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# Teacher guide

**Cambridge IGCSE**  
**Enterprise**  
**0454**

# Teacher Guide

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Cambridge IGCSE Enterprise  
Syllabus code 0454  
For examination in 2011 and 2012



UNIVERSITY *of* CAMBRIDGE  
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# 1. Introduction

Paper 2 gives candidates the opportunity to plan, carry out and evaluate their own enterprise activity either alone or as part of a small team. The candidate will produce a portfolio of evidence that will illustrate the work that they have completed.

Undertaking and completing an enterprise activity allows candidates to fully appreciate the knowledge and skills required to be successfully entrepreneurial.

The purpose of this guide is to provide answers to questions that Centres may have about the coursework portfolio and to inspire sufficient confidence in Centre staff with which to undertake delivery of this element of the course.

## 1.1 Scheme of assessment

### Paper 2 (Coursework – Centre-based assessment, 60 marks)

Candidates should carry out their own enterprise project or activity, either on their own **or** as a member of a group (**usually of no more than six candidates**) and produce a portfolio of evidence using a variety of communication methods

Candidates working on their own will take sole responsibility for carrying out a small, relatively simple project or activity. Candidates working in groups should carry out a larger, more complex project or activity that allows each person to play a separate, defined role. All candidates should be encouraged to produce and implement a business plan. Candidates working as part of a group are required to submit their own, individual piece of coursework not produced as part of the group.

# 1. Introduction

The individual role played by candidates and their perspective on the project is assessed, **not** the execution of, or the success of, the project or activity itself. To provide sufficient evidence of their work candidates are required to complete and submit evidence for the following four tasks:

## Task 1 – Identifying a suitable project or activity

Candidates must submit **two** pieces of work:

1. A **formal written report** about the process and outcome of choosing a suitable project or activity. The report should include appropriate titles and subheadings and be approximately **1000 words** in length.
2. **Either** a **wall chart** telling students about an entrepreneur, **or** an **information leaflet** summarising the project or activity chosen.

## Task 2 – Planning the project or activity

Candidates must submit **three** pieces of work:

1. An **action plan** covering the preparation for and implementation of the project.
2. The **outcome of a risk assessment** carried out by the candidate, together with an explanation of how the candidate thinks the most significant risks can be dealt with.
3. **Either** financial planning material **or** market communication material.

## Task 3 – Implementing the plan

Candidates must present a **written record** of the tasks they carried out and the results of the monitoring of progress against their identified criteria.

It is important that candidates realise that they should describe how they carried out their **own** role, rather than the role played by other members of the group.

Candidates must also prepare for negotiating with others at a meeting, carry out the negotiation and record the outcomes.

## Task 4 – Evaluating the project or activity

Candidates produce a **written report** of approximately **1000 words**, evaluating the success of the project or activity. It should be made clear to candidates that their ability to analyse and evaluate using evidence will be being assessed, **not** their own performance or the performance of the project or activity. This is an important distinction to be made to candidates as it is important that they are honest and critical as necessary regarding their project or activity.

## 2. Assessment and moderation

The assessment of coursework remains the responsibility of Centre staff and it is important that staff responsible for delivery of the unit fully understand the entire process of assessment, including the internal and external moderation processes, all of which will be covered in this section.

### 2.1 Assessment

The teacher marks the assignment using the marking criteria provided in the Coursework (Centre-based assessment) section of the syllabus booklet, after which moderation takes place according to CIE procedures. When assessing candidate's work the teacher **must** make annotations throughout the assignments and where appropriate show where the candidates have moved through the mark boundaries.

All assessment decisions must be made **objectively** against **only** the listed criteria. The success, or not, of the enterprise activity will therefore not be considered in judging the work presented for assessment. Assessors must consciously avoid any element of subjectivity, based on their knowledge of the candidate and their expectations of how well the candidate should perform.

The summary table of marks and assessment criteria from the syllabus provides a useful starting point in understanding the assessment process.

Marking criteria	Assessment objective	Weighting for coursework
Demonstrate knowledge and understanding of the concepts, skills and terminology relating to enterprise.	AO1	5%
Skilfully apply knowledge and critical understanding to familiar and unfamiliar enterprise problems and issues. Develop communication materials appropriate for the intended audience and purpose.	AO2	15%
Evaluate, analyse, explain and interpret information, in order to make judgements and conclusions relating to enterprise problems and situations	AO3	30%

This table denotes that there are three main skills against which candidates are assessed, Knowledge (AO1), Application (AO2) and Analysis and Evaluation (AO3).

## 2. Assessment and moderation

For each task, assessors are provided with a detailed breakdown of each strand, so that the coursework evidence that each candidate produces is judged against the specific criteria at each level.

The mark bands within each assessment strand build upon each other. When assessing the work the teacher should carefully consider the whole coursework task evidence in light of the descriptions within the table, awarding marks as specified.

When deciding which mark band to place a candidate in, the teacher begins by searching for evidence that the candidate has fulfilled the criteria for the **highest mark band**. If the candidate has provided evidence in the coursework that matches the requirements for the top mark band, the teacher then assesses whether the evidence is sufficient to award at the top of the mark band. Having done this the candidate can then be awarded a mark for the assessment objective.

However, if the teacher does not consider that the evidence is sufficient to fulfil the criteria for at least the lower end of the highest mark band, they should apply the same process for assessing whether the candidate should be placed in the next mark band and then if necessary the mark bands below.

Once the teacher has decided which mark band best describes the candidate's work and which mark should be awarded for the task, they should complete the Individual Candidate Record Card.

# 2. Assessment and moderation

## 2.2 Teacher involvement

As with all coursework, the teacher must be able to verify that the work submitted for assessment is the candidate's own work. This is particularly important if the Enterprise activity or project is carried out as a group. The written assignments **must** be a candidate's individual work.

There is no expectation that candidates will be left to undertake the coursework without guidance and support from their teachers. Discussion with the whole class and with individuals, as well as one-to-one and whole class supervision, should take place at all stages of the coursework production.

This section aims to clarify exactly what teachers can do to support the production of the coursework evidence, and also to identify actions that teachers clearly should not take.

Teachers are expected to:

- prepare candidates fully to plan and manage an enterprise project or activity. This means that teachers should deliver the prescribed subject content specified in the syllabus through a planned programme of study and should explain carefully what is required of the group or individual candidate;
- guide candidates in the choice of project or activity;
- raise candidates' awareness of the exact requirements of each coursework task; for example stipulating that candidates produce **either** a Financial Plan **or** a Plan of Marketing Communications for Task 2;
- consider the assessment criteria with candidates to ensure that they are familiar with how marks can be gained in each task; recording their own role for Tasks 2 and 3. This includes drawing their attention to the skills being assessed through the work they submit;
- review progress towards meeting the assessment criteria and the deadline for completion of each task;
- discuss problems encountered and offer possible solutions towards completion of the tasks.

Teachers may also:

- read the work of candidates to monitor progress and offer encouragement to help motivate candidates to complete work to the deadlines;
- suggest alternative strategies candidates may take when organising their enterprise project or activity;
- recommend possible sources of information.

Teachers must not:

- provide all of the information for candidates so that candidates do not need to undertake any research themselves;
- analyse and interpret the results and information for candidates;
- write or correct the tasks for the candidates;
- allow candidates to produce a collaborative report with other members of the class;
- encourage or allow plagiarism from secondary sources.



## 2. Assessment and moderation

### 2.3 Moderation

The purpose of moderation is to ensure that each Centre has correctly awarded coursework marks according to the standard and that each teacher has applied the standards appropriately across the range of candidates within the Centre.

#### 2.3.1 Internal moderation

The member of staff responsible for delivering the coursework unit to a particular group of candidates will become the **Assessor** of those pieces of coursework and will take responsibility for the initial assessment decisions described in the assessment section.

Where more than one member of staff is involved in the delivery or assessment process, it is important that the Centre makes provision for all candidates to be assessed to a common standard. This is achieved through the process of internal moderation.

Staff should hold a moderation meeting, whereby several pieces of coursework from all teaching groups are photocopied and distributed, concealing the identity of the candidate. Each Assessor marks these pieces of work independently, prior to the meeting, applying the assessment criteria objectively.

The meeting is designed to compare the assessment decisions of all those involved and to discuss differences in the marks awarded. Agreement on the final mark for each task must be sought.

Upon completion of the moderation meeting, staff then mark the work of their own candidates, recording their decisions on the coursework record sheet.

Once all coursework tasks have been assessed, a sample of work should be internally moderated – sometimes known as ‘cross-marked’ – by another member of staff involved in the delivery of the course. The sample should be approximately 20% of all the students submitting coursework. Where differences in marks fall considerably outside tolerance (i.e. more than  $\pm 2$  marks for each piece of coursework), a greater sample of assessment decisions should be internally moderated and further discussion should occur between Assessors/Moderators to agree a final mark for these pieces of work.

In a Centre where only one member of staff is involved in the delivery and assessment of this coursework unit, a line manager should assume responsibility for the internal moderation process, including the standardisation element.

## 2. Assessment and moderation

### 2.3.2 External moderation

CIE moderators will scrutinise candidates' coursework and the assessment and moderation processes adopted by Centres. Every piece of coursework submitted to CIE must be in a file marked clearly with the following information:

- the Candidate's name and number;
- the Centre name and number;
- the Coursework title.

Each piece of coursework in the file must have a title indicating the coursework task which is covered.

The files should be sent together with the completed Individual Candidate Record Card.

The CIE Handbook for Centres sets out the method by which coursework will be selected for external moderation. The sample of work submitted should represent the spread of marks across the entire ability range for the cohort, to include the top scoring piece of coursework, some middle range marks and the lowest scoring piece of coursework. The sample should include a balance of work from candidates across all teaching sets and different assessors. This work will have been assessed and internally moderated in accordance with the previous descriptions.

It might be necessary for CIE moderators to call for a further sample of work, beyond the original submission. Full details of this further sample would be addressed to the named Examinations Officer at the Centre.

Centres are asked to retain copies of all Record Sheets until the publication of results.

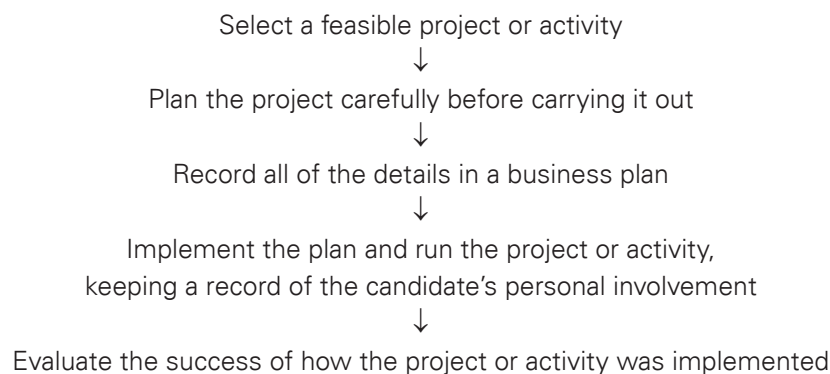
It is not necessary for Centres to send copies of DVDs to the moderator as evidence of candidates' presentations for the Task 2 Financial Plan. A written witness statement (such as that in Section 4.4.4) signed by the teacher to accompany students presentation notes will be considered sufficient evidence for this element.

### 3. Coverage of the syllabus by coursework

Task	Evidence required	Section of Syllabus covered
<b>Task 1</b> – Identifying a suitable project or activity	<b>Formal report</b> – approx. 1000 words  <b>Wall chart</b> or <b>information leaflet</b>	Topics 2.2, 3.1, 4.1, 4.2 & 8.2 Topic 1.3, 3.1 & 3.2
<b>Task 2</b> – Planning the project or activity	<b>Action plan</b> <b>Written outcome of risk assessment</b> Plus either: <b>Financial planning:</b> <ul style="list-style-type: none"> <li>income and expenditure budget</li> <li>witness statement and notes for presentation regarding sources of finance</li> <li>written evidence for choice of sources of finance</li> </ul> or <b>Planning marketing communications:</b> <ul style="list-style-type: none"> <li><b>two</b> examples of marketing communications</li> <li>written evidence of choice of communication</li> </ul>	Topic 7 Topic 4  Topic 6.4 & 5  Topic 6.2   Topic 8.4
<b>Task 3</b> – Implementing the plan	<b>Written record</b> of their planning and monitoring <b>Written description</b> of their negotiations: <ul style="list-style-type: none"> <li>evidence of planning for and carrying out negotiation</li> <li>written description of the outcome of the negotiation</li> </ul>	Topic 3  Topic 5.3  Topic 5.4
<b>Task 4</b> – Evaluating the project or activity	<b>Written report</b> – approx. 1000 words evaluating the success of <b>two</b> of the following: <ul style="list-style-type: none"> <li>financing</li> <li>marketing</li> <li>communicating</li> <li>planning</li> </ul>	<b>Two</b> of:  Topic 6 Topic 8 Topic 10 Topic 7

# 4. Carrying out the Enterprise Project or Activity

## 4.1 Stages in carrying out the enterprise project or activity



## 4.2 Choosing a suitable project or activity

The candidates must present evidence that consideration has gone into the process of choosing a suitable project or activity to undertake and that they have evaluated a number of activities before making a final choice. The simpler the idea, the easier it will be to organise and the greater the likelihood of success.

### 4.2.1 Candidates working alone

Candidates working on their own will be taking sole responsibility for carrying out the project or activity. The project or activity should therefore be relatively small and simple to allow the candidate the opportunity to succeed without being overwhelmed by the task. It should be noted that with a larger class, students may struggle to identify a number of suitable activities or projects and in this situation it may be best to encourage candidates to work in small groups.

Candidates working alone will not be able to evaluate the use of internal communications. They will therefore be limited in Task 4 to evaluation of **two** of the remaining three elements; finance, marketing communications and planning and implementation of the project.

Suitable activities could include:

- gardening/grass cutting;
- pet sitting/dog walking;
- baby sitting;
- car washing;
- making and selling jewellery or other small items;

# 4. Carrying out the Enterprise Project or Activity

- tutoring younger students;
- small scale local community projects, such as environmental projects.

## 4.2.2 Candidates working in groups

Ideally small groups, with no more than six candidates, are best. Candidates working in groups should carry out a larger, more complex activity or project that allows each person to play a separate, defined role. Each individual must be able to demonstrate their own role in the activity or project. The choice of suitable projects or activities could include:

- the manufacture of items for sale e.g. cards, printed t-shirts;
- providing a snack shop/bar;
- recycling clothes;
- staging an event such as a fashion show, exhibition or sporting contest;
- running a trip for other students;
- producing an instruction manual, newsletter or children's book;
- local community projects, such as environmental projects or similar funded community work.

## 4.2.3 Practical considerations

The choice of project or activity will depend upon the range of facilities and resources available to students, their own skills/talents and the amount of time allocated to run the activity or project. Students may wish to consider social enterprise type projects where they will be focusing on staying within a set budget rather than making a profit.

Teachers should encourage candidates to make as many suggestions as possible. After identifying a wide range of possible events it is recommended that a minimum of two and a maximum of four projects or activities are evaluated to allow candidates to select the most suitable event.

The final activity or project should be sufficiently complex to allow all candidates the opportunity to produce evidence of all of the required elements, for later tasks, in their final portfolio. Therefore there should be an opportunity to:

- plan the activity and monitor progress;
- produce income and expenditure budgets;
- obtain finance;
- communicate with potential customers;
- negotiate with another person or group of people.

Ideally the final activity or project chosen should involve external customers, but it is recognised that internal activities or projects may be more practical for Centres.

# 4. Carrying out the Enterprise Project or Activity

## 4.3 Task 1: Identifying a suitable project or activity

### 4.3.1 Presentation of the report

To achieve Task 1, when identifying a suitable project or activity, candidates must submit a **formal written report**. The report should include appropriate titles and subheadings and should be in the region of **1000 words long**.

The report may look similar to the following one, but candidates should be encouraged to structure their work in a way that suits their own project.

**Reported to:** (Teacher's Name)

**Reported by:** (Candidate's Name)

**Date:**

**Title: Identifying a Suitable Project or Activity**

**1. Introduction**

**2. Methodology**

An explanation of the ways in which a problem or need was identified and the research methods used.

**3. Findings**

**3.1 Project or Activity One**

The problem or need explained.

Ways to solve the problem or meet the need.

**PESTEL if used**

**3.2 Project or Activity Two**

Etc.

**4. Conclusion**

An explanation of the reasons for the final choice of project, or activity, and a statement of the purpose of the project or activity.

**Appendix**

A copy of the questionnaire used, raw data collected/graphs, results of brainstorming etc.

# 4. Carrying out the Enterprise Project or Activity

## 4.3.2 Presentation of wall chart or leaflet

The purpose of producing these materials is to meet Aim 7 of the syllabus and to enable assessment of AO2. Therefore it is important that candidates give careful consideration to their intended audience and ensure that the language, terminology, layout etc. is suitable. The suitability of the work for its intended audience will form the basis of assessment for this section of Task 1.

Candidates producing the **wall chart** might like to include the following aspects:

- the name of the entrepreneur;
- their country of birth or where they operated their enterprise;
- what they do that is enterprising;
- the entrepreneurial skills they have shown (taken from Topic 3.1 of the syllabus) and how these skills contributed towards their success;
- a suitable illustration.

Although there is no word limit for this activity, to cover the subject in sufficient depth and be suitable for display it is expected that the wall chart will be approximately A3 size. It is important that candidates do not feel restrained by the limits of their artistic skills when creating the wall chart as this is not being assessed.

Candidates producing the **leaflet** should try to include:

- a suitable image;
- a description of the enterprise activity;
- results of research undertaken;
- potential target customers.

# 4. Carrying out the Enterprise Project or Activity

## 4.3.3 Assessing Task 1

AO	Assessment guidelines for Task 1	Marks
AO3 AO2	<ul style="list-style-type: none"><li>• Ability to analyse information and evaluate courses of action before making decisions.</li><li>• Good ability to apply the skills of enterprise to the identification of a suitable project or activity.</li><li>• A variety of communication methods employed, fully suitable for the audience.</li></ul>	8–10
AO3 AO2	<ul style="list-style-type: none"><li>• Some attempt to analyse information before making decisions.</li><li>• Reasonable ability to apply the skills of enterprise to the identification of a suitable project or activity.</li><li>• A variety of communication methods employed, but not completely suitable for the audience.</li></ul>	5–7
AO3 AO2 AO1	<ul style="list-style-type: none"><li>• Very little, if any, successful attempt to analyse or evaluate information before making decisions.</li><li>• Limited ability to apply the skills of enterprise to the identification of a suitable project or activity.</li><li>• No variety in the methods of communication employed, or the communication was not suitable for the intended audience.</li><li>• Some knowledge of enterprise concepts and terminology.</li></ul>	1–4



# 4. Carrying out the Enterprise Project or Activity

## Mark Band 1 – 1 to 4 marks

Work at this level is likely to be incomplete. The candidate may present only one of the two required pieces or two partially completed pieces of work. The work presented may be written notes rather than the formats requested. To gain marks in this task, however, there must be some use of relevant business concepts and terminology.

To achieve 4 marks candidates must show some evidence of identification of a suitable project. Therefore candidates who present **only** the wall chart are unlikely to gain higher than 3 marks as they will not be demonstrating this aspect.

## Mark Band 2 – 5 to 7 marks

Work at this level will provide evidence that both required tasks have been attempted. The wall chart/information leaflet and report will not be entirely suitable for the audience – there may be errors in layout, spelling or language used. There will be evidence to show how the problem or need was identified and evidence of some attempt to evaluate their own entrepreneurial skills.

## Mark Band 3 – 8 to 10 marks

To achieve Mark Band 3, candidates must produce evidence for **both** of the required tasks. In the report they will consider both the advantages and disadvantages of each project before making a decision. Candidates at this level will have used relevant terminology from the syllabus in their evidence and will have presented their materials using the required layouts. The language and layouts chosen will be suitable for the chosen audiences.

# 4. Carrying out the Enterprise Project or Activity

## 4.4 Task 2: Planning the project or activity

### 4.4.1 Preparation of the business plan

Candidates may choose to produce financial plans **or** market communications in order to provide the evidence for this task. However, in order to help with planning and the success of their project or activity they **should also be encouraged** to produce a business plan for their activity or project. The business plan could include the following:

#### **A project/activity summary**

The aims and objectives and an overview of the activity/project (what they are doing and why).

#### **A short description of the activity/project**

The person/persons involved in the activity/project.

What the individual/group plan to do, why they think that their activity/project will be successful and who the target customers are.

#### **The marketing and sales strategy**

Why the organisers think that customers will buy their goods or services. What the needs and wants of the customers are and how the activity/project will fulfil them; how the activity will be marketed (posters, radio advertisements, magazine editorial etc.).

#### **Details of the team or candidate**

The people involved in the activity/project (including the candidate); the skills the person or each member of the team has.

#### **Operations**

Details of how the activity/project will be run. This should include: production facilities required (equipment, materials), staffing requirements (who will be doing what), risk assessments, timescales for the activity.

#### **Financial forecasts**

This section should include a simple income and expenditure budget; the financial needs and proposed source of finance.

#### **Review and evaluation**

How the activity will be reviewed and evaluated.

## 4. Carrying out the Enterprise Project or Activity

### 4.4.2 Planning and monitoring

Having completed the research and chosen a project or activity, candidates should produce an action plan that identifies the key activities to be undertaken. An action plan may look similar to the following, but it is important that candidates are encouraged to take an individual approach to planning that suits their own individual project.

Task	Timing of activity	Person Responsible	Date for completion	How progress will be monitored

Teachers should ensure that candidates are familiar with the setting of clear and measurable monitoring criteria.

Candidates might like to leave enough room to add a final column entitled "outcome" to enable them to record progress with the plan to assist them with Task 3.

# 4. Carrying out the Enterprise Project or Activity

## 4.4.3 Risk assessment

The production of a risk assessment together with an explanation of how the candidate thinks the most significant risks should be dealt with is an essential requirement for Task 2.

Risk assessment involves the individual candidate rating the chances of a particular risk or hazard occurring on a scale of 1 to 5. They then consider the severity of the outcome and rate the worst possible consequence due to that risk or hazard on a scale of 1 to 5.

Candidates should make reference to Topic 4.3 of the syllabus in identifying risks for their enterprise project or activity. Candidates should then be encouraged to use the following criteria, applying it to their activity.

Likelihood of occurrence	Severity of outcome
1 – highly unlikely to occur	1 – slight inconvenience
2 – may occur but very rarely	2 – minor inconvenience requiring some action
3 – does occur but only rarely	3 – action required
4 – occurs from time to time	4 – major threat may stop activity
5 – likely to occur	5 – serious threat will stop activity

As an example, a candidate offering a gardening service may evaluate the risk of poor weather delaying work. The likelihood of this occurring will depend on the climatic conditions of the local area.

## 4.4.4 Financial planning

The budgets required for this task should include the following elements:

- initial sources of finance and total sums available at start-up;
- anticipated items of income and expenditure over the period of planning and development;
- clear plans regarding the allocation of funds to cover specific components of the event;
- amount and allocation of contingency funds in case of unexpected circumstances;
- anticipated profit or loss for the event.

An example of a budget for a small one-day market is as follows: candidates should be able to complete similar information for their event. Social enterprise projects may not generate any income, but candidates will be able to draw up an expenditure budget that shows how they intend to keep within the limits of the finance available to them.

## 4. Carrying out the Enterprise Project or Activity

Items	Expenditure (£)	Income (£)
Loan from school for start-up		100
Income from stall bookings (60 @ £5.00)		300
Income from refreshments		150
<b>Total Income</b>		<b>550</b>
Payment for the use of field	50	
Payment for portable toilets	100	
Marketing costs	100	
Purchase of refreshments	100	
Stationary costs	20	
Repayment of loan	100	
<b>Total Expenditure</b>	<b>470</b>	
<b>Profit</b>		<b>80</b>

Candidates should present evidence of the presentation of their proposals for financing the project or activity. This evidence can take the form of the script used for the presentation, outline slides or other display material. Video/CD/DVD evidence of the presentation should **not** be sent to the moderator.

Candidates should be encouraged to practise their presentation to ensure that it is fit for the audience chosen and that they are confident in their delivery of the material. The suitability of the candidate's communication for the intended audience will be the subject of assessment. Therefore candidates must prepare the materials and make the presentation as an **individual** rather than as a group if a group activity is being carried out.

The candidate's evidence should be accompanied by a written witness **statement from the teacher and/or business person** who formed the audience for the presentation.

## 4. Carrying out the Enterprise Project or Activity

It is expected that these statements will itemise details such as:

- name of the student;
- type of event;
- date of the event;
- size of the group being presented to;
- how the candidate demonstrated listening skills;
- how well the candidate interacted with the audience;
- candidate's skills development;
- the initiative shown/problem solving skills demonstrated by the candidate;
- signature, name and job title of the person completing the witness statement and date of the statement.

An example of a witness statement is as follows; although teachers may develop their own template providing that it supplies the above information.

### **Witness Statement**

**Name of school:**

**Name of student:**

**Date of event:**

**Group size:**

**Description of presentation observed:**

**Comments on student performance:**

**Comments on achievement of the assessment criteria (for which the activity provides evidence):**

**Supporting notes/images used:**

**Signed**

**Teacher 1 Witness:**

**Teacher 2 Witness:**

**Student signature:**

**Dated:**

## 4. Carrying out the Enterprise Project or Activity

Teachers should ensure that candidates clearly show the sources of finance considered for the different needs of the project or activity. The table below shows how candidates might record their findings to provide evidence for this section.

Costs of materials & equipment	Potential method of finance	Advantages of source	Disadvantages of Source	Method of Finance chosen

### 4.4.5 Planning marketing communication

In producing the marketing communications candidates may use any media which is suitable for their chosen market. Evidence presented therefore could include:

- posters;
- design plans for websites;
- story boards for television adverts;
- written scripts for radio advertisements.

Candidates **do not need** to produce and video tape the television or radio advertisement. A written description, script or story board showing the ideas for the advertisement would be sufficient evidence for this work.

It is important that the candidate can be assessed against the suitability of the materials for the audience and therefore the market communications produced should be their **own**, not the work of the group.

# 4. Carrying out the Enterprise Project or Activity

## 4.4.6 Assessing Task 2

AO	Assessment guidelines for Task 2	Marks
AO3 AO2	<ul style="list-style-type: none"> <li>Very good ability to analyse information and evaluate courses of action before making decisions.</li> <li>Excellent application of the skills of enterprise to the planning of a project or activity.</li> <li>Communication is very suitable for the audience or purpose.</li> </ul>	19–23
AO3 AO2	<ul style="list-style-type: none"> <li>Good ability to analyse information and evaluate courses of action before making decisions.</li> <li>Good application of the skills of enterprise to the planning of a project or activity.</li> <li>Communication is very suitable for the audience or purpose.</li> </ul>	15–18
AO3 AO2	<ul style="list-style-type: none"> <li>Reasonable attempt to analyse information before making decisions.</li> <li>Reasonable ability to apply the skills of enterprise to the planning of a project or activity.</li> <li>Communication is reasonably suitable for the audience or purpose.</li> </ul>	11–14
AO3 AO2 AO1	<ul style="list-style-type: none"> <li>Limited attempt to analyse or evaluate information before making decisions.</li> <li>Some ability to apply the skills of enterprise to the planning of a project or activity.</li> <li>Communication is of limited suitability for the audience or purpose.</li> <li>Some knowledge of enterprise concepts and terminology.</li> </ul>	5–10
AO3 AO2 AO1	<ul style="list-style-type: none"> <li>Very little, if any, attempt to analyse or evaluate information before making decisions.</li> <li>Limited ability to apply the skills of enterprise to the planning of a project or activity.</li> <li>Communication is generally not suitable for the audience or purpose.</li> <li>Limited knowledge of enterprise concepts and terminology.</li> </ul>	1–4



# 4. Carrying out the Enterprise Project or Activity

## **Mark Band 1 – 1 to 4 marks**

Work at this level is likely to be incomplete. The work presented may provide evidence of an attempt at one, or more, of the tasks required. Work will often be incomplete and poorly produced with little or no use of the terminology required. The presentation of the work will be poor showing little understanding of what is required.

## **Mark Band 2 – 5 to 10 marks**

Work at this level is likely to show evidence of some attempt at all three of the tasks required. The work will contain some relevant enterprise terminology and concepts. The presentation of the action plan and financial plan or marketing communications will not be clear and appropriate for the subject matter. There will be some limited attempt to justify decisions made.

## **Mark Band 3 – 11 to 14 marks**

To gain a mark in this band, evidence should be provided of an attempt at all of the tasks required. Use will be made of a range of terminology and concepts and the work will be presented in a format suitable for each of the intended audiences. There will be a clear attempt (even if unsuccessful) to analyse information in order to make decisions.

## **Mark Band 4 – 15 to 18 marks**

Work at this level will include all three required tasks. Each piece will be presented in a suitable format for the intended audience. A range of terminology and concepts will be correctly used. The analysis will justify why decisions have been made; at this level however there may be errors or gaps in the analysis which detract from the work.

## **Mark Band 5 – 19 to 23 marks**

The work produced will address all aspects required for Task 2. At this level there will be few if any errors or gaps in the evidence collected. To achieve at the top of this level there must be a detailed risk assessment which clearly explains how each risk will be dealt with. The Financial or Market communications plans will be very detailed and decisions made will be thoroughly justified.

# 4. Carrying out the Enterprise Project or Activity

## 4.5 Task 3: Implementing the plan

### 4.5.1 Producing a business plan

The activity or project is expected to be real and should therefore actually be run for the successful completion of Task 3. Candidates may complete the planning record they developed in Task 2 to help them. They must record activities undertaken, monitor progress, problems and how these were resolved to support their final evaluation of the success of the project and its implementation.

### 4.5.2 Monitoring of plans

In order to complete part (a) of Task 3, candidates should also keep an **individual log**. Candidates will be assessed on their ability to apply the skills of enterprise. Recording can be done through a variety of formats such as:

- a wall planner or flow chart;
- a diary;
- a log with pages for notes;
- photographs;
- witness or participant statements;
- teacher observations.

**Whatever format is selected, it must include all the actions or procedures carried out such as the planning, the project or activity schedule and any revisions that were made. Candidates must include:**

- personal contributions;
- how difficulties or disruptions were handled;
- how health, safety and security were implemented and sustained;
- whether or not the original plan was kept to;
- results of monitoring of progress.

Candidates should refer back to the action plan completed in Task 2.

# 4. Carrying out the Enterprise Project or Activity

## 4.5.3 Negotiating

During the activity or project, candidates will need to arrange finance and the rental of equipment or a suitable space from which to operate. Such situations can provide the evidence for the planning for negotiation element of Task 3. Candidates should produce a written explanation which includes sufficient detail to be able to assess their skills in negotiating with others. Topic 5 of the syllabus looks in detail at planning for negotiation and the process, which candidates may find helpful. A record of the process may be laid out as follows, but candidates should be encouraged to plan their negotiations in a way that suits their own purpose.

### Plan for negotiation

**People involved:**

**Date:**

**Description of situation:**

**Evidence to be used in discussion:**

**Benefits of accepting my proposal:**

**Outcome of negotiation:**

This explanation may be supported by a witness statement (such as that provided in Section 4.4.4) completed by a teacher who observed the negotiation.

# 4. Carrying out the Enterprise Project or Activity

## 4.5.4 Assessing Task 3

AO	Assessment guidelines for Task 3	Marks
AO2	<ul style="list-style-type: none"><li>Good ability to apply the skills of enterprise when implementing a plan or negotiating with others.</li></ul>	6–7
AO2	<ul style="list-style-type: none"><li>Reasonable ability to apply the skills of enterprise when implementing a plan or negotiating with others.</li></ul>	3–5
AO2	<ul style="list-style-type: none"><li>Limited ability to apply the skills of enterprise when implementing a plan or negotiating with others.</li></ul>	1–2

### Mark Band 1 – 1 to 2 marks

Evidence at this level will be brief and maybe incomplete. The candidate will provide some description of the tasks that they performed and/or a negotiation undertaken. There will be no attempt to apply relevant terminology or theory.

### Mark Band 2 – 3 to 5 marks

Evidence at this level will show that the candidate has used some of the skills identified in Topic 3.1 of the syllabus whilst implementing their plan. The skills may not be listed but the description of work done will show that the candidate has applied their knowledge when implementing their plan.

### Mark Band 3 – 6 to 7 marks

Evidence at this level will be detailed, clearly showing how the candidate implemented the action plan or negotiated with others.

## 4.6 Task 4: Evaluating the project or activity

Candidates must assess the success of how the project or activity was implemented and the outcome, not their own performance. The following layout gives an example of how this might be done, although candidates should be encouraged to produce their own, individual evaluations.

# 4. Carrying out the Enterprise Project or Activity

**Reported to:** (Teacher's Name)

**Reported by:** (Candidate's Name)

**Date:**

**Title: Evaluating** *(Candidate inserts the name of the activity or project)*

## 1 Introduction

A brief explanation of what the activity/project involved.

## 2 Findings

Candidates choose **two** of the following subheadings to explain in detail.

### **Finance**

An evaluation of how well finances were managed, including the suitability of the methods of finance used, the way income and expenditure was managed and monitored and the extent to which the enterprise achieved its financial aims.

or **Marketing**

An evaluation of the success of the marketing communications selected. This could include evidence such as sales data, costs and benefits of the communications and any other advantages and disadvantages of the methods.

or **Internal communication**

An evaluation of the success of the internal communication methods used. This could include comment on the suitability of the channels used, the flow, speed and accuracy of communication achieved etc. **Note this section should not be chosen by candidates working alone.**

or **Planning and implementation**

An evaluation of the methods used to plan the project/activity and the success with which these plans were put into practice.

## 3 Conclusion

Candidates make a judgement on the success of each of the activities covered in their findings section.

## 4 Recommendations

Candidates suggest how they could improve their work in the future by considering how any problems or difficulties might have been avoided or overcome and what other improvements might have been made. They could make use of evidence to illustrate their points, such as data, questionnaires, illustrations etc. They should take each of their two chosen areas in turn and must use evidence to say why the changes suggested would improve their work.

## **Appendix**

Evidence used to form the basis of the evaluations.

# 4. Carrying out the Enterprise Project or Activity

## 4.6.1 Assessing Task 4

When evaluating the outcome of the project or activity teachers should bear in mind that assessment **does not** focus on how successful the enterprise was, but on how candidates have used evidence to form the basis of analysis and evaluation regarding the outcome. It is likely that candidate's working as a group will present different views on this. Each candidate's evidence should be assessed individually against the criteria.

AO	Assessment guidelines for Task 4	Marks
AO3	<ul style="list-style-type: none"><li>Excellent analysis and evaluation, with comprehensive use of evidence to substantiate claims.</li></ul>	17–20
AO3	<ul style="list-style-type: none"><li>Good analysis and evaluation, with reasonable use of evidence to substantiate claims.</li></ul>	13–16
AO3	<ul style="list-style-type: none"><li>Some analysis and evaluation, with reasonable use of evidence to substantiate claims.</li></ul>	9–12
AO3	<ul style="list-style-type: none"><li>Limited analysis and evaluation, with reasonable use of evidence to substantiate claims.</li></ul>	5–8
AO3	<ul style="list-style-type: none"><li>Very limited analysis and evaluation, with reasonable use of evidence to substantiate claims.</li></ul>	1–4

# 4. Carrying out the Enterprise Project or Activity

## **Mark Band 1 – 1 to 4 marks**

Work at this level may be incomplete, with only one of the required elements being explained. The candidate will make a decision as to the success of the project and or the way it was implemented. There will be an attempt to provide some evidence to support this view. The candidate may not present the work using a formal report format.

## **Mark Band 2 – 5 to 8 marks**

Work at this level will show some attempt to weigh up either the success or failure of the enterprise with respect to the aspects chosen. The candidate will make some limited attempt to use evidence to justify the decision made; this is likely to be very brief. There may be a recommendation for improvement but this will not be justified with evidence

## **Mark Band 3 – 9 to 12 marks**

Work at this level will cover both of the elements required. The evidence should be presented using a report format. The candidate will attempt to organise some evidence to show both the success and failure of the enterprise with respect to the elements under discussion, however the discussion may be unbalanced. There will be an attempt to use the evidence to draw a conclusion and make some attempt (even if unsuccessful) at justifying recommendations for improvement.

## **Mark Band 4 – 13 to 16 marks**

At this level the candidate will attempt to explain both the successful and unsuccessful aspects of their enterprise. Evidence will be used to justify the points made. However one or more key points will be missed. A recommendation for improvement will be made with some attempt to explain why this will improve the enterprise.

## **Mark Band 5 – 17 to 20 marks**

At this level the candidate will prepare a detailed written report, using a suitable layout. A range of evidence will be organised to make justified recommendations for improvement in both areas discussed. The evidence will be used to show both the positive and negative aspects of the areas under discussion.

# Appendix: Coursework Checklist

In order that candidates can access all levels of each coursework task it is important that they complete all parts of the task. The following checklist has been provided to allow teachers and candidates to check that coursework is complete by ticking each piece of evidence shown in the candidate's work.

Task	Evidence required	Included tick [✓]
<b>Task 1 –</b> Identifying a suitable project or activity	<b>Formal report</b> about choosing a suitable project or activity– approx 1000 words	[ ]
	<b>Wall chart</b>	[ ]
	<b>OR</b> <b>Information leaflet</b>	[ ]
<b>Task 2 –</b> Planning the project or activity	<b>Action plan</b> of how the project or activity will be prepared for and carried out	[ ]
	<b>Written outcome of risk assessment</b>	[ ]
	<b>Financial planning:</b>	
	• income & expenditure budget	[ ]
	• witness statement and notes for presentation regarding sources of finance	[ ]
<b>Task 3 –</b> Implementing the plan	• written evidence of choice of sources of finance	[ ]
	<b>OR</b>	
	<b>Planning market communications:</b>	
	• <b>two</b> examples of marketing communications	[ ]
	• written evidence of choice of communication	[ ]
<b>Task 4 –</b> Evaluating the project or activity	<b>Written record</b> of the tasks carried and results of monitoring	[ ]
	<b>Written description</b> of their negotiations:	
	• evidence of planning for and carrying out negotiation	[ ]
<b>Task 4 –</b> Evaluating the project or activity	• written description of the outcome of the negotiation	[ ]
	<b>Written report –</b> approx 1000, words evaluating the success of <b>TWO</b> of the following:	
	• financing	[ ]
	• marketing	[ ]
	• communicating	[ ]
	• planning	[ ]



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