Cambridge Assessment International Education

# Syllabus

# Cambridge IGCSE™

# Enterprise 0454

Use this syllabus for exams in 2026.
Exams are available in the June and November series.

Version 2

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

Cambridge Pathway

# Why choose Cambridge International?

Cambridge International 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 Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, are 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. Learn more about our research at **www.cambridgeassessment.org.uk/our-research/**

We believe education works best when curriculum, teaching, learning and assessment are closely aligned. Our programmes develop deep knowledge, conceptual understanding and higher-order thinking skills, to prepare students for their future. 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 the Cambridge Pathway.

**School feedback:** 'We think the Cambridge curriculum is superb preparation for university.'

**Feedback from:** Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

### Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at **www.cambridgeinternational.org/about-us/our-standards/**

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**Important: Changes to this syllabus**

The latest syllabus is version 2, published August 2025. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2020 are still suitable for use with this syllabus.

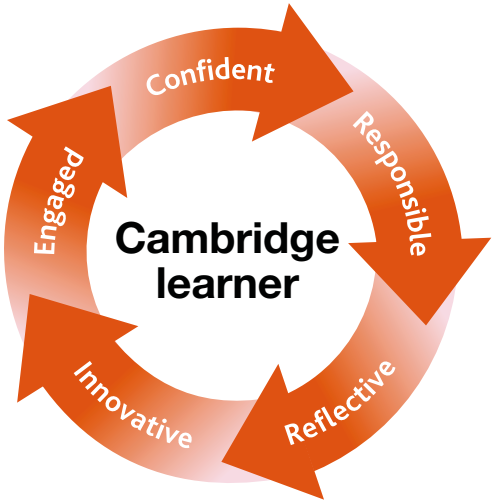
# 1 Why choose this syllabus?

## Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 5000 schools in 150 countries.

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




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

**School feedback:** '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.'

**Feedback from:** Gary Tan, Head of Schools and CEO, Raffles Group of Schools, Indonesia

## International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. 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 Business.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Cambridge students can be confident that their qualifications will be understood and valued throughout their education and career, in their home country and internationally. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK ENIC, 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 the 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**

**School feedback:** '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.'

**Feedback from:** Managing Director of British School of Egypt BSE

## Supporting teachers

We believe education is most effective when curriculum, teaching and learning, and assessment are closely aligned. We provide a wide range of resources, detailed guidance, innovative training and targeted professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at **www.cambridgeinternational.org/support**

| **Support for Cambridge IGCSE** | | | |
|---|---|---|---|
| **Planning and preparation**<br>• Syllabuses<br>• Schemes of work<br>• Specimen Question Papers and Mark Schemes<br>• Teacher guides | **Teaching and assessment**<br>• Endorsed resources<br>• Online forums<br>• Support for coursework and speaking components | **Learning and revision**<br>• Example candidate responses<br>• Past papers and mark schemes<br>• Specimen paper answers | **Results**<br>• Candidate Results Service<br>• Principal examiner reports for teachers<br>• Results Analysis |

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at **www.cambridgeinternational.org/syllabusupdates**

Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

## Professional development

Find the next step on your professional development journey.

- Introductory Professional Development – An introduction to Cambridge programmes and qualifications.
- Extension Professional Development – Develop your understanding of Cambridge programmes and qualifications to build confidence in your delivery.
- Enrichment Professional Development – Transform your approach to teaching with our Enrichment workshops.
- Cambridge Professional Development Qualifications (PDQs) – Practice-based programmes that transform professional learning for practising teachers. Available at Certificate and Diploma level.

Find out more at:
**www.cambridgeinternational.org/support-and-training-for-schools/professional-development/**

**Supporting exams officers**

We provide comprehensive support and guidance for all Cambridge exams officers.
Find out more at: **www.cambridgeinternational.org/eoguide**

# 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.

Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

## 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. Candidates will be eligible for grades A* to G.

| **All candidates take:** | | **and:** | |
|---|---|---|---|
| **Component 1**<br>Written Paper | 1 hour 30 minutes<br>50% | **Component 2**<br>Coursework | <br>50% |
| 100 marks | | 60 marks | |
| Short-answer, structured and open-ended questions | | Portfolio of evidence from tasks based on candidate's own enterprise project | |
| This paper is based on a pre-released case study | | Internally assessed and externally moderated | |
| Candidates answer all questions | | | |
| Externally assessed | | | |

Information on availability is in the **Before you start** section.

Check the samples database at **www.cambridgeinternational.org/samples** for submission information, forms and deadlines for Component 2.

The pre-release material is made available to centres before the exam. It is also reproduced in the question paper. Candidates must not bring any prepared materials into the examination.

Teachers should check the *Cambridge Handbook* for the relevant year of assessment for information on when and where the pre-release materials will be available.

# 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 |
| Total | 100 |

### 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 |
| Total | 100 | 100 |

# 3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting topics, subject contexts, resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

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 CW 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 | Further guidance |
|---|---|
| What enterprise is | Including:<br>• enterprise capability (being innovative, creative, taking and managing risks, positive attitude)<br>• business enterprise<br>• social enterprise. |
| Who stakeholders are | Examples of stakeholders include:<br>• customers and consumers<br>• employees, employers<br>• suppliers<br>• lenders<br>• the local business community<br>• local government. |

### 1.2 Ways for students to be enterprising in everyday life

| Topic | Further guidance |
|---|---|
| Ways of being enterprising:<br>• at school<br>• at home. | Ways include:<br>• using technology for learning<br>• working/learning as part of a team<br>• making reasoned evaluations<br>• developing new skills and using them in different situations<br>• problem-solving<br>• thinking creatively, e.g. finding creative solutions<br>• taking initiative, e.g. finding ways to earn money or taking the lead<br>• organising activities, e.g. a charity event. |

# 2 Setting up a new enterprise

## 2.1 The enterprise process

| Topic | Further guidance |
| --- | --- |
| Six stages of the enterprise process:<br>1 identifying the problem or need or want<br>2 exploring creative solutions<br>3 action planning<br>4 implementing the plan<br>5 monitoring progress<br>6 evaluation of successes and failures. | CW Candidates follow this process when working on their enterprise project. |

## 2.2 Types of business organisation

| Topic | Further guidance |
| --- | --- |
| Different kinds of organisation, including:<br>• sole trader<br>• partnership<br>• limited company<br>• co-operative<br>• franchise<br>• social enterprise: charities, not-for-profit organisations. | Candidates should consider the following for each type:<br>• legal status<br>• advantages and disadvantages of each type for a new enterprise.<br><br>*Candidates will **not** be assessed on:*<br>• *limited liability partnerships (LLPs)*<br>• *community interest companies (CICs).* |

# 3 Enterprise skills

## 3.1 Skills of enterprising people

| Topic | Further guidance |
| --- | --- |
| Enterprise skills may include:<br>• the practical skills and knowledge to create products and services<br>• leadership<br>• influencing skills<br>• team-building<br>• delegation<br>• problem-solving<br>• prioritisation/time management<br>• self-confidence<br>• resourcefulness<br>• innovation | Recognise that some people have these skills naturally and others have to develop them, e.g. self-confidence.<br>The term 'skills' is used here to cover attributes, characteristics and learned skills.<br>Different people combine and use these skills in many ways. |

*topic continued*

### 3.1 Skills of enterprising people (continued)

| Topic | Further guidance |
|---|---|
| Enterprise skills may include (continued):<br>• taking initiative<br>• taking calculated risks<br>• taking responsibility<br>• motivation/determination to succeed<br>• creativity<br>• perseverance. | |
| Identifying and evaluating your own skills | CW Candidates will identify and evaluate their own skills during their enterprise project. |

### 3.2 Behaviours of entrepreneurs

| Topic | Further guidance |
|---|---|
| How entrepreneurs use their enterprise skills | Candidates should be familiar with named entrepreneurs from the local community and wider society. You may find an example in your school.<br>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 | Further guidance |
|---|---|
| How opportunities arise, including:<br>• changing needs or wants for a product (good or service)<br>• change in the ability to meet needs or wants<br>• advances in technology<br>• changes in government policy. | Opportunities for enterprise may be local, national, international or global.<br>Reasons why needs or wants for a product (good or service) might change include:<br>• changes in taste and fashion<br>• changes in the size and structure of population<br>• changes in real income.<br><br>Examples of changes in government policy include:<br>• availability of grants and subsidies<br>• changes in taxation<br>• changes in the law. |

## 4.2 Risk

| Topic | Further guidance |
|---|---|
| Risks involved in enterprise | Risks may be in the following areas:<br>• financial<br>• economic<br>• health and safety/environmental<br>• human resources<br>• production. |
| Identify risks | Research including:<br>• SWOT (strengths, weaknesses, opportunities and threats)<br>• 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.<br>Recognise that different attitudes to risk can affect how an entrepreneur manages the risk. |

## 4.3 Legal obligations

| Topic | Further guidance |
|---|---|
| Why laws and regulations to protect stakeholders are needed in the areas of:<br>• employment<br>• production<br>• marketing and selling<br>• finance. | *Candidates will **not** be assessed on specific laws.* |
| The impact of laws and regulations on all stakeholders in these areas | |

### 4.4 Ethical considerations

| Topic | Further guidance |
|---|---|
| How an enterprise may have an impact on communities and society | The impact on society may be positive or negative. For example:<br>• supporting community activities<br>• creating pollution. |
| Ethical considerations within enterprise (i.e. choosing to run an enterprise following moral values and beliefs) | Including:<br>• fair trade<br>• organic farming<br>• donating profits to charity. |
| The impact of ethical considerations on the operation of an enterprise | |

## 5 Negotiation

### 5.1 The negotiation process

| Topic | Further guidance |
|---|---|
| What negotiation is | A process that can involve:<br>• resolving disputes<br>• agreeing upon courses of action<br>• bargaining for individual or collective advantage<br>• reaching outcomes to satisfy the interests of those involved.<br><br>CW Candidates will be required to plan and conduct a negotiation as part of their enterprise project. |
| Stages in the negotiation process:<br>• planning | • setting objectives<br>• choosing evidence to use<br>• benefits of a proposal<br>• weaknesses of a proposal<br>• arguments and counter-arguments for the proposal. |
| • conducting the negotiation | • setting the tone<br>• presenting your proposal<br>• understanding each other's point of view<br>• summarising to check understanding<br>• reaching agreement. |
| • measuring success | • what went well<br>• how to improve next time. |

# 6 Finance

## 6.1 Sources of finance

| Topic | Further guidance |
|---|---|
| Advantages and disadvantages of different sources of: | Sources including: |
| • start-up funding | • personal savings (used as owners' capital)<br>• family and friends<br>• bank overdrafts, loans, leasing and mortgages<br>• community sources, including charities and social enterprises<br>• grants and subsidies<br>• crowdfunding<br>• selling shares. |
| • funding for continuing trade and expansion | • personal savings (used as owners' capital)<br>• retained profit<br>• private institutions<br>• venture capital<br>• issuing shares.<br><br>CW Candidates have the option to prepare financial planning materials for their enterprise project. |

## 6.2 The concept of trade credit

| Topic | Further guidance |
|---|---|
| Advantages and disadvantages of trade credit | For:<br>• entrepreneurs and suppliers (trade payables)<br>• entrepreneurs and customers (trade receivables). |

## 6.3 Financial terms

| Topic | Further guidance |
|---|---|
| Cash flow forecast | cash inflows, cash outflows, surplus and deficit. |
| Break-even | variable costs, fixed costs, total cost, contribution. |
| Income statement | profit and loss, income, revenue, expenditure, debt.<br>**Note:** charitable organisations do not make a profit, they record a surplus.<br><br>*Candidates will need to define and provide examples of terms and make calculations where appropriate.* |

### 6.4 Financial records

| Topic | Further guidance |
|---|---|
| The purpose and importance of keeping accurate financial records | Candidates should understand the purpose of income statements and budgets, including cash flow forecasts.<br>Reasons for keeping accurate financial records include:<br>• the need to provide a true and fair view to stakeholders<br>• legal and taxation purposes<br>• forecasting<br>• 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 | Further guidance |
|---|---|
| Different enterprises have different aims and objectives | Recognise that objectives are shorter term and aims are long term.<br>The range of objectives may include:<br>• ethical, not-for-profit, social, belief-based<br>• legal compliance<br>• profit<br>• sales revenue<br>• cash flow<br>• growth<br>• survival. |
| How aims influence the activities of enterprises | For example:<br>• promoting healthy eating in schools<br>• maximising growth. |

### 7.2 Action plans

| Topic | Further guidance |
|---|---|
| The purpose and importance of action plans<br>Contents of action plans<br>Methods of monitoring action plans<br>The importance of updating action plans | CW Candidates are required to produce an action plan for their enterprise project. |

### 7.3 Business plans

| Topic | Further guidance |
| --- | --- |
| 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 | Further guidance |
| --- | --- |
| Marketing to achieve enterprise aims | Including:<br>• increasing consumer awareness of the enterprise, product (good or service)<br>• establishing and maintaining brand loyalty<br>• increasing or defending sales, market share or profit. |
| Marketing from the perspective of customers | Including:<br>• greater knowledge of the enterprise, product (good or service)<br>• the ability to make more informed decisions. |

### 8.2 Market research

| Topic | Further guidance |
| --- | --- |
| Methods of identifying potential customers | Primary and secondary research. |
| The effectiveness of methods for different enterprises | Advantages and disadvantages of each method, in terms of:<br>• cost<br>• availability<br>• suitability for the enterprise<br>• suitability for reaching the potential target market<br>• other potential advantages/disadvantages.<br><br>The effectiveness will depend on the relevant local context. |

## 8.3 Customer retention

| Topic | Further guidance |
|---|---|
| The reasons for retaining customers | Including:<br>• establishing and maintaining brand loyalty<br>• increasing or defending sales, market share or profit. |
| Methods of measuring customer satisfaction and retention | Including:<br>• number of sales and complaints<br>• mystery shopper feedback questionnaires<br>• focus groups. |
| Methods of retaining existing customers | Including:<br>• effective customer service<br>• resolving complaints<br>• loyalty rewards<br>• new products and services. |

## 8.4 Marketing communications

| Topic | Further guidance |
|---|---|
| Methods of marketing communication to reach intended customers | Including:<br>• television, radio, cinema, newspapers and magazines<br>• posters, leaflets<br>• online communication and social media<br>• word of mouth and announcements<br>• sponsorship. |
| Selecting appropriate methods for different enterprises | Advantages and disadvantages of each method, in terms of:<br>• cost<br>• availability<br>• suitability for the enterprise<br>• suitability for reaching the potential target market<br>• other potential advantages and disadvantages.<br><br>Appropriate methods will depend on the relevant local context.<br>CW 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 | Further guidance |
|---|---|
| Formal sources and the assistance they offer | Sources including:<br>• government/business agencies<br>• consultants<br>• financial institutions<br>• charities<br>• teachers<br>• business networks<br>• other entrepreneurs. |
| Informal sources and the assistance they offer | Sources including:<br>• friends and peers<br>• 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 | Further guidance |
|---|---|
| Formal and informal communication | Recognise that methods of communication can be formal or informal depending on the audience, e.g.:<br>• writing a formal report for investors<br>• sending an email to a friend<br>• having a formal business meeting<br>• talking to a friend at lunch.<br><br>CW Candidates are required to write formal reports for their enterprise project.<br><br>Recognise and provide examples of how and why language changes in formal and informal communication.<br><br>*topic continued* |

## 10.1 Types of communication (continued)

| Topic | Further guidance |
|---|---|
| Verbal and non-verbal communication | For example, how body language affects communication in face-to-face conversations. |
| Appropriateness of different types of communication for communicating with internal and external stakeholders | Internal stakeholders, such as:<br>• managers<br>• employees<br>• shareholders<br>• owners.<br><br>External stakeholders, such as:<br>• suppliers<br>• customers<br>• banks<br>• the local community<br>• local government. |

## 10.2 Meetings and presentations

| Topic | Further guidance |
|---|---|
| The need for careful planning, considering possible outcomes before, during and after the event | Ways include:<br>• being well planned (so that all attendees know when to arrive and what to bring)<br>• having a clear focus<br>• keeping to time<br>• ensuring everyone has an opportunity to speak. |
| Documents for meetings and presentations | The importance of providing appropriate documents.<br>Documents for formal meetings include:<br>• notice of meeting<br>• agenda<br>• minutes.<br><br>Documents for presentations, include:<br>• visual aids.<br>• handouts.<br><br>A formal report might be used to support a meeting or presentation.<br>CW Candidates give a presentation as part of their enterprise project. |
| The need to analyse and evaluate if meetings or presentations have been successful | Ways include:<br>• analysing and evaluating decisions made<br>• 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.

Externally assessed

## Component 2 Coursework

Portfolio of evidence based on an enterprise project, 60 marks.

Check the samples database at **www.cambridgeinternational.org/samples** for submission information, forms and deadlines for Component 2.

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.

Internally assessed and externally moderated.

# 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<br>Well-structured report, including appropriate charts, headings and subheadings<br>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<br>Structured report, including charts, headings and subheadings<br>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<br>Basic attempt at a structured report, with very limited use of charts, headings and subheadings<br>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<br>Good application of enterprise skills to the planning of a project or activity<br>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<br>Some application of enterprise skills to the planning of a project or activity<br>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<br>Limited application of enterprise skills to the planning of a project or activity<br>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 | Good analysis and evaluation of appropriate options before making decisions.<br>Good application of enterprise skills to their proposals for finance or marketing communications<br>Communication is very suitable for the audience and purpose<br>Demonstrates good knowledge of relevant enterprise concepts and terminology | 9–12 |
| 2 | Some analysis and evaluation of possible options before making decisions<br>Some application of enterprise skills to their proposals for finance or marketing communications<br>Communication is suitable for the audience or purpose<br>Demonstrates knowledge of relevant enterprise concepts and terminology | 5–8 |
| 1 | Limited analysis of information relating to possible options. Evaluation may be limited or absent<br>Limited application of enterprise skills to their proposals for finance or marketing communications<br>Communication is of limited suitability for the audience or purpose<br>Limited knowledge of enterprise concepts and terminology | 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 world 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<br>Very good evaluation and conclusions, clearly supported by evidence<br>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<br>Good evaluation and conclusions, supported by evidence<br>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<br>Some evaluation and/or conclusions made, generally supported by evidence<br>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<br>Limited evaluation and/or conclusions made, which may or may not be supported by evidence<br>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<br>Very limited evaluation or conclusion made<br>Recommendations for improvements may not be offered | 1–4 |
| 0 | No creditable response | 0 |

## Checklist of evidence

| Task | Candidates must submit: | Included – yes [Y] |
|---|---|---|
| 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.<br>Action plan (for reference) | [ ]<br>[ ] |
| Task 2b | **Planning for financing the project**<br>Written evidence of the sources of finance the candidate considered<br>Presentation witness statement<br>**OR**<br>**Planning marketing communications**<br>Written evidence of the types of marketing communications the candidate considered<br>Presentation witness statement | <br>[ ]<br>[ ]<br><br><br>[ ]<br>[ ] |
| Task 3 | Written description of using five enterprise skills (from Section 3.1 of subject content)<br>Plan for negotiation | [ ]<br>[ ] |
| Task 4 | Formal written report evaluating the project (approximately 1500 words) including:<br>• the planning and implementation of the project<br>and **one** of the following:<br>• the financing of the project<br>• the marketing communication used<br>• the internal communications used. | <br>[ ]<br>[ ] |

# Guidance for centres on coursework

## Cover sheets

You should submit a cover sheet completed for each candidate, attached to the front of their work. Include the cover sheets with the sample materials you send to Cambridge International. Download the cover sheet from the samples database at **www.cambridgeinternational.org/samples**. The database will ask you for your country/territory and the syllabus code (i.e. 0454), after which it will take you to the correct form. Follow the instructions on the form itself to complete it.

## Recording and submitting candidates' marks and work

Please refer to the samples database at **www.cambridgeinternational.org/samples** for information, dates and methods of submission of candidates' marks and work.

You should record candidates' marks for Component 2 on the Individual Candidate Record Card and the Coursework Assessment Summary Form which you should download each year from the samples database at **www.cambridgeinternational.org/samples**. The database will ask you for your country/territory and the syllabus code (i.e. 0454), after which it will take you to the correct forms. Follow the instructions on the form to complete it.

The marks on these forms must be identical to the marks you submit to Cambridge International.

## 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. (If only one teacher is marking internal assessments, no internal moderation is necessary.) You can find further information on the process of internal moderation on the samples database at **www.cambridgeinternational.org/samples**

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* for the relevant year of assessment.

## External moderation

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 sample you submit to Cambridge International should ideally include examples of the marking of each teacher. The samples database at **www.cambridgeinternational.org/samples** explains how the sample will be selected

The samples database at **www.cambridgeinternational.org/samples** also provides details of how to submit the marks and work.

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

## Guidance on using levels-based mark schemes

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

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, 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, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

## Supervising coursework

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. If plans and first drafts are completed under teacher supervision, you can be sure of the authenticity of the final coursework. Candidates can draft and redraft work, but you should only give brief summative comments on progress during this drafting phase.

Coursework must be a candidate's own, unaided work. (Unless there is subject-specific guidance that says otherwise, you can support candidates by reviewing their work before it is handed in for final assessment. You can do this orally or through written feedback. Your advice should be kept at a general level so that the candidate leads the discussion and makes the suggestions for any amendments. You must not give detailed advice to individual candidates or groups of candidates on how their work can be improved to meet the assessment criteria.) You should not correct or edit draft coursework.

For further information about supervising coursework, see the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

## Authenticity

It is the centre's responsibility to make sure all assessed work is the candidate's original work. Candidates must **not** submit someone else's work as their own, or use material produced by someone else without citing and referencing it properly. You should make candidates aware of the academic conventions governing quotation and reference to the work of others, and teach candidates how to use them.

A candidate taking someone else's work or ideas and passing them off as his or her own is an example of plagiarism. It is your responsibility as a teacher to prevent plagiarism from happening and to detect it if it does happen. For more information, search for 'Preventing plagiarism – guidance for teachers' on our website at **www.cambridgeinternational.org/teachingandassessment**

At the time of submission, the candidate must sign a statement confirming that they are submitting their own work. You countersign it to confirm that you believe the work is theirs. Centres should use the cover sheet on the samples database for this purpose, and it must appear on or before the title page of the document.

## Command words

Command words and their meanings help candidates know what is expected from them in the exams. 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 clear / say 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/eoguide**

## Before you start

### Previous study

We recommend that learners starting this course should have studied a broad curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

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

### Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

### Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at **www.cambridginternational.org/adminzone**

You can view the timetable for your administrative zone at **www.cambridgeinternational.org/timetables**

You can enter candidates in the June and November exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates cannot enter for this syllabus. For more information, please refer to 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 encourages schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams 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 access to this guide.

## Estimated entries

Estimated entries may be required for some Cambridge International syllabuses. To find out if estimated entries are required for this syllabus, and for further information about making estimated entries, see the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

## Early QP or pre-release

The pre-release material is made available to centres before the exam. It is also reproduced in the question paper.

Candidates must **not** bring any prepared material into the examination.

Teachers should check the *Cambridge Handbook* for the relevant year of assessment for information on when and where the pre-release materials will be available.

## 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 an 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 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/eoguide**

## Retakes and carrying forward marks

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at **www.cambridgeinternational.org/retakes**

Marks achieved in Component 2 Coursework can be carried forward to future series, subject to the requirements set out in the *Cambridge Handbook* at **www.cambridgeinternational.org/eoguide**

## Language

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

# Accessibility and equality

## Syllabus and assessment design

At Cambridge International, we work to avoid direct or indirect discrimination in our syllabuses and assessment materials. We aim to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics, which include special educational needs and disability, religion and belief, and characteristics related to gender and identity. We also aim to make our materials as accessible as possible by using accessible language and applying accessible design principles. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

## Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make 'reasonable adjustments' for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

### Important:

Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school. This is explained in the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**

- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

# 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 (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

# How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

1 to measure learning and achievement

The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.

2 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.

The outcomes help students choose the most suitable course or career.

## Changes to this syllabus for 2026

The syllabus has been updated. This is version 2, published August 2025.

**You must read the whole syllabus before planning your teaching programme.** We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

**Changes to version 2 of the syllabus, published August 2025**

| | |
|---|---|
| **Changes to assessment (including changes to specimen papers)** | • The Retakes and carrying forward marks section has been changed.<br>– We have clarified that candidates can carry forward coursework from a previous series to future series, subject to the requirements set out in the Cambridge Handbook.<br>• We have updated that private candidates cannot enter for this syllabus |

Any textbooks endorsed to support the syllabus for examination from 2020 are still suitable for use with this syllabus.

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

**Feedback from:** Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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