GENERAL COMMENTS

Most centers had submitted all their candidates files. Most files were neat, had a uniform cover page and tasks filed in order. Candidates did not submit all the five (5) tasks. To avoid losing marks teachers should encourage candidates to submit all the tasks. Some creative and outstanding work was presented by some candidates. Teachers seemed to award marks inappropriately to candidates and the majority of candidates would not provide even the minimum requirement of content in certain sections. Plagiarism is still a huge issue and teachers need to be very vigilant while marking. Some teachers did not mark the tasks and gave imaginary marks which were higher. Teachers favoured better performing candidates and were harsh on candidates with less abilities. Some teachers did not attach the Coursework Summary Assessment forms and, in some cases marks were not calculated or transferred correctly. Candidate names were not recorded in order of the candidate numbers. Teacher did not use the tasks assessment form for each task, which was time consuming during moderation. The majority of teachers are not marking according to the NIED marking grid. Most centers submitted their USB's.

Task 1

Some centers did not attach a creativity tool, while others had attached the old curriculum (Grade 12) creativity tool instead of the latest/new curriculum (grade11) creativity tool. We have found that some candidates are still coming up with their own challenges, while it is expected of them to use ONLY the Nine (9) challenges stipulated in the syllabus. In some cases, candidates omitted the entire general outline, while other skipped some of the steps of the general outline. Some candidates did not link the problem to the challenge. Most assumptions of what causes the problems were correct, but candidates struggled to reverse the assumptions. Some candidates gave the solutions of how to solve the problem instead of reversals. Most candidates wrote a conclusion instead of giving an explanation of how each reversal can be accomplished. Some candidates did not choose a reversal to explain how the problem will be solved: they choose an assumption and did not score marks for that section. Some gave only one explanation instead of two. Some candidates did not give new ideas or indicate the challenge has been solved but still gave advice and suggestions that had already been mentioned in (5).

Task 2

Some candidates failed to give the main aim of the report. Most candidates identified ideas which are not linked to the problems identified. Some candidates failed to link the creative techniques to the problem and the majority of them explained the techniques instead of linking them. The research methods should be * identified, *defined, * applied to get full marks. Entrepreneurial skills must be identified and candidates must have explained to what extent these skills are possessed. Most candidates were giving general advantages and disadvantages. Candidates should compare advantages and disadvantages of their identified entrepreneurial ideas. Advantages and disadvantages should either be linked to the enterprise or the entrepreneur and not to the community or the country. Most candidates had 4 advantages and 4 disadvantages, making it difficult to rank the ideas.

NB: The most viable idea should have more advantages than the least viable idea. The least viable idea should have more disadvantages than the most viable idea.

Candidates must explain how they can turn the best idea into an entrepreneurial venture. It is advisable for candidates to present their steps, time frame as well the cost implications in a tabular form. Teachers should look out for the cost implications and explain them well to the candidates. Cost implications should be realistic.

Task 3

Most candidates completed this task satisfactory, but they can still improve. Some candidates change their enterprise idea from Task 2 and lose all the marks for Tasks 3 and Tasks 4. Most candidates failed to do the planning part and only wrote the feasibility report. They lost all marks for planning. In some cases, candidates did the planning but did not write the feasibility report. Some candidates explained three research methods and chose a completely different research method so did not score marks. Most candidates failed to define their target market/ population. Most candidates did not do their data analysis to the expected standards; each question must be analysed and interpreted. Candidates should write a conclusion for each question. Teachers should guide learners in formulating questions. Some candidates struggled to compile relevant questions, thus lost marks in the data analysis. Candidates failed to attach all completed tools and did not score marks for that section.

Task 4

Most candidates performed satisfactorily in Task 4, but some candidates lost marks due to changing of enterprise ideas and using an existing enterprise's business plan copied from the Internet. Most of the Logos were copied from the Internet. Teachers are advised to be on the lookout for plagiarism and deal with it at school to avoid candidates losing marks during moderation.

Candidates performed poorly in the following components:

Cover page

Candidates failed to give the address of the entrepreneur as well as the nature of the business. Some candidates confused the nature of the business with type of business. Most candidates did not have a confidentiality clause on their cover pages.

Table of content

Most candidates had the table of content but sadly the numbering was incorrect. E.g Description of the enterprise…………………………………………..1-3. Some candidates did not even write the page numbers. Very few candidates had the main table of content as well as the table of content for graphs and tables.

Description of the enterprise

Some candidates mixed up the vision with the enterprise objectives. Candidates failed to explain in detail how their enterprise will satisfy the customer needs. Few candidates failed to give the summary of the feasibility report. They wrote the whole report while it is supposed to be the summary of their findings.

Marketing plan

Most candidates could not give a description of their industry e.g. food industry, clothing industry, music industry, etc.

Most of the candidates copied the SWOT analysis from the text book and their answers were not in line with their choice of the enterprise idea. Candidates did not give a market segment of their enterprise such as (age, occupation, gender, geographical location, income).

Some candidates did not write the market size in percentage. It should not be written in numbers but in (%) percentages. The 4 ps, candidates referred to the place as the location where the enterprise is located while it has to be the distribution channel.

Financial plan

Candidates failed to work out the pricing of their products/services using cost plus pricing. Candidates struggled to calculate the break-even analysis and draw the break-even chart.

Most candidates indicated that the income statement and the balance sheet were projected, yet wrote previous years as an for example 2015,2016,2017.

Action plan

Most candidates left out the resources of the steps taken to bring the enterprise to full production.

Annexes

Some candidates left out the advertisement while some copied advertisements of existing enterprises from the Internet. Candidates should design their own advertisements which should include:
- name of the enterprise
- location/address/contact details
- product/service offered
- working hours/days (availability)
- the logo of the enterprise

Some candidates failed to explain the AIDA criteria.

Summary of rules and regulations

Most candidates did not perform well in this component as they did not do proper research on the laws on registering their respective enterprises. Candidates were required to come up with operational rules and regulation specific to their enterprises and not enterprise rules compiled for the enterprise employees.

Task 5

Some candidates did not attach any proof, which made it difficult to prove that the candidate was really involved in the activity. Candidates did not identify two opportunities and some only come up with one. Some candidates did not mention the legal form of the social enterprise. Some candidates have formed their own enterprises but could not come up with the aims. Their aims were short and not explained, thus they did not score full marks. Candidates did not analyse and find the problems they were trying to solve. Instead, they wrote the problems the enterprise is facing. Candidates did not explain the role that the stakeholders were playing in the enterprise; most of them just listed the stakeholders. The action plan should indicate the roles candidates played and minimum of 15 hours or 5 days. Candidates went to government institutions and private homes to volunteer, whereas, they should have formed their own social enterprise and come up with their own aims to the problems they want to solve in the community. Candidate mentioned personal challenges instead of the enterprise challenges e.g. lack of donors, no funding, etc. Candidates failed to recommend why the social enterprise should keep going and how it can survive. On the tool to monitor learners work all the stakeholders should be listed and indicated if they have played their role, if the steps in the action plan have been carried out, has the enterprise overcome challenges and lastly were the problems in the community solved and aims achieved. Some candidates did not attach any proof. If no proof is provided candidates earn no marks.

Candidates attached unauthentic proofs like letters without dates and stamps. Example of proof candidates can attach are; photo (3 marks), explanation (2 marks), testimonial explanation from the social enterprise (3 marks), explanation (2 marks), attendance register (3 marks) explanation (2 marks). Each proof must be explained for candidates to score full marks.

POSITIVE SUGGESTION

Teachers should mark the tasks and give feedback early on in the year so that candidates will have enough time to make changes.

Please follow up on candidates to make sure they have submitted all their tasks.

Teachers should reach out to other colleagues or SEO's for assistance if they are struggling.