

For examination in June and November 2017, 2018 and 2019.



Version 2

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



Why choose Cambridge?

Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock students' potential.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge students who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge.

'We think the Cambridge curriculum is superb preparation for university.'

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA



Quality management

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

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Changes to this syllabus



For information about changes to this syllabus for 2017, 2018 and 2019, go to page 26.

The latest syllabus is version 2, published September 2016. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2015 are still suitable for use with this syllabus.

1 Why choose this syllabus?

Key benefits

Cambridge IGCSE® syllabuses are created especially for international students. For over 25 years, we have worked with schools and teachers worldwide to develop syllabuses that are suitable for different countries, different types of schools and for learners with a wide range of abilities.

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.

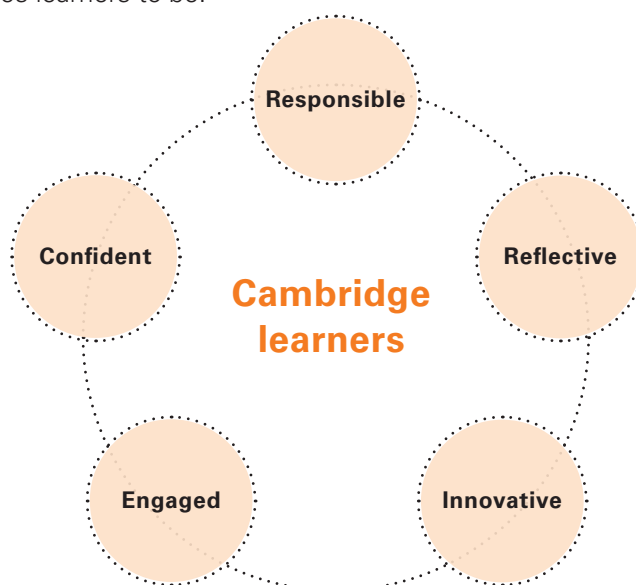
We encourage candidates to study enterprise in a local as well as a global context, while enhancing their skills of investigation, analysis, interpretation, evaluation and practical problem solving.

Cambridge IGCSE Enterprise provides opportunities for learners to meet with and talk to a range of people involved in enterprise such as:

- 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.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Our approach encourages learners to be:



'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

Recognition and progression

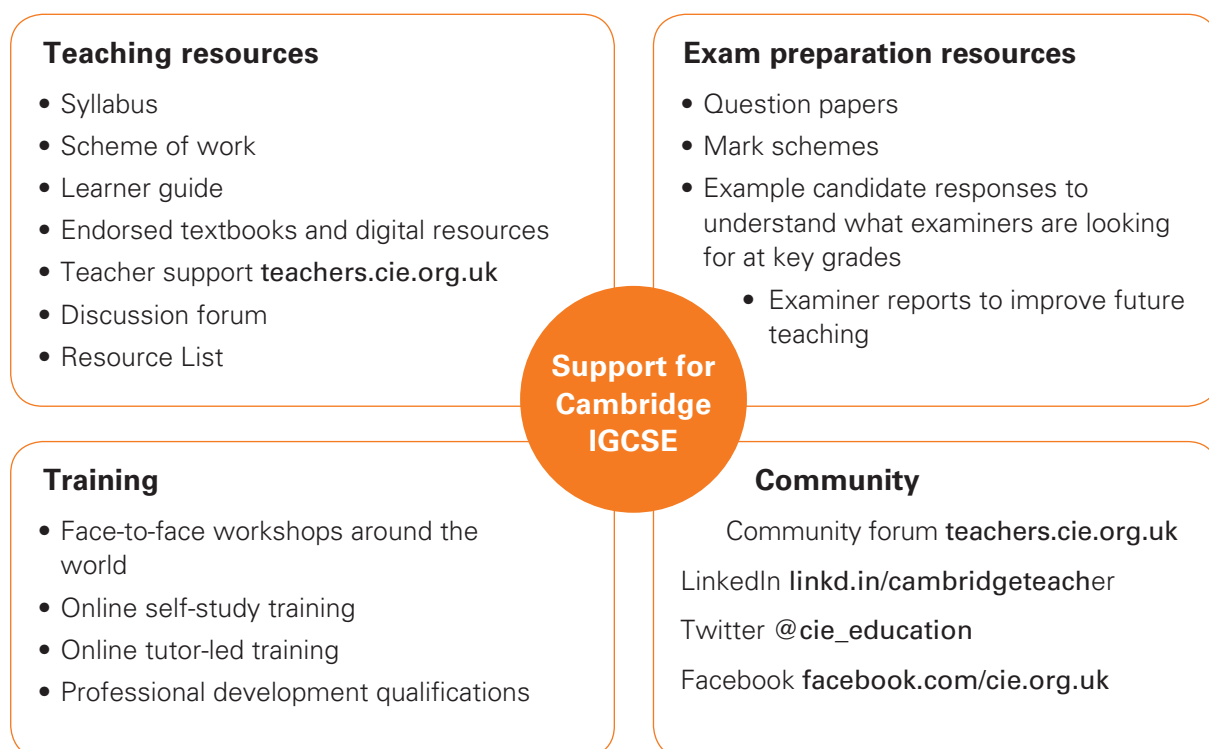
The combination of knowledge and skills in Cambridge IGCSE Enterprise gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs to meet their entry requirements.

Learn more at www.cie.org.uk/recognition

Supporting teachers

We provide a wide range of practical resources, detailed guidance and innovative training and professional development so that you can give your learners the best possible preparation for Cambridge IGCSE.



‘Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.’

Mrs Omnia Kassabgy, Managing Director of British School in Egypt BSE

2 Syllabus overview

Aims

The syllabus aims summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority.

The aims are 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.

Content

All candidates will study the following topics:

- 1 Introduction to enterprise
- 2 Setting up a new enterprise
- 3 The skills and personal attributes needed to run an enterprise
- 4 Business opportunities, responsibilities and risk
- 5 Negotiation
- 6 Understanding finance
- 7 Business planning
- 8 Markets and customers
- 9 Help and support for enterprise
- 10 Communicating with other people

Assessment

All candidates take two components.

All candidates take:

Paper 1 1 hour 30 minutes
 Written paper 50 %
 100 marks
 Short-answer, structured and more open-ended questions
 The paper is based on a pre-released case study
 Externally assessed

and:

Component 2
 Coursework 50 %
 60 marks
 Portfolio of evidence based on candidate's enterprise activity or project
 Internally assessed/externally moderated

Teacher support for Cambridge IGCSE Enterprise



We provide a wide range of support resources to give your learners the best possible preparation for Cambridge programmes and qualifications. Support for Cambridge IGCSE Enterprise includes a Coursework Handbook, Example Candidate Responses and a Scheme of Work. These and other resources are available online through Teacher Support at <https://teachers.cie.org.uk>

3 Subject content

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.

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.

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).

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.

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.

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 home, 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.

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.

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.

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.

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.

4 Details of the assessment

For information on Assessment objectives (AOs), see section 5.

Paper 1 – Written paper

The paper is based on a pre-released case study, 1 hour 30 minutes, 100 marks

The paper will consist of two sections:

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

Section B – longer, more open-ended questions.

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.

Component 2 – Coursework

Portfolio of evidence based on enterprise activity or project, 60 marks

Candidates 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. This applies to all elements of all tasks.

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.

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. 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 before making a final choice.

Candidates should submit a **formal written report** of approximately 1000 words, about the process and outcome of choosing a suitable project or activity. The report should include appropriate titles and subheadings, and 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 the candidate identified and researched the problem or need, including the sources used (questionnaire, internet, brainstorming, etc.) and presentation of the outcomes of the research
- (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 objective (AO) using the statements within the bands.

AO	Assessment guidelines for Task 1	Marks
AO3	<ul style="list-style-type: none"> Ability to analyse information and evaluate courses of action before making decisions. 	8–10
AO2	<ul style="list-style-type: none"> 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. 	
AO1	<ul style="list-style-type: none"> Reasonable knowledge of enterprise concepts and terminology. 	
AO3	<ul style="list-style-type: none"> Some attempt to analyse information before making decisions. 	5–7
AO2	<ul style="list-style-type: none"> 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. 	
AO1	<ul style="list-style-type: none"> Some knowledge of enterprise concepts and terminology. 	
AO3	<ul style="list-style-type: none"> Very little, if any, successful 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 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. 	
AO1	<ul style="list-style-type: none"> Limited knowledge of enterprise concepts and terminology. 	
	<ul style="list-style-type: none"> No creditable response. 	0

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. They should include evidence that they have considered the activities and tasks to be undertaken, 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 choice of finance.
- Written evidence of the sources of finance the candidate considered for the different financial needs of the project or activity, their decision on which sources to use, 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 choice of communications.
- Written evidence of the candidate's decision on which **one** of their examples of marketing communications should be used, together with an explanation of why they believe that this method will be successful. The candidate should refer to how their communications will reach the potential market, and how it will retain existing customers.

Marks are awarded against each assessment objective (AO) using the statements within the bands.

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. Communication is very suitable for the audience or purpose. 	
AO1	<ul style="list-style-type: none"> 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. Communication is very suitable for the audience or purpose. 	
AO1	<ul style="list-style-type: none"> 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. Communication is reasonably suitable for the audience or purpose. 	
AO1	<ul style="list-style-type: none"> 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. Communication is of limited suitability for the audience or purpose. 	
AO1	<ul style="list-style-type: none"> 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. Communication is generally not suitable for the audience or purpose. 	
AO1	<ul style="list-style-type: none"> Limited knowledge of enterprise concepts and terminology. 	
	<ul style="list-style-type: none"> No creditable response. 	0

Task 3: Implementing the plan

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

(a) a written record of carrying out the action plan they produced in Task 2, including:

- which tasks were carried out
- the results of monitoring the progress of the tasks using the criteria identified in the action plan.

Candidates working on their own should describe how they implemented the plans for the project or activity. Candidates working in a group should describe how they carried out their own role.

(b) evidence of their preparations for negotiating at a meeting with another person or group of people about 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 objective (AO) using the statements within the bands.

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
	<ul style="list-style-type: none"> • No creditable response. 	0

Task 4: Evaluating the project or activity

Candidates 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 1000 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:

- (a) the financial success of the project or activity
- (b) the success of the marketing communication(s) used
- (c) the success of the planning and implementation of the project or activity
- (d) 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 objective (AO) using the statements within the bands.

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
	<ul style="list-style-type: none"> No creditable response. 	0

Moderation

Candidates' marks for 0454/02 must be recorded on the Individual Candidate Record Card produced by Cambridge. These forms, and the instructions for completing them, may be downloaded from www.cie.org.uk/samples. The database will ask you for the syllabus code (i.e. 0454) and your Centre number, after which it will take you to the correct forms. Follow the instructions when completing each form.

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.

The internally moderated marks for all candidates must be recorded on the Coursework Assessment Summary Form. This form, and the instructions for completing it, may be downloaded from www.cie.org.uk/samples. The database will ask you for the syllabus code (i.e. 0454) and your Centre number, after which it will take you to the correct form. Follow the instructions when completing the form.

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.

For information, dates and methods of submission of the coursework marks and sample, please refer to the *Cambridge Handbook* and Samples Database www.cie.org.uk/samples

Information about re-submission of coursework samples and about carrying forward internally assessed marks can be found in the *Cambridge Handbook* at www.cie.org.uk/examsofficers

5 Assessment objectives

The assessment objectives (AOs) are:

AO1 Develop knowledge and understanding

AO2 Apply the skills of enterprise

AO3 Solve enterprise problems

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.

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Develop knowledge and understanding	25
AO2 Apply the skills of enterprise	25
AO3 Solve enterprise problems	50

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Component 2
AO1 Develop knowledge and understanding	20	5
AO2 Apply the skills of enterprise	10	15
AO3 Solve enterprise problems	20	30

6 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cie.org.uk/examsofficers

Before you start

Previous study

We do not expect learners starting this course to have previously studied enterprise.

Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners have about 130 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.

Total qualification time

This syllabus has been designed on the assumption that the total qualification time per subject will include both guided learning and independent learning activities. The estimated number of guided learning hours for this syllabus is 130 hours over the duration of the course. The total qualification time for this syllabus has been estimated to be approximately 200 hours. These values are 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.

Availability and timetables

You can enter candidates in the June and November exam series. You can view the timetable for your administrative zone at www.cie.org.uk/timetables

Private candidates cannot enter for this syllabus.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge syllabuses in a single exam series. The only exceptions are:

- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) (Level 1/Level 2 Certificate) and Cambridge O Level syllabuses are at the same level.

Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a range of different subjects.

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

Making entries

Exams officers are responsible for submitting entries to Cambridge. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Option codes for entries

To keep our exams secure we allocate all Cambridge schools to one of six administrative zones. Each zone has a specific timetable. The majority of option codes have 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.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cie.org.uk/exams officers

Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

Information on the resubmitting of internally assessed coursework can be found in the *Cambridge Handbook*.

Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In compliance with the UK Equality Act (2010) we have designed this qualification to avoid any direct and indirect discrimination.

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

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook* at www.cie.org.uk/exams officers

Language

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

After the exam

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (result pending)
- X (no result)
- Y (to be issued)

These letters do not appear on the certificate.

Regulation

Cambridge International Level 1/Level 2 Certificates are regulated in England, Wales and Northern Ireland. This syllabus is included in the *Register of Regulated Qualifications* as a Cambridge International Level 1/ Level 2 Certificate.

Candidates awarded grades D to G have achieved an award at Level 1 of the Regulated Qualifications Framework. Candidates awarded grades A* to C have achieved an award at Level 2 of the Regulated Qualifications Framework.

For the most 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 and search on 'performance tables'.

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

A **Grade A** Cambridge IGCSE Enterprise candidate will be able to:

- apply the skills of enterprise well to identify a suitable project or activity
- analyse and evaluate information, weighing up advantages and disadvantages before deciding on a course of action
- use analysis to justify decisions
- give organised and detailed evidence of work done, demonstrating good knowledge and application of enterprise skills including the correct use of terminology
- demonstrate good negotiation skills
- vary their communication style, matching it to audience requirements and using relevant terminology
- present balanced evidence that includes justification of their recommendations.

A **Grade C** Cambridge IGCSE Enterprise candidate will be able to:

- apply the skills of enterprise reasonably well to identify a suitable project or activity
- show a clear attempt to analyse information before making decisions
- show an application of enterprise skills in work done and negotiations
- use a variety of communication methods and make a reasonable attempt to match to the requirements of the audience
- present balanced evidence, using it to draw conclusions and make some attempt at justifying their recommendations.

A **Grade F** Cambridge IGCSE Enterprise candidate will be able to:

- apply limited enterprise skills to identify a suitable project or activity showing some knowledge of enterprise concepts and terminology
- make a limited attempt to base decisions on analysis and evaluation of information
- make a limited attempt to use evidence in justifying decisions made
- provide some description of tasks and negotiations undertaken
- make some attempt at communication though in limited form and may present work as written notes rather than recognising the requirements of the audience
- show a very limited use of correct terminology.

Changes to this syllabus for 2017, 2018 and 2019

The syllabus has been updated. The latest syllabus is version 2, published September 2016

This document has been refreshed and rebranded. The subject content and the specimens remain the same.

Minor changes to the wording of some sections have been made to improve clarity.

You are strongly advised to read the whole syllabus before planning your teaching programme.

Any textbooks endorsed to support the syllabus for examination from 2014 are still suitable for use with this syllabus.



‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

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