



**Republic of Namibia**

**MINISTRY OF EDUCATION, ARTS AND CULTURE**

**NAMIBIA SENIOR SECONDARY CERTIFICATE (NSSC)**

**ENTREPRENEURSHIP SYLLABUS  
ORDINARY LEVEL  
SYLLABUS CODE: 6146  
GRADES 10 - 11**

**FOR IMPLEMENTATION IN 2019  
FOR FIRST EXAMINATION IN 2020**

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*Entrepreneurship Syllabus Grades 10 - 11*

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## 1. INTRODUCTION

The Namibian Senior Secondary Certificate (NSSC) Ordinary Level is designed as a two year course for examination after completion of the Junior Secondary Certificate. The syllabus is designed to meet the requirements of the *National Curriculum for Basic Education (NCBE)* and has been approved by the National Examination, Assessment and Certification Board (NEACB).

The National Curriculum Guidelines, applicable at the stage of senior secondary education (Grades 10 to 12) and at equivalent stages of non-formal education (as a part of life-long learning) recognise the uniqueness of the learner and adhere to the philosophy of learner-centred education.

The Namibia National Curriculum Guidelines:

- recognise that learning involves developing values and attitudes as well as knowledge and skills
- promotes self-awareness and an understanding of the attitudes, values and beliefs of others in a multilingual and a multicultural society
- encourage respect for human rights and freedom of speech
- provide insight and understanding of crucial “global” issues in a rapidly changing world which affect quality of life: the AIDS pandemic, global warming, environmental degradation, unequal distribution of wealth, expanding and increasing conflicts, the technological explosion and increased connectivity
- recognise that as information in its various forms becomes more accessible, learners need to develop higher cognitive skills of analysis, interpretation and evaluation to use information effectively
- seek to challenge and to motivate learners to reach their full potential and to contribute positively to the environment, economy and society

Thus the Namibia National Curriculum Guidelines should provide opportunities for developing essential/key skills across the various fields of study. Such skills cannot be developed in isolation and they may differ from context to context according to the field of study.

Entrepreneurship contributes directly to the development of the 8 key skills marked \*:

- critical and creative thinking skills\*
- communication skills\*
- information skills\*
- numeracy skills\*
- physical skills
- problem solving skills\*
- self-management and competitive skills\*
- social and co-operative skills\*
- work and study skills\*

## 2. RATIONALE

The particular features of Entrepreneurship at this phase intend to impart the basic concepts of entrepreneurial skills in the learners that will enable them to create jobs for themselves and for others in the future. It will help learners to apply the enterprise knowledge, skills and attitudes acquired to solve environmental, economic and social problems in their everyday lives.

The subject will help learners change their mind-sets about working for themselves and give them an understanding of the importance of good working habits and developing positive attitudes towards work. It will also help learners to be creative in initiating and organising an enterprise.

### 3. AIMS

The Entrepreneurship curriculum aims to:

- foster awareness of local, regional and national needs of Namibia and contributes to the country's development and the population's employment
- play an effective and productive role in the economic life of the nation
- contribute to the development of creative learners with knowledge and positive attitudes needed for work, including self-employment
- develop a sense of responsibility for restoring and maintaining ecological balances through the sustainable management of natural resources
- develop knowledge and understanding of how the main types of business and commercial institutions, are organised, financed and operated and how their relations with other organisations, consumers, employees, owners and society are regulated
- strengthen and develop more effective links with the business community
- develop skills of numeracy, literacy, enquiry, selection and employment of relevant sources of information, presentation and interpretation
- develop social skills in learners
- develop an awareness of the nature and significance of innovation and change
- acquire knowledge and understanding of the effect of HIV and AIDS on enterprise activity
- understand the impact and influence of enterprise activity on the environment and on Human Rights
- exhibit entrepreneurial traits and cultures
- instil self-discipline, diligence and a sense of responsibility to encourage worthy citizenship
- develop confidence in generating novel ideas by scanning their environment, community, tendering options and using opportunities arising from other school subjects and the environment to establish an enterprise
- create an awareness of carrying out the steps to establish and manage an enterprise successfully while applying positive beliefs

### 4. ADDITIONAL INFORMATION

#### 4.1 Guided learning hours

The NSSCO level syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of two years, but this is for guidance only. The number of hours required to gain the qualification may vary according to local conditions and the learners' prior experience of the subject. These hours do not include the 5 days/15 hours practical involvement required for Task 5 of the coursework. *The National Curriculum for Basic Education (NCBE)* indicates that this subject will be taught for 8 periods of 40 minutes each per 7-day cycle, or 6 periods of 40 minutes each per 5-day cycle, over two years.

#### 4.2 Prior learning

Learners beginning this course are not expected to have studied Entrepreneurship previously, but it will be to their advantage if they did.

#### 4.3 Progression

NSSCO levels are general qualifications that enable learners to progress either directly to employment, or to proceed to further qualifications. Learners who are awarded grades C to A\* in NSSCO are well prepared to follow courses leading to Namibia Senior Secondary Certificate Advanced Subsidiary (NSSCAS) level Entrepreneurship.

#### **4.4 Support materials and approved textbooks**

NSSCO syllabuses, question papers, examiner reports and assessment manuals in subjects, where applicable, are sent to all schools. Approved learning support materials are available on the *Senior Secondary Textbook Catalogue for Schools*.

### **5. LEARNING CONTENT**

The learning content is divided into two broad themes:

Theme 1: Introduction to Entrepreneurship

Theme 2: Application of this Model of Entrepreneurship

Case studies are used to link knowledge to the real world.

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
<b>Theme 1: Introduction to Entrepreneurship</b>		
<b>1.1 The concept of Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• understand entrepreneurship</li> <li>• understand the impact of beliefs on business/enterprise in general</li> <li>• understand the qualities or characteristics of successful entrepreneurs</li> </ul>	<ul style="list-style-type: none"> <li>• define entrepreneurship</li> <li>• describe an overview of origin of entrepreneurship</li> <li>• identify and discuss the benefits of entrepreneurship in society</li> <li>• explain the meaning of a belief about enterprise</li> <li>• state examples of beliefs about enterprise that are common in Namibia</li> <li>• explain that the success of an enterprise does not depend on gender roles</li> <li>• explain the lessons learnt from the enterprise beliefs of different countries (China, India, Japan, United Arab Emirates [UAE]) for Namibia</li> <li>• explain the importance of applying positive beliefs in the course of doing their enterprise as well as day-to-day life activities</li> <li>• define an entrepreneur</li> <li>• identify and explain the qualities or characteristics of successful entrepreneurs</li> <li>• complete an entrepreneurial self assessment tool</li> <li>• explain and implement strategies for developing and strengthening their entrepreneurial qualities or characteristics (including philanthropy)</li> <li>• investigate the role of entrepreneurship in Namibia</li> <li>• assess and analyse success stories of Namibian entrepreneurs and draw lessons for themselves and their enterprises</li> <li>• apply the qualities or characteristics of successful entrepreneurs in their day-to-day lives</li> </ul>



THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
<b>1.2 The Model of Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• understand the model in this syllabus to start an enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• describe the steps in this model of entrepreneurship               <ul style="list-style-type: none"> <li>- idea generation</li> <li>- research and market research</li> <li>- financing</li> <li>- legal requirements</li> <li>- running the enterprise</li> </ul> </li> <li>• describe the link between entrepreneurship and a model of entrepreneurship</li> <li>• apply this model in planning for starting an entrepreneurial venture</li> </ul>

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
<b>Theme 2: Application of this Model of Entrepreneurship</b>		
<b>2.1 Idea generation - recognition of opportunities and generation of enterprise ideas</b>	<ul style="list-style-type: none"> <li>• understand skills needed to realise and create ideas for an enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• define creativity</li> <li>• identify and explain the variables in the 4P model of creativity               <ul style="list-style-type: none"> <li>- person</li> <li>- process</li> <li>- product</li> <li>- press (environment)</li> </ul> </li> <li>• define and explain the concept of barriers to creativity</li> <li>• identify and explain barriers to creativity               <ul style="list-style-type: none"> <li>- environmental barriers</li> <li>- cultural barriers</li> <li>- social barriers</li> <li>- perceptual barriers</li> </ul> </li> <li>• identify and explain techniques to enhance creativity               <ul style="list-style-type: none"> <li>- random input</li> <li>- problem reversal</li> <li>- association technique</li> <li>- discontinuity principle</li> <li>- the 5WH technique (what, when, where, who, why and how)</li> </ul> </li> <li>• demonstrate an awareness of their own creative abilities</li> <li>• generate novel ideas by applying the stages in the creative process               <ul style="list-style-type: none"> <li>- stage 1: awareness and interest</li> <li>- stage 2: preparation</li> <li>- stage 3: incubation</li> <li>- stage 4: insight</li> <li>- stage 5: verification</li> </ul> </li> </ul>

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
<b>2.1 Idea generation - recognition of opportunities and generation of enterprise ideas</b> (continued)	<ul style="list-style-type: none"> <li>• be able to realise and understand entrepreneurial opportunities and ideas as they arise</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe opportunities for enterprise and job creation in the immediate environment</li> <li>• define social entrepreneurship</li> <li>• identify and describe opportunities for social entrepreneurship</li> <li>• define unemployment</li> <li>• explain unemployment as an opportunity for job creation</li> <li>• identify and describe situations which can create entrepreneurial opportunities</li> <li>• generate and describe creative enterprise ideas based on their other learning areas / subjects</li> <li>• define and explain bidding</li> <li>• explain bidding as an opportunity for enterprise</li> <li>• assess and rank opportunities and choose one</li> </ul>

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
<b>2.2 Research and market research - conducting research</b>	<ul style="list-style-type: none"> <li>• be able to do general enterprise research</li> </ul>	<ul style="list-style-type: none"> <li>• define research</li> <li>• differentiate between primary and secondary research</li> <li>• identify, design and apply methods of data collection such as interviews, questionnaires, observations, surveys (primary research) and document studies (secondary research)</li> <li>• demonstrate the ability to use and access information for data analysis and interpretation</li> <li>• demonstrate the ability to analyse and present data in an appropriate form</li> <li>• evaluate research results and draw effective conclusions, suggesting solutions where appropriate</li> <li>• demonstrate an understanding of the ethics of research</li> <li>• acknowledge sources of information, using one consistent reference method</li> <li>• apply research skills for an entrepreneurial idea</li> </ul>

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
<b>2.2 Research and market research - conducting research</b> (continued)	<ul style="list-style-type: none"> <li>be able to select the best form of an enterprise for a chosen entrepreneurial idea</li> </ul>	<ul style="list-style-type: none"> <li>identify, discuss and evaluate the main characteristics, benefits and challenges of the different forms of enterprise: franchise, turnkey project, Section 21 company, sole trader, close corporation, cooperative, partnership, joint venture, companies (private &amp; public)</li> <li>define export processing zones (EPZs)</li> <li>explain export processing zones (EPZs) and their advantages and disadvantages</li> <li>define e-commerce</li> <li>explain e-commerce and its advantages and disadvantages</li> <li>explain international entrepreneurial opportunities with its advantages and challenges</li> <li>compare forms of enterprise and make a justified choice for a chosen entrepreneurial idea</li> <li>conduct research and draw conclusions on opportunities to penetrate new markets</li> </ul>

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
<b>2.2 Research and market research - conducting research</b> (continued)	<ul style="list-style-type: none"> <li>• understand marketing</li> </ul>	<ul style="list-style-type: none"> <li>• define marketing</li> <li>• identify the components of the marketing mix (4 Ps)</li> <li>• explain the marketing mix (Product, Price, Promotion, Place)</li> <li>• describe the ethics of marketing</li> <li>• define marketing strategy</li> <li>• explain and give examples of effective marketing strategies <ul style="list-style-type: none"> <li>- advertising (see next specific objective)</li> <li>- finance</li> <li>- distribution (e.g. door-to-door distribution; distribution only to wholesalers)*</li> <li>- branding</li> <li>- research</li> </ul> </li> <li>• explain and give examples of effective advertising strategies <ul style="list-style-type: none"> <li>- mass media: television, radio, cinema, newspapers and magazines</li> <li>- posters and leaflets</li> <li>- electronic: company website, email and Internet advertising</li> <li>- word of mouth</li> <li>- sponsorship</li> </ul> </li> <li>• compare different advertising strategies and choose the best option for their enterprises</li> <li>• explain what Team Namibia is and what its aims are</li> <li>• advise how Team Namibia can promote an enterprise</li> </ul>

\*some examples have been provided here for guidance, and are not intended to be an exhaustive list

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
<b>2.2 Research and market research - conducting research</b> (continued)	<ul style="list-style-type: none"> <li>• understand a market feasibility study</li> </ul>	<ul style="list-style-type: none"> <li>• define market feasibility study</li> <li>• explain the aims of a market feasibility study</li> <li>• discuss the components of a market feasibility study <ul style="list-style-type: none"> <li>- industry description</li> <li>- industry competitiveness</li> <li>- market potential</li> <li>- sales projection</li> <li>- access to market outlets</li> </ul> </li> <li>• discuss the factors to be considered when choosing the location of an enterprise</li> <li>• conduct a market feasibility study and summarise its findings</li> <li>• write a report on any required aspect of their chosen entrepreneurial venture</li> </ul>

- Note to teachers: A good teaching strategy will be to have learners to present and defend the market feasibility study to the class

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
<b>2.3 Finance - obtaining capital</b>	<ul style="list-style-type: none"> <li>• know where and how to get resources to start and run an enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• define capital</li> <li>• identify and describe types of capital (human capital, financial capital, physical capital)</li> <li>• define business plan</li> <li>• explain the components of a business plan               <ul style="list-style-type: none"> <li>- description of enterprise (including the mission statement)</li> <li>- market research report (including market feasibility study)</li> <li>- marketing plan (including SWOT analysis)</li> <li>- production plan</li> <li>- organisational plan</li> <li>- financial plan (break-even analysis, calculation of profit, budgets, projected income statement, projected balance sheet, cash flow forecast and financing)</li> <li>- action plan</li> </ul> </li> <li>• explain the importance of a business plan</li> <li>• prepare a business plan (including only selected components and calculations)</li> <li>• present a business plan for their choice of an enterprise</li> <li>• investigate and list government incentives</li> <li>• identify and compare different funding options for their chosen entrepreneurial idea</li> <li>• define credit history</li> <li>• explain the benefits of a good credit history for funding</li> </ul>



THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
<b>2.4 Legal requirements - complying with legal requirements</b>	<ul style="list-style-type: none"> <li>• know and understand rules and regulations and its implications on the setting up and operating of an enterprise</li> <li>• understand the bidding and procurement process for government bids in Namibia</li> </ul>	<ul style="list-style-type: none"> <li>• list the various institutions where enterprises should be registered and describe what the purpose of the registration at the various institutions are <ul style="list-style-type: none"> <li>- Ministry of Industrialisation, Trade and SME development</li> <li>- Local Authorities (municipalities/village councils/town councils) or Traditional Authorities</li> <li>- Social Security Commission</li> <li>- Directorate of Inland Revenue</li> <li>- Bank of Namibia / Namibia Financial Institutions Supervisory Authority (NAMFISA) (for financial institutions)</li> <li>- Ministry of Agriculture, Water and Forestry, Division of Co-operative Development (for Co-operatives)</li> </ul> </li> <li>• compare the means of protecting an entrepreneurial idea and choose the most suitable one for their enterprise (copyright, trademarks, patents, business rights clause)</li> <li>• describe the main benefits of Acts that govern the utilisation of natural resources in Namibia</li> <li>• define standards</li> <li>• explain the aims of standards, prescribed by the Namibian Standards Institution (NSI), in the production of products or provision of services</li> <li>• explain why enterprises should comply with the Labour Act no 11 of 2007 provisions for HIV and AIDS positive employees in a workplace</li> <li>• investigate and report on the Acts, rules and regulations which will apply to their chosen enterprise</li> <li>• explain the role of the Central Procurement Board in terms of The Public Procurement Act, No. 15 of 2015</li> <li>• list the procedures followed when bidding is used to procure goods and services for government</li> </ul>

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2.5 Running the enterprise	<ul style="list-style-type: none"> <li>• know about and apply ethical behaviour</li> <li>• understand how to manage their own enterprise (learners are not expected to physically run their enterprise while in school)</li> </ul>	<ul style="list-style-type: none"> <li>• define the term ethics</li> <li>• list and explain desirable ethical enterprise behaviour</li> <li>• identify and evaluate examples of unethical behaviour</li> <li>• discuss the impact of unethical behaviour on an enterprise</li> <li>• explain how an enterprise will act ethically towards employees with HIV and AIDS</li> <li>• display ethical behaviour/practices at all times in their assignments</li> <li>• define social responsibility</li> <li>• explain the meaning of social responsibility (both for an individual and an enterprise)</li> <li>• define sustainable use</li> <li>• explain sustainable use of natural resources, using examples</li> <li>• describe how social responsibility can be used to combat unethical behaviour</li> <li>• list the requirements needed before opening an enterprise</li> <li>• prepare a checklist to determine whether all requirements had been adhered to before opening their enterprise</li> <li>• define management tasks</li> <li>• define planning, leading, organising, and controlling</li> <li>• explain the management tasks: planning, leading, organising, and controlling in managing their chosen enterprise</li> <li>• discuss the importance of good time management</li> <li>• display good time management in the execution of their assignments and tasks</li> <li>• discuss the concept of a triple bottom line: an enterprise that is socially responsible, environmentally sustainable and financially profitable</li> </ul>

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
<b>2.5 Running the enterprise</b> (continued)	<ul style="list-style-type: none"> <li>• know support structures and networking opportunities for enterprises</li> </ul>	<ul style="list-style-type: none"> <li>• define enterprise (business) network</li> <li>• discuss the roles of support structures and networking to an entrepreneur such as incubation centres, Development Bank of Namibia (DBN), Namibia Chamber of Commerce and Industry (NCCI), Joint Consultative Council (JCC), Ministry of Industrialisation, Trade and SME development, Namibia Business Innovation Centre (NBIC), Women's Action for Development (WAD)</li> <li>• name the types of enterprise networking</li> <li>• describe the steps in developing an effective enterprise network</li> <li>• explain how an effective enterprise network can contribute to the success of their enterprises</li> </ul>

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
<b>2.5 Running the enterprise</b> (continued)	<ul style="list-style-type: none"> <li>• value the role of communication in an enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• define communication</li> <li>• identify, analyse and evaluate the advantages and challenges of different types of communication in different circumstances <ul style="list-style-type: none"> <li>- oral</li> <li>- written</li> <li>- non-verbal</li> </ul> </li> <li>• distinguish between internal and external communication</li> <li>• explain how internal and external communication take place in an enterprise</li> <li>• define negotiation</li> <li>• explain the essential elements of a negotiation process <ul style="list-style-type: none"> <li>- preparation</li> <li>- establishing the negotiating environment</li> <li>- exploring needs</li> <li>- testing understanding and summarising</li> <li>- negotiating your position</li> <li>- reaching agreement</li> </ul> </li> <li>• list and apply negotiation skills in an enterprise, both with internal and external parties</li> <li>• analyse and evaluate the effectiveness of negotiations in enterprise</li> <li>• explain the importance of planning for meetings including notice of meeting, agenda and minutes</li> <li>• analyse and evaluate the effectiveness of meetings in enterprise</li> </ul>

Note to teachers : A good teaching strategy might be to have learners to plan and conduct a meeting on any aspect of their enterprise

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
<b>2.5 Running the enterprise</b> (continued)	<ul style="list-style-type: none"> <li>• understand the value of good customer service</li> <li>• be able to make an analysis and evaluation of the successfulness of an enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• define customer care</li> <li>• give examples of good and bad customer care</li> <li>• explain the responsibility of an enterprise to render good customer care</li> <li>• explain the benefits of customer care as a marketing tool</li> <li>• explain consumer rights</li> <li>• explain the role of consumer rights lobby groups (i.e. Namibia Consumer Trust)</li> <li>• explain consumer rights</li> <li>• illustrate consumer rights by means of examples</li> <li>• explain the function of the Namibian Standards Institution (NSI) with regards to customer service</li> <li>• explain the role of NAMFISA in terms of its members' complaints handling procedures</li> <li>• analyse and evaluate the success of an enterprise</li> </ul>

## **6. ASSESSMENT OBJECTIVES**

The assessment objectives are:

- A Knowledge with understanding
- B Application
- C Investigation and analysis
- D Evaluation, judgement and decision making

### **A Knowledge with understanding**

Learners should:

1. demonstrate knowledge and understanding of enterprise skills, terms, concepts and conventions appropriate to the syllabus
2. demonstrate knowledge and understanding of theories and techniques commonly applied to, or used as part of, enterprise behaviour

The curriculum objectives define the factual material that Learners may be required to recall and understand.

*Questions testing these objectives will often begin with words such as: define, describe, explain, list, outline, state.*

### **B Application**

Learners should:

1. apply their knowledge and understanding of facts, terms, concepts and skills to enterprise problems and issues
2. apply their knowledge and understanding of theories and techniques commonly applied to enterprise problems and issues
3. plan to carry out appropriate enquiries in order to make judgements and decisions

*Questions testing these objectives will often begin with words such as: calculate, comment, determine, explain, illustrate.*

### **C Investigation and analysis**

Learners should:

1. investigate, select, order, analyse and interpret information, in narrative, numerical and graphical forms, using appropriate techniques
2. use enterprise data, recognise patterns in such data, and deduce relationships
3. analyse results from entrepreneurial situations

*Questions testing these objectives will often contain words such as: analyse, compare, contrast, distinguish, examine, investigate.*

### **D Evaluation, judgement and decision making**

Learners should:

1. distinguish between evidence and opinion, make reasoned judgements and present appropriate recommendations
2. evaluate the social and environmental implications of particular courses of entrepreneurial action
3. recognise that enterprise theory is subject to various limitations and uncertainties
4. make decisions and suggest proposals based on novel data that will be provided

*Questions testing these objectives will often contain words such as: choose, assess, consider, discuss, evaluate, propose, recommend, suggest.*

## 7. SCHEME OF ASSESSMENT

All learners will take Paper 1 and Paper 2.

### Differentiation

All learners are expected to pursue the same curriculum objectives, and differentiation will be by outcome.

### Description of papers

<b>Paper 1</b>			
<b>Written</b>	<b>2 hours</b>	<b>100 marks</b>	<b>Weighting 50%</b>
Paper 1 of Entrepreneurship Ordinary level consists of two compulsory sections.			
<b>Section A:</b> This section will contain a variety of short answer questions and data response questions of variable mark value, which require answers of varying length and difficulty. It will test skills according to assessment objectives A - C as per the specification grid. (40 marks)			
<b>Section B:</b> This section will contain 2 case studies with questions set on all assessment objectives as per the specification grid. (30 x 2 = 60 marks)			
<b>Paper 2</b>			
<b>Coursework</b>	<b>5 terms</b>	<b>100 marks</b>	<b>Weighting 50%</b>
Paper 2 of the NSSC Entrepreneurship Ordinary level examination consists of coursework activities where Learners must follow instructions that will be supplied to them during the beginning of the first year and a portfolio of evidence using a variety of communication methods to be submitted by June of the second year. This will be marked at school and ten Learners per school or ten per cent (whichever is the most) will be externally moderated by the Directorate of National Examinations and Assessment (DNEA) of the Ministry of Education, Arts and Culture.			
The purpose of the portfolio is to allow Learners the opportunity to demonstrate their ability to apply entrepreneurial knowledge and skills.			

## 8. SPECIFICATION GRID

The relationship between assessment objectives and components of the scheme of assessment is shown below.

Assessment objectives	Paper 1 (marks)		Paper 2 (marks)	Overall weighting of papers
	Section A	Section B		
A Knowledge with understanding	27	13	20	30%
B Application	8	12	40	30%
C Investigation and analysis	5	20	20	22,5%
D Evaluation, judgement and decision making	0	15	20	17,5%
<b>Total marks</b>	<b>100</b>		<b>100</b>	<b>100%</b>
Weighting	50 %		50 %	100%

The assessment objectives are weighted to give an indication of their relative importance. They are not intended to provide a precise statement of the number of marks allocated to particular assessment objectives.

## 9. COURSEWORK ACTIVITIES AND ASSESSMENT CRITERIA

The coursework activities will count 100 marks towards the learner's final mark and will contribute 50% towards the final mark.

**No group work is allowed for coursework at the NSSCO level in tasks 1 to 4.**

**Plagiarism** is an offence and will not be tolerated. See notes on Plagiarism in Annexe B.

Coursework may be handed in before but must not be handed in after the timelines provided in the table on the next page.

Each learner will be expected to hand in a coursework portfolio with 5 assignments. Each assignment will carry a weighting of 20% of the total coursework. Each assignment will cover the assessment objectives as follows:

A = 20%

B = 40%

C = 20%

D = 20%



Mark schemes/marking grids for the coursework are provided in the syllabus. Coursework forms will be sent to schools by the Directorate of National Examinations and Assessment (DNEA)

If a learner changes from one school to another during the course, all relevant coursework activities should be forwarded to the learner's new school.

The following tasks should be included in the Portfolio:

	<b>Tasks</b>	<b>Syllabus reference</b>	<b>Timeline</b>	<b>Submission format</b>
1.	A. Creativity test B. 1 Example Problem reversal	1.1 + 2.1	April/May 1 <sup>st</sup> year	Tool Report
2.	Motivated choice of opportunity (own ideas)	1.2 + 2.1	August 1 <sup>st</sup> year	Report
3.	Market feasibility study Research methods	2.2 +2.3	November 1 <sup>st</sup> year	Report Survey questionnaire
4.	Business plan Advert Rules and regulations for his/her own enterprise	2.3 + 2.4	June 2 <sup>nd</sup> year	Business plan Advertisement and criteria Rules and regulations
5.	Social entrepreneurship joining/initiating (5 days/15 hours)	2.1	Any time before March 2 <sup>nd</sup> year	Report on practical

Specifications of each task will follow on the next pages.

### 9.1 Task 1: Finding yourself (Due date: April/May of the first year)

#### A. Complete a creativity test tool (see Annexe A of the syllabus)

Learners will complete a creativity test tool (quiz) to enable them to determine their own creativity level. Learners should complete the test and then comment on the outcome. Marks will be allocated when the quiz is completed, scored, signed and dated and included in the Portfolio. The teacher should provide the creativity test tool to the learners. Teachers explain the test and its instructions to learners.

Learners **should**:

1. read through the tool and identify unclear concepts
2. read the instructions
3. complete the tool
4. score themselves
5. make a comment on the outcome
6. hand it in for teacher to check
7. file it in the portfolio

#### B. Example of using problem reversal techniques

Learners should submit a formal written report about the process and findings of **one** of the 9 challenges listed. The report, which should consist of a minimum of 2 pages and should include appropriate titles and subheadings, should cover:

1. An explanation of the term problem reversal
2. A general outline of the ways in which the challenges will be solved or satisfied
3. Apply the outline to **one** of the nine challenges listed below. Include a conclusion that investigates the likely impact of implementing the new ideas suggested.
  - (a) How to boost one's self-esteem
  - (b) Having a place to complete homework
  - (c) How to get learners to pass all their subjects
  - (d) How to stop gender based violence in your society
  - (e) How to reduce noise pollution from shebeens in residential areas
  - (f) How to enhance entrepreneurial thinking in the community
  - (g) How to curb corruption through accountability
  - (h) How to make the community aware of a greener environment
  - (i) How to make Namibia self-sufficient with food provision

	Assessment guidelines for task 1	Assessment objectives			
		A	B	C	D
A	Creativity test tool			2	
B	1. An explanation of the term problem reversal	8			
	2. A general outline of the ways in which the problems will be solved or satisfied	4	6		
	3. The challenge was stated	1			
	The problem was described in detail		1		
	The assumptions which are relevant to the basic problem were established			5	
	The assumptions have been reversed and the opposites written down		5		
	An explanation was given of how each reversal can be accomplished		10		
	One of the reversals was chosen and explained how it can solve the challenge				6
	Include a conclusion that investigates the likely impact of implementing the new ideas suggested.			6	6
		<b>13</b>	<b>22</b>	<b>13</b>	<b>12</b>

## 9.2 Task 2: Identifying choice of ideas (own ideas) (Due date: August of the first year)

Learners should present evidence that they were able to realise and understand entrepreneurial opportunities and the application of the entrepreneurial model. Two ideas should be generated by identifying problems e.g. job creation, social needs, unemployment and trying to solve them. Evidence should be provided that they applied techniques to enhance creativity, show awareness of the stages in the creative process as well as skills they need for evaluating entrepreneurial ideas through research. Learners' awareness of the model of entrepreneurship to start an enterprise will be displayed in this way.

Learners should submit a formal written report about the process and outcome of identifying entrepreneurial ideas in their environment and making a choice for an entrepreneurial opportunity. The report should consist of approximately 1000 words and should include appropriate titles and subheadings and should cover:

1. An introduction: a short summary of what is the aim of the report which should include the model of entrepreneurship
2. The important skills needed to be an entrepreneur, an explanation to what extent the learner possess these skills and the ability to apply two creative techniques
3. Show evidence of how the entrepreneurial ideas were identified (needs and how they can be solved in an enterprising way) and researched
4. The assessment and ranking of ideas
5. The motivation/justification why the specific idea was chosen (the positive aspects/benefits and the negative aspects/challenges)
6. Describe how the best idea can be transformed into an entrepreneurial venture.

	Assessment guidelines for task 2	Assessment objectives			
		A	B	C	D
1.	The aim of the report and how it connects to the model of entrepreneurship was explained (aim = 5A; how it connects = 5A+5B)	10	5		
2.	The ability to apply creative techniques in generating two ideas (any two techniques) should be displayed and skills mentioned		14		
3.	Entrepreneurial ideas were identified and researched (identified = 10B; researched = 10C)	10	8		
4.	The learner assessed and ranked ideas from most to least viable by means of its advantages and disadvantages (assessment = 8B; ranking = 10C)		8	10	
5.	A justified choice was made				10
6.	The learner described how the best idea can be transformed into an entrepreneurial venture (Type & form = 4B; best idea = 10C; transformation = 11D)		4	10	11
		<b>20</b>	<b>39</b>	<b>20</b>	<b>21</b>

### **9.3 Task 3: Testing the idea (Feasibility study, using research methods)** **(Due date: November of the first year)**

A market feasibility study should be conducted based **on the chosen business idea from task 2** and a report written on it. There should be evidence of research e.g. questionnaire.

Learners should do and submit the following:

#### **1. Planning**

- (a) State the purpose of the feasibility study
- (b) State the timings of the activities in a table
- (c) Decide on the most suitable method of research (Learners should also include the methods not selected and the reasons why they were not selected)
- (d) Decide on the target market/population and sample
- (e) Create a tool to obtain data with  
(This section is done in future tense)

#### **2. Conducting/carrying out the research**

Approach the target market/population sample which was identified and complete the data tool.

#### **3. Analyse the data**

Compile findings according to the data with the aid of tables, diagrams and/or explanations.

#### **4. Compile the market feasibility report in the following format:**

- (a) Introduction
- (b) Methodology
- (c) Findings
- (d) Recommendations and conclusion
- (e) References/sources  
(The report should be in past tense with the recommendations in future tense)

Assessment guidelines for Task 3	Assessment objectives			
	A	B	C	D
<b>1. Planning Research</b>				
Purpose of the feasibility study is stated	5			
A clear evidence of the timing of the activities (to include a table)		5		
The learner has explained various research methods	6			
The learner has made a choice on which research method will be used and which research methods will not be used and an explanation why			9	
There is evidence that the learner identified the target market/population and sample		5		
The tool designed prescribed to the criteria above		5		
<b>2. Use of research tool (carrying out the research)</b>				
The learner completed the designed research tool according to the sample identified		5		
<b>3. Analyse data</b>				
Findings have been displayed with the use of tables, diagrams and/or explanations		18	12	
<b>4. Market Feasibility Report</b>				
The report conforms to the format (Introduction, Methodology, Findings, Recommendations and Conclusion)	5			
The content of the report showed that the learner understood the purpose of the market feasibility study (Is the idea viable or not?)				20
References / sources	5			
	<b>21</b>	<b>38</b>	<b>21</b>	<b>20</b>

#### **9.4 Task 4: Creating the blueprint for the chosen entrepreneurial venture (Due date: June of the second year)**

Learners should compile and submit a business plan on their chosen entrepreneurial venture from Task 2. They should include all the components of the business plan as stated below as well as the market feasibility study report's findings from Task 3. The business plan should have as annexes:

- an advertisement (written media) of the enterprise and a brief indication of which criteria is were applied to make it a successful advertisement in his/her opinion and
- a summary of rules and regulations that will govern the chosen entrepreneurial venture

##### **1. Business plan**

The business plan should be in the following format:

- (a) Cover page – Name and address of enterprise, name and address of entrepreneur, nature of enterprise and confidentiality clause
- (b) Table of contents
- (c) Description of the enterprise
- (d) Summary of market research carried out in Task 3
- (e) Marketing Plan
- (f) Production Plan
- (g) Financial Plan
- (h) Organisational Plan
- (i) Action Plan

##### **2. Annexes**

- (a) Advertisement and criteria
- (b) Summary of rules and regulations

Assessment guidelines for Task 4	Assessment objectives			
	A	B	C	D
<b>1. Business Plan</b>				
<b>(a) Cover Sheet</b>				
Name; addresses; contact details; date of plan; general layout; 1st impression; confidentiality clause	4			
<b>(b) Table of Contents</b>				
Main headlines listed and page numbers aligned	1			
Figures/Graphs, Tables, Charts listed separately with page numbers aligned	1			
<b>(c) Description of Enterprise</b>				
Business vision, goals, aims and objectives		3		
Logo		1		
Description of customer needs that will be satisfied with this idea/solution			3	
Description of the unique features of this service/product		4		
Creative value of this service/product				
Type of business	1			
Form of ownership and motivation	3			
<b>(d) Market Feasibility Report</b>				
Inclusion of summary of market feasibility report from Task 3	2			
<b>(e) Marketing Plan</b>				
Description of industry/market; Competition; Market value; SWOT analysis		2	3	
Description of market segmentation; Customers; Market size		1	2	
Description of the marketing mix (4Ps)		4		
<b>(f) Production Plan (If not manufacturing business a description of how the business will render a service or obtain goods to sell)</b>				
Description of facilities (location); raw materials, time frame, manufacturing; capability & equipment, If not manufacturing – source of goods, time frame, transport and other logistics		8		
<b>(g) Organisational Plan</b>				
Organogram			2	
Number of workers and responsibilities		2		
<b>(h) Financial Plan</b>				
Amount of capital needed		1		
Source of capital		1		
Pricing, break-even analysis, calculation of profit				4
Projected Income Statement		3		
Projected Statement of Financial Position		3		
Cash flow forecast				3
Projected capital equipment				2
<b>(i) Action Plan</b>				
Description of the steps taken to bring business into full production		2		2
<b>2. Annexes</b>				
<b>(a) Advertisement</b>				
Is the advertisement in line with the defined objectives and strategies of the enterprise explained in the business plan?				5
Does the graphic element raise interest for the target market? Does it have appeal?			4	
Which criteria was used to make the advertisement a success	4			
Were the criteria as stated by the learner applied?				5
Does the layout have a focal point which links the graphics to text and to the enterprise's logo?			6	
<b>(b) Rules and Regulations</b>				
Summary of Rules and Regulations that will apply to the enterprise	3	5		
	<b>19</b>	<b>40</b>	<b>20</b>	<b>21</b>



### 9.5 Task 5: Giving back (Social entrepreneurship) (Due date: March of the second year)

Social enterprises are businesses with a social purpose and not to make profit.

Learners should either start their own social enterprise or they should get involved in such an enterprise. The involvement should be at least for 5 days or 15 hours and can be done at the discretion of the learner before the due date. The involvement is not seen as part of the guided learning hours for the course. Learners also have to develop and use a tool to monitor and evaluate the work in the social enterprise.

A report should be submitted which will cover the whole spectrum of the enterprise. Furthermore it should contain activities executed in the field and how these have impacted on the community in which it was executed.

If learners work in a group for the task, they still have to write **individual** reports. Learners, who copy tasks or parts of tasks, will score 0 for copied parts/tasks. This will be applied to everyone who has the same parts, as we will not know who copied from whom. Teachers should already give the 0 or advise candidates to redo the task before it is sent in for moderation, to avoid the whole centre's marks of being scaled down.

It is recommended that a social entrepreneur where possible could be invited into the school to talk to the learners about their enterprise.

Learners should give consideration to the following in the report:

1. An introduction that includes the learner's understanding of a social enterprise
2. The legal form of the social enterprise. Options include unincorporated associations, trusts, limited companies, industrial and provident societies, Community Interest Companies and charitable incorporated organisations; This may not always apply.
3. The aims of the enterprise that the learner was involved in and his/her role in the enterprise and commitment towards these aims
4. The stakeholders involved in the enterprise
5. The action plan of the enterprise
6. Major challenges for the enterprise and how they were overcome, e.g. competitors with fewer social and/or environmental considerations, key regulations that might affect the enterprise, how the social enterprise will be financed
7. A recommendation on the viability and sustainability of the business idea – i.e. if a market exists for the service or product
8. A tool to monitor and evaluate their work in the social enterprise was developed and completed.
9. The social impact of the enterprise during the learner's involvement:
  - how did people benefit from it
  - in which ways did the learner contribute to this (based on the learner's evaluation)

	Assessment guidelines for task 5	Assessment objectives			
		A	B	C	D
	<b>The initiative/organisation and you</b>				
1.	The learner introduced her/his understanding of a social enterprise	4			
2.	The legal form	1			
3.	The learner identified and explained the aims of the chosen social enterprise (existing or new) and analyse the problems in the community that it is trying to solve (Identified = 5A; Explain aims = 5B; Analysing problems = 5C)	5	5	5	
	The learner explained his/her role in the social enterprise		5		
4.	The learner explained all the stakeholders in the social enterprise	5			
5.	The learner drafted and explained a detailed action plan	5	5		
6.	The learner described the major challenges faced in the enterprise (funds, political, managerial issues, staff capacity, technical and organisational know-how, social barriers, etc.).			10	
7.	A recommendation has been included of the sustainability of the enterprise				15
8.	The learner included a tool which monitored and evaluated his/her work		10	5	
9.	<b>Social Impact</b>				
	The learner indicated how people benefited directly from the enterprise during the engagement period. (Before and after)		5		
	Proof has been included to substantiate that the enterprise's actions did improve people's lives and/or that the learners were involved		10		5
		<b>20</b>	<b>40</b>	<b>20</b>	<b>20</b>

## 10. GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by Learners awarded particular grades. The grade assessment will depend, in practice, upon the extent to which the candidate has met the assessment objectives overall and it might conceal weakness in one aspect of the examination which is balanced by above average performance in some other aspect. Learners will be graded on a scale of A\*-G. The descriptors for judgmental thresholds (A, C, E and G) are given below.

At **Grade A** the learner will be expected to show:

*A Knowledge with understanding*

1. an excellent ability to identify detailed facts and principles in relation to the content of the syllabus
2. an excellent ability to describe graphs, diagrams and tables
3. an excellent ability to define the concepts and terminology of enterprise

*B Application*

1. an excellent ability to apply knowledge and understanding, using terms, concepts, theories and methods effectively to address enterprise problems and issues
2. an excellent ability to apply this information in a logical and well-structured manner to a particular situation

*C Investigation and analysis*

1. an excellent ability to analyse and evaluate information by weighing up the advantages and challenges before deciding on actions
2. an excellent ability to distinguish between evidence and opinion

*D Evaluation, judgement and decision making*

1. an excellent ability to discriminate between complex and varied information and to distinguish clearly between facts and opinions
2. an excellent ability to make clear, reasoned judgements and communicate them in an accurate and logical manner
3. an excellent ability to make rational and consistent choices

At **Grade C** the learner will be expected to show:

*A Knowledge with understanding*

1. a reasonable ability to identify detailed facts and principles in relation to the content of the syllabus
2. a reasonable ability to describe graphs, diagrams and tables
3. a reasonable ability to define the concepts and terminology of enterprise

*B Application*

1. a reasonable ability to apply knowledge and understanding, using terms, concepts, theories and methods effectively to address enterprise problems and issues
2. a reasonable ability to apply this information in a logical and well-structured manner to a particular situation

*C Investigation and analysis*

1. a reasonable ability to analyse and evaluate information by weighing up the advantages and challenges before deciding on actions
2. a reasonable ability to distinguish between evidence and opinion

*D Evaluation, judgement and decision making*

1. a reasonable ability to discriminate between complex and varied information and to distinguish clearly between facts and opinions
2. a reasonable ability to make clear, reasoned judgements and communicate them in an accurate and logical manner
3. a reasonable ability to make rational and consistent choices

At **Grade E** the learner will be expected to show:

*A Knowledge with understanding*

1. some ability to identify detailed facts and principles in relation to the content of the syllabus
2. some ability to describe graphs, diagrams and tables
3. some ability to define the concepts and terminology of enterprise

*B Application*

1. some ability to apply knowledge and understanding, using terms, concepts, theories and methods effectively to address enterprise problems and issues
2. some ability to apply this information in a logical and well-structured manner to a particular situation

*C Investigation and analysis*

1. some ability to analyse and evaluate information by weighing up the advantages and challenges before deciding on actions
2. some ability to distinguish between evidence and opinion

*D Evaluation, judgement and decision making*

1. some ability to discriminate between complex and varied information and to distinguish clearly between facts and opinions
2. some ability to make clear, reasoned judgements and communicate them in an accurate and logical manner
3. some ability to make rational and consistent choices

At **Grade G** the learner will be expected to show:

*A Knowledge with understanding*

1. a limited ability to identify specific facts, conventions and techniques in relation to the content of the syllabus.
2. a limited familiarity with definitions of the central concepts and ideas of the syllabus.

*B Application*

1. a limited ability to classify and comment on business information.
2. a limited ability to apply the tools of economic analysis to particular situations.

*C Investigation and analysis*

1. a limited ability to use and comment on information presented in various forms.
2. a limited ability to apply and make reasoned judgements.

*D Evaluation, judgement and decision making*

1. a limited ability to discriminate between more complex and varied information and to distinguish clearly between facts and opinion.
2. a limited ability to make rational and consistent choices in matters where economic influences are at work.

## 11. GLOSSARY OF TERMS USED IN EXAMINATION PAPERS

This glossary of terms used in the Entrepreneurship papers (which are relevant only to Entrepreneurship) is aimed at helping Learners to know what is expected in answers. The glossary has been deliberately kept brief with respect to the descriptions of meanings.

<b>Acknowledge</b>	give a reference to the source of information
<b>Advise</b>	recommend a certain action
<b>Analyse</b>	write about in detail or examine information in detail to discover patterns, relationships or trends
<b>Apply</b>	make knowledge relevant to a specific problem, task or context
<b>Assess</b>	analyse and consider all the different aspects
<b>Calculate</b>	use mathematical methods to work something out. A numerical answer is required – working must be shown, especially where two or more steps are involved.
<b>Categorise/classify</b>	to put into distinct groupings
<b>Choose</b>	pick out / select / select out of a greater number / decide to do one thing rather than another / make a choice between
<b>Collect</b>	assemble / accumulate / bring together
<b>Comment</b>	write notes about the subject / write an explanatory note or remark or criticism / make critical remarks upon
<b>Compare</b>	say how one thing is like or different from another / find resemblances and differences
<b>Compile</b>	put together / create
<b>Complete</b>	finish or fill in the gaps
<b>Compose</b>	plan and write
<b>Conduct</b>	carry out, perform or do a certain task
<b>Consider</b>	with the merits of ... / be of opinion that / think over / reflect
<b>Contrast</b>	say how things are different from each other / set two things, one with another in opposition, so as to show their differences
<b>Critique/criticise</b>	detailed notes on the good and bad points of something
<b>Decide</b>	pick / agree on

<b>Deduce</b>	draw a conclusion from given information or use the information provided to come to a conclusion, i.e. reference to a law or principle or the necessary reasoning is to be included in the answer
<b>Defend</b>	argue with conviction an option or route that you chose
<b>Define</b>	provide a precise statement of the meaning of a term or concept / describe accurately / definition of something
<b>Demonstrate</b>	show / express certain skills
<b>Depict</b>	draw a diagram, graph or picture
<b>Describe</b>	state what something looks like or how it works / state the features or characteristics of an object or process / set out the factual details of something
<b>Determine</b>	use the information given to work out the answer
<b>Develop</b>	build up / create
<b>Differentiate</b>	write down the differences between two or more terms/concepts
<b>Discuss</b>	write in detail about all the aspects of a subject / give a critical account of the points about the topic.
<b>Display</b>	show / demonstrate
<b>Distinguish</b>	explain the differences between two or more terms/concepts / point out the differences of one thing from another / differentiate
<b>Draw</b>	sketch / depict e.g. graphs
<b>Draw conclusions</b>	summarise the outcome / arrive at a judgement
<b>Estimate</b>	find a reasoned order of statement or calculation of the quantity/amount concerned
<b>Evaluate</b>	state whether you think something is good or bad and give reasons for your opinion / use the information provided to make a judgement about something
<b>Examine</b>	break down an issue and explain it / investigate / scrutinize / enquire into
<b>Explain</b>	make something clear / state what happens, together with how and why
<b>Explore</b>	look into / discover facts about a scenario/context
<b>Find</b>	calculate / determine / measure
<b>Generate</b>	make / create
<b>Give</b>	provide short, concise answers without explanation

<b>Give examples</b>	provide / present cases from your experience/knowledge
<b>Highlight</b>	state the most important parts of something
<b>Identify</b>	pick out what is unique about a scenario/context
<b>Illustrate</b>	draw a picture or graph or diagram / explain using ... / make clear by examples
<b>Imagine</b>	from a mental image of / assume / be of opinion that
<b>Implement</b>	put into practice
<b>Incorporate</b>	include
<b>Indicate</b>	show
<b>Interpret</b>	demonstrate your understanding
<b>Investigate</b>	give the meaning of something / reasoning or some reference to theory, depending on the context / examine a problem in a systematic way
<b>Justify</b>	give reasons for why something should be the way it is
<b>Label</b>	add labels onto a diagram
<b>List</b>	give a number of answers one after the other, often each of one word or a phrase
<b>Locate</b>	find
<b>Match</b>	link terms/concepts together
<b>Measure</b>	accurately provide a figure by some standard or rule
<b>Mention</b>	write about very briefly / refer to
<b>Name</b>	state / specify / identify
<b>Organise</b>	give orderly structure to
<b>Outline</b>	write down the main points
<b>Paraphrase</b>	write down/summarise in different words
<b>Plan</b>	prepare
<b>Predict</b>	make a logical deduction either from your own knowledge or from the information given in the question or both
<b>Prepare</b>	get ready
<b>Present</b>	give / hand over / show results

<b>Propose</b>	suggest / recommend / advise / put forward options
<b>Recommend</b>	explain the good points about something / suggest the way forward / course of action
<b>Record</b>	something established as fact by being registered/observed/studied
<b>Refer to</b>	write about / use as an example
<b>Reflect</b>	Think deeply about and comment on a specific scenario/concept
<b>Relate</b>	establish link between
<b>Report</b>	a written or verbal statement giving an account of an event/activity
<b>Review</b>	retrospective survey of the past / critique of
<b>Select</b>	choose
<b>Show</b>	explain or make something clear
<b>State</b>	write down / provide short, concise answers without explanation
<b>Study</b>	read or look at something carefully in order to understand it
<b>Substantiate</b>	give reasons in support of
<b>Suggest</b>	write down possible reasons for something / use your knowledge and the information in the question to give what you think is the best answer
<b>Summarise</b>	give a short account of the main points of a given scenario/context in your own words
<b>Tabulate</b>	give information in rows and columns



## 12. GLOSSARY OF TERMS USED IN THE LEARNING CONTENT OF THE SYLLABUS

<b>association technique</b>	a technique to stimulate creative thinking processes through the usage of linkages or associations among unrelated or related concepts, ideas or objects
<b>barriers to creativity</b>	blocks or deterrents that eliminate creative possibilities
<b>bidding</b>	the process of making an offer/bid/proposal or expressing interest in response to an invitation/request
<b>business plan</b>	is a written document that explains in detail how a business is to operate
<b>business rights clause</b>	a paragraph in a document giving one signatory the right to trade in a particular manner
<b>capital</b>	refers to the resources that businesses can use in their operations like cash, machinery, equipment and other. We distinguish between <ul style="list-style-type: none"><li>- physical capital, e.g. factory</li><li>- financial capital, e.g. money</li><li>- human capital, e.g. people/labour</li></ul>
<b>communication</b>	the exchange of information
<b>consumer right</b>	the protection that end users have when buying products and/or services
<b>controlling</b>	measuring and evaluating the work done in an enterprise to make sure that targets are met
<b>copyright</b>	the legal right of producers of intellectual property or publishers to control the use and reproduction of their original works
<b>creativity</b>	the formulation of new and original ideas
<b>credit history</b>	a record of past payments used as a guide for future financial transactions
<b>customer care</b>	the activity of looking after buyers and helping them with any complaints or problems
<b>data analysis</b>	information, often in the form of facts or figures obtained from experiments or surveys, used as a basis for making calculations or drawing conclusions
<b>discontinuity principle</b>	a technique to stimulate creative thinking processes by forcing oneself to think 'out-of-the-box'/in unconventional ways
<b>document study</b>	to make a record of something by writing about it and to analyse/scrutinise it
<b>e-commerce</b>	trading by using technology, e.g. internet, cell phones

<b>enterprise</b>	an entrepreneurial venture that brings together economic resources to achieve a desired objective
<b>enterprise (business) network</b>	a large and widely distributed group of enterprises that communicate with one another and work together as a unit or system
<b>entrepreneur</b>	an innovative person that can see a need, form an idea of how to supply for the need, transform the idea into an opportunity and, in doing so, takes a risk
<b>entrepreneurship</b>	entrepreneurship is a dynamic and social process where individuals, alone or in collaboration, identify opportunities for innovation and act upon these by transforming ideas into practical and targeted activities, whether in a social, cultural or economic context
<b>environmental degradation</b>	the process of decline in quality of the environment
<b>ethics</b>	a consideration of moral principles and values in guiding human actions
<b>export processing zone (EPZ)</b>	an area in a developing country where foreign and domestic enterprise can set-up to promote industrial and commercial exports and enjoy rebates on levies and taxes
<b>franchise</b>	an enterprise licensed to use brand names, promotional logos and trading methods of an existing successful enterprise
<b>government incentive</b>	a tool to promote investment and enterprise activity, e.g. rebates on taxes and levies instituted by a government
<b>HIV and AIDS</b>	a disease of the immune system caused by infection and may be found in a large part of a population
<b>idea generation</b>	brainstorming various ideas for consideration by an enterprise
<b>increased connectivity</b>	more communities are able to connect globally through Information and Communication Technology (ICT)
<b>incubation centre</b>	a place where the gradual development of an enterprise idea into a fully operational venture can be encouraged and supported
<b>interview</b>	a meeting during which somebody is asked questions, e.g. by a prospective employer, a journalist, or a researcher
<b>leading</b>	guiding, directing, influencing and supervising those you are responsible for

<b>management tasks</b>	the process of planning, leading, organising and controlling in an enterprise
<b>market feasibility study</b>	an investigation into the probability/possibility that an idea has a chance of being successful or not
<b>market potential</b>	the possibility of the demand for a product and/or service in a specific market
<b>market research</b>	the action or activity of gathering information about consumers' needs and preferences
<b>marketing</b>	the process to identify and satisfy the needs and wants of people and anticipate their future needs and wants
<b>marketing mix</b>	the combination of price, product, place and promotion
<b>marketing strategy</b>	the way to reach the fundamental goal of increasing sales and achieving a sustainable competitive advantage
<b>model of entrepreneurship</b> (this syllabus)	the steps how an entrepreneurial venture is established
<b>Namibian Standards Institution (NSI)</b>	an institution that regulates the quality of products and services in Namibia
<b>negotiation</b>	the reaching of agreement through discussion and compromise / joint decision making involving bargaining between the management and workforce of an enterprise
<b>novel idea</b>	new concept
<b>observation</b>	the result or record of looking at something / taking note of something
<b>organising</b>	the delegation of tasks within an enterprise, to ensure that they are carried out successfully / coordinating resources to form/produce a coherent structure
<b>patent</b>	an exclusive right officially granted to an inventor to make or sell an invention
<b>philanthropy</b>	a desire to improve the material, social, and spiritual welfare of humanity, especially through charitable activities
<b>planning</b>	setting aims and targets and plan for the resources that will be needed to reach them and to give direction and purpose in an enterprise
<b>problem reversal</b>	a technique to stimulate creative thinking processes by forcing one to see things backwards, inside out and upside down, thereby enabling one to analyse the whole concept or problem

<b>questionnaire</b>	a set of questions used to gather information in a survey
<b>random input</b>	a technique to stimulate creative thinking processes through the development of words, pictures and images
<b>reference method</b>	the method to use or refer to a source in research / a method to acknowledge intellectual property
<b>research</b>	methodical investigation into a subject in order to discover facts
<b>sampling</b>	the process of selecting a group of people or products to be used as a representative of a target population
<b>Section 21 company</b>	a company registered to operate an organisation that will not necessarily have profit as its motive
<b>self assessment tool</b>	a written test whereby one can test one's attributes, e.g. entrepreneurial abilities or creativity
<b>self-awareness</b>	having a view of your own personality
<b>simple survey</b>	to look at or consider somebody or something closely, especially in order to form an opinion
<b>social entrepreneurship</b>	the practice of entrepreneurship relating to human welfare
<b>social responsibility</b>	The obligation of an organisation or individual towards the welfare and interests of the society in which it operates
<b>standard</b>	an agreed level of quality to use as a reference
<b>sustainable use</b>	utilising natural resources without destroying the ecological balance of an area and taking into account the needs of future generations
<b>trademark</b>	a name or symbol used to show that a product is made by a specific company and legally registered so that no other manufacturer can use it
<b>triple bottom line</b>	environmental sustainability and social responsibility used as criteria when judging the overall performance of a company, in addition to purely financial considerations
<b>turnkey project</b>	an enterprise that is complete and ready to commence trading upon delivery or installation
<b>unemployment</b>	the percentage of the labour force who do not have a job and are actively seeking a job

## ANNEXE A Creativity tool

(To be completed with task 1)

### How creative are you?

(Adapted from <http://www.mindtools.com/pages/article/creativity-quiz.htm>)

#### Instructions

For each statement, tick (✓) the column that best describes you. Please answer questions as you actually are (rather than how you think you should be), and don't worry if some questions seem to score in the 'wrong direction'.

16 Statements to answer	Not at all	Rarely	Sometimes	Often	Very often
1 Creative people should specialize in coming up with lots of ideas. Other people should then implement these.					
2 If I have a problem, I allow myself to back off active problem solving, and I create some mental distance between myself and the issue.					
3 When I'm coming up with ideas, I find myself using phrases like "we can't" or "we don't."					
4 I'm busy. As soon as I have a good idea, I move forward with implementation.					
5 I gather information from a wide variety of sources to stay current with what's happening in my field of work.					
6 I see problems, complaints, and bottlenecks as opportunities rather than as issues.					
7 When solving a problem, I try to rethink my current understanding of an issue to develop a deeper insight into it.					
8 I often ignore good ideas because I don't have the resources to implement them.					
9 I find problems and issues distracting. They cause me to lose focus on my real work.					
10 I'm confident that I can develop creative ideas to solve problems, and I'm motivated to implement solutions.					
11 I take time to investigate how things are working, even when there are no current problems.					

12	I always look for the causes of problems, so that I can understand what's really going on.					
13	I look for things in my environment to inspire me to find new interpretations of problems.					
14	I focus on issues that are important right now, preferring to worry about future problems as they arise.					
15	When gathering information about an issue, I explore solutions that have worked elsewhere in the past.					
16	When I generate ideas, I evaluate them and I quickly discard ideas that I don't like.					

Now **calculate your score** according to the grid on the next page:

**TOTAL:** \_\_\_\_\_ **SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**Comment on the outcome**

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### Score interpretation

Score	Comment
<b>16-36</b>	You're unsure of your creative talent. Maybe you haven't been given opportunities to be creative, or maybe you're convinced that you're simply not a creative person. Either way, look for opportunities to improve how you do things, even if you don't have any current problems. Use the discussion and resources below to be more creative – you'll be surprised by how creative you can be if you give yourself a chance!
<b>37-58</b>	Your creativity is a "work in progress." You've had some successes, so now it's time to let loose and stretch yourself. Share your ideas and perspectives with others, and ask them how they view problems. Adopt a collaborative approach to problem finding, and work actively with others to create and innovate. The tools and resources below will help you get to the next level of creativity.
<b>59-80</b>	Creativity is one of your strengths, and innovative and creative minds are highly sought after. So don't hide your ability! Look for ways to share your creativity process with others. Engage colleagues and teammates in creative pursuits, and promote creativity in your team and organization. And remember that you can always be more creative – so use the tools and discussion below to fulfil your creative potential!

**Score sheet for creativity tool:**

<b>Statement</b>	<b>Not at all</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very often</b>
1	5	4	3	2	1
2	1	2	3	4	5
3	5	4	3	2	1
4	5	4	3	2	1
5	1	2	3	4	5
6	1	2	3	4	5
7	1	2	3	4	5
8	5	4	3	2	1
9	5	4	3	2	1
10	1	2	3	4	5
11	1	2	3	4	5
12	1	2	3	4	5
13	1	2	3	4	5
14	5	4	3	2	1
15	1	2	3	4	5
16	5	4	3	2	1

## ANNEXE B Notes on Plagiarism

### 1. Definition

#### A short definition

“Plagiarism is defined as the unacknowledged use, intentional or unintentional, of the work of others as if this were your own original work.”

#### A more expanded definition

“Plagiarism is presenting someone else’s work or ideas (words or creations) as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed, art or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.”

### 2. What is plagiarism?

- (a) Plagiarism may be due to
  - **copying** (using another person's language and/or ideas as if they are your own)
  - **collusion** (unauthorised collaboration)
- (b) Methods include
  - quoting directly another person's language, data or illustrations without clear indication that the authorship is not your own and due acknowledgement of the source
  - paraphrasing the critical work of others without due acknowledgement – even if you change some words or the order of the words, this is still plagiarism if you are using someone else's original ideas and are not properly acknowledging it
  - using ideas taken from someone else without reference to the originator
  - cutting and pasting from the Internet to make a 'pastiche' of online sources
  - colluding with another person, including another candidate (other than as might be permitted for joint project work)
  - submitting as part of your own report or dissertation someone else's work without identifying clearly who did the work (for example, where research has been contributed by others to a joint project)
- (c) Plagiarism can occur in respect to **all types of sources and all media**
  - not just text, but also illustrations, musical quotations, computer code etc.
  - not just text published in books and journals, but also downloaded from websites or drawn from other media
  - not just published material but also unpublished works, including lecture handouts and the work of other students

### 3. Guidelines to avoid plagiarism

#### (a) Don't copy

Mimicking verbatim words from any other paper or book (even if it's your own previously published work) is not good writing. Very short quotations are acceptable when contained within quotation marks and citing the source immediately following the quote. It should go without saying that copying without quotation marks and lacking appropriate citations is blatant plagiarism, but unfortunately, this does occur.



**(b) Write in your own words**

Write out all your own ideas without using someone else's words or even another's writing style to help you out. This means that you should generally avoid paraphrasing as much as possible. Paraphrasing, or rewriting someone else's text in your own words, is acceptable only if it occurs minimally in the text (e.g., a paragraph) and the original source is cited at the end of the paraphrased passage. The easiest way to avoid any concerns about plagiarism here is to not paraphrase. Use your own, original "voice" to convey your ideas. Do not blend original and borrowed text without citing the borrowed text.

**(c) When in doubt, cite**

If you find yourself citing excessively because of this, it could be an indication that you're not writing enough in your own words. This is a sign you should consider rewriting your paper. Common words and phrases do not need to be cited or put into quotation marks, but any discussion of commonly understood concepts must be properly cited.

**(d) Don't recycle images, figures, tables or text from one of your own previously published papers without citing**

In general, it's better to not republish a figure that you've published before. But if you must, cite the original paper in the figure or table caption and make sure you mention in the text that it was from your earlier publication and obtain permission if you have not retained the copyrights. Do not recycle text from one paper to the next. Write new text for each paper. If you fail to do these things, you will be committing self-plagiarism, which, although often unintentional, is treated the same as wilful plagiarism.

**(e) Ask permission**

If you want to use a figure, table, or any kind of data that has not been published before, and has been created or gathered by someone who is not a co-author of your paper, you absolutely must ask their permission and attribute it to them. The same applies if you make your own figure or table using their data. Seek copyright permission for every published figure, table or illustration you intend to republish.

**(f) Find out if collaborative (group) work is permitted**

If you wish to **collaborate** with another person on your project, you should check with your teacher whether this might be allowed and then seek permission. Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the teacher concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism. When group work is permitted, each learner must write his/her own report and may not hand in a group effort.

**(g) Be careful with copying and pasting**

Be especially careful if **cutting and pasting** work from electronic media; do not fail to attribute the work to its source. If authorship of the electronic source is not given, ask yourself whether it is worth copying.

**4. Conclusion**

The golden rule: The examiners must be in no doubt as to which parts of your work are your own original work and which is the rightful property of someone else.

## 5. Sources

<https://www.hps.cam.ac.uk/students/plagiarism>

<https://link.springer.com/article/10.1007/s10439-012-0662-9>

[https://sta.uwi.edu/resources/documents/postgrad/guidelines\\_staff\\_students\\_plagarism.pdf](https://sta.uwi.edu/resources/documents/postgrad/guidelines_staff_students_plagarism.pdf)

<https://www.tcd.ie/undergraduate-studies/general-regulations/plagiarism.php>

<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1>





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