

## COMMENTS ON INDIVIDUAL QUESTIONS

- 1 (a) (i) Learners were required to state groups involved in business activity. This was based on knowledge. Learners answered well. The majority of learners could mention the groups involved in business activity. However, many learners referred to “informal/formal groups” in workplace, but not groups involved in business activity. Some learners also referred to “types of business activities such as Primary, Secondary, and Tertiary.”

**Answer**

Knowledge (2 x 1)

Award one mark per group correctly identified

**Possible answers**

Owner, supplier, manager, workforce/workers, government, financiers, customers, community, society.

- (ii) Learners were required to define effective management. Question was answered fairly well. However, very few learners scored full marks for this question. Learners had some idea of what effective management is, by referring to it involving the functions of management, but learners could not elaborate that for management to be effective it must include or ensure executing the plan/meeting objectives/achieving objectives.

**Answer**

Knowledge (2 x 1)

Award one mark per function correctly identified

**Possible answers**

Effective management refers to the capability of the management (k) to achieve the desired targets in the specified time. (k)

**Or**

Effective management involves planning and goalsetting along (k) with motivation of workers in order to execute the plans. (k) Effective management creates a direction for the business and communicates the vision internally and externally.

- (b) Very well answered. Most learners could identify the functions of management.

**Answer**

Knowledge (2 x 1)

Award one mark per function correctly identified.

**Possible answer**

Planning, Organising, Leading, Controlling

- (c) Learners were required to analyse why cooperation and joint responsibility are important. Poorly answered. Most learners could not explain the importance of “cooperation” and “joint responsibility”. Some learners referred to the forms of ownership such as: “Close corporation” and “Joint Venture”. The learners who could give the points for importance of cooperation and joint responsibility, could not indicate which one they are explaining is or they referred to all the points under “Cooperation or Joint responsibility”. Learners must identify Cooperation and then explain the importance. Identify Joint responsibility and then explain the importance. The examiner may not choose which explanation belongs to which one.

**Answer**

Knowledge (2 x 1)

Award one mark for importance of joint responsibility and one mark for importance of cooperation.

**Application (2 x 1)**

Award one mark for each relevant reference made in context.

**Analyses (2 x 1)**

Award one mark for each relevant explanation.

**Possible answer**Joint responsibility

Workers more involved in decision making, (k) experience a feeling of control over their jobs. (an)

Employees feel more committed (k), therefore increase in job satisfaction. (an)

Cooperation

Will increase productivity (k) because management and employees participate through consultation and discussion. (an)

Reduces conflict. (k)

Co-workers experience a sense of loyalty. (k)

Mission and objectives can be attained successfully. (an)

**Application**

Management of Glamour Cosmetics management, Human Resource manager, Glamour Cosmetics workforce, cosmetic products, skills of workforce.

- (d) Learners were required to suggest ways in which government can protect those living with HIV/AIDS in the workplace. Learners could give measures that government could put in place to protect HIV/AIDS workforce but failed to analyse these measurements. Some learners could not indicate who introduced laws and policies. All learners failed to evaluate the impact of the measurements on GC.

**Answer**

Knowledge (2 x 1)

Award one mark for each relevant way identified.

Application (2 x 1)

Award one mark for each relevant reference to context.

Analysis (2 x 1)

Award one mark for each relevant explanation.

Evaluation (2 x 1)

Justified decision made about how government protects people with HIV and AIDS.

**Possible answers**

Government can force employers through laws (k) to adhere to the fundamental human rights and freedoms in the constitution. (an)

Compile a policy (k) that will regulate all aspects with regard to HIV and AIDS in the workplace. (an)

Ensure no discrimination takes place against workers (k), ensure that infected workers are not prejudiced in appointments (k) but stand an equal change with others. (an)

Ensure that infected workers receive ample sick leave (k), create an environment of caring and understanding with regard to infected staff. (an)

**Evaluation**

All these measurements increase the cost of the business.

With increase costs the business might increase its prices and there may be less demand from customers.

To protect workers, they are better motivated to work more efficiently.

All measurements in place create a good image for the business.

**Application**

Glamour Cosmetics workforce, Glamour Cosmetics management, Human Resource manager, cosmetics supplier, any reference to cosmetic products, skills of workforce.

- 2 (a) (i) Most learners managed to score all the marks. Profit maximisation was not acceptable and it does not fit with the case. Expansion, growth, buying new machinery/equipment were treated as one, hence only one mark was awarded for both. Some learners confused needs for funds with sources of funds that led them to lose marks.

**Answer**

Knowledge (2 x 1)

Award one mark for each need identified

**Possible answers**

Starting a business, expanding an existing business/ capital items/equipment,

Survival of the business in times of difficulties, buying raw materials, training,

- (ii) Many learners scored one mark as they could identify components of a business plan but failed to define the term “business plan” in full. Those who defined the term correctly, did it half way, hence they could not score all the marks.

**Answer**

Knowledge (2 x 1)

Clear understanding. (2)

Business plan is a written document containing the business objectives and important details about the operations and finance of the business. (k)

Explain in detail how the business is run or managed. (k)

Some understanding (1)

- (b) Poorly answered. Most learners listed components of a business plan instead of a production plan. They displayed limited knowledge.

**Answer**

Knowledge (2 x 1)

Award one mark for each piece of information identified in a production plan.

Possible answer

Production plan will give a description of the business’s physical location, facilities and equipment.

Kinds of employees needed/experienced and skilled workers.

The inventory requirements and suppliers.

How product will be produced.

- (c) Many learners could define brand name and brand loyalty. However, some learners could not indicate brand name as a ‘unique’ name hence no mark was awarded to the definition of brand name, if the word “unique” was missing, because that is the key and important word in the definition. With brand loyalty, learners were expected to write ‘buying’ the brand over and over. However, learners wrote buying a product instead of a brand and could not score any of the marks. Most learners failed to apply their knowledge when writing their answers and consequently lost marks. Analysis was poor in this question.

**Answer**

Knowledge (2 x 1)

Award one mark for a definition of brand name and one mark for a definition of brand loyalty

Application (2 x 1)

Award one mark for each relevant reference made in context.

Analyses (2 x 1)

Award one mark for each relevant explanation.

Possible answer

**Brand name** is the unique name of a product that distinguishes it from other brands. (k) Make customers aware of specific features and quality of a product. (an)

**Brand loyalty** is when customers keep buying the same brand again and again, instead of choosing a competitor’s brand (k), which leads to a strong customer base, as they have become faithful to their product. (an)

**Application**

Fashionable vellies/shoes, shoe brands

Customers of Vellies for All

- (d) Many learners could list the factors to be considered when relocating the factory, but application and analysis were poor. These factors were considered knowledge that needed to be applied and analyses which was a challenge for most learners. Overall, many learners score 2 marks for knowledge. Most learners failed to evaluate if the business must reallocate or remain in Windhoek with reasons.

**Answer**

Knowledge (2 x 1)

Award one mark each for appropriate factors identified to relocate a business.

Application (2 x 1)

Award one mark for each relevant reference to context.

Analysis (2 x 1)

Award one mark for each relevant explanation of appropriate factors for relocating.

Evaluation (2 x 1)

Justified decision made about the appropriateness of the relocation.

**Possible answers**

Availability of raw materials (k) which bring in alternative supplies of raw materials, where they can be more easily obtained (an) and cheaper. (an)

Difficulty with labour force. (k) Workers in Windhoek might require higher wages to keep up with the cost of living. (an)

Rent and taxes. (k) In Windhoek they keep on rising which reduces its profit levels. (an)

Government grants. (k) Encourage businesses to locate in undeveloped areas (an) more employment opportunities in Outjo. (an)

**Evaluation**

Good to relocate to Outjo because he will save on cost (ev) and increase profit levels. (ev)

They are far away from the market which might require more advertising. (ev)

Remain in Windhoek, more skilled workers available, (ev) less advertising costs as well known. (ev)

**Application**

Sole trader, fashionable vellies/shoes, branded products, management of Vellies for All, Vellies for All workforce, higher quality/price, suppliers

- 3 (a) (i) Fairly well answered. Learners are able to define marketing but supply only one part of the definition. The majority scored only 1 mark. Many learners confused marketing with market research and advertising.

**Answer**

Knowledge (2 x 1)

Clear understanding. (2)

The management process which identifies customer wants and anticipates their future wants and satisfied their wants successfully.

Some understanding (1)

- (ii) Well answered. The majority of learners listed the objectives of marketing. Some learners listed the objectives of business in the private sector when was wrong.

**Answer**

Knowledge (2 x 1)

Award one mark for each marketing objective correctly identified.

**Possible answer**

Market penetration to increase its sales and market share.

Development of existing markets.

Finding new markets through research and advertising campaigns.

Product development to meet the ongoing and changing needs of consumers.

Improving existing products.

To increase sales revenue and profitability of a business.

To improve or maintain the image of products or a business.

- (b) The term training is not well defined by most learners to emphasise skills and knowledge. Many could not score full marks. The second knowledge mark was allocated for "to achieve their objectives".

**Answer**

Knowledge (2 x 1)

Clear understanding. (2)

Training is a systematic planned and organised process by which employees acquire knowledge, skills, attitudes and information necessary to achieve the objectives of the business, as well as their own objectives. (k)

Some understanding (1)

- (c) This question was fairly well answered. Most learners could define market and product orientation but failed to apply it to the case study provided.

**Answer**

Knowledge (2 x 1)

Award one mark for a definition of market orientation and one mark for a definition of product orientation.

Application (2 x 1)

Award one mark for each relevant reference made in context.

Analyses (2 x 1)

Award one mark for each relevant explanation.

**Possible answers**

**Market orientated** business is one which carries out market research (k) to find out consumer wants before a product is developed and produced. (an)

Able to survive and become more successful. (an)

Better able to adapt to changes in customer taste. (an)

Able to take advantage of new market opportunities. (an)

Can launch its products with more confidence. (an)

**Product orientated** business is one whose main focus of activity is on the product itself. (k) The product does not always sell well because the business first produces product and then tries to find a market. (an)

**Application**

Quality t-shirts, customers of P & A Textiles, different types of t-shirts, owners of P & A Textiles

- (d) This question was fairly well answered. Learners answered the question one-sided and did not give the advantages and disadvantages of on-the-job training.

**The evaluation was poorly done. Learners who are evaluating, repeat themselves by mentioning points that have been discussed in the body in their evaluation part. Learners must make a choice when evaluating before giving reasons why they support their choice.**

**Answer**

Knowledge (2 x 1)

Award one mark for an advantage and one mark for a disadvantage of on-the-job training.

Application (2 x 1)

Award one mark for each relevant reference to context.

Analysis (2 x 1)

Award one mark for each relevant explanation of an advantage and a disadvantage.

Evaluation (2 x 1)

Justified decision made about the appropriateness of on-the-job training.

**Possible answers****Advantages**

An employee continues to work productively (k) while learning from an experienced colleague or supervisor. (k)

Individual tuition is given and employees not need be sent away, (k) therefore, the business saves on expensive travel costs. (an)

Employees learn to use specific machinery that the business uses (k) so the employees are tailored to the needs of the business. (an)

Easy to organise (k) and can be completed at short notice (an) so the business is more efficient. (an)

Training is done by another employee, (k) which is less expensive than an external trainer. (an)

**Disadvantages**

As training is usually provided by other employees, (k) it may mean that more people are unavailable to work (an) thus lowering productivity levels. (an)

OR

The employee providing training will not be as productive as usual, (k) because he/she is showing the trainee what to do instead of getting on with the job. (an)

Using more experienced workers for training (k) is unlikely to bring new ideas and skills into the business. (an)

The employee providing the training may be ineffective (k), which leads to unnecessary mistakes (an) by the employees.

The trainer may have bad habits (k) and may pass those on to the trainee. (an)

## Evaluation

Good to use on the job

An employee continues to work productively, therefore (ev) less loss of output (ev) but the training may be ineffective. (ev)

Application

Owners of P & A Textiles, workforce of P & A Textiles, experienced worker, material use, thread, sewing machines, buttons

Good quality t-shirts, customers

- 4 (a) (i) Most learners could define price although a few scored one mark only. Very few did not understand that 'price' has to be attached to a product.

### Answer

Knowledge (2 x 1)

Clear understanding. (2)

Price is the monetary value that you pay for a product or that product cost.

Or

A price is the quantity of payment or compensation given by one party to another in return for one unit of goods of service.

Some understanding (1)

- (ii) This was well answered by many learners. A few were confused with the brands that differentiate/distinguish the product from a competitor's brands. A few scored zero marks since they had no clue about what the functions of packaging are. Some were confused with 4 p's and AIDA principle.

### Answer

Knowledge (2 x 1)

Award one mark for each function of packaging correctly identified.

### Possible answer

Packaging protects the product.

Easy to transport the product.

Easy to open container and to use.

Suitable for the product to fit in.

Packaging serves as a promotion or marketing tool

It gives the product a certain image

Packaging is intended to catch the eye of consumers

Packaging reinforces the brand image of the product.

Packaging gives information.

- (b) Many learners failed to score marks since they were either confused with job security or benefits of trade unions and getting injured at work. Only a few learners scored full marks. Learners have limited knowledge of the benefits of social security.

### Answer

Knowledge (2 x 1)

Award one mark for each benefit of social security correctly identified.

Maternity leave, sick leave, death benefit, pays out a benefit in the event of retirement and in the case of permanent disability or death of a member.

- (c) Learners must discuss how the government may protect consumers of Quick Smart. The question was poorly answered by many centres. Those who scored marks could mostly only state how the government protects consumers. Some were confused by protection for employees, which is clearly an indication that learners do not read their questions well. Many learners analysed their answers without any knowledge given, thus they could not score any mark. Many centres also failed to give any application, as a result, no learners scored full marks for this question.

### Answer

Knowledge (2 x 1)

Award one mark for each relevant way of protection.

Application (2 x 1)

Award one mark for each relevant reference made in context.

Analyses (2 x 1)

Award one mark for each relevant explanation.

### Possible answers

#### How?

Concern weight and measurement (k) it will be an offence if Quick Smart sells underweight food. (an)

Trade description (k) has made it illegal to give consumers misleading information about the product. (an)

Misleading advertisement (k) may give wrong information about the food ingredients. (an)

Return faulty products. (an)

Not selling food that has expired. (an)

#### Application

Fast food products, food ingredients, good quality food, fast food production

- (d) Learners must evaluate how Quick Smart will be affected by new health and safety regulations for employees. The majority of learners did not answer this question properly. The few who attempted to give an evaluation, could not score marks since it was mostly a one-sided answer, meaning either only the benefits of adopting the safety regulations or the disadvantages were mentioned. Many learners could also not apply their answers to Quick Smart. Some learners thought the question was asking how Quick Smart will be affected by health and safety regulations for consumers.

#### Answer

Knowledge (2 x 1)

Award one mark for an advantage and one mark for a disadvantage of protection of employees in terms of health and safety.

Application (2 x 1)

Award one mark for each relevant reference to context.

Analysis (2 x 1)

Award one mark for each relevant explanation of an advantage and a disadvantage.

Evaluation (2 x 1)

Justified decision made about the protection of employees in terms of health and safety.

### Possible answers

#### Advantages

Keep your workers healthy and safe/protecting employees by providing them with safety equipment and clothing (k) because workers cost a great deal to recruit and train. (an)

Workers will be more motivated (k) and, therefore, prepare/provide a better quality product. (an)

Workers will be more efficient/less absent (k) which will increase output. (an)

Healthy environment/health and safety guidelines and maintaining a safe work place will reduce the risk of work-related illnesses and injuries (k) and, therefore, reduce staff absences. (an) Employers, therefore, also save money on the direct costs of absences, such as paying salaries. (an)

Working in a safe environment (k) will improve morale and productivity of employees.

Employees will stay longer at the business (k) saving money as a result of less retaining and recruitment. (an)

#### Disadvantages

Introduction of health and safety policies will increase costs (k) decrease their profits. (an)

Business will increase its selling prices (k) less demand for its products. (an)

If a business compete with other countries who do not apply these policies, it will lose out (k) will make competitors more competitive. (an)

#### Evaluation

Healthy workers will be more **productive (ev) which will lead to higher output levels, (ev) but the policies can increase cost. (ev)**

#### Application

Healthy workers, injured workers, fast food, referring to any fast food, referring to ingredients, good quality food, management of Quick Smart

- 5 (a) (i) The question expects learners to give requirements of effective advertising. It was fairly answered 50% of the learners scored 2 marks, others lost marks since they could not give knowledge. Instead, they gave marketing mix elements or the answer as an abbreviation AIDA with specifying.

#### Answer

Knowledge (2 x 1)

Award one mark for each requirement for effective advertising correctly identified.

**Possible answer**

Attract attention of the customer  
Consumers become interested/arouse interest  
Create desire  
Lead to action

- (ii) The learner was asked to define 'market research'. It was fairly well answered as most of the learners wrote about research to identify the needs and wants of customers but failed to write 'before product is produced' for the second knowledge mark.

**Answer**

Knowledge (2 x 1)  
Clear understanding (2)

**Possible answer**

Market research is collecting information in order to find out consumers' needs and wants before the products are produced.

Some understanding (1)

- (b) The question was well answered as most of the learners scored 2 marks for identifying pricing strategies.

**Answer**

Knowledge (2 x 1)  
Award one mark for each pricing strategy correctly identified.

**Possible answer**

Price skimming  
Cost plus pricing  
Penetrating pricing  
Competitive pricing  
Promotional pricing  
Psychological pricing

- (c) The question was poorly answered, as most of the learners could not discuss the use of informative and persuasive advertising by Dolls Paradise so did not score marks since they are repeating the words 'informative' and 'persuasive' in the answers which leads to loss of marks. Learners failed to analyse the question and apply their answers.

**Answer**

Knowledge (2 x 1)  
Award one mark for definition of informative and one mark for definition of persuasive advertising.

Application (2 x 1)

Award one mark for each relevant reference made in context.

Analyses (2 x 1)

Award one mark for each relevant explanation.

Informative advertising is where the emphasis of advertising or sales promotion is on giving full information about the product. (k) This makes the consumer aware of the product, brands, services and ideas. (an) It announces new products (an) and educates people about the attributes as well as benefits of new or established products. (an)

Persuasive advertising is advertising or promotion which is trying to convince consumers that they really need the product and should buy it. (k) This creates a perception and enhances the image of a company or product. (an) It creates brand loyalty (an)

**Application**

Porcelain dolls, customer of Dolls Paradise, demand for dolls

- (d) This question was fairly well answered. Most learners wrote about sales promotion methods and analysed their knowledge. Learners only used porcelain dolls for application and repeated this application in all their answers. Learners must use different applications in their answers. Most learners failed to evaluate which method of sales promotion would be the best and give reasons for their choice.



### Answer

Knowledge (2 x 1)

Award one mark for each type of sales promotion identified.

Application (2 x 1)

Award one mark for each relevant reference to context.

Analysis (2 x 1)

Award one mark for each relevant explanation of type of sales promotion.

Evaluation (2 x 1)

Justified decision made about the type of sales promotion.

### Possible answers

Gifts. (k) Small gift is placed in the packaging of porcelain dolls (k) to encourage customers to buy. (an)

Competitions. (k) Packaging might include an entry form which allows the customer to enter a competition or use a till slip to enter, (k) to encourage customers to buy (an)/increase the demand for customers/boost sales.

Point of sale display. (k) Customers might become interested if the new products are strategic display in the shop. (an)

After sales service. (k) Customers can be reassured that if something goes wrong after sales with the product e.g. doll not crying, moveable part not working, clothing not stitched properly, it can be repaired at a doll hospital in the shop without additional charges.

Price reduction (k) renews interest, (an) encourages customers to try product or (an) become regular customers. (an)

Buy one get one free (k) encourage customers to make multiple purchases (an) to save on expenses. (an)

### Evaluation

Depends on the learner's choice.

Decision: point of sale

Make its customers interested in the porcelain doll. (ev)

Encourage customer to buy the doll. (ev)

Eye catching display draws a customers attention. (ev)

### Application

Niche market, porcelain dolls, management of Dolls Paradise

## POSITIVE SUGGESTIONS TO TEACHERS

Many centres did not teach their learners how to answer questions. Question papers and test papers are not set according to the specific requirements prescribed in the syllabus.

Very few learners use 'application' in the answers which causes them to lose 20% of the marks. Teachers must guide the learners on the importance of providing application for each piece of knowledge identified in **(c)** and **(d)** questions.

Learners only apply knowledge without analysis. Analysis can be seen as the **impact** on that specific knowledge.

Teachers must not rely on the textbook but teach the prescribed syllabus. They must focus on specific objectives.

Teachers should guide learners on the allocation of marks based on assessment objectives. Learners must make use of the grid with command words and how marks are split up between knowledge, analysis, application and evaluation.

Many centres had no idea how to answer an evaluation question. The learners must have a double-sided answer meaning advantages and disadvantages or discuss different options. With a one-sided answer a learner will not obtain any evaluation marks. With the evaluation, learners must first make a choice: which one would be the best/or most appropriate in a specific situation **and** then give reasons why he/she has chosen the option or why not.

Learners do not read the questions with understanding.

Learners give the same application throughout, but must use different applications.