

Syllabus

Cambridge IGCSE Enterprise

Syllabus code 0454

For examination in June and November 2012



UNIVERSITY *of* CAMBRIDGE
International Examinations

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Recognition

Cambridge IGCSE is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. Learn more at www.cie.org.uk/recognition.

Support

CIE provides a world-class support service for teachers in pilot schools. We offer a range of teacher materials to Centres, plus online support. CIE will liaise with pilot schools regularly during that time. Teachers will have guidance and support from CIE, plus support from teachers in other schools piloting Cambridge IGCSE Enterprise. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at www.cie.org.uk/teachers.

Excellence in education

Cambridge qualifications develop successful students. They not only build understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

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

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

1. Introduction

1.2 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 involved in enterprise. This might include:

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

1.3 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE). It requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.

The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. Enterprise (0454) falls into Group V, Creative, Technical and Vocational.

Learn more about ICE at www.cie.org.uk/qualifications/academic/middlesec/ice.

1. Introduction

1.4 How can I find out more?

If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**

2. Assessment at a glance

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Paper 1 (1½ hours, 100 marks)

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

Weighting 50% of total marks

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

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

Weighting 50% of total marks

Availability

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

This syllabus is not available to private candidates.

Centres in the UK that receive government funding are advised to consult the CIE 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 session with any other CIE syllabus, except:

- syllabuses with the same title at the same level

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

3. Syllabus aims and objectives

3.1 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 role 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.

3.2 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.

3. Syllabus aims and objectives

3.3 Weightings

Weighting	Examination	Coursework	Total
AO1 weighting	20%	5%	25%
AO2 weighting	10%	15%	25%
AO3 weighting	20%	30%	50%
Paper weighting	50%	50%	100%

4. Curriculum content

Topic 1: Introduction to enterprise

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 ways of being enterprising at school and home*

(a) Enterprise in school:

- IT
- designing
- art
- film
- music
- drama
- sport

(b) Enterprise at home:

- organising a household job
- taking responsibility for younger children
- taking responsibility for pets
- earning money for the family
- organising yourself

(c) Candidates should understand and be able to analyse how the following are linked to being enterprising at school and at home:

- using literacy, communication and numeracy skills
- using technology for learning
- thinking creatively and independently
- learning independently and as part of a group
- making reasoned evaluations
- linking and applying different kinds of learning 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

4. Curriculum content

3 *Investigate enterprise in history: learning from the past*

Students should study examples of individuals from the past who have demonstrated enterprise skills. Where possible, candidates should study individuals from their own country: Ghandi (India – politician); Kamel Ataturk (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 2: Setting up a new enterprise

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

Candidates should 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*

Candidates should be able to:

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

4. Curriculum content

Topic 3: The skills needed to run an enterprise

1 *Identify and explain entrepreneurial skills*

Candidates should be able to identify and explain the skills needed to be entrepreneurial:

- leadership
- self confidence
- motivation
- innovation
- team building
- determination to succeed
- creativity
- problem solving
- resourcefulness
- taking initiative
- taking calculated risks
- taking responsibility
- perseverance

2 *Analyse the behaviour of entrepreneurs*

Candidates should be able to analyse people in the local community, or the whole of society, who have made great things happen for themselves or others.

Topic 4: Business opportunities and risk

1 *Understand how opportunities for enterprise arise*

Candidates should 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 R&D
- recognising areas for expansion
- taking advantage of changes in taste and fashion
- carrying out advertising
- 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

4. Curriculum content

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) Candidates should understand that dealing with risk involves first identifying the risks and then choosing which risks to deal with.

Candidates need to understand that 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. They could consider the risks of travelling to school, going to a football match, or staying in bed.

Candidates should be able to:

- (b) Use PESTEL analysis as a means of identifying risks.
- (c) Identify and understand why some people are risk optimisers, others are risk reducers, and others are risk avoiders.

3 *Understand the existence of legal risks in areas such as employment, production, marketing and selling*

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

4. Curriculum content

Topic 5: Negotiation

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

Candidates should:

- (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 *Understand and explain the importance of developing the skills needed for successful negotiation*

Emphasise the idea of reaching a satisfactory outcome for all parties. In negotiating, we bargain what we want from somebody else for 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.

Candidates should:

- (a) Be able to explain the importance of achieving a satisfactory outcome for all parties.
- (b) Understand the need to establish a collaborative approach to ensure trust, rapport and long term gains.

4. Curriculum content

3 *Be able to plan for negotiation*

Candidates need to 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 out 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?

4 *Analyse the process of negotiation*

Candidates need to 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

4. Curriculum content

Topic 6: Understanding finance

1 *Know the differences between investment and saving, including in the local context*

Candidates should know that:

- (a) Investment is expenditure on capital goods, including buildings, equipment, machinery and tools, new shares, etc.
- (b) Saving is money which is not spent, including bank accounts, keeping money in the house, government bonds, etc.
- (c) 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*

Candidates should 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*

Candidates should:

- (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 *Understand the reasons for producing budgets*

Candidates should:

- (a) Understand the concept of a simple budget, including these terms: income, revenue, expenditure, spending, direct cost, variable cost, 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.

4. Curriculum content

- 5 *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*

Candidates should be able to:

- (a) Understand what is meant by cash flow, and profit and loss.
- (b) 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

Candidates should:

- (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 a having a cash flow deficit or surplus.

Profit and Loss

Candidates should:

- (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.

- 6 *Explain the importance of keeping accurate financial records*

Candidates should be able to explain why it is important for an enterprise to keep and maintain accurate financial records.

4. Curriculum content

Topic 7: Business planning

1 *Understand and explain business objectives*

Candidates should:

(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*

Candidates should:

(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.

4. Curriculum content

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?

Candidates should:

- (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*

Candidates should 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

1 *Understand the purpose and benefits of marketing*

Candidates should:

- (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

4. Curriculum content

2 *Understand customer wants and needs, and explain ways of researching potential customers*

Candidates should:

- (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 explain ways of identifying potential customers.

3 *Explain the importance of retaining customers, and evaluate ways in which this can be done*

Candidates should:

- (a) Be able to explain ways of identifying potential customers.
- (b) Be able to explain why enterprises need to retain existing customers.
- (c) Be able to explain what is meant by customer satisfaction, and how it can be measured.
- (d) Understand how an enterprise receives complaints, and how it should deal with them.
- (e) 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*

Candidates should:

- (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 and 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.

4. Curriculum content

Topic 9: Help and support for enterprise

- 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. Candidates need to 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.

Candidates should 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

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

Candidates should:

- (a) Be able to identify, analyse and evaluate the advantages and disadvantages of different types of communication, including oral and written, for different situations.
- (b) Recognise that communication can be of a formal or an informal nature.
- (c) Recognise that, in some enterprises, there may be both horizontal and vertical lines of communication.

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

Candidates need to:

- (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, and someone via a letter, etc.
- (d) Be able to explain why it is important to use an appropriate form of language.

4. Curriculum content

3 *Explain how internal and external communications take place in an enterprise*

Candidates should be able to:

- (a) Explain how an enterprise would communicate with internal stakeholders, such as managers, employees and shareholders.
- (b) Explain how an enterprise would communicate with external stakeholders, such as suppliers, customers, local community and government.

4 *Understand the importance of planning for a meeting*

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

- notice of meeting
- agenda
- minutes

5 *Understand the importance of effective communication to running an effective meeting and evaluate the effectiveness of a meeting*

Candidates should:

- (a) Understand the importance of effective communication in the efficient running of meetings, including:
 - board meetings
 - meetings with employees or trade unions
 - meetings with customers and suppliers
 - annual general meeting
 - meetings with the local community
- (b) Be able to analyse and evaluate whether meetings have been effective.

5. Coursework: activities and assessment criteria

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. All candidates should be encouraged to produce and implement a business plan. 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.

5. Coursework: activities and assessment criteria

Task 1: Identifying a suitable project or activity

The candidate 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 the candidate(s) 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 **must** submit a **formal written report** about the process and outcome of choosing a suitable project or activity. The report, which should consist of approximately 1000 words, should include appropriate titles and subheadings, and should cover:

- (a) 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.
- (b) Proof of the ways in which a problem or need was identified and researched by the candidate, including the sources used (questionnaire, internet, brainstorming, etc.).
- (c) A description of the candidate's understanding of the identified problem or need.
- (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 their final choice of project or activity, and the reasons why the other ideas were rejected.
- (f) A statement of what the candidate believes the purpose of the project or activity to be.

Candidates **must** submit **one** of the following:

- A wall chart, suitable for their classroom, telling students about an entrepreneur (preferably a local one) giving details of what they do that is enterprising and the entrepreneurial skills they have shown.
- An information leaflet, suitable for the other IGCSE Enterprise candidates, summarising the project or activity chosen.

5. Coursework: activities and assessment criteria

AO	Assessment guidelines for Task 1	Marks
AO3 AO2	<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. 	8–10
AO3 AO2	<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. 	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. Some knowledge of enterprise concepts and terminology. 	1–4

5. Coursework: activities and assessment criteria

Task 2: Planning the project or activity

The candidate should present evidence that they have been carried out planning to try and ensure the success of the chosen project or activity. There should be evidence that the candidate has 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) The outcome of a risk assessment carried out by the candidate, together with an explanation of how the candidate thinks the most significant risks should be dealt with.
- (c) **One** of the following (either Financial Planning or Planning Market Communication):
 - *Financial planning*
 - A simple income and expenditure budget for the project or activity, showing the candidate's own financial estimates.
 - A record (written witness statement or video recording) of a presentation by the individual candidate, to a teacher or business person, including the use of visual materials. The presentation should describe the candidate's proposals for financing the project or activity, together with the reasons for their 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 market communications*
 - Two examples of market 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.
 - Written evidence of the candidate's decision as to which market communication the candidate believes should be used, together with an explanation of why they believe that this method of market communication will be successful. The candidate should refer to reaching the potential market, attracting and retaining customers.

5. Coursework: activities and assessment criteria

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. 	
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. 	
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. 	
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. 	

5. Coursework: activities and assessment criteria

Task 3: Implementing the plan

(a) The candidate must carry out their project or activity using the action plan produced in Task 2. They **must** present a written record of:

- the tasks they carried out
- the results of monitoring of progress against their identified criteria

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) Candidates must present 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.

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 or negotiating with others.	6–7
AO2	<ul style="list-style-type: none">• Reasonable ability to apply the skills of enterprise when implementing a plan or negotiating with others.	3–5
AO2	<ul style="list-style-type: none">• Limited ability to apply the skills of enterprise when implementing a plan or negotiating with others.	1–2

5. Coursework: activities and assessment criteria

Task 4: Evaluating the project or activity

The candidate 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 written report of approximately 1000 words. The report should include appropriate titles and subheadings and should cover **two** of the following:

- Evaluation of the financial success of the project or activity, with clear and reasoned recommendations for improvement.
- An evaluation of the success of the marketing communication(s) used, with clear and reasoned recommendations for improvement.
- An evaluation of the success of the internal communications used during the planning and implementation of the project or activity, with clear and reasoned recommendations for improvement.
- An evaluation of the success of the planning and implementation of the project, with clear and reasoned recommendations for improvement.

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. Resource list

Centres may find the following books and websites useful as sources of information on particular enterprise concepts, ideas and terms, but they are not endorsed by CIE.

Author	Title	Date published	Publisher	ISBN Number
C. Barrow	Business Enterprise: Starting a Business from Home	2008	Kogan Page Ltd	0749451947
K. Borrington & P. Stimpson	IGCSE Business Studies (3rd Edition)	2006	John Murray	10034092649X
R. Jones, C. Raffo and D. Hall	Business Studies		Causeway Press	9781405892315
D. Lester	How They Started: How 30 Good Ideas Became Great Businesses	2007	Crimson Publishing	1854584006
D. Lester	Starting Your Own Business	2007	Crimson Publishing	1854584014
I. Marcouse and D. Lines	Business Case Studies	2003	Longman	0582406374
I. Marcouse, B. Martin and D. Lines	Complete A-Z Business Studies Handbook	2008	Hodder Arnold	0340915161
I. Marcouse	GCSE Business Studies: Introduction to Enterprise	2006	Hodder Arnold	0340926988

Websites

www.britishchambers.org.uk/
www.businessownersidecafe.com/genx/
www.mindyourownbiz.org/default.shtml
www.entrepreneur.com/tsu
www.inc.com/guides/
www.bbc.co.uk/schools/gcsebitesize/business/
www.bized.co.uk/
www.tutor2u.net/

Resources are also listed on CIE's public website at www.cie.org.uk. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at <http://teachers.cie.org.uk>. This website is available to teachers at registered CIE Centres.

ENTERPRISE
Individual Candidate Record Card
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	2
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 IGCSE.

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 (CIE) 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 CIE but no later than 30 April for the June examination and 31 October for the November examination.
3. CIE 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 CIE. Indicate the candidates who are in the sample by means of an asterisk (*) against the candidates' names overleaf.
4. CIE 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. Additional information

7.1 Guided learning hours

IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

7.2 Recommended prior learning

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

7.3 Progression

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

7.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

7.5 Grading and reporting

IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, Grade A* being the highest and Grade 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. For some language syllabuses CIE also reports separate oral endorsement grades on a scale of 1 to 5 (1 being the highest).

7. Additional information

Percentage uniform marks are also provided on each candidate's Statement of Results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
 - ... the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.
 - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
 - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
 - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
 - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
 - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
 - ... the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.
 - ... the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.
 - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The uniform percentage mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one session to another and from one subject to another) and it has been turned into a percentage.

7.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **<http://teachers.cie.org.uk>**. This website is available to teachers at registered CIE Centres.

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