UNIVERSITY EXAMINATIONS

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BUSINESS INFORMATICS IIIA

18 October 2022

90 MARKS : 2 HOURS

EXAMINER: MS P VAN DER MERWE

MODERATOR: PROF A DA VEIGA

EXTERNAL MODERATOR: MS A HILLS

This examination paper consists of 9 pages and two sections:

SECTION A: 65 Marks
SECTION B: 25 Marks

Instructions:

- Make sure IRIS software activates and functions properly.

- This is a closed book, take-home examination invigilated through **IRIS** on the CSET myExam platform.

- E-books [PDF] or paper textbook usage is not allowed.

- Answer all questions in order and submit your typed answers in a PDF file.

- Use the CSET myExam link/platform to submit the correct PDF file before the link closes.

- Accept the honesty declaration.

- You have **30 minutes** to submit your answer script after the official examination time. Submissions made after the official examination time will be rejected by the examination regulations and will not be marked.

[PLEASE TURN OVER]

Additional student instructions:

1. Upload your answer script in a single PDF file (answer script must not be password protected or uploaded as "read only")

2. Incorrect file format and uncollated answer scripts will not be considered.

3. NO emailed scripts will be accepted.

4. You are advised to preview your submissions (answer script) to ensure legibility and that the correct answer script file has been uploaded.

5. Incorrect answer scripts and/or submissions made on unofficial examinations platforms (including the invigilator cell phone application) will not be marked and no opportunity will be granted for resubmission.

6. The mark awarded for incomplete submission will be the studentâs final mark. No opportunity for resubmission will be granted.

7. The mark awarded for illegible scanned submission will be the studentâs final mark. No opportunity for resubmission will be granted.

8. Submissions will only be accepted from registered student accounts.

9. If you have not utilised IRIS invigilation, you will be subjected to disciplinary processes.

10. Students suspected of dishonest conduct during the examinations will be subjected to disciplinary processes. UNISA has a zero tolerance for plagiarism and/or any other forms of academic dishonesty.

11. You have **30 minutes** to submit your answer script after the official examination time. Submissions made after the official examination time will be rejected by the examination regulations and will not be marked.

12. Should you experience network or load shedding challenges, you are advised to apply together with supporting evidence for an Aegrotat within three [3] days of the examination session.

13. Should you experience technical challenges, contact the SCSC 080 000 1870 or email Examenquiries@unisa.ac.za or refer to Get-Help resource for the list of additional contact numbers. ONLY communication from your myLIfe account will be considered.

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SECTION A   [65]

Case study: Up-Cycle-Clothes

Read the following case study carefully, and answer the questions that follow.

Background:

According to the BBC, millions of tons of textiles are wasted every year, as massive amounts of clothes, linen, and table cloths, to name a few, end up in landfills, and in the process, pollute the earth. Despite the stigma of the word "recycled", up-cycle clothes are garments that are made by reusing and transforming previously used and recycled clothing. In this process, new garments are made at a fraction of the cost and can be seen as an affordable option in the fashion world. Amongst the benefits of purchasing and wearing clothes from recycled clothes, include fewer carbon emissions and landfill waste. Furthermore, each item is unique!

John and Marty are two entrepreneurs in the Midlands of KwaZulu-Natal that started their company, "Up-Cycle-Clothes", in 2010. They have contacted the local communities and created a recycling hub where people can donate their old and no longer usable clothing. These clothing are then gathered, washed, and through their skilled hands are "up-cycled". They hope that their clothing will set new trends for style, functionality, sustainability and affordability. Furthermore, they hope to employ the local community in an attempt to give back to their community. The style of the clothes is aimed at the South-African market.

John and Marty are currently renting pop-up shopping spaces in local shopping malls in their area. Pop-up shops, as the name suggests, are limited-time-only retail stores. Typically, a small company will rent space in a large mall, or Saturday flea market, or even go mobile by renting a truck. As the restrictions after the pandemic are getting less restricted, and visitors are coming back to the Midlands, they have noticed that more and more people are visiting their shopping space and are making enquiries as to whether they can purchase online.

John and Marty spoke to Mr Shelepo, who is a marketing analyst, and he introduced them to the idea of an e-commerce pop-up shop. An e-commerce pop-up shop is different too, for example, a traditional website. Where a traditional website is a catch-all, that can accommodate lots of online visitors with a wide range of products (think for example of the Checkers or Takealot websites), an e-commerce pop-up shop is focused. It will appeal to a particular audience and a

more select range of products. John and Marty are giving this some thought, as they realise that this may be the next step in their small business. However, they will have to give some thought on how; what technology platforms (websites, social media, online chat groups, etc.) they can host their e-commerce pop-up shop; getting the community more involved; to name a few factors that they will have to consider.

John and Marty contacted you, as a third-year student, that is currently busy with Business Informatics IIIA, to help them in this new and exciting journey to include an e-commerce pop-up shop in their business.
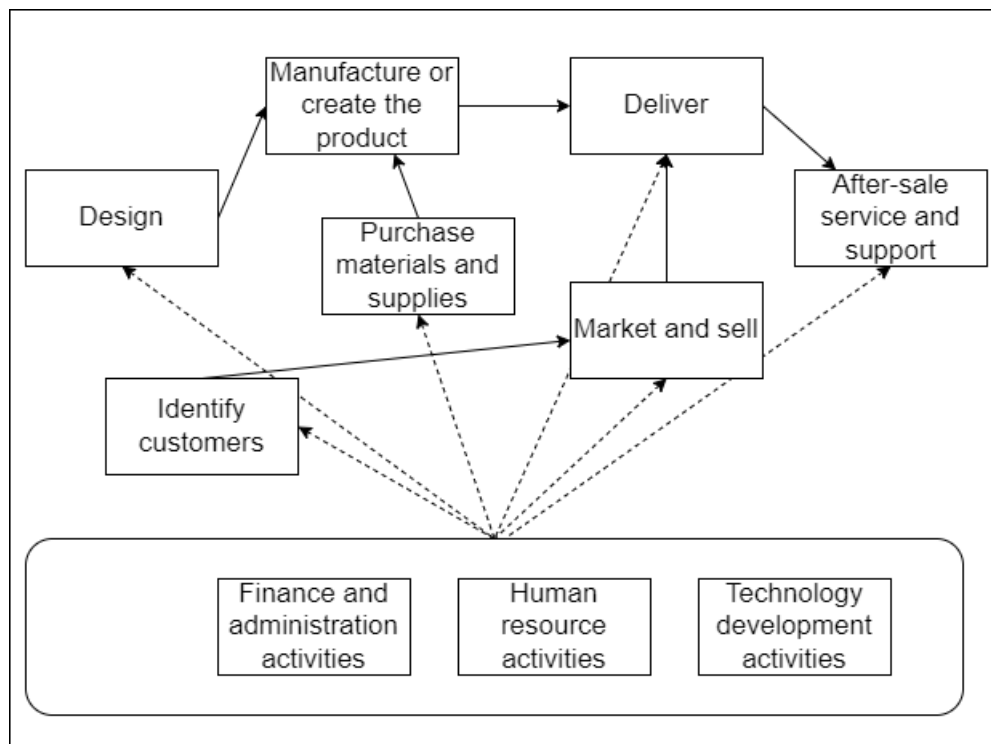
Question 1

Figure 1: Value chain for a strategic business unit

During your initial meeting with John and Marty, you sat down with them and discussed the primary and supporting activities (as described by Porter - see Figure 1) for the **value chain** relating to their "Up-Cycle-Clothes" business. Write a report where you explain to them the different primary and supporting activities in the value chain, relating to their specific business.

(10)

Question 2

Conduct a SWOT analysis for the **existing** "Up-Cycle-Clothes" business. Redraw the SWOT diagram and summarise your SWOT analysis results.

(12)

SWOT ANALYSIS	
STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

Question 3

Conduct a SWOT analysis for including the proposed **e-commerce** pop-up shop as part of their business. Redraw the SWOT diagram and summarise your SWOT analysis results. (12)

SWOT ANALYSIS	
STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

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Question 4

Refer back to the SWOT analysis that you've provided in Question 3. Write a report, where you provide John and Marty with **objectives** and the related **strategies** to create an attractive e-commerce pop-up shop that will meet the strengths and opportunities identified in the SWOT analysis, but also address some of the weaknesses and threats that are indicated in the SWOT analysis. (8)

Question 5

Technology-enabled customer relationship management, or often referred to as electronic customer relationship management (eCRM), refers to when a business obtains information about customers' behaviour, preferences, needs and buying patterns. Discuss, and provide examples, of how John and Marty can apply eCRM in their business in relation to the dimensions of

(a) targeting, (2)

(b) promotions offered and (2)

(c) distribution channels. (2)

Question 6

Electronic commerce and electronic business are often categorised by the types of entities participating in the transaction or business processes.

(a) In which of these categories (B2C, B2B or B2G), will you classify "Up-Cycle-Clothes"? (1)

(b) Substantiate your answer by briefly discussing the differences in the e-commerce categories of B2C, B2B and B2G. (3)

Question 7

An important element of the e-commerce pop-up shop, is the need for online payments.

(a) John and Marty are concerned about how their customers will pay for their purchases in the e-commerce pop-up shop. Briefly discuss two viable options that they can consider for payment options in their e-commerce pop-up shop. Keep in mind that this is a South-African-based business. (4)

(b) John and Marty are further concerned about how to finalise a purchase that is done from abroad (outside South Africa). Briefly discuss this concern and give them informed advice on what they should consider, before selling their products to customers that are not in South Africa. (2)

Question 8

John and Marty mentioned to you that they have heard about the protection of personal information (POPI) act. However, they are not sure that they are compliant with the requirements, for both their current pop-up shop and their new e-commerce pop-up shop.

Draw-up a list of at least

(a) four (4) general guidelines that they can verify against to make sure that they are not in breach of the POPI act and (4)

(b) three (3) guidelines specific to the e-commerce pop-up shop. (3)

SECTION B [25]

Question 1

In the online hosting of the e-commerce pop-up shop, **security** and **privacy** are of importance in a client-server environment. Explain the concept of the "S" extension to HTTP. (5)

Question 2

Any organisation concerned about protecting its e-commerce assets should have a **security policy in place**. Describe the 3 (three) steps that an organisation can follow when creating a security policy. Explain each step by providing an example. (6)

Question 3

Discuss four (4) **security measures** that an organisation should have in place in their e-commerce security policy to prevent unauthorised disclosure, destruction or modification of assets.   (4)

Question 4

Explain the concepts of **secrecy** and **integrity** from a computer security perspective.

(4)

Question 5

Describe the key differences between knowledge management software (KMS) and content management software (CMS), by specifically looking at

  (a) the **creators**,   (2)

  (b) the **users or consumers** and   (2)

  (c) the **direction of distribution**   (2)

of information.

TOTAL: 90