Cambridge Assessment International Education Support for Cambridge IGCSE™ Enterprise 0454

Supporting you every step of the way

We provide a wide range of support so that you can give your learners the best possible preparation for Cambridge qualifications. Here is a list of the teaching and learning support available for the Cambridge IGCSE Enterprise 0454 syllabus for examination from 2020.

Our support material is available online through the School Support Hub at: www.cambridgeinternational.org/support

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Cambridge International #5.8.8 Level.		3	
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Syllabus and assessment materials

The syllabus is well designed, interesting to teach, accessible to learners and has been updated for first teaching in 2018. It explains what your learners need to know, how they will be assessed, and the relationship between assessment objectives and the assessed components.

Specimen papers and mark schemes will help you familiarise yourself and your learners with exam requirements, command words in questions and how to answer questions that meet the assessment objectives.

usiness op	portunities, respo	nsibilities and risk
Sylabus ref.	Learning objectives	Buggested teaching activities
4 Business opportunities, responsibilities and rok	Understand how opportunities for enterprise arise.	Teacher presentation of materials or group discussion of local enterprise examples. Using the case studies within teatrolics: Complete Enterprise for Carefordge IGCES - Learners explan-how the sponton by for and antipoper around, go Cencerson: Teach (go, Pay or Somal within report, which should include a summary of the project or solidity chease. ()
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Scheme of Work

This medium term teaching plan provides ideas about how to construct and deliver Cambridge IGCSE Enterprise 0454. The syllabus has been broken down into teaching units with suggested teaching activities and learning resources to use in the classroom. This document is a guide offering advice, tips and ideas to provide you with a basis to plan your lessons.



Example Candidate Responses (ECR)

ECR booklets provide illustrative examples of candidate work at different levels of performance. Each answer is annotated with examiner comments on the awarded mark which highlights where marks have been lost or gained by the candidate. The examiner explains how the candidate could have improved their answer, and lists common mistakes made in this question across all candidates who sat the exam. Booklets will be available in 2021.

Exercise & Using diagrams		
Here is an example of structured support using a table and understanding. Providing some of the answer builds learn	a diagram to contextualise e en' contribunce.	he grines
Table 1.1 describes some of the features of a break-even- III Consider table 1.1.	nat shows at Fig. 1.1.	
		Latter or
Description	Term	Fig.1.1
Costs that do not change with output		
Point where total specia the same as total revenue	Broak-even paint	
Amount an enforcise receives from the sale of its products		
dum of all the variable and fixed costs of producing the 35d cv/bull		D
Fig. 1.1 shows a break (c) Copy and complete the following limit-own-shart	even chart.	
(E) Capy and complete the following londs over chart	∠:	

Teacher Guide

This Teacher Guide offers guidance on organising and planning your teaching and on how to prepare your learners for the final assessment. This guide also suggests some teaching strategies that incorporate language learning in the classroom. Many of our candidates are either multi-lingual or possess English as a second language and by integrating language learning into normal classroom teaching, teachers can expose learners to expressing themselves in English at the same time as they are acquiring knowledge and skills within the subject.



Learner Guide

Learners can use this guide to develop an understanding of the Cambridge course and how it will be assessed, helping to increase their confidence. The guide describes each component and includes useful advice to help your learners understand what to expect in the Cambridge exams. There is some suggested help with revision and an example candidate response to demonstrate the Cambridge standard.

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agreement that leastly compare is the application.	.P0
(8) Shortly three points that should be considered along being a negativity. 1. Solitons to be used in the negativities. 2. Your adv.	. PI
 Biolinee to be used in the negotiation. Your aim. 	_8
1 _ Evilence to be used in the negatiation.	
 Biolinee to be used in the negotiation. Your aim. 	
2 The boxelits of your proposal and any negative points.	
	18
(c) Assna septiated formally with har family for the linet.	
Explain why the language in a negotiation should be different from language used with Next an example from either The Fruit Divisis Enterprise or your enterprise project to suggost pro- anteset.	n Une r
Algana's negotiation with her family for the fruit was formal. So the	
would need to use formal language to show them she was serious.	
For example, the could talk about profit and resonance to show them the	
was thinking like an entrepreneur. Then her family would be impressed	
and give her the fruit at a low price. When we negotiated for finance	
we used lots of business words to make the principal take us seriously.	
Talking to your friends you can use short words because it is informal	
communication. You might say money when you mean revenue.	

Specimen Paper Answers

This booklet exemplifies high-standard examination responses for the Cambridge IGCSE Enterprise 0454 syllabus and assessment structure. Use this resource to develop your learners' understanding of what is required to gain marks based on answers written in the style of a Cambridge IGCSE candidate.

	are awarded against each assessment orderion using the statements within the bands.		
100	polari thei candidates di present the information in a report ternat lo assess al trive hat candidates must use 's well-structured-report, including appropriate sharts, headiny d in section 2.8.1.		
Von Deter	xged to be at mark band 1 level is likely to be incomplete or candidates might only her landclates will have made some attempt to explain the information that they have geth	e provided medito a ge	imple statements or descriptions relating to the task, of the decisions they have made.
20000	ididates to access the highest mark band, they will have presented good evidence to a ment of the achievingues and disachiantages of a range of options before making a dece milecourses.		
Level	Assessment guidelines for Task 1	Marks	Additional guidance
	Cost analysis and evaluation of two or three project options, using their	8-10	In the report, condicities are likely to show evidence that they have considered both the advantages and characteristic of each criterial before resonance because
,	 Knowledge of energenie concepts and terminology Weik-encodensienderspecific voluting appropriate-sharte, headings and sub-headings Roput asset devices such as clear inferences to data pathenel and appendixes where appropriate 		They are sites for an or program denote the monopy from the syllabac in their evidence and presented their rodgy from milerials-using the required ayouts.

Coursework Handbook

This is a detailed guide and introduction to the coursework component of the Cambridge IGCSE Enterprise 0454 syllabus. The handbook offers advice on the requirements of the component, provides examples of candidate work and offers guidance on course planning.

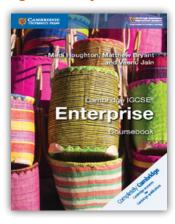
Other support

School Support Hub hosts an active Enterprise forum, which is a great way for you to keep up to date with your subject. Ask questions, get the latest information and connect with other Cambridge teachers around the world. You can also upload your own resources for the community to use, and access resources shared by others.

Our public website provides a list of endorsed textbooks for Cambridge IGCSE Enterprise 0454. Many of our syllabuses are supported by a range of different endorsed textbooks and teachers are advised to choose the one that best suits their needs. There is information on the back of textbooks about which syllabus the book supports and the year of first examination of that syllabus.

Endorsed resources go through a rigorous quality-assurance process to make sure they closely reflect the syllabus and are appropriate for Cambridge schools worldwide. Resources may be endorsed for full syllabus coverage or endorsed to cover specific sections, topics or approaches. Look for the specific 'endorsed for' logo on the resource.

Cambridge University Press



For further information on endorsed resources and their approaches to teaching and learning, go to the 'Published resources' tab on the relevant syllabus page of the our public website.