four stages.

- **Moulding.** Production begins where moulds are sprayed with a resin. This is followed by a hand lay up of fiberglass, more cloth and more resin. All fibreglass is delivered to the mould room for the building of hulls, decks, and grids.
- **Trimming.** The windows, ports, hatches and other openings are cut out from the fibreglass shells and cleaned. Imperfections are ground out and repaired at a central inspection station.
- **Assembly.** The boat components are joined using assembly lines. The method of bringing the pieces to the stations where workers and their tools are located is extremely efficient in reducing wasted man-hours.
- **Finishing.** The engine and electronics are tested as well as all the hulls for leaks. The finished boats then go to a final inspection stage where the entire craft is checked for quality.



Four workers are employed in each production stage and four in the office. One of the office workers is a specialist marketing manager, one is a specialist designer and the other two handle all the accounts and administration. The workers in each of the production stages require two years of on-the-job training. After that they remain in the same area.

In this task, by considering the impacts of specialization and division of labour you will explore the related concepts of **cause, change, process and resources**. The Global context is **Personal and Cultural Expression**. You will be assessed using **Criterion A** (Knowing and Understanding), **Criterion C** (Communication) and **Criterion D** (Thinking Critically)

**'Analyse** how division of labour and specialisation impact efficiency AF Devereux?' (10 Marks)

Write your analysis here

**Question 6.**

**‘Using source E evaluate the concept of Franchising?’ (10 Marks)**

In your evaluation argue and explain;

1. How a Franchise works?
2. Franchisee: an Evaluation
3. Franchisor: an Evaluation

Consider the following research question in your essay,

‘Why is the franchising model used worldwide?’

Relate your essay to the Global Context of **‘Personal & Cultural Expression’**, and consider the related concepts of **Choice and Globalization**.

Source E- <https://www.youtube.com/watch?v=fTGFk3h1ZGg>



Write your evaluation here