
Why choose Cambridge?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part 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 learners' 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 learners 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 International.

'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 www.cambridgeinternational.org/ISO9001



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Changes to this syllabus

For information about changes to this syllabus for 2020, 2021 and 2022, go to page 35.



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 learners 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 learners to apply this knowledge in a practical and engaging way when running their own enterprise project.

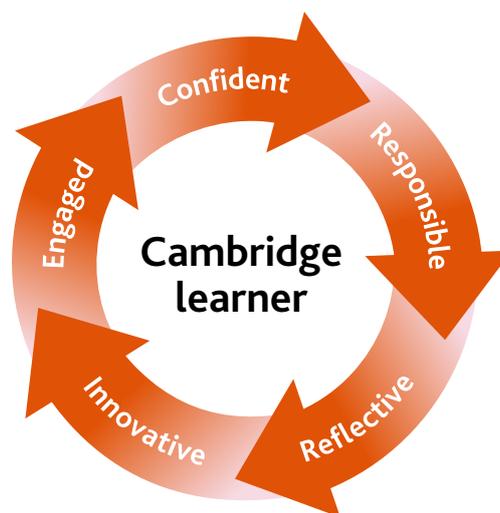
We encourage learners to study enterprise in a local as well as a global context, while enhancing their skills of investigation, analysis, interpretation, evaluation and practical problem-solving.

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 professionals.

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.

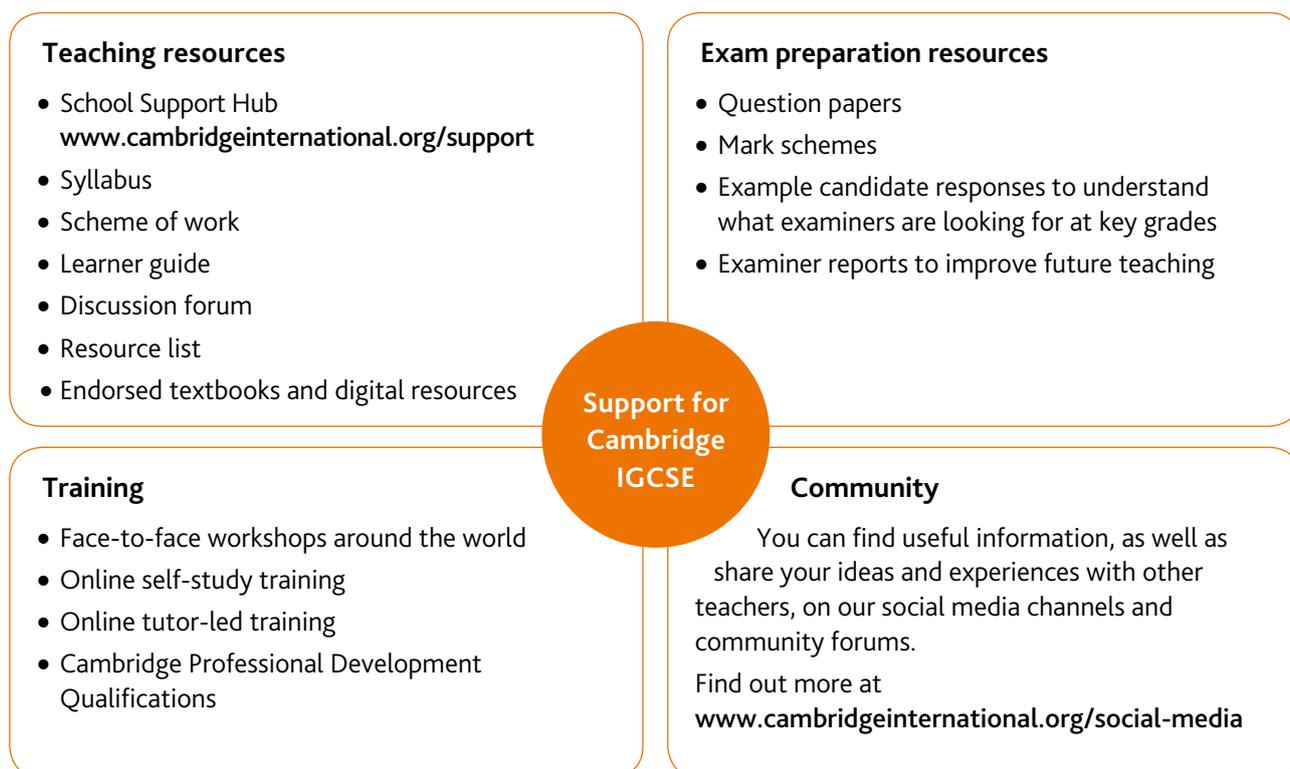
Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/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 aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- understand what it means to be enterprising, and the skills required to be enterprising
- develop the ability to work in an enterprising and independent way
- develop and apply knowledge, understanding and skills to contemporary enterprise 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
- make effective use of relevant terms, concepts and methods when discussing enterprise and enterprising behaviour.

Support for Cambridge IGCSE Enterprise



Our School Support Hub www.cambridgeinternational.org/support provides Cambridge schools with a secure site for downloading specimen and past question papers, mark schemes, grade thresholds and other curriculum resources specific to this syllabus. The School Support Hub community offers teachers the opportunity to connect with each other and to ask questions related to the syllabus.

Content overview

As part of the course, learners develop their enterprise skills by planning and implementing their own enterprise project. This project will give learners the opportunity to gain practical experience of using the knowledge and skills outlined below.

All learners will study the following topics:

- 1 Introduction to enterprise
- 2 Setting up a new enterprise
- 3 Enterprise skills
- 4 Enterprise opportunities, risk, legal obligations and ethical considerations
- 5 Negotiation
- 6 Finance
- 7 Business planning
- 8 Markets and customers
- 9 Help and support for enterprise
- 10 Communication.

All learners will complete the following tasks for their enterprise project in the coursework:

- Task 1 Choosing a suitable project, including a formal written report of approximately 1200 words.
- Task 2 Planning the project, including the following:
 - Task 2a Planning to manage potential problems or issues in the action plan
 - Task 2b EITHER planning for financing the project OR planning marketing communications.
- Task 3 Using enterprise skills to implement the plan
- Task 4 Evaluating the project, including a formal written report of approximately 1500 words that evaluates:
 - the planning and implementation of the project (compulsory) and **one** of the following:
 - the financial success of the project (optional)
 - the marketing communications used (optional)
 - the internal communications used (optional).

Assessment overview

All candidates take two components.

All candidates take:

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

and:

Component 2	
Coursework	50%
60 marks	
Portfolio of evidence from tasks based on candidate's own enterprise project	
Internally assessed and externally moderated	

Assessment objectives

The assessment objectives (AOs) are:

AO1 Knowledge and understanding

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

AO2 Application

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

AO3 Analysis and evaluation

Analyse, interpret, and evaluate information. Explore and find solutions to enterprise problems and issues

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 Knowledge and understanding	24
AO2 Application	33
AO3 Analysis and evaluation	43

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Knowledge and understanding	38	10
AO2 Application	30	35
AO3 Analysis and evaluation	32	55

3 Subject content

The topics for enterprise are shown below. Further guidance, including examples, are shown on the right. Candidates study all topics. In this section, topics that link directly to Component 2 Coursework are marked with a  icon. Guidance that is specific to Component 1 Written Paper is shown in italics.

1 Introduction to enterprise

1.1 What is meant by enterprise

Topic

What enterprise is

Further guidance

Including:

- enterprise capability (being innovative, creative, taking and managing risks, positive attitude)
- business enterprise
- social enterprise.

Who stakeholders are

Examples of stakeholders include:

- customers and consumers
- employees, employers
- suppliers
- lenders
- the local business community
- local government.

1.2 Ways for students to be enterprising in everyday life

Topic

Ways of being enterprising:

- at school
- at home.

Further guidance

Ways include:

- using technology for learning
- working/learning as part of a team
- making reasoned evaluations
- developing new skills and using them in different situations
- problem-solving
- thinking creatively, e.g. finding creative solutions
- taking initiative, e.g. finding ways to earn money or taking the lead
- organising activities, e.g. a charity event.

2 Setting up a new enterprise

2.1 The enterprise process

Topic

Six stages of the enterprise process:

- 1 identifying the problem or need or want
- 2 exploring creative solutions
- 3 action planning
- 4 implementing the plan
- 5 monitoring progress
- 6 evaluation of successes and failures.

Further guidance

CW Candidates follow this process when working on their enterprise project.

2.2 Types of business organisation

Topic

Different kinds of organisation, including:

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

Further guidance

Candidates should consider the following for each type:

- legal status
- advantages and disadvantages of each type for a new enterprise.

Candidates will not be assessed on:

- *limited liability partnerships (LLPs)*
- *community interest companies (CICs).*

3 Enterprise skills

3.1 Skills of enterprising people

Topic

Enterprise skills may include:

- the practical skills and knowledge to create products and services
- leadership
- influencing skills
- team-building
- delegation
- problem-solving
- prioritisation/time management
- self-confidence
- resourcefulness
- innovation

Further guidance

Recognise that some people have these skills naturally and others have to develop them, e.g. self-confidence.

The term 'skills' is used here to cover attributes, characteristics and learned skills.

Different people combine and use these skills in many ways.

topic continued

3.1 Skills of enterprising people (continued)

Topic

Enterprise skills may include (continued):

- taking initiative
- taking calculated risks
- taking responsibility
- motivation/determination to succeed
- creativity
- perseverance.

Identifying and evaluating your own skills

Further guidance

CW Candidates will identify and evaluate their own skills during their enterprise project.

3.2 Behaviours of entrepreneurs

Topic

How entrepreneurs use their enterprise skills

Further guidance

Candidates should be familiar with named entrepreneurs from the local community and wider society. You may find an example in your school.

Candidates should be able to recognise how the entrepreneurs studied use enterprise skills.

4 Enterprise opportunities, risk, legal obligations and ethical considerations

4.1 Opportunities

Topic

How opportunities arise, including:

- changing needs or wants for a product or service
- change in the ability to meet needs or wants
- advances in technology
- changes in government policy.

Further guidance

Opportunities for enterprise may be local, national, international or global.

Reasons why needs or wants for a product or service might change include:

- changes in taste and fashion
- changes in the size and structure of population
- changes in real income.

Examples of changes in government policy include:

- availability of grants and subsidies
- changes in taxation
- changes in the law.

4.2 Risk

Topic

Risks involved in enterprise

Further guidance

Risks may be in the following areas:

- financial
- economic
- health and safety/environmental
- human resources
- production.

Identify risks

Research including:

- SWOT (strengths, weaknesses, opportunities and threats)
- PEST (political, economic, social, technological).

Analyse the implications of each risk

Balance the potential negative outcomes against the potential positive outcomes (rewards).

Decide if the risk is worth taking or not

Including recognising that some risks would lead to rejecting the enterprise idea.

Plan how to manage the risks

By avoiding, minimising or maximising the risk.

Attitudes to risk

Attitudes to risk include: risk-averse, risk reducer, risk-keen.

Recognise that different attitudes to risk can affect how an entrepreneur manages the risk.

4.3 Legal obligations

Topic

Why laws and regulations to protect stakeholders are needed in the areas of:

- employment
- production
- marketing and selling
- finance.

The impact of laws and regulations on all stakeholders in these areas

Further guidance

Candidates will not be assessed on specific laws.

4.4 Ethical considerations

Topic

How an enterprise may have an impact on communities and society

Ethical considerations within enterprise (i.e. choosing to run an enterprise following moral values and beliefs)

The impact of ethical considerations on the operation of an enterprise

Further guidance

The impact on society may be positive or negative. For example:

- supporting community activities
- creating pollution.

Including:

- fair trade
- organic farming
- donating profits to charity.

5 Negotiation

5.1 The negotiation process

Topic

What negotiation is

Stages in the negotiation process:

- planning
- conducting the negotiation
- measuring success.

Further guidance

A process that can involve:

- resolving disputes
- agreeing upon courses of action
- bargaining for individual or collective advantage
- reaching outcomes to satisfy the interests of those involved.

CW Candidates will be required to plan and conduct a negotiation as part of their enterprise project.

- setting objectives
- choosing evidence to use
- benefits of a proposal
- weaknesses of a proposal
- arguments and counter-arguments for the proposal.
- setting the tone
- presenting your proposal
- understanding each other's point of view
- summarising to check understanding
- reaching agreement.
- what went well
- how to improve next time.

6 Finance

6.1 Sources of finance

Topic

Advantages and disadvantages of different sources of:

- start-up funding
- funding for continuing trade and expansion.

Further guidance

Sources including:

- personal savings (capital)
- family and friends
- bank overdrafts, loans, leasing and mortgages
- community sources, including charities and social enterprises
- grants and subsidies
- crowdfunding
- selling shares.
- personal savings (capital)
- retained profit
- private institutions
- venture capital
- issuing shares.

CW Candidates have the option to prepare financial planning materials for their enterprise project.

6.2 The concept of trade credit

Topic

Advantages and disadvantages of trade credit

Further guidance

For:

- entrepreneurs and suppliers (trade payables)
- entrepreneurs and customers (trade receivables).

6.3 Financial terms

Topic

Cash flow forecast
Break-even
Income statement

Further guidance

cash inflows, cash outflows, surplus and deficit.
variable costs, fixed costs, total cost, contribution.
profit and loss, income, revenue, expenditure, debt.
Note: charitable organisations do not make a profit, they record a surplus.

Candidates will need to define and provide examples of terms and make calculations where appropriate.

6.4 Financial records

Topic

The purpose and importance of keeping accurate financial records

Further guidance

Candidates should understand the purpose of income statements and budgets, including cash flow forecasts.

Reasons for keeping accurate financial records include:

- the need to provide a true and fair view to stakeholders
- legal and taxation purposes
- forecasting
- decision-making for owners/shareholders.

How to prepare a simple budget, including a cash flow forecast, and an income statement for an enterprise

Candidates may need to make simple calculations in relation to the pre-released case study.

7 Business planning

7.1 Business objectives

Topic

Different enterprises have different aims and objectives

Further guidance

Recognise that objectives are shorter term and aims are long term.

The range of objectives may include:

- ethical, not-for-profit, social, belief-based
- legal compliance
- profit
- sales revenue
- cash flow
- growth
- survival.

How aims influence the activities of enterprises

For example:

- promoting healthy eating in schools
- maximising growth.

7.2 Action plans

Topic

The purpose and importance of action plans
 Contents of action plans
 Methods of monitoring action plans
 The importance of updating action plans

Further guidance

 Candidates are required to produce an action plan for their enterprise project.

7.3 Business plans

Topic

The purpose and importance of business plans
 Contents of business plans
 Methods of monitoring business plans
 Reasons for updating business plans

8 Markets and customers

8.1 The purpose of marketing

Topic

Marketing to achieve enterprise aims

Further guidance

Including:

- increasing consumer awareness of the enterprise, product or service
- establishing and maintaining brand loyalty
- increasing or defending sales, market share or profit.

Marketing from the perspective of customers

Including:

- greater knowledge of the enterprise, product or service
- the ability to make more informed decisions.

8.2 Market research

Topic

Methods of identifying potential customers
 The effectiveness of methods for different enterprises

Further guidance

Primary and secondary research.

Advantages and disadvantages of each method, in terms of:

- cost
- availability
- suitability for the enterprise
- suitability for reaching the potential target market
- other potential advantages/disadvantages.

The effectiveness will depend on the relevant local context.

8.3 Customer retention

Topic

The reasons for retaining customers

Further guidance

Including:

- establishing and maintaining brand loyalty
- increasing or defending sales, market share or profit.

Methods of measuring customer satisfaction and retention

Including:

- number of sales and complaints
- mystery shopper feedback questionnaires
- focus groups.

Methods of retaining existing customers

Including:

- effective customer service
- resolving complaints
- loyalty rewards
- new products and services.

8.4 Marketing communications

Topic

Methods of marketing communication to reach intended customers

Further guidance

Including:

- television, radio, cinema, newspapers and magazines
- posters, leaflets
- online communication and social media
- word of mouth and announcements
- sponsorship.

Selecting appropriate methods for different enterprises

Advantages and disadvantages of each method, in terms of:

- cost
- availability
- suitability for the enterprise
- suitability for reaching the potential target market.
- other potential advantages and disadvantages.

Appropriate methods will depend on the relevant local context.

 Candidates have the option to produce marketing communications for their enterprise project.

9 Help and support for enterprise

9.1 Sources of help and support

Topic

Formal sources and the assistance they offer

Further guidance

Sources including:

- government/business agencies
- consultants
- financial institutions
- charities
- teachers
- business networks
- other entrepreneurs.

Informal sources and the assistance they offer

Sources including:

- friends and peers
- family.

Suitability of different sources of help and support for the enterprise

The suitability will depend on the relevant local context.

10 Communication

10.1 Types of communication

Topic

Formal and informal communication

Further guidance

Recognise that methods of communication can be formal or informal depending on the audience, e.g.:

- writing a formal report for investors
- sending an email to a friend
- having a formal business meeting
- talking to a friend at lunch.

CW Candidates are required to write formal reports for their enterprise project.

Recognise and provide examples of how and why language changes in formal and informal communication.

topic continued

10.1 Types of communication (continued)

Topic

Verbal and non-verbal communication

Appropriateness of different types of communication for communicating with internal and external stakeholders

Further guidance

For example, how body language affects communication in face-to-face conversations.

Internal stakeholders, such as:

- managers
- employees
- shareholders
- owners.

External stakeholders, such as:

- suppliers
- customers
- banks
- the local community
- local government.

10.2 Meetings and presentations

Topic

The need for careful planning, considering possible outcomes before, during and after the event

Documents for meetings and presentations

The need to analyse and evaluate if meetings or presentations have been successful

Further guidance

Ways include:

- being well planned (so that all attendees know when to arrive and what to bring)
- having a clear focus
- keeping to time
- ensuring everyone has an opportunity to speak.

The importance of providing appropriate documents.

Documents for formal meetings include:

- notice of meeting
- agenda
- minutes.

Documents for presentations, include:

- visual aids
- handouts.

A formal report might be used to support a meeting or presentation.

 Candidates give a presentation as part of their enterprise project.

Ways include:

- analysing and evaluating decisions made
- deciding if objectives were achieved.

4 Details of the assessment

Component 1 Written Paper

Written paper, 1 hour 30 minutes, 100 marks

The paper requires candidates to demonstrate and apply their enterprise knowledge, comment on issues and solve problems. Candidates need to support their answers with references to a pre-released case study, their own enterprise project and to the subject content.

The paper has two sections. Section A comprises five short-answer and structured-response questions which may include calculations. Section B comprises two open-ended questions that require longer responses. Candidates answer all questions.

The pre-released case study is available as a download from www.cambridgeinternational.org. Please check the *Cambridge Handbook* for the year of examination for the date the case study will be available. The case study may include data presented in tables.

Candidates should be aware of the marks for each part question. These are printed on the question paper. Candidates should use them as a guide to the amount of detail and length of response expected and to help them manage their time effectively.

The paper assesses the following assessment objectives:

AO1: Knowledge and understanding

AO2: Application

AO3: Analysis and evaluation.

Component 2 Coursework

Portfolio of evidence based on an enterprise project, 60 marks

Candidates plan and run an enterprise project. They can work alone or in groups no larger than six. Candidates working alone should carry out a small, simple project that allows them to complete all the activities themselves. Groups should choose a larger, more complex project so each person can play a separate, defined role. You should plan your teaching to support candidates as they follow the enterprise process detailed in Section 2.1 of the subject content.

To support your candidates, ensure they choose projects that give them scope to focus on planning their own actions for their individual role in the enterprise project. This is to ensure that candidates are able to submit work that is individual to them.

Candidates are assessed on their individual role and how they use their enterprise skills to plan, run and evaluate the project. The purpose of the tasks is for candidates to demonstrate how well they can apply enterprise skills, and analyse and evaluate enterprise issues. The project does not need to succeed for candidates to complete the tasks and gain marks.

Outline of coursework tasks

Task 1 Choosing a suitable project

Candidates use their enterprise knowledge and skills to explore two or three ideas for projects. They then select the most suitable project, using data collected and analysis to justify their decision. For Task 1, candidates submit a formal written report of approximately 1200 words.

Task 2 Planning the project

Task 2a Planning to manage potential problems or issues in the action plan

Candidates, whether working alone or in a group, should produce an action plan to prepare for their enterprise project. They need to plan their activities for each stage of the project, including how they will set up, run and monitor the project.

For Task 2a each individual candidate identifies two or three significant activities from the action plan, identifies potential problems and issues and describes how they plan to manage each problem or issue. Candidates submit written evidence of their planning to manage these problems or issues.

Task 2b Planning for financing the project OR planning marketing communications

Each candidate researches and decides on three or four suitable sources for **either** financing the enterprise project **or** methods of marketing communications. Each candidate gives a presentation on their proposals, demonstrating their communication and enterprise skills.

Candidates submit written evidence of their planning to support their presentation, which can last up to five minutes.

Task 3 Using enterprise skills to implement the plan

Candidates put their plan into action and run their enterprise project. Each individual candidate submits a written record of how they used five enterprise skills from Section 3.1 of the subject content of their own during the project. One skill must be negotiation. Candidates must only write about their own skills.

Each candidate must plan and conduct a negotiation as part of the enterprise project (for example, negotiating with a potential supplier).

Candidates submit their plan for negotiation.

Task 4 Evaluating the project

Candidates use their knowledge, skills and evidence gathered during their enterprise project to analyse and evaluate the project and make recommendations for improvements. Candidates must evaluate:

- the planning and implementation of the project (compulsory)
- and **one** of the following:
- the financing of the project (optional)
 - the marketing communications used (optional)
 - the internal communication methods used (optional, only for candidates working in a group).

For Task 4, candidates submit a formal written report of approximately 1500 words. Candidates do **not** need to evaluate their own performance for this task. The enterprise does **not** need to succeed.

Details of the coursework

Task 1 Choosing a suitable project

Candidates produce a formal written report showing consideration of two or three ideas for possible projects and give a detailed explanation for their choice of project.

Candidates should produce the report before they begin their chosen enterprise project.

In the report, candidates:

- outline and analyse advantages and disadvantages of each idea
- collect, present and analyse appropriate data (e.g. market research or SWOT) for each possible idea
- give a detailed explanation of the reasons for the choice of project and a justified decision, including why other idea(s) were rejected
- write in a formal report style, with headings, subheadings, charts, tables and, where appropriate, clear links to appendices.

This task has an approximate word count of 1200 words (excluding tables, diagrams and appendices). The word count gives candidates the flexibility to explore two or three options and give an explanation of their final project choice. A word count is suggested to encourage depth of analysis rather than breadth.

Assessment criteria for Task 1

Level	Description	Mark
3	Good analysis and evaluation of two or three project options, using their knowledge of enterprise concepts and terminology Well-structured report, including appropriate charts, headings and subheadings Report uses devices such as clear references to data gathered and appendices where appropriate	8–10
2	Some analysis and evaluation of two or three project options using their knowledge of enterprise concepts and terminology Structured report, including charts, headings and subheadings Some links to data gathered and appendices where appropriate	5–7
1	Limited attempt to identify, analyse and evaluate project options using their knowledge of enterprise concepts and terminology Basic attempt at a structured report, with very limited use of charts, headings and subheadings Very few links to data gathered and appendices	1–4
0	No creditable response	0

Task 2 Planning the project

Task 2a Planning to manage potential problems or issues in the action plan

Candidates are required to produce an action plan. Candidates should produce the action plan before they begin their chosen enterprise project.

Each individual candidate will use the action plan to identify key activities within the enterprise project that they can write about in Task 2a.

For this task, each individual candidate should identify two or three significant activities from the action plan for their enterprise project. For each activity, candidates should identify potential problems or issues and describe how the candidate plans to manage each problem or issue.

Each individual candidate submits a written analysis of potential problems/issues and how they intend to manage them.

Candidates who work in a group may agree an action plan together but the significant activities they identify must be the candidate's own individual choices. All candidates must submit their action plan for reference but the plan will not be assessed.

Assessment criteria for Task 2a

Level	Description	Mark
3	Good analysis of potential issues or problems and how they plan to manage them Good application of enterprise skills to the planning of a project or activity Explanations show good knowledge of relevant enterprise concepts and terminology	8–10
2	Some analysis of potential issues or problems and how they plan to manage them Some application of enterprise skills to the planning of a project or activity Explanations show knowledge of relevant enterprise concepts and terminology	5–7
1	Limited analysis of potential issues or problems and how they plan to manage them Limited application of enterprise skills to the planning of a project or activity Explanations show limited knowledge of enterprise concepts and terminology	1–4
0	No creditable response	0

Task 2b Planning for financing the project OR planning marketing communications

Candidates provide written evidence of planning for **either** financing the project **or** marketing communications. Candidates give a presentation of their proposals for their chosen option, demonstrating their communication and enterprise skills. The presentation can be up to five minutes long.

Planning for financing the project

Each candidate researches three or four appropriate sources of finance for the project. Candidates give a presentation on their proposals, with reasons for their choices. In the presentation the candidate should refer to the purpose of the finance, the amount needed and cost of the finance.

Candidates submit:

- written evidence of the sources of finance the candidate considered for the different financial needs of the project or activity, their decision on which source(s) to use, and an explanation of why they believe that these are the best sources
- a witness statement for the presentation commenting on the candidate's communication and enterprise skills. This is completed by the teacher or businessperson who watches the presentation. Candidates may submit documents used in the presentation in an appendix.

It is acknowledged that candidates working in a group may create a budget together. Individual or group budgets may be submitted as an appendix for reference. These will not be assessed.

Planning marketing communications

Each candidate researches three or four appropriate types of marketing communications for the enterprise project. Candidates give a presentation on their proposals, with reasons for their choices. In the presentation the candidate should refer to reaching the potential market and attracting customers.

Candidates submit:

- written evidence of the types of marketing communications the candidate considered, their decision on which method(s) to use, and an explanation of why they believe that their chosen method(s) will be successful
- a witness statement for the presentation commenting on the candidate's communication and enterprise skills. This is completed by the teacher or businessperson who watches the presentation. Candidates may submit documents used in the presentation in an appendix.

It is acknowledged that candidates working in a group may create examples of marketing communications together. Individual or group examples of marketing communications may be submitted as an appendix for reference. These will not be assessed.

Assessment criteria for Task 2b

Level	Description	Mark
3	<p>Good analysis and evaluation of appropriate options before making decisions</p> <p>Good application of enterprise skills to their proposals for finance or marketing communications</p> <p>Communication is very suitable for the audience and purpose</p> <p>Demonstrates good knowledge of relevant enterprise concepts and terminology</p>	9–12
2	<p>Some analysis and evaluation of possible options before making decisions</p> <p>Some application of enterprise skills to their proposals for finance or marketing communications</p> <p>Communication is suitable for the audience or purpose</p> <p>Demonstrates knowledge of relevant enterprise concepts and terminology</p>	5–8
1	<p>Limited analysis of information relating to possible options. Evaluation may be limited or absent</p> <p>Limited application of enterprise skills to their proposals for finance or marketing communications</p> <p>Communication is of limited suitability for the audience or purpose</p> <p>Limited knowledge of enterprise concepts and terminology</p>	1–4
0	No creditable response	0

Task 3 Using enterprise skills to implement the plan

Candidates carry out their project and identify five of their own enterprise skills from Section 3.1 of the subject content used during the project. One skill must be negotiation. Candidates explain how they used these skills in their enterprise project.

Candidates must also plan and conduct a negotiation with someone outside the project team to secure support for an aspect of the enterprise project.

Candidates must submit:

- a written record of how the individual candidate used five named enterprise skills to implement their enterprise project. The candidate must only write about their own skills
- their individual plan for a negotiation. This plan must include details of:
 - the people involved in the negotiation
 - the situation of the negotiation
 - benefits and weaknesses of the candidate's proposal
 - outcomes of the negotiation.

Assessment criteria for Task 3

Level	Description	Mark
3	Good ability to show how the candidate applied named enterprise skills, including negotiation, when implementing a plan, supported by clear examples from the project	6–8
2	Some ability to show how the candidate applied named enterprise skills, including negotiation, when implementing a plan, supported by clear examples from the project	4–5
1	Limited ability to show how the candidate applied named enterprise skills, including negotiation, when implementing a plan, supported by clear examples from the project	1–3
0	No creditable response	0

Task 4 Evaluating the project

Candidates analyse and evaluate their project and make recommendations for improvements in a formal written report. Candidates must analyse and evaluate the project, including:

- the planning and implementation of the project (compulsory):
 - areas for analysis and evaluation could include the methods used to plan the project, analysis of any deviations from the plan and evaluation of how well the plan was implemented

and **one** of the following:

- the financing of the project (optional):
 - areas for analysis and evaluation could include the suitability of the sources of finance used, the way income and expenditure were managed and monitored and the extent to which the enterprise project achieved its financial aims
- the marketing communications used (optional):
 - areas for analysis and evaluation could include the suitability of marketing communications used in terms of cost, appropriateness for the candidate's enterprise project and how well the methods used helped to attract potential customers
- the internal communications used (optional, only for candidates working in a group):
 - areas for analysis and evaluation could include the suitability of the channels used and the flow, speed and accuracy of communication achieved.

Candidates should focus on the how well their plans were implemented, not evaluate their own performance.

In the report, candidates:

- analyse and evaluate positive and negative outcomes for each chosen area
- explain differences between predictions made in planning and actual events
- use evidence gathered during the project to support the points made
- give clear and reasoned recommendations for improvement for each area
- write in a formal report style with headings and subheadings where appropriate.

This task has an approximate word count of 1500 words (excluding tables, diagrams and appendices). The word count gives candidates the flexibility to explore the positive and negative outcomes of two areas. A word count is suggested to encourage depth of analysis rather than breadth.

Assessment criteria for Task 4

Level	Description	Mark
5	Very good analysis of both areas, covering positive and negative outcomes for each area, clearly supported by evidence in a formal report style Very good evaluation and conclusions, clearly supported by evidence Justified recommendations for improvements for both areas, clearly showing how they would improve their enterprise project	17–20
4	Good analysis of both areas, covering positive and negative outcomes for each area, supported by evidence in a formal report style Good evaluation and conclusions, supported by evidence Recommendations for improvements for both areas are offered	13–16
3	Some analysis of both areas, generally supported by evidence in a formal report style Some evaluation and/or conclusions made, generally supported by evidence Recommendations for improvements for at least one area are offered	9–12
2	Limited analysis of at least one area is offered, but this will often be descriptive. Formal report layout may not be used Limited evaluation and/or conclusions made, which may or may not be supported by evidence Recommendations for improvements are offered, but these may not be linked to the specified areas	5–8
1	Very limited, if any, analysis offered of one area, but this will often be descriptive. Formal report layout may not be used Very limited evaluation or conclusion made Recommendations for improvements may not be offered	1–4
0	No creditable response	0

Checklist of evidence

Task	Candidates must submit:	Included – tick [✓]
Task 1	Formal written report on identifying an appropriate project (approximately 1200 words)	[]
Task 2a	Identification of potential problems and solutions for two or three activities Action plan (for reference)	[] []
Task 2b	Planning for financing the project Written evidence of the sources of finance the candidate considered Presentation witness statement OR Planning marketing communications Written evidence of the types of marketing communications the candidate considered Presentation witness statement	[] [] [] []
Task 3	Written description of using five enterprise skills (from Section 3.1 of subject content) Plan for negotiation	[] []
Task 4	Formal written report evaluating the project (approximately 1500 words) including: <ul style="list-style-type: none"> the planning and implementation of the project and one of the following: the financing of the project the marketing communication used the internal communications used. 	[] []

Guidance for centres on coursework

Cover sheets

A cover sheet must be completed and attached to the front of the work of each candidate. The cover sheet, and the instructions for completing it, should be downloaded from the samples database at www.cambridgeinternational.org/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 on the form itself when completing each form.

Recording and submitting candidates' marks and work

For information, dates and methods of submission of the coursework marks and sample, please refer to the samples database at www.cambridgeinternational.org/samples

Candidates' marks for Component 2 Coursework must be recorded on the Individual Candidate Record Card/ Coursework Assessment Summary Form produced by Cambridge International. The marks on these forms must be identical to the marks you submit to Cambridge International.

The Individual Candidate Record Card/Coursework Assessment Summary Form, and the instructions for completing them, should be downloaded each year from the samples database at www.cambridgeinternational.org/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 on the form itself when completing each form.

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International. The samples database provides details of how the sample will be selected and how it should be submitted. The samples database can be accessed at www.cambridgeinternational.org/samples

External moderators will produce a short report for each centre with feedback on your application of the mark scheme and administration of the assessment.

Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. Further information on the process of internal moderation can be found on the samples database at www.cambridgeinternational.org/samples

The sample you submit to Cambridge International should include examples of the marking of each teacher. You should record the internally moderated marks for all candidates on the Coursework Assessment Summary Form and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook*.

Guidance on using levels-based mark schemes

Marking of the coursework should be positive, rewarding achievement where possible but clearly differentiating across the whole range of marks available.

In approaching the assessment process, the marker should look at the work and then make a 'best fit' judgement as to which level statement it fits. In practice the work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best fit' level statement has been identified the following guide should be used to decide on a specific mark:

- where the candidate's work **convincingly** meets the level statement, the highest mark should be awarded
- where the candidate's work **adequately** meets the level statement, the most appropriate mark in the middle of the range should be awarded
- where the candidate's work **just** meets the level statement, the lowest mark should be awarded.

Authenticity

It is the centre's responsibility to make sure all coursework is the candidate's original work.

A general discussion on the progress of coursework is a natural part of the teacher/candidate relationship, as it is for other parts of the course. In addition, if plans and first drafts are completed under teacher supervision, you can be assured of the authenticity of the final coursework.

You should not mark, correct or edit draft coursework material; candidates can draft and redraft work, but you should only give brief summative comment on progress during this phase.

At the time of submission, the candidate is required to sign a statement stating that the coursework is their own work and you countersign to confirm that you believe the work is that of the candidate. Centres should use the cover sheet for this purpose. Further details can be found in the *Cambridge Handbook*. The cover sheet must appear on or before the title page of the document.

Command words

The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
Analyse	examine in detail to show meaning, identify elements and the relationship between them
Define	give precise meaning
Describe	state the points of a topic/give characteristics and main features
Discuss	write about issue(s) or topic(s) in depth in a structured way
Evaluate	judge or calculate the quality, importance, amount, or value of something
Explain	set out purposes or reasons/make the relationships between things evident/provide why and/or how and support with relevant evidence
Identify	name/select/recognise
Justify	support a case with evidence/argument
Prepare	present information in a suitable format
State	express in clear terms

5 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.cambridgeinternational.org/examsofficers

Before you start

Previous study

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

Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous 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.cambridgeinternational.org/timetables

Private candidates can enter for this syllabus. Some components are not available to private candidates. For more information, please see the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International 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) 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.cambridgeinternational.org/cambridgeice

Making entries

Exams officers are responsible for submitting entries to Cambridge International. 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.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

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.cambridgeinternational.org/examsOfficers

Estimated entries

You **must** make estimated entries for this syllabus. This will enable us to send your pre-release materials, and ensure you have the necessary materials to carry out assessments at the specified time.

Further information about making estimated entries can be found in the *Cambridge Handbook* for the relevant year.

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.

For information on resubmission of internally assessed coursework and carrying forward internally assessed marks please see 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.cambridgeinternational.org/examsOfficers

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.

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes.

- To measure learning and achievement.
The assessment:
 - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- To show likely future success.
The outcomes:
 - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
 - help students choose the most suitable course or career.

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.

Grade descriptions for Cambridge IGCSE Enterprise will be published after the first assessment of the IGCSE in 2020. Find more information at www.cambridgeinternational.org/igcse

Changes to this syllabus for 2020, 2021 and 2022

The syllabus has been reviewed and revised for first examination in 2020.

Changes to syllabus content	<ul style="list-style-type: none"> • Revisions have been made throughout the syllabus content. Syllabus content has been updated, refreshed and reorganised. Content has not changed significantly but has been rewritten to provide clarity and improve consistency. • The following topics are new: <ul style="list-style-type: none"> – 2.1 The enterprise process – 7.2 Action plans. • Financial terms in topic 6 Finance have been updated to align more closely with other Cambridge International syllabuses in related subjects. • Syllabus content has been reformatted. The right-hand column provides examples, guidance and notes to improve clarity. • We have added an icon in the syllabus content to help candidates make stronger links between the syllabus content and Component 2 Coursework. The icon clearly shows where candidates are required to use the learning objectives in their coursework. • A glossary of command words has been added to the syllabus.
Changes to assessment (including changes to specimen papers)	<ul style="list-style-type: none"> • The wording of the syllabus aims has been updated for clarity. The aims have not changed. • The wording and names of the assessment objectives have been updated for clarity. The assessment objectives test the same knowledge and skills as the previous version of the syllabus. • We have renamed former Paper 1 as: Component 1 Written Paper. • We have slightly increased the weighting of AO2 in Component 1 Written Paper. This is to allow candidates to better link their experiences in the coursework to the examination questions. We have slightly decreased the weighting of AO1 and AO3 to accommodate this. We have also slightly adjusted the weighting of the AOs in Component 2 Coursework. • Revisions have been made throughout coursework tasks and assessment criteria in Component 2 Coursework to help teachers and candidates better understand what is required in each of the tasks. Please read the updated details of Component 2 Coursework carefully. • We have included a checklist of evidence needed for coursework tasks so that candidates do not produce and submit unnecessary work.
Regulation	<ul style="list-style-type: none"> • From 2020 this syllabus will no longer be regulated by the qualifications and examinations regulators in England, Wales and Northern Ireland. • Changes to the syllabus and specimen papers reflect the change in regulated status.

In addition to reading the syllabus, teachers should refer to the updated specimen assessment materials.

The syllabus and specimen papers use our new name, Cambridge Assessment International Education.

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

Any textbooks endorsed to support the syllabus for examination from 2020 are 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

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

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