

What Is a Business? Needs, Wants, and Value Creation

9.01.1 • Answer Key • SMA Grade 9

1 Worked solutions, marks, and diagnosis

ANSWER KEY AND SOLUTION GUIDE

Worked solutions, marks, and diagnosis

Every entry gives the answer, the working, the reasoning, and what a wrong answer reveals.

Business/Economics • Unit 9.01 • Lesson 9.01.1 — What Is a Business? Needs, Wants, and Value Creation

Total 90 marks. Each entry gives the answer, the reasoning, the marks, and — where useful — a **diagnosis** telling you what a wrong answer reveals.

This workbook is deliberately light on extended writing. Where a question asks for a "short phrase," accept any phrasing that carries the right idea; do not deduct marks for incomplete sentences, spelling, or English fluency.

SECTION A — Foundations

Q1 6 MARKS

(a) iii · (b) vi · (c) i · (d) ii · (e) iv · (f) vii **Unused: (v)** "A good priced in rupiah regardless of who buys it."

1 mark each. **Diagnosis:** a student who matches (f) "value creation" to (v) has confused *pricing* a good with *creating* value in it — reteach §3 of the textbook.

Q2 6 MARKS

1 mark for the verdict, 1 mark for a correction carrying the right idea (3 pairs, 6 marks). Accept a single word or phrase — no sentence required.

a. False. Correction must replace "how strongly they want it" with what the good is *for* / the person's situation. **b. True.** No correction needed. **c. False.** Correction must remove the manufacturing requirement — a repair, haircut or tutoring session also creates value. **d. False.** Correction must make it *both* sides expecting to gain.

Q3 5 MARKS

(a) identify · (b) create · (c) exchange · (d) primary · (e) tertiary
Unused: profit, scale. 1 mark each.

Note: (e) requires "tertiary," not "secondary" — the giveaway phrase is "further from survival."

Q4 2 MARKS

C.

Diagnosis of each distractor: **A** accepts the customer's own emotional language as proof of a primary need. **B** uses a general wellbeing argument that would make almost anything enjoyable a need. **D** mistakes cultural importance for survival urgency.

Q5 3 MARKS

A, C, E. 1 mark per correct letter; deduct 1 per wrong letter circled, minimum 0.

- **B is wrong:** price has no bearing on need status.
- **D is wrong:** many wants cost more than the needs they are compared against.

SECTION B — Conceptual application

Q6 6 MARKS

Item	Correct tick
Clean drinking water for a customer with none	Primary need
Scented fabric softener add-on	Want
Washing tomorrow's school uniform	Secondary need
Phone charger, urgent parent call at 2%	Tertiary need
Branded tote bag souvenir	Want
Ironing an interview shirt one hour before	Secondary or tertiary need (accept either)

1 mark each, capped at 6. The final row accepts either tier — the secondary/tertiary boundary is a judgment call, and the lesson says so explicitly.

Q7 2 MARKS

B.

Diagnosis: **A** confuses scale with the definition; **C** confuses registration with the underlying activity; **D** wrongly excludes services.

Q8 3 MARKS

a. B. (1 mark)

b. (a) Option A → (ii) assumes scale decides whether the framework applies. **(b) Option C → (iii)** assumes direct physical contact with the customer is required. (1 mark each) Unused: (i), (iv).

Diagnosis: a student who maps A to (iii) has the two errors swapped — they are reading "only the app-based service counts" as being about contact rather than size.

Q9 4 MARKS

a. They have no other realistic chance to see the band. (2 marks)

b. No. (1 mark)

c. the buyer's situation. (1 mark)

Diagnosis: ticking "the good itself" in (c) after correctly answering (b) "No" is self-contradictory — worth pointing out directly to the student, since the two answers together prove the point.

Q10 8 MARKS

- a. Box 1 — Identify** (noticing the unmet need). **Box 2 — Create** (repairing the uniform). **Box 3 — Exchange** (payment and handover). (3 marks, 1 per box)
- b. The torn uniform.** (2 marks)
- c. Secondary need** (accept **tertiary need** with a sound reason). (2 marks)
- d.** Any short phrase pointing at the uniform being required for work and no alternative existing — e.g. "needs it for work tomorrow, has no other." (1 mark)

Marking shortcut (see Teacher Guide): the middle box is the one most often mislabeled "exchange," since money changes hands in the same visit — reteach *doing the work* vs *completing the transaction*, not the whole framework.

SECTION C — Applying the framework

Q11 6 MARKS

Ranks: (a) = 1, (c) = 2. (a) is strongest — a genuine occupational requirement with no alternative and a hard deadline. (c) is next — no washing machine and no time, so the service substitutes for a capability the household genuinely lacks.

(b) and (d) are both wants — accept them in either order at ranks 3 and 4. Neither affects survival or adequate functioning; both are preference. Do not penalise a student who ranks them the other way round.

4 marks for the ranking (1 per position, with 3/4 interchangeable as above).

e. 2 marks for any short phrase naming the occupational necessity, the deadline, or the absence of an alternative — e.g. "no other uniform and a shift in three hours."

Diagnosis: a student who ranks (b) above (c) is ranking by how *strongly* the customer wants it rather than by what the service is *for* — the core misconception of this lesson.

Q12 6 MARKS

a. Create. (1 mark)

b. Exchange. (1 mark)

c. C. (2 marks)

d. Both are part of one identify-create-exchange framework, each performing only part of it. (2 marks)

Diagnosis: choosing **A** in (c) means the student thinks value creation is the only step that "counts" as business activity; choosing **B** means they have not noticed the cook and driver divide the work.

Q13 6 MARKS

Short phrases only — do not require sentences.

Step	Accepted answer
Identify	Tourists want an authentic wearable souvenir, not a printed imitation
Create	Hand-stamping wax and dyeing plain cotton into a finished batik shirt
Exchange	Tourist pays Rp 250,000, receives the shirt; both expect to gain

2 marks per row: 1 for locating the step correctly, 1 for drawing on the detail actually given rather than a generic restatement.

Q14 3 MARKS

A, B, D. 1 mark per correct letter; deduct 1 per wrong letter, minimum 0.

Diagnosis of each distractor: **C** ("must employ someone") and **E** ("must own the building") are both size/formality tests — a student circling either is still using scale or formality to define a business, which §5 and §6 of the textbook explicitly rule out. This is the same error as Q7 distractor A, and a student who misses both should be reteached together.

SECTION D — Multi-step application and error analysis

Q15 5 MARKS

- a. B** — that buying something from a shop makes it a need. (1 mark)
- b. Want.** (1 mark)
- c. C** — what is the item for, and would life be inadequate without it? (2 marks)
- d.** Any short phrase noting that repeat buying shows habit, popularity or enjoyment, not necessity. (1 mark)

Diagnosis: a student who picks **B** in (c) ("how often do customers buy it") has simply restated the student's own faulty reasoning back — they have not yet separated *frequency of purchase* from *necessity*.

Q16 6 MARKS

- a. Yes — both address students needing support beyond school.** (1 mark)
- b. B.** (2 marks)
- c. No — both fit the framework; only scale differs.** (1 mark)
- d.** 2 marks for any short phrase saying scale changes reach or resources, not whether the framework applies.

Diagnosis: ticking "Yes — scale decides" in (c) is the large-platform misconception from §6 of the textbook; pair with Q8 for reteaching.

Q17 3 MARKS

- a. B.** (1 mark)
- b. B.** (2 marks)

Diagnosis of each distractor in (b): **A** and **C** are both over-broad cynicism ("always expensive," "always false") rather than reasoning about the good's function. **D** collapses into pure relativism, which would make the needs/wants distinction untestable — worth challenging directly with a strong student, since it is the most sophisticated wrong answer here.

SECTION E — Challenge

Q18 10 MARKS

a. B — cafés need ready-to-brew roasted coffee, which raw cherries do not provide. (2 marks)

b. Create. (2 marks)

c. C — roasting makes the coffee more useful to the buyer. (2 marks)

d. That week's guaranteed middleman sale and payment. (2 marks)

e. 2 marks for any short phrase naming a real switching risk — new skills or equipment needed, café demand not yet secured, or loss of guaranteed income during the transition.

Diagnosis: ticking "Nothing — roasting is simply better" in (d) means the student has not grasped that committing scarce resources to one option forecloses another. This is exactly the intuition Lesson 9.01.2 formalises as opportunity cost — flag this student before that lesson.

Note on (c): distractor **A** ("roasted coffee weighs more") is factually backwards as well as conceptually wrong — roasting drives off moisture and *reduces* weight. A student who picks it is guessing at a physical explanation rather than reasoning about usefulness to the buyer.