



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

NAMIBIA SENIOR SECONDARY CERTIFICATE (NSSC)

ENTREPRENEURSHIP SYLLABUS

ADVANCED SUBSIDIARY LEVEL

SYLLABUS CODE: 8247

GRADE 12

**FOR IMPLEMENTATION IN 2021
FOR FIRST EXAMINATION IN 2021**

Ministry of Education, Arts and Culture
National Institute for Educational Development (NIED)
Private Bag 2034
Okahandja
Namibia

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Entrepreneurship Syllabus Advanced Subsidiary Level, Grade 12

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1. INTRODUCTION

The Namibian Senior Secondary Certificate Advanced Subsidiary (NSSCAS) Level is designed as a one year course for examination after completion of the NSSC Ordinary Level. The syllabus is designed to meet the requirements of the *National Curriculum for Basic Education* (NCBE) for Namibia 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 following skills:

- critical and creative thinking skills*
- communication skills*
- information skills*
- numeracy 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 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 and further studies in Entrepreneurship. 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
- contribute to the development of creative learners with knowledge and positive attitudes needed for work, including self-employment
- understand the effect of rules and regulations that governs enterprises as well as international trade on local enterprises
- develop a sense of responsibility for restoring and maintaining ecological balances through the sustainable management of natural resources
- understand the impact and influence of enterprise activity on the environment and on Human Rights
- develop skills of enquiry, selection and employment of relevant sources of information, presentation and interpretation to prepare learners for further study
- develop an awareness of the nature and significance of innovation and change
- exhibit social skills, entrepreneurial characteristics and skills as well as the ability to recognise opportunities to establish an enterprise while applying positive beliefs
- strengthen and develop more effective links with the business community
- develop confidence in generating novel ideas

4. ADDITIONAL INFORMATION

4.1 Guided learning hours

The NSSCAS level syllabuses are designed on the assumption that learners have about 180 guided learning hours per subject over the duration of the course (1 year), 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. The *National Curriculum for Basic Education (NCBE)* indicates that this subject will be taught for 10 periods of 40 minutes each per 7-day cycle, or 7 periods of 40 minutes each per 5-day cycle, over a year.

4.2 Recommended prior learning

It is required that learners who are beginning this course should have previously completed the NSSCO course in Entrepreneurship.

4.3 Progression

NSSCAS Entrepreneurship provides a suitable foundation for the study of Entrepreneurship related courses in higher education. Depending on the local university entrance requirement, it may permit or assist progression directly to university courses in Entrepreneurship or other related courses in higher education. Equally it is suitable for learners intending to start their own enterprises.

4.4 Grading and reporting

NSSCAS results are shown by one of the grades a, b, c, d or e indicating the standard achieved, grade a being the highest and grade e the lowest. 'Ungraded' indicates that the candidate has failed to reach the standard required for a pass at NSSCAS level.

4.5 Support materials and approved textbooks

Copies of NSSCAS syllabuses, recent specimen material, question papers and examiner reports are sent to all schools. Assessment/Coursework manuals in subjects, where applicable are sent to

schools. Approved learning support materials are available on the *Senior Secondary Textbook Catalogue for Schools*. The Textbook Catalogue is available on www.nied.edu.na.

4.6 Case Studies

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

5. LEARNING CONTENT

The content is divided into two themes and these are:

Theme 1: Introduction to Entrepreneurship

Theme 2: Application of this Model of Entrepreneurship

Theme 3: Communication and presentation skills

Theme/Topic	General Objectives <i>Learners will:</i>	Specific Objectives <i>Learners should be able to:</i>
Theme 1: Introduction to Entrepreneurship		
1 The concept of Entrepreneurship	understand the qualities or characteristics of successful entrepreneurs	investigate a successful entrepreneur and explain how they applied their qualities/characteristics to be successful
Theme 2: Application of this Model of Entrepreneurship		
2.1 Idea generation - recognition of opportunities and generation of enterprise ideas	be aware of the opportunities for youth enterprises in Namibia	- define youth enterprises - investigate a youth enterprise from a different African country
	understand the principles used to evaluate the feasibility and viability of a youth enterprise	- evaluate the feasibility (can you do it?) and viability (should you do it?) for Namibia of a youth enterprise using the following principles - feasibility (availability of funds/labour/raw materials, skills set) - viability (demand/market size, competition, seasonality)
	be aware of the opportunities for green/environmentally sustainable enterprises in Namibia	- define green/environmentally sustainable enterprises - analyse green/environmentally sustainable practices in Namibia - investigate the availability of funding for green/environmentally sustainable projects in Namibia - develop new opportunities to venture into green/environmentally sustainable enterprises in Namibia
	understand the principles used to evaluate the feasibility and viability of a green/environmentally sustainable enterprise	- evaluate the feasibility (can you do it?) and viability (should you do it) for Namibia of a green/environmentally sustainable enterprise using the following principles - feasibility (availability of funds/labour/raw materials, skills set) - viability (demand/market size, competition, seasonality)

Theme/Topic	General Objectives <i>Learners will:</i>	Specific Objectives <i>Learners should be able to:</i>
2.1 Idea generation - recognition of opportunities and generation of enterprise ideas (continued)	be aware of international agreements concerning green/environmentally sustainable practices	describe international agreements concerning green/environmentally sustainable practices such as the Kyoto Protocol
2.2 Research and marketing	be able to do general enterprise research	- describe the qualities of reliable sources of information for research - demonstrate the ability to use and access information for data analysis and interpretation - analyse and present data in an appropriate form, including interpretation of data/graphs - evaluate research results and draw effective conclusions, suggesting solutions where appropriate
	understand ethics in research	- apply citation and referencing in all work using one consistent reference method - explain and identify misrepresentation, mismanagement, fabrication and falsification of data in research - define plagiarism - explain the consequences of plagiarism - identify and practise ethical procedures in research (e.g. permission for interviews, permission for pictures, citing and referencing)

Theme/Topic	General Objectives <i>Learners will:</i>	Specific Objectives <i>Learners should be able to:</i>
2.2 Research and marketing (continued)	• understand marketing	• explain the marketing mix (product, price, promotion, place, process, people, physical environment) • discuss and assess the ethics of marketing • assess the impact of unethical marketing on consumers • evaluate the impact of Team Namibia on local enterprises
2.3 Financing	• know how to present and analyse financial data	• present financial data with the aid of graphs and tables – break-even – cash flow forecast • analyse financial data, including making calculations, to make enterprise decisions
	• understand the financial credibility of an enterprise	• define credit bureau • explain the functions of a credit bureau (e.g. Information Trust Company) • explain the influence of a bad credit history on future ventures where the entrepreneur will be involved

Theme/Topic	General Objectives <i>Learners will:</i>	Specific Objectives <i>Learners should be able to:</i>
2.4 Legal requirements - complying with legal requirements	• know and understand the implications of Namibian rules and regulations on the setting up and operating of an enterprise	• analyse the main benefits and costs to an entrepreneur of Acts that govern the utilisation of natural resources in Namibia
	• know and understand the impact of rules and regulations on international trade	• define international trade • discuss the effects of specific laws on exports from Namibia – Import and Export Control Act 30 of 1994 – Export Levy Act 2 of 2016 – Controlled Wildlife Products and Trade Act 9 of 2008 • define foreign exchange • explain the effect of dealing in different currencies on an enterprise (exports and imports)
	• know and understand the effect of custom unions on an enterprise	• define customs unions • discuss the benefits and challenges of Namibia being a member of the Southern African Customs Union (SACU) on an enterprise

Theme/Topic	General Objectives <i>Learners will:</i>	Specific Objectives <i>Learners should be able to:</i>
2.5 Running the enterprise	know about ethical behaviour and its application in running an enterprise	- explain the application of sustainable use of natural resources in running an enterprise - discuss the concept of a triple bottom line: an enterprise that is socially responsible, environmentally sustainable and financially profitable - evaluate the effect a socially responsible enterprise might have on the surrounding community - define fair trade - explain the benefits of fair trade - investigate and evaluate the occurrence of fair trade practices in Namibia
	understand the importance of time management in the running of an enterprise	evaluate the effect of time management on the running of an enterprise
	understand the role of an enterprise mentor as a support structure for enterprises	- define enterprise mentoring - explain the characteristics of an enterprise mentor - discuss how enterprise mentoring can assist upcoming entrepreneurs in Namibia
	understand the value of good customer service	evaluate the importance of good customer service in an enterprise
	know the practises required to sustain an enterprise in the long run	explain practises such as sustainable use of resources, triple bottom line, good customer care, building a reputable and trustworthy brand to ensure growth, operational efficiency
	understand the impact of practises required to sustain an enterprise in the long run	evaluate practises required to sustain an enterprise in the long run e.g. sustainable use of resources, triple bottom line, good customer care, building a reputable and trustworthy brand to ensure growth, operational efficiency

Theme/Topic	General Objectives <i>Learners will:</i>	Specific Objectives <i>Learners should be able to:</i>
Theme 3: Communication and presentation skills		
3 Communication and presentation skills	• understand how to clearly present information	• present information in the form of graphs/tables/text • prepare a report including: – layout – appropriate font size and type – logical order – citations

6. ASSESSMENT OBJECTIVES

The assessment objectives are

- A Knowledge and understanding
- B Application and investigation
- C Analysis
- D Evaluation, judgement and decision making

Below is a description of what is expected under each assessment objective:

A Knowledge and understanding

Learners should

1. recall, select and present relevant factual information
2. demonstrate knowledge and understanding of theories and techniques commonly applied to 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 (general), state.

B Application and investigation

Learners should

1. apply their knowledge and understanding of facts, theories and techniques to enterprise problems and issues
2. plan to carry out enquiries and present the evidence in an appropriate form

Questions testing these objectives will often begin with words such as: apply, calculate, draw, explain (with reference to case), identify, investigate.

C Analysis

Learners should

1. interpret information, in narrative, numerical and graphical forms
2. use enterprise data, recognise patterns in such data, and deduce relationships
3. analyse results from investigation

Questions testing these objectives will often contain words such as: analyse, assess, compare, discuss, distinguish.

D Evaluation, judgement and decision making

Learners should

1. make reasoned judgements and present appropriate recommendations based on evidence
2. evaluate implications of entrepreneurial action

Questions testing these objectives will often contain words such as: draw conclusions, evaluate, justify, 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

Paper 1

Written	1 hour 30 min	50 marks	50% weighting
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Paper 1 consists of two compulsory sections.

Section A: This section will contain six short answer questions based on a case study. These will total to 20 marks. It will test skills according to assessment objectives A and B as per the specification grid.

Section B: This section will contain two extended answer questions of 15 marks each. The first question will be based on data/graphs provided. Questions will be set on assessment objectives A-D as per the specification grid.

Paper 2

Coursework	Extended period of two terms	50 marks	50% weighting
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Paper 2 consists of one coursework assignment as per the syllabus. No group work is allowed.

This will be marked and internally moderated at school.

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.

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 20	Section B 30		
A Knowledge and understanding	12	4	4	20 %
B Application and investigation	8	6	16	30 %
C Analysis	0	10	20	30 %
D Evaluation, judgement and decision making	0	10	10	20 %
Total marks	50		50	100
Weighting	50%		50%	100%

The assessment objectives are weighted to give an indication of their relative importance but may vary with ± 2 marks. They are not intended to provide a precise statement of the number of marks allocated to particular assessment objectives.

9. COURSEWORK ASSIGNMENT AND ASSESSMENT CRITERIA

The coursework assignment will count 50 marks towards the candidate's final mark and will contribute 50% towards the final mark.

No group work is allowed for coursework at the NSSCAS level.

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

Each candidate will be expected to hand in a coursework assignment which will cover the assessment objectives as follows:

A = 8%
B = 32%
C = 40%
D = 20%

Coursework must be handed in and marked by the teacher by the end of the second term. It must then be internally moderated.

Marking grids for the coursework are provided in the Entrepreneurship assessment manual. 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 or parts thereof should be forwarded to the learner's new school.

Paper 2 (Coursework)

Specifications of the coursework assignment are as follow:

You have to conduct research and prepare a report under the theme “**A greener Namibia**”.

Your report should include the following:

1. Title of research.
2. Introduction: Definition of a green/environmental sustainable enterprise and state a problem that can be addressed by going green/environmentally sustainable.
3. (a) State **two** opportunities for an enterprise to improve on their environmental sustainable practices (new or existing enterprises). [1]
(b) Analyse the **two** opportunities stated in 3 (a) explaining costs and benefits. Decide on the most viable opportunity and justify your choice, using data presented. [14]
4. Analyse how **one** of the following elements of the marketing mix can be applied to your opportunity:
 - process
 - people
 - physical environment.

You should include two examples of how that element of the marketing mix can be applied to your opportunity. [9]
5. Analyse **two** practices you can implement to sustain your enterprise opportunity in future. [16]
6. Conclusion
Evaluate the feasibility of your green enterprise in Namibia. [6]
7. Presentation of assignment and acknowledgement of sources (minimum of 3 sources). [4]

Note: As learners are at AS level and do this assignment over a longer period of time, a high standard of accuracy is expected for spelling, punctuation, grammar and mathematical competence. This forms part of the final presentation.

A suggested timeline, to keep the momentum for the final product to be finished by the end of the second term, is given in the table below:

	Activity	Syllabus reference	Timeline
1-3	Title, Introduction, identification and choice of opportunities	2.1	End of March
4	Element of marketing mix	2.2	End of May
5	Sustainable practices	2.1 & 2.5	Middle of June
6-7	Conclusion and sources Presentation of final assignment	2.1 & 2.5 2.2 & 3	Beginning of July

Assessment guidelines for assignment

			Assessment objectives			
		Total	A	B	C	D
1	Title of research	-				
2	Introduction	-				
3 (a)	Improve on environmental sustainable practices	1	1			
(b)	Most viable opportunity	14		2	8	4
4	Elements of the marketing mix	9	1	4	4	
5	two practices to sustain your enterprise opportunity	16	2	6	8	
6	Conclusion –Feasibility	6				6
7	Presentation and acknowledgement of sources	4		4		
		50	4	16	20	10

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-e. The descriptors for judgmental thresholds (a, c and e) are given below.

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

A Knowledge and 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 and investigation

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 Analysis

1. an excellent ability to analyse 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 evaluate making clear, reasoned judgements leading to rational and consistent choices.
3. an excellent ability to communicate the above in an accurate and logical manner.

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

A Knowledge and understanding

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

B Application and investigation

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

C Analysis

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

D Evaluation, judgement and decision making

1. a good ability to discriminate between complex and varied information and to distinguish clearly between facts and opinions.
2. a good ability to evaluate making clear, reasoned judgements leading to rational and consistent choices.
3. a good ability to communicate the above in an accurate and logical manner.

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

A Knowledge and 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 and investigation

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 Analysis

1. some ability to analyse 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 evaluate making clear, reasoned judgements leading to rational and consistent choices.
3. some ability to communicate the above in an accurate and logical manner.

11. GLOSSARY OF TERMS USED IN ASSESSMENT

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.

Verbs marked with an * will more likely be used in classwork and coursework activities.

A Knowledge and understanding

Define	provide a precise statement of the meaning of a term or concept / describe accurately / definition of something
Describe	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
Explain	make something clear / state what happens, together with how and why (general)
State	write down / provide short, concise answers without explanation

B Application and investigation

Apply	make knowledge relevant to a specific problem, task or context
Calculate	use mathematical methods to work something out. A numerical answer is required – working must be shown, especially where two or more steps are involved.
Draw	sketch / depict e.g. graphs
Explain	make something clear / state what happens, together with how and why (referring to a case)
Identify	pick out what is unique about a scenario/context
Investigate	give the meaning of something / reasoning or some reference to theory, depending on the context / examine a problem in a systematic way
Prepare*	draw up

C Analysis

Analyse*	write about in detail or examine information in detail to discover patterns, relationships or trends
Assess	analyse and consider all the different aspects
Compare	say how one thing is like or different from another / find resemblances and differences
Discuss	write in detail about positive or negative aspects of a subject / give a critical account of the points about the topic.

Distinguish	explain the differences between two or more terms/concepts / point out the differences of one thing from another / differentiate
Present*	give / hand over / show results / share
D Evaluation, judgement and decision making	
Choose *	pick out / select / select out of a greater number / decide to do one thing rather than another / make a choice between
Draw conclusions	summarise the outcome / arrive at a judgement
Evaluate	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 / weigh up positive and negative aspects against each other to come to a conclusion or decision
Justify	give reasons for why something should be the way it is
Recommend	based on a conclusion suggest the way forward or course of action
Suggest	write down possible reasons for something / use your knowledge and the information in the question to give what you think is the best answer

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

business plan	is a written document that explains in detail how a business is to operate
citation	the way you tell your readers that certain material in your work came from another source
credit bureau	a business that investigates the creditworthiness of and assigns a credit rating to a client's customers or potential customers
credit history	a record of past payments used as a guide for future financial transactions
customer care	the activity of looking after buyers and helping them with any complaints or problems
customs unions	a group of countries who agree to have free trade amongst themselves and establish a common tariff on the goods from all other countries
data analysis	information, often in the form of facts or figures obtained from experiments or surveys, used as a basis for making calculations or drawing conclusions
enterprise	an entrepreneurial venture that brings together economic resources to achieve a desired objective
enterprise mentoring	the process of developing an enterprise, through guidance and giving advice by a more experienced individual known as a mentor
enterprise network	a large and widely distributed group of enterprises that communicate with one another and work together as a unit or system
entrepreneur	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
entrepreneurship	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
ethics	a consideration of moral principles and values in guiding human actions
exports	a product or service sold abroad
fabrication	is something made up, like a lie

fair trade	a trading relationship offering better trading conditions such as a fair price to suppliers and fair wages to workers
falsification	to change something, such as a document, in order to deceive people
feasibility	how easy or difficult it is to do something taking into account factors like availability of funds, labour, raw materials, skills set
foreign exchange	is the exchange of one currency for another or the conversion of one currency into another currency
green/environmentally sustainable enterprise	enterprise with minimal negative impact on the global and local environment, community and economy
idea generation	brainstorming various ideas for consideration by an enterprise
imports	bring (goods or services) into a country from abroad for sale
international trade	the exchange of goods, and services across international borders
innovative	original and creative in thinking
interview	a meeting during which somebody is asked questions, e.g. by a prospective employer, a journalist, or a researcher
marketing	the process to identify and satisfy the needs and wants of people and anticipate their future needs and wants
marketing mix	a planned mix of the controllable elements of a product's marketing plan
mentor (entrepreneurship)	an experienced and trusted person who trains, guides, nurtures and advises upcoming entrepreneurs/enterprises over a period of time
mismanaging	to handle incompetently or dishonestly
misrepresentation	give a false or misleading explanation of something
plagiarism	an intentional or unintentional act of taking other people's intellectual property claiming it as one's own
questionnaire	a set of questions used to gather information in a survey
reference method	the method to use or refer to a source in research / a method to acknowledge intellectual property
referencing	means formally acknowledging your source
research	methodical investigation into a subject in order to discover facts
socially responsible	to be accountable to society about how enterprise is conducted

sustainable use	utilising natural resources without destroying the ecological balance of an area and taking into account the needs of future generations
time management	the ability to use one's time effectively or productively, especially at work
triple bottom line	environmental sustainability and social responsibility used as criteria when judging the overall performance of a company, in addition to purely financial considerations
viability	ability of being able to happen or having a reasonable chance of success, looking at factors like demand, market size, competition, seasonality
youth enterprise	a venture started, owned and managed by an individual who is younger than 35 years of age

ANNEXE A 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_plagiarism.pdf

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The National Institute for Educational Development
Private Bag 2034
Okahandja
NAMIBIA

Telephone: +264 62 509000
Facsimile: +264 62 509073

Website: <http://www.nied.edu.na>