## 1 GENERAL COMMENTS

In addition to this general report, each centre will receive a centre-specific report for Paper 2.

There were a lot of centres whose work was not up to standard and the learners did not do well.

Due to their poor English skills learners experienced difficulty in interpreting and answering the analysis questions, therefore, the learners did not do exceptionally well.

Explanations were not written in detail; just mere facts were mentioned, but not linked correctly to the enterprises.

Many learners lack basic knowledge of how to write research titles.

## 2 COMMENTS ON INDIVIDUAL QUESTIONS

| Question Number | Comments |
|---|---|
| 1 | Some learners wrote unattainable research titles, e.g Investigating how to reduce global warming. <br><br> Some research titles did not lead to investigation, e.g "Air pollution" or "Recycling papers" are not research titles. A research title must be a phrase or question that will lead to an investigation. |
| 2 | Well answered by most centres. All learners defined the Green enterprise correctly but some learners failed to state the problem they are trying to solve in the community. |
| 3 (a) <br><br><br><br><br> (b) | Some learners identified overlapping entrepreneurial opportunities, e.g recycling papers as idea number one and recycling cans as second idea. These opportunities are related. Learners should come up with unidentical ideas. Some opportunities had nothing to do with the problem identified. Entrepreneurial opportunities should be linked to the research title and must address the identified problem. <br><br> Most learners failed to answer this question correctly. They started analysing instead of explaining how to apply the opportunities. <br><br> A few learners failed to make a choice of their viable opportunities. Most of those learners who made choices failed to justify their choices using data. Analyses should be in-depth. |
| 4 | Definition was well answered by most centres. <br><br> Most learners started analysing without applying. There was great confusion about process as one of the elements of the marketing mix. Most learners refer to process as the way of making a product instead of referring to process as a set of activities that result in delivery of the product to consumers. Some learners failed to formulate two examples to suit their chosen element of marketing mix. |
| 5 | Few learners confused practices with opportunities. Learners were expected to write practices they can use to sustain their enterprises in the future. Most learners did not link their answer to sustaining their enterprises but they wrote in general. |
| 6 | It was fairly answered by most learners. But learners could not explain in detail and they also failed to link it to their enterprises. A few teachers used the wrong assessment grid to assess learners and it made it difficult to assess learners on this specific question. |
| 7 | Fairly answered. Most learners fail to demonstrate the correct way of referencing using APA style. |

## 3 POSITIVE SUGGESTIONS TO TEACHERS

The work of learners, in general, was presented neatly.  Very few learners scratched out answers.

Teachers should encourage their leaners to type their tasks because it was difficult to decipher the handwriting of some learners.  The neat work that was, however, presented was a joy to mark as both handwriting and followed instructions made reading easy and pleasurable.

It is imperative that teachers train learners on how to approach analysing and evaluation questions as it is a new approach for them.

We suggest that teachers avail themselves to learners during the completion of this task to provide the necessary guidance.

Furthermore, centres must remind learners that their course work contributes 50% to their final promotional mark.  This is to encourage learners to put effort into their task.

Teachers are advised to file all the tasks in one file, e.g if there are 20 learners at a centre they can all be filed in a 20 pocket file. There is no need for each learner to submit a separate file.

Teachers should try to familiarise themselves with and understand the use of the assessment grid in order to allocate marks properly.