

SYLLABUS

Cambridge IGCSE®

Enterprise

0454

For examination in June and November 2015

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate (QN: 600/1959/1).

Changes to syllabus for 2015

This syllabus has been updated, but there are no significant changes.

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1. Introduction

1.1 Why choose Cambridge?

Recognition

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for learners aged 5 to 19. We are part of Cambridge Assessment, a department of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognised by schools, universities and employers as equivalent in demand to UK GCSEs. Learn more at www.cie.org.uk/recognition

Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts in which they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at www.cie.org.uk/teachers

Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at www.cie.org.uk/exams officers

Not-for-profit, part of the University of Cambridge

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at www.cie.org.uk/ISO9001

1.2 Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare students to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at www.cie.org.uk/cambridgesecundary2

Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

1.3 Why choose Cambridge IGCSE Enterprise?

Cambridge IGCSE Enterprise encourages candidates to develop their understanding and the practical skills associated with the work environment and the running of a small enterprise. The syllabus provides the knowledge associated with running a small enterprise, and an opportunity for candidates to apply this knowledge in a practical and engaging way when running their own enterprise project or activity.

We encourage candidates to study enterprise in a local as well as a global context, while enhancing their skills of investigation, analysis, interpretation, evaluation and practical problem-solving.

Cambridge IGCSE candidates should have opportunities to meet with and talk to a range of people in enterprise. These might include:

- people who have set up and run their own enterprise
- people involved in supporting enterprises, e.g. financiers, local business organisations, and government organisations
- people who have shown enterprising skills, e.g. innovators, inventors, marketing people, etc.

Prior learning

Candidates beginning this course are not expected to have studied Enterprise previously.

Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects. To qualify for the Cambridge ICE award learners are required to have studied subjects from five groups: two languages from Group I, and one subject from each of the remaining four groups. The seventh subject can be taken from any of the five subject groups.

Enterprise is in Group V, Creative, Technical and Vocational Subjects.

Learn more about Cambridge ICE at **www.cie.org.uk/cambridgesecundary2**

The Cambridge ICE is awarded from examinations administered in the June and November series each year.

Detailed timetables are available from **www.cie.org.uk/examsofficers**

1.5 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at **info@cie.org.uk**

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at **www.cie.org.uk/startcambridge**. Email us at **info@cie.org.uk** to find out how your organisation can register to become a Cambridge school.

2. Teacher support

2.1 Support materials

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at **www.cie.org.uk/igcse** to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available online. For Teacher Support go to **<http://teachers.cie.org.uk>** (username and password required).

2.2 Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **www.cie.org.uk/events** for further information.

3. Assessment at a glance

For the Cambridge IGCSE in Enterprise, candidates take two compulsory components: Paper 1 (written paper) and Paper 2 (coursework).

All candidates take:

Paper 1

1½ hours

This paper is based upon a pre-seen case study. Candidates are required to apply their knowledge of enterprise and entrepreneurship to comment on enterprise issues, and to solve enterprise problems in the context of the case study, organisations they have studied and their own enterprise.

The paper will consist of two sections:

Section A – short-answer questions and structured-response questions

Section B – longer, more open-ended questions.

100 marks

Weighted at 50% of the total available marks for the qualification.

and

Paper 2

Coursework – Centre-based assessment

Candidates will run their own enterprise activity or project, and produce a portfolio of evidence using a variety of communication methods.

60 marks

Weighted at 50% of the total available marks for the qualification.

Availability

This syllabus is examined in the May/June examination series and the October/November examination series.

Detailed timetables are available from www.cie.org.uk/examsOfficers

Paper 2 is not available to private candidates.

Centres in the UK that receive government funding are advised to consult the Cambridge website www.cie.org.uk for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except syllabuses with the same title at the same level.

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificate and Cambridge O Level syllabuses are at the same level.

4. Syllabus aims and assessment objectives

4.1 Syllabus aims

A course based on this syllabus should encourage candidates to:

- make effective use of relevant terms, concepts and methods when discussing enterprise and enterprising behaviour
- develop an understanding of what it means to be enterprising, and the skills that requires
- develop the ability to work in an enterprising and independent manner
- develop and apply knowledge, understanding and skills to contemporary enterprising issues, in a range of local, national and global contexts
- appreciate the roles and perspectives of a range of other people and organisations involved in enterprise, and the importance of ethical considerations
- investigate the world of work and entrepreneurial organisations
- develop the ability to communicate effectively, in a variety of situations, using a range of appropriate techniques.

4.2 Assessment objectives

AO1 Develop knowledge and understanding

Demonstrate knowledge and understanding of the concepts, skills and terminology relating to enterprise.

AO2 Apply the skills of enterprise

Skilfully apply knowledge and critical understanding to familiar and unfamiliar enterprise problems and issues. Develop communication materials appropriate for the intended audience and purpose.

AO3 Solve enterprise problems

Evaluate, analyse, explain and interpret information, in order to make judgements and conclusions relating to enterprise problems and situations.

4.3 Relationship between assessment objectives and components

Assessment objective	Paper 1	Paper 2	Total
AO1 Develop knowledge and understanding	20%	5%	25%
AO2 Apply the skills of enterprise	10%	15%	25%
AO3 Solve enterprise problems	20%	30%	50%
Component weighting	50%	50%	100%

4.4 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of a candidate's performance in the examination may be balanced by better performance in others.

Grade A

At this level candidates will be expected to show good ability at applying the skills of enterprise to identify a suitable project or activity. They will show a clear ability to analyse and evaluate information, weighing up advantages and disadvantages before deciding on a course of action, sometimes using risk assessments. Analysis will be used to justify decisions. Evidence of work done will be organised and detailed, demonstrating good knowledge and application of enterprise skills including the correct use of terminology. Good negotiation skills will be demonstrated.

Communication style is varied and matched to audience requirements, using relevant terminology. Evidence presented will be balanced and include justified recommendations.

Grade C

At this level candidates will show reasonable ability at applying the skills of enterprise to identify a suitable project or activity. There will be a clear attempt to analyse information before making decisions. Descriptions of work done and negotiations will show the application of their knowledge of enterprise skills.

A variety of communication methods will be employed, and a reasonable attempt made to match to the requirements of the audience. Evidence presented will be balanced and used in drawing conclusions with some attempt at justifying recommendations.

Grade F

At this level candidates are expected to apply limited skills to identify a suitable enterprise project or activity, showing some knowledge of enterprise concepts and terminology. The candidate will make some limited attempt to use evidence in justifying decisions made. Decisions made will only rarely be based on the analysis and evaluation of information. Candidates will provide some description of tasks and negotiations undertaken. Communication will tend to be of a limited form. Work may be presented as written notes rather than recognising the requirements of the audience. The use of correct terminology will be very limited.

5. Syllabus content

Topic 1: Introduction to enterprise

Candidates should:

1 *Understand what is meant by enterprise*

- (a) an introduction, including an understanding that being enterprising underpins the whole course.
- (b) enterprise involves making decisions and taking risks.

2 *Know about different ways of being enterprising*

- (a) know that they can be enterprising at school through their studies of a range of subjects.
- (b) know that they can be enterprising at home:
 - organising a household job
 - taking responsibility for younger children
 - taking responsibility for pets
 - earning money for the family
 - organising themselves.
- (c) understand that there are different ways of being enterprising:
 - using communication and numeracy skills
 - using technology for learning
 - thinking creatively and independently
 - learning independently and as part of a group
 - making reasoned evaluations
 - linking different kinds of learning and applying them in new situations
 - communicating in different ways and in different settings
 - working in partnership and in teams
 - taking the initiative and lead
 - applying critical thinking in new contexts
 - creating and developing
 - solving problems.
- (d) understand and be able to analyse how the above are linked to being enterprising at school and at home.

Topic 2: Setting up a new enterprise

Candidates should:

1 *Be able to describe, compare and contrast different types of business organisation*

understand what is meant by the following, and be able to explain the similarities and differences between them:

- sole trader
- partnership
- limited company
- co-operative
- franchise
- social enterprise: charities, not-for-profit organisations.

The focus must be on the advantages and disadvantages of these types for a **new enterprise**.

2 *Explain the purpose of a business*

- (a) be able to explain that an enterprise exists to meet the needs and wants of customers, clients and members.
- (b) be able to explain the rewards and challenges facing an enterprise.

Topic 3: The skills and personal attributes needed to run an enterprise

Candidates should:

1 *Identify and explain personal attributes and entrepreneurial skills*

be able to identify, explain and evaluate the personal attributes and skills needed to be entrepreneurial:

- leadership
- self-confidence
- motivation/determination to succeed
- innovation
- team-building
- creativity
- problem-solving/practical/technical skills
- resourcefulness
- taking initiative
- taking calculated risks
- taking responsibility
- perseverance
- prioritisation/time management
- interpersonal/communication skills
- delegation.

2 *Analyse and evaluate the behaviour of entrepreneurs*

be able to analyse and evaluate people in the local community, or the whole of society, who have made great things happen for themselves or others. They should study examples of individuals from the past in order to understand and be able to analyse how they have been enterprising, as in Topic 1 section 2(c). Where possible, candidates should study individuals from their own country and at least one other country: Gandhi (India – politician); Kemal Atatürk (Turkey – moderniser); Andrew Carnegie (USA – industrialist/philanthropist); William Morris (UK – designer); Babatunde Olatunji (Nigeria – musician); Rona Jaffe (Sri Lanka – novelist); Cao Yu (China – dramatist).

Topic 4: Business opportunities, responsibilities and risk

Candidates should:

1 *Understand how opportunities for enterprise arise*

understand that opportunities for enterprise arise in many different ways, including:

- identifying the need or demand for a product or service
- identifying the ability to meet the demand
- taking advantage of new technology and Research and Development (R&D)
- recognising areas for expansion
- taking advantage of changes in taste and fashion
- taking advantage of changes in the size and structure of population
- taking advantage of changes in real income
- taking advantage of the opportunities offered by globalisation
- taking advantage of government policies.

2 *Explain the reasons why enterprises and entrepreneurs take and accept risk, and how risk can be dealt with*

Risk involves assessing the likelihood and magnitude of impact, determining a response strategy, and monitoring progress.

- (a) understand that dealing with risk involves first identifying the risks and then choosing which risks to deal with. It is often not possible to deal with all potential risks, so it is important to identify those which can be dealt with and are worth dealing with. Candidates could consider the risks of travelling to school, going to a football match, or staying in bed.
- (b) be able to use PESTEL analysis as a means of identifying risks.
- (c) be able to identify and understand that some people are risk optimisers, others are risk reducers, and others are risk avoiders.

3 *Understand the existence and implications of rights, responsibilities and ethical considerations in areas such as employment, production, marketing and selling*

- (a) understand that in setting up an enterprise, there are always legal issues which may bring risk. In all cases, candidates should consider the situation in their economy. They should be aware not of the law, but of a range of ways in which clients, consumers, employees and employers are protected and affected by the law in the following areas:
 - employment
 - production
 - marketing
 - selling

- (b) understand the concepts of ethical and moral principles related to enterprise, including Fairtrade, and the social impacts of enterprises.

Topic 5: Negotiation

Candidates should:

1 *Understand and explain what is meant by negotiation*

Negotiation is an interaction of influences, including:

- the process of resolving disputes
 - agreeing upon courses of action
 - bargaining for individual or collective advantage
 - reaching outcomes to satisfy the interests of those involved.
- (a) understand that all of us are negotiating almost all of the time, with business partners, clients, colleagues, family, friends, suppliers or trade unions, and that our success depends entirely on our understanding of the negotiation process.
- (b) be aware that, in many enterprising situations, it is important to take into account the views and interests of stakeholders not directly involved in the negotiations.

2 *Analyse and evaluate the process of negotiation*

Emphasise the importance of reaching a satisfactory outcome for all parties. In negotiating, we bargain for what we want from somebody else with what they want from us. The best way of being able to do this is to know what we want, and what we are prepared to give to get it. It sounds simple, but most people enter negotiations without planning their desired outcomes, believing, sometimes incorrectly, that the strongest side will succeed.

- (a) understand the importance of deciding the following when planning to negotiate:
- Am I clear in my mind what it is that I am trying to achieve?
 - Have I sorted the information that I will use in discussion (because it will stand up to counter-argument) from the information which I can't use (because it won't)?
 - Have I written down the strengths and weaknesses of my position?
 - Have I considered what I am going to say when others talk about these weaknesses and put forward their own case?
 - Have I listed the benefits to them of accepting my proposal?
 - Equally, have I listed any unpleasant consequences for them of accepting it?
 - How am I going to counter their objections?
 - Have I listed the consequences for both sides if my proposal is not accepted?
 - Have I thought about not only what I am going to say, but also how I am going to say it?
 - Have I considered with whom I am going to negotiate?
 - Have I chosen an appropriate negotiating style and strategy?
 - Are my objectives SMART?
- (b) be able to analyse the significance of each of the following in the negotiating process:
- preparation
 - establishing the negotiating environment
 - exploring needs
 - testing understanding and summarising
 - negotiating your position
 - reaching agreement.

Topic 6: Understanding finance

Candidates should:

- 1 *Know the differences between investment and saving, including in the local context*
 - (a) know that investment is expenditure on capital goods, including buildings, equipment, machinery and tools, new shares, etc.
 - (b) know that saving is money which is not spent, including bank accounts, keeping money in the house, government bonds, etc.
 - (c) know that there is a range of different investment and savings products relating to their own country.

- 2 *Evaluate and choose sources of finance appropriate for different types of enterprise*
 be able to explain and evaluate the different sources of finance, and their appropriateness to a new or expanding enterprise:
 - banks and other financial institutions, including loans, overdrafts, mortgages
 - community sources, including charities and social enterprises
 - family and friends
 - government grants and subsidies
 - personal savings
 - profits for reinvestment
 - private institutions, e.g. venture capital trusts
 - shares in limited companies.

- 3 *Be aware of sources of credit, and evaluate the provision of credit in different situations*
 - (a) be able to define the terms credit, creditors, debt and debtors
 - (b) understand that businesses often offer purchasers a 30-, 60- or 90-day payment
 - (c) be able to analyse and evaluate the advantages and disadvantages, to both creditors and debtors, of providing such credit.

- 4 *Explain the importance of keeping accurate financial records*
 be able to explain why it is important for an enterprise to keep and maintain accurate financial records.

- 5 *Understand the reasons for producing budgets*
 - (a) understand the concept of a simple budget, including these terms: income, revenue, expenditure, spending, direct costs, variable costs, indirect costs, overheads, fixed costs, profit, surplus, loss and deficit.
 - (b) be familiar with examples of budgets of larger enterprises.
 - (c) be able to explain the importance of budgeting, to both individuals and enterprises.

- 6 *Be able to explain and compare the concepts of cash flow with profit and loss and be able to produce a cash flow budget and Profit and Loss account for a new enterprise*
 - (a) understand what is meant by cash flow, and profit and loss.
 - (b) be able to explain and compare cash flow with profit and loss.
 - (c) be able to explain why a 'profitable' business may go bankrupt because of negative cash flow.

Cash Flow

 - (d) be able to draw up a cash flow budget for a new enterprise.

- (e) be able to explain why an enterprise would draw up a cash flow budget.
- (f) understand the significance of having a cash flow deficit or surplus.

Profit and Loss

- (g) be able to draw up a Profit and Loss account for a new enterprise.
- (h) be able to explain why an enterprise would draw up a Profit and Loss account.
- (i) understand the significance of making a profit or a loss.

Topic 7: Business planning

Candidates should:

1 *Understand and explain business objectives*

- (a) understand that enterprises may have a range of business objectives including:
 - profit
 - growth
 - survival
 - sales revenue
 - satisficing
 - environmental
 - ethical.
- (b) be able to explain how different business objectives can affect how an enterprise behaves.

2 *Understand the content and purpose of a business plan and evaluate the need for an entrepreneur to produce one*

- (a) know what is meant by a business plan, what is included in one, and why an enterprise would draw one up.
- (b) be able to analyse and evaluate the importance of a business plan in the start-up of an enterprise.
- (c) be able to explain why it is often necessary for an enterprise to update its business plan.

3 *Understand the concept of time periods when planning, and the need to plan regularly*

To remain successful, it is vital that an enterprise regularly sets aside time to ask the following key strategic questions:

- Where has the business come from?
- Where is the business now?
- Where is it going?
- How is it going to get there?
- How long will it take?

- (a) be able to analyse the importance of these key strategic questions.
 - (b) understand that there are different time periods in planning: short-term, medium-term and long-term.
- Often, business owners are able to decide what they want to achieve but don't draw up a plan of action. If this happens, their business will lack direction.

4 *Understand and explain why laws and regulations affecting enterprise start-up are needed*

understand the reasons why governments set laws and regulations affecting the start-up and operation of an enterprise. Details of laws and regulations are **not** required.

Topic 8: Markets and customers

Candidates should:

- 1 *Understand the purpose and evaluate the benefits of marketing*
 - (a) understand the purpose and benefits of marketing for an enterprise, including:
 - increasing consumers' awareness of the enterprise
 - increasing consumers' awareness of the product
 - establishing and maintaining brand loyalty
 - increasing or defending sales and market share
 - increasing profits.
 - (b) be able to explain the benefits to the customer of marketing, including:
 - greater knowledge
 - the ability to make more informed decisions
 - time-saving.
- 2 *Understand customer wants and needs, and explain ways of researching potential customers*
 - (a) understand the difference between a want and a need.
 - (b) understand the difference between existing and potential customers.
 - (c) understand that market research may take a variety of forms, both primary and secondary.
 - (d) be able to compare ways of identifying potential customers.
- 3 *Explain the importance of retaining customers, and evaluate ways in which this can be done*
 - (a) be able to explain why enterprises need to retain existing customers.
 - (b) be able to explain what is meant by customer satisfaction, and how it can be measured.
 - (c) understand how an enterprise receives complaints, and how it should deal with them.
 - (d) be able to evaluate ways in which customers can be retained and satisfaction increased.
- 4 *Understand and evaluate the different methods of communicating with a market for different types of enterprise*
 - (a) be aware that different methods will be more or less appropriate for different types of enterprise, including:
 - mass media: television, radio, cinema, newspapers and magazines
 - posters, leaflets, etc.
 - electronic: company website, email and Internet advertising
 - word of mouth
 - sponsorship.
 - (b) be able to analyse and evaluate the use of these different methods for different types of enterprise.

Topic 9: Help and support for enterprise

Candidates should:

- 1 *Identify and understand the sources of help and support available to enterprises, and evaluate their effectiveness*

The sources will clearly differ from country to country.

(a) be aware of:

- formal sources of support, e.g. government bodies, business agencies, financial institutions, charities, etc.
- informal sources of support, e.g. friends, other business people, etc.
- business networks – these are forums for advice and discussion.

(b) be able to identify examples of the above, explain how they can be of assistance to enterprises, and evaluate their effectiveness.

Topic 10: Communicating with other people

Candidates should:

- 1 *Identify, analyse and evaluate the advantages and disadvantages of different types of communication*

(a) recognise that communication can be of a formal or an informal nature.

(b) recognise that, in some enterprises, there may be both horizontal and vertical lines of communication.

(c) be able to identify, analyse and evaluate the advantages and disadvantages of different types of communication, including oral and written, for different situations.

- 2 *Understand the importance and differences in types of appropriate language*

(a) understand that the language used in communication will differ, depending on the context and the people involved.

(b) be able to explain why the language used may differ, depending on the situation.

(c) understand how they might communicate with: customers, someone senior to them, an employee, a friend, someone who they hoped would provide them with finance, someone via a letter, etc.

- 3 *Analyse and evaluate the internal and external communication methods used in an enterprise*

(a) be able to explain how an enterprise would communicate with internal stakeholders, such as managers, employees and shareholders.

(b) be able to explain how an enterprise would communicate with external stakeholders, such as suppliers, customers, local community and government.

(c) be able to analyse and evaluate appropriate methods of communication for different situations.

- 4 *Understand the importance of planning for a meeting*

be aware of the need for careful preparation both before and between meetings, including:

- notice of meeting
- agenda
- minutes.

- 5 *Evaluate the effectiveness of a meeting*

be able to analyse and evaluate whether meetings have been effective.

6. Coursework

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). 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. Candidates may work as part of a group when planning and running their activity but the work they present for assessment **must** be completed individually.

The individual role played by candidates and their perspective on the overall project is assessed, **not** the execution of, or the success of, the project or activity itself.

The next pages list the tasks that must be carried out as part of the coursework process, and the assessment guidelines for each task.

6.1 Task 1: Identifying a suitable project or activity

Candidates should present evidence that consideration has gone into the process of choosing a project or activity to undertake, and that they have evaluated a number of activities before making a final choice. They should provide evidence that they have considered the needs and wants of customers, the entrepreneurial skills they have that could be useful for different projects or activities, as well as the skills that they do not possess, and that they have evaluated a number of different projects or activities.

Candidates should submit a **formal written report** about the process and outcome of choosing a suitable project or activity. The report, which should consist of approximately 1 000 words, should include appropriate titles and subheadings, and should cover:

- (a) a summary of the project or activity chosen.
- (b) the skills that the candidate believes are important for entrepreneurs to possess, and an evaluation of the extent to which the candidate believes that they possess these skills.
- (c) evidence of the ways in which a problem or need was identified and researched by the candidate, including the sources used (questionnaire, Internet, brainstorming, etc.) and presentation of the outcomes of research undertaken.
- (d) an outline of the ways in which the problem or need could be solved or satisfied in an enterprising way (evidence could include PESTEL analysis).
- (e) an explanation of the reasons for the candidate's final choice of project or activity, and the reasons why the other ideas were rejected.

Marks are awarded against each assessment criterion using the statements within the bands. A mark of zero should be awarded for non-credit-worthy responses.

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

6.2 Task 2: Planning the project or activity

Candidates should present evidence that they have carried out planning to try and ensure the success of the chosen project or activity. There should be evidence that they have considered the activities and tasks to be undertaken, the need to deal with risk, and **either** the need for finance **or** the need to tell the potential market about the project or activity.

Candidates **must** submit:

(a) an action plan covering the preparation for and implementation of the project, containing:

- the activities that are to be undertaken, and by whom
- timings of the activities
- proposed methods of monitoring progress with the plan.

(b) **one** of the following (either financial planning or planning marketing communications):

Financial planning

- A simple income and expenditure budget for the project or activity, showing the candidate's own financial estimates.
- A witness statement of a presentation by the individual candidate, to a teacher or business person, including the use of visual materials. The presentation should cover the candidate's proposals for financing the project or activity, together with the reasons for the candidate's choices of finance.
- Written evidence of the sources of finance the candidate considered for the different financial needs of the project or activity, a decision as to which sources should be used, and an explanation of why they believe that these are the best sources.

Planning marketing communications

- **Two** examples of marketing communications, using different media, suitable for telling potential customers about the project or activity. Evidence could include, for example, a poster, a leaflet, a website plan or sponsorship materials.
- A witness statement of a presentation by the individual candidate, to a teacher or business person, including the use of visual materials. The presentation should cover the candidate's proposed methods of marketing communications, together with the reasons for the candidate's choices of communications.
- Written evidence of the candidate's decision as to which one of their examples of marketing communications the candidate believes should be used, together with an explanation of why they believe that this method of marketing communications will be successful. The candidate should refer to reaching the potential market, attracting and retaining customers.

Marks are awarded against each assessment criterion using the statements within the bands. A mark of zero should be awarded for non-credit-worthy responses.

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



6.3 Task 3: Implementing the plan

Candidates must carry out their project or activity and **must** submit:

- (a) a written record of carrying out the action plan produced in Task 2, including:
 - which tasks were carried out
 - the results of monitoring progress with tasks using the criteria identified in the action plan.Candidates working on their own should describe how the plans for the project or activity were implemented. Candidates working in a group should describe how they carried out their own role.
- (b) evidence of preparing to negotiate at a meeting with another person or group of people, regarding an aspect of planning the project or activity, or implementing the plans. The candidate must also provide a written description of the situation in which they negotiated, and the outcome of the negotiation.

Marks are awarded against each assessment criterion using the statements within the bands. A mark of zero should be awarded for non-credit-worthy responses.

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

6.4 Task 4: Evaluating the project or activity

Candidates should evaluate the success of how the project or activity was implemented and the outcome of the project or activity, **not** their own performance.

Evidence for this task should be in the form of a **formal written report** of approximately 1 000 words, including appropriate titles and subheadings.

The report should evaluate the success of **two** of the following areas and give clear and reasoned recommendations for improvement:

- the financial success of the project or activity
- the success of the marketing communication(s) used
- the success of the planning and implementation of the project or activity
- for candidates who worked as part of a group, the success of the internal communications used during the planning and implementation of the project or activity.

Marks are awarded against each assessment criterion using the statements within the bands. A mark of zero should be awarded for non-credit-worthy responses.

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

6.5 Moderation

Internal moderation

When several teachers in a Centre are involved in internal assessment, arrangements must be made within the Centre for all candidates to be assessed to the same standard. It is essential that the marks for each skill assigned within different teaching groups (or classes) are moderated internally for the whole Centre entry. The Centre assessments will then be moderated externally by Cambridge.

External moderation

External moderation of internal assessment is carried out by Cambridge.

- Centres must submit the internally assessed **marks** of **all** candidates to Cambridge.
- Centres must also submit the internally assessed **work** of a **sample** of candidates to Cambridge. The *Cambridge Administrative Guide*, available on our website, provides details of which candidates are to be included in the sample.

The deadlines and methods for submitting internally assessed marks and work are in the *Cambridge Administrative Guide* available on our website.

Information about re-submission of coursework samples and about carrying forward internally assessed marks can be found in the *Cambridge Administrative Guide*.

6.6 Forms

This section contains copies of the following forms, together with instructions on how to complete them:

- Individual Candidate Record Card
- Coursework Assessment Summary Form.

ENTERPRISE
Individual Candidate Record Card
Cambridge IGCSE

Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.

Centre Number						Centre Name		June/November	2	0	1	5
Candidate Number						Candidate Name		Teaching Group/Set				

Title of Coursework				

Task 1: Identifying a suitable project or activity	Task 2: Planning the project or activity	Task 3: Implementing the plan	Task 4: Evaluating the project or activity	TOTAL
*(max 10)	*(max 23)	*(max 7)	*(max 20)	*(max 60)
* Indicates mark to be transferred to Coursework Assessment Summary Form	Amount of scaling if relevant	Internally Moderated Mark		
		*(max 60)		

INSTRUCTIONS FOR COMPLETING INDIVIDUAL CANDIDATE RECORD CARDS

1. Complete the information at the head of the form.
2. Mark the Coursework assignment for each candidate according to instructions given in the syllabus.
3. Enter marks and total marks in the appropriate spaces. Complete any other sections of the form required.
4. Ensure that the addition of marks is independently checked.
5. **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator), and a single valid and reliable set of marks should be produced which reflects the relative attainment of all the candidates in the Coursework component at the Centre. The outcome of internal moderation, in terms of the number of marks added to or subtracted from the initial total, must be clearly written in the box marked 'Amount of scaling if relevant'. If no scaling is necessary, please indicate by writing a zero in this box.
6. Transfer the marks to the Coursework Assessment Summary Form in accordance with the instructions given on that document.
7. Retain all Individual Candidate Record Cards and Coursework **which will be required for external moderation**. See also the instructions on the Coursework Assessment Summary Form.

Note: These Record Cards are to be used by teachers only for students who have undertaken Coursework as part of their Cambridge IGCSE.

Name of teacher completing this form		Signature		Date					
Name of internal moderator		Signature		Date					

A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows:
 - (a) Where there are columns for individual skills or assignments, enter the marks initially awarded (i.e. before internal moderation took place).
 - (b) In the column headed 'Total Mark', enter the total mark awarded before internal moderation took place.
 - (c) In the column headed 'Internally Moderated Mark', enter the total mark awarded after internal moderation took place.
4. Both the teacher completing the form and the internal moderator (or moderators) should check the form and complete and sign the bottom portion.

B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations sends a computer-printed Coursework mark sheet MS1 to each Centre (in late March for the June examination and in early October for the November examination) showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed Coursework mark sheet MS1.
2. The top copy of the computer-printed Coursework mark sheet MS1 must be despatched in the specially provided envelope to arrive as soon as possible at Cambridge and by the deadlines in the *Cambridge Administrative Guide* available on our website.
3. Cambridge will select a list of candidates whose work is required for external moderation. As soon as this list is received, send the candidates' work with the corresponding Individual Candidate Record Cards, this summary form and the second copy of MS1 to Cambridge. Indicate the candidates who are in the sample by means of an asterisk (*) against the candidates' names overleaf.
4. Cambridge reserves the right to ask for further samples of Coursework.
5. Send, with the sample work, instructions given to candidates and information as to how internal moderation was carried out.

7. Other information

Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Language

This syllabus and the associated assessment materials are available in English only.

Grading and reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, A* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending); X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Entry codes

To maintain the security of our examinations we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes, examination timetables and administrative instructions can be found in the *Cambridge Guide to Making Entries*.

8. Additional information for England, Wales and Northern Ireland

This syllabus appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>) as a Cambridge International Level 1/Level 2 Certificate. In other contexts it is known as a Cambridge IGCSE.

Cambridge International Level 1/Level 2 Certificates are approved for regulation in England, Wales and Northern Ireland and are eligible for inclusion in school and college performance tables.

For up-to-date information on the performance tables, including the list of qualifications which count towards the English Baccalaureate, please go to the Department for Education website (www.education.gov.uk/performance-tables).

Candidates who gain grades D to G will have achieved an award at Level 1 of the National Qualifications Framework. Candidates who gain grades A* to C will have achieved an award at Level 2 of the National Qualifications Framework.

Prior learning

Candidates in England who are beginning this course should normally have followed the Key Stage 3 programme of study within the National Curriculum for England.

Other candidates beginning this course should have achieved an equivalent level of general education.

Progression

The Cambridge International Level 1/Level 2 Certificate in Enterprise is a general qualification that enables successful candidates to progress either directly to employment, or to proceed to further qualifications.

This syllabus provides a foundation for further study at Levels 2 and 3 in the National Qualifications Framework, including Cambridge IGCSE, Cambridge International AS and A level GCE and Cambridge Pre-U qualifications by developing the cross-curricular skills needed as preparation for life and learning, including planning, analysis, evaluation, presentation and negotiation.

Grading and reporting

Cambridge International Level 1/Level 2 Certificate results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, A* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending); X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Overlapping qualifications

Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Candidates who enter for more than one qualification with the same classification code will only have one grade (the highest) counted for the purpose of the school and college performance tables. Centres may wish to advise candidates that, if they take two qualifications with the same classification code, colleges are very likely to take the view that they have achieved only one of the two qualifications. Candidates who have any doubts about their subject combinations should seek advice, either from their centre or the institution to which they wish to progress.

Spiritual, moral, ethical, social, legislative, economic and cultural issues

Spiritual: There is an opportunity for candidates to appreciate the concept of truth in presenting solutions to problems in business. Candidates are required to develop logical reasoning, thereby strengthening their abilities to make sound decisions and assess consequences.

Ethical: Candidates have the opportunity to develop an appreciation of when teamwork is appropriate and valuable, but also to understand the need to protect the integrity of individual achievement.

Social: There is the opportunity to work together productively on complex tasks and to appreciate that different members of a team have different skills to offer.

Cultural: Candidates are required to apply enterprise skills to everyday work situations, thereby appreciating its importance to modern culture. Work on markets and customers gives access to understanding the differing needs of the individuals and society.

Sustainable development, health and safety considerations and international developments

This syllabus offers opportunities to develop ideas on sustainable development and health and safety and the international dimension.

Business planning includes understanding why laws and regulations affecting enterprise are required. Candidates learn how to complete a risk assessment and how to deal with risk. The international aspect is developed in learning about entrepreneurs in history and from other countries.

Key Skills

This syllabus provides opportunities for learners to develop the following Key Skills at Level 1 and/or Level 2:

- Application of number
- Communication
- Information technology
- Improving own learning and performance
- Working with others
- Problem solving.

The extent to which this evidence fulfills the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning. Further information on Key Skills can be found on the Ofqual website **www.ofqual.gov.uk**

Cambridge International Examinations
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558
Email: info@cie.org.uk www.cie.org.uk

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