

ENTREPRENEURSHIP EDUCATION
PAPER ONE P230/1
ANSWERING TECHNIQUES

1. REASONS QUESTIONS:

- *Reasons/Justify the need for/Why is there need for.....*
- *Mission/objectives/aims/goals/Why.....*

Approach:

- *Begin answers using **To**.....*
- *If possible, Avoid using: **In order to**, **so as**, **in case** (because a candidate may misspell them i.e*
- ***“In order to”** as **“In order to”**.. **“So as”**, **“In case”** as **“In case”**.....*

However DON'T USE “To” when giving responses to;

- **Why is-** (COMPARISON): *Join sentences/comparisons using; while, whereas, and, compared to, yet.....etc.*

- e.g. ***Why is self-employment preferred to paid employment***
*e.g. In self-employment, one earns unlimited income which changes with level of sales or profits **compared to** paid employment in which one's income is fixed/the same every month or daily or weekly/an employee earns fixed income periodically that is monthly or weekly or daily and so on.*

- **Why may-** (CHALLENGES)
e.g. *Why do people resist change...(Open question) e.g*
 - *Fear of failure*
 - *Limited competence*

- **Why may-** (CIRCUMSTANCES): *Begin with: **When****If**....**Where**...., etc.*

*E.g. **Why may an entrepreneur sell goods on credit?***

- ***When** he/she wants to get rid of stock which is about to expire*
- ***If** the quality of the goods is low*

Avoid: To know....., To understand.....

Avoid being stylish, use the simplest language.

When explaining **REASONS** in section **B**, give a **way forward** or the **merit** or **advantage of the reason** e.g.:

- To increase sales **by producing quality products** (way forward)
- To increase sales **and these/this increase(s) profits/leads to increase in profits** (Advantage).
- To increase sales **which leads to increase in profit** (advantage)

2. **WAY FORWARD QUESTIONS:**

- **Ways, Measures, Strategies, Techniques, Controls, Solutions, Remedies, How.**
- **Approach:**

- Begin responses using.....ing e.g Providing....., Encouraging.....

OR

Bying e.g By encouraging.....
Through ...ing e.g Through promoting.....

When explaining, give the *reason* or *advantage* e.g.

- By motivating workers **in order to produce quality products.** (reason)
- By motivating workers **and this leads to production of quality products** (Advantage)

Do not speculate; e.g. may, can, will if might.

3. **IMPORTANCE QUESTIONS: (Are only positive)**

- **Importance/Uses/Significance/Advantages/Merits/Rewards**
- **Arguments for/Benefits**
- **Positive effects/impacts/ implication/consequences.**

❖ These are presented in simple present tense not **PAST TENSE** e.g. **It leads to, They promote.....etc.**

Take into account;

Singular; **It**.....

Plural; **They**.....

❖ Use positive statements only e.g. **Increase(s), Promote(s)**

❖ *No speculation*

Continue explaining in advantageous form e.g

- *It leads to creation of employment opportunities which increase(s) people's income hence improving their standards of living.*

4. COSTS/DISADVANTAGES/DEMERITS/ARGUMENTS AGAINST/IRRELEVANCE.

❖ Use simple present tense.

❖ Use negative statements only

- *Consider whether **singular** (It.....) or **plural** (They.....)*
- *Continue explaining in the negative side;*

e.g.: *They discourage.....*
It discourages.....
It pollutes.....
They limit.....

5. TWO IN ONE QUESTIONS

- *Effects, Consequences, Impacts, Implications*
- *Advantages and disadvantages, contributions, outcomes*

- *Are two sided questions i.e Positive side and Negative side.*
- *Answers are given separately; e.g.*

The following are the positive effects /advantages of.....

(THEN LATER);

The following are the negative effects/disadvantages of.....

NB: Such question should never be left out. “Use simple present tense”

When presenting/giving responses. E.g. It/They Leads/Lead, promotes/promote

6. CHRONOLOGICAL QUESTIONS.

- *Steps/process/Procedures/Strategies/Cycle/Activities to be followed/ Programme.*

- *Present points in present continuous tense or actions verb i.e.*

.....ing

.....ion

NB: They should be numbered such that the step a candidate has forgotten is left out numbered and if remembered can be filled in later but helps one to get all the marks for the orders steps instead of mixing up steps and loses marks.

7. RESPONSIBILITIES/ CONTRIBUTIONS/ ROLE/ROLES/DUTIES AND RESPONSIBILITIES/TASKS.

Use;ing

.....ion

- *For developmental roles/role(s) of an authority, give only positive roles e.g role of URA.....*
- *Other roles give both positive and negative e.g role of taxation.....*

Note:

HOW TO DERIVE POINTS FOR A QUESTION FROM OTHER POINTS.

Taxation, social entrepreneurship, Business enterprises, insurance etc.

Role (.....ing, ...ion)	Reason (To.....)	Advantage/importance (It/They... /eg Taxation.
<i>Generating government revenue</i>	<i>To generate government revenue</i>	<i>It (helps to) generate(s) government revenue.</i>

NB: *Same point (Government revenue) but different statements of the point (Generating), (To generate), (It generates)*

When not so sure of what responses the question needs e.g. reasons or importances; give both e.g. 10 reasons, then 10 importances.

E.g To.....(10+ of them)
It.....(10+ of them)

8. FACTORS

[Each response carries 2 marks i.e. stating the point - 1 mark and explaining - 1 mark (especially Neutral factors) but give beyond many(if there) to cater for the wrongs].

Neutral factors: (Give neutral points)

- *factors that affect/ affecting*
- *factors that determine/determining*
- *factors that influence/influencing*
- *factors that determine the choice*
- *factors considered*

State neutral factors with the preposition “of”

i.e level of, Nature of, size of.....put a full stop, then explain 2 sides i.e +ve Vs -ve, High Vs low, favorable Vs unfavorable.

E.g; Entrepreneurship environment:

	Positive factors/side	Neutral factors	Negative factors/side
	<p>Factors that promote/ encourage/encouraging....</p> <p>- State a positive point THEN continue explaining in the positive side)</p>	<p>(Factors affecting /influencing/that affect/considered...etc)</p> <p>- State a neutral point THEN</p>	<p>(Factors that hinder/hindering/limit/ Limiting/discouraging..)</p> <p>- State a Negative point THEN</p>

		- Explain two sides +ve(s) Vs -ve(s), High Vs low	Continue explaining the negative side).
Political factors	Favorable political climate	Political climate	Unfavorable political climate
	Favorable government policy	Gov't policy regards entrepreneurship	Unfavorable gov't policy.
	High government expenditure	Gov't expenditure	Low government expenditure
Economic factors	Low costs of business	Cost of business	High cost of business
Social factors	Favorable nature of religions	Nature of religions	Unfavorable nature of religions
Demographic	Big size of /High population etc.	Size of population	Small size of /Low population
Global factors	Free /open markets	Market openness	Restriction markets

*e.g. **Nature of Political climate.** A favorable political climate characterized by no riots, no wars among others, promotes/encourages entrepreneurial development than an unfavorable political climate which discourages/limits entrepreneurial development*

HOW TO WRITE NEUTRAL POINTS

POINT

Government policy

Raw material

Capital

Income

STATEMENT OF A POINT

- Nature of government policy

- Availability of raw materials

- Size of capital

- Level of income

Degree of

*When explaining, use conjunctions like; **while, whereas, than, compared to, unlike, and, yet** to join the comparisons in every paragraph.*

To explain;

Nature of ;	use;	Favorable nature of.....leads to/promotes..... .. while unfavorable nature of.....leads to.....
Size of ;	Use;	Small size of..... compared to/than large size of.....
Degree of ;	Use;	High degree of..... and/yet a low degree.....leads to.....

Availability of	Use;	Presence of <i>On the other hand</i> absence of
Level of	Use;	High level of <i>and</i> low level of.....

Explain positive Vs negative without using speculative words.

9. **FACTORS THAT HINDER/CHALLENGES/LIMIT/BLOCK/BARRIERS**

Begin points with: *Unfavorable.....*
 Limited
 High.....
 Insufficient.....
 Inadequate.....

Then continue explaining negatively.

Don't use; "poor", "lack of",

"Challenge of is also not advised since some students follow it with another negative word e.g "challenge of unfavourable" is wrong.

e.g Challenge of capital. is correct

Challenge of limited capital. is wrong

10. **FACTORS THAT FOSTER/ENCOURAGE/PROMOTE**

- Give positive factors while beginning the point with;
- *Presence of.....*
- *Sufficient.....*
- *Low.....*
- *High.....*

11. **FACTORS THAT LEAD TO INCREASE/IMPROVEMENT IN/DECREASE IN.....**

Begin every point with.....

Increase in.....

Improvement in.....

Decrease in.....

Decline in.....

12. **CIRCUMSTANCES/CONDITIONS**

Here speculation is allowed

Begin with: If/Where/When.....

e.g. ***Circumstances under which an entrepreneur may sell goods on credit***

- *If goods are about to expire*
- *When the customer the customer is well known to the entrepreneur*
- *In case the entrepreneur gets goods on credit*

13. PRINCIPLES/DOCTRINES/ESSENTIALS/TOOLS/COMPONENTS/ ELEMENTS/LAWS.

***State them the way they are e.g. Certainty, Convenience etc. OR
BEGIN WITH;***

It is.....

It should be.....

They are.....

They should be.....

- | | |
|------------------------------|--|
| ➤ When explaining TOOLS | = <i>Define each of them</i> |
| ➤ When explaining PRINCIPLES | = <i>Write a statement</i> |
| ➤ When explaining DOCTRINES | = <i>Write a statement</i> |
| ➤ When explaining CANONS | = <i>Write a statement</i> |
| ➤ When explaining ESSENTIALS | = <i>Describe each of them</i> |
| ➤ When explaining LAWS | = <i>Define each of them</i> |
| ➤ When explaining COMPONENTS | = <i>Define each of them</i> |
| ➤ When explaining ELEMENTS | = <i>Define each of them/Give an example</i> |
| ➤ When explaining ASPECTS | = <i>Define each of them/Give an example</i> |

Essential/principle

Charity

Completeness

Hard working

Persistence

Characteristic

It should be clear

It is complete

They are hard working

They are persistent.

14. COMPARISON (SECTION B) DISTINGUISHING (SECTION A)

(JOIN THE SENTENCES *using*;)

Unlike

Than

Compared to, while, and

(SEPARATE THE SENTENCES *using*;)

while

whereas

yet

15. DEFINITION QUESTIONS

- *These are section A questions*
- *Be brief*
- *Do not explain*
- *Must be absolute i.e. all the key words must be mentioned/provided.*

To be continued