

# ENTERPRISE

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**Paper 0454/11**  
**Case Study**

## **Key messages**

Candidates displayed good knowledge of theory, very few questions were not attempted. However, candidates did confuse some of the models particularly the enterprise and negotiation process.

Candidates find it challenging to display some of the skills required by this specification particularly application. Centres would benefit from spending more time before the examination considering the pre-issued case study and the issues it discusses.

It is important that candidates read the questions carefully and take note of any instructions such as to include examples in their answer.

## **General comments**

Candidates generally had a good understanding of the theory relating to questions within both sections of the paper.

Candidates find it challenging to gain the highest marks available in **Section B** especially in **Question 7**. This was generally due to a lack of application and awareness of the impact of points raised. A small but noticeable number of candidates did not attempt either part of **Question 7**. This does not seem to be an issue with time management as some candidates did not attempt **Question 7(a)** but did complete **Question (b)**.

There are some considerations that might be helpful in enabling candidates to achieve the best marks in future exam sessions:

- learn why documents and procedures are important
- practise the calculations which are specified in **section 6.3** and **6.4** of the specification
- candidates should be encouraged to clearly set out any calculations so they can be followed by the reader
- read the whole question, including the stem carefully, taking note of the command word in the question and instructions such as to include an example
- within **section B** candidates should be encouraged to embed relevant examples from either the case study (**Question 6**) or their own enterprise (**Question 7**), in both their analysis and evaluations
- when discussing their own enterprise experience, such as in **Question 7a** and **7b**, candidates should ensure that the examiner understands what actions the candidates took by providing relevant examples. An introductory paragraph describing the enterprise is not sufficient to show application.

## **Comments on specific questions**

### **Section A**

#### **Question 1**

(a) Many candidates had a strong understanding of this process gaining both marks.

(b) Generally, well answered by most candidates who recognised that needs are essential to life. A small number of candidates offered examples of needs and wants which were not required by the question.

- (c) There were some very good answers to this question. Weaker responses made general statements such as 'when the market changes', which were considered too vague for credit.
- (d) A small number of candidates did not gain a mark on this part of the question by not including an example from their own enterprise project to support their answer. A significant number of candidates incorrectly stated that negotiation or communication are enterprise skills showing a lack of awareness of topic 3.1 of the specification.

## Question 2

- (a) Well answered by virtually all candidates.
- (b)(i)(ii) Candidates were more successful in identifying Lin's attitude than Rachel's. In both answers candidates frequently gained 2 of the 3 marks available as they did not follow the instruction to support their answer with an example from the case study.
- (c) Candidates found this to be the most difficult part of **Question 2**. A mark of 1 was common as candidates identified an impact, such as a fine, but then found it challenging to explain their point. Candidates who used connectives to link their points were usually more successful.

## Question 3

- (a) There were some very good answers to this question. However, the majority of candidates gained one mark by identifying a feature for example that this would require repayment.
- (b) Candidates found it difficult to gain marks on this question. The strongest responses identified a problem, usually that families would expect to have a say in the operation of the enterprise. They then selected a quote from the case study material to show that this would not be welcome. The weakest answers often stated that the money would need to be repaid. As this is not a specific feature of family loans it was considered too vague for credit.
- (c) This question discriminated well between candidates of different abilities. The strongest responses identified a stage of the negotiation process. They then explained how this is useful giving an example from their own enterprise to support their answer. Many candidates however gained 4 marks as they did not provide the required examples from their own enterprise. The weakest answers confused the negotiation process with the enterprise process. Such candidates often gained one benefit of the doubt mark by stating planning which appears in both processes.

## Question 4

- (a) This part of the specification was well understood. Only the weakest answers were unable to provide a reason. The strongest answers related directly to the candidates own enterprise experience. Many candidates gained one mark for a general reason why finance would be required.
- (b)(i)(ii) Virtually all candidates were able to correctly answer these two parts of the question. A small but noticeable number of candidates did not attempt **part b(ii)**. It was however sometimes difficult to identify what the candidate was attempting to calculate as the methods were quite convoluted and difficult to follow. Candidates should be encouraged to clearly set out any calculations so they can be followed by the reader.
- (c) Stronger responses recognised the purpose of individual records and were able to develop their answers fully. The most common correct answer was to compare with previous years and therefore identify if changes need to be made. Weaker answers thought that financial records would help in increasing sales but could not explain why this would be true. The answer was therefore too vague to be credited.

## Question 5

- (a) This topic area was generally understood by the majority of candidates with most gaining at least 1 mark. Some candidates did not gain a mark by stating that interviews may lead to people being untruthful. This could be true of any primary research method and therefore could not be credited.

Had the candidate stated that interviewees are more likely to say something to please the interviewer the mark could have been awarded.

- (b) Candidates who wrote specifically about ecommerce enterprises scored highly as they recognised the particular issue of a bad reputation being quickly spread. The weakest answers recognised that dealing with complaints is important but could not say why.
- (c) Most candidates were able to identify a method of marketing communication and gain one mark. A very small number of candidates confused marketing communications with market research. The strongest answers recognised that ecommerce enterprises would be most likely to use online methods of marketing communication. Such candidates were able to explain why these methods would more successfully reach the intended target market for the enterprise.
- (d) A noticeable number of candidates did not attempt this part of the question. Candidates who did attempt the question found it difficult to gain full marks. The strongest answers identified a source of help and then used a quote from the case study material to explain why this would be a suitable source. Weaker responses identified a source but could not justify their choice.

### **Section B**

Unlike previous years candidates' scored most highly in **Question 7a**. Questions in this section require candidates to embed examples from the case study or their own enterprise experience throughout their answers, this continues to be a difficulty for candidates. It should be noted that very little, if any, credit is given to candidates who write an introductory paragraph describing their enterprise experience.

#### **Question 6**

- (a) Candidates struggled to effectively answer this question and Level 3 marks were not awarded to any candidate. A mark in the bottom of Level 2 was very common. To gain a mark in Level 3 candidates needed to explain the impact of the identified legislation on the enterprise in the case study. For example, they could have explained that employment regulations requiring a minimum wage, or health and safety training, would increase the costs of the enterprise. This may have caused the costs of option 2 to rise above \$1925 per month making this no longer a viable option. The strongest answers described a legislation and link this to the ecommerce enterprise in a very general way. Candidates made little use of the information in the case study to support their answers.
- (b) This question required candidates to evaluate the benefits and costs of the two options stated in the case study. The strongest responses gained marks in Level 3 by building from their answers to **Question 4 (b)** to calculate the yearly costs or by recognising the rules and laws identified in **Question 6(b)** may also create further problems for this enterprise with a risk averse owner. To move the answer to Level 4 the candidates needed to consider both the costs and benefits of each option before deciding. Weaker responses offered very general statements unsupported by evidence from the case study material.

#### **Question 7**

- (a) Candidates found this to be the most approachable of the **section B** questions often scoring most highly on this essay. A noticeable number of candidates however did not attempt this question. To do well candidates needed to link the factors of PEST directly to actions they took within their enterprise explaining the impact such actions had. The strongest answers made a simple but effective link between cause and effect. For example, one candidate identified that a change in the law banning the sale of sweets from schools had a positive effect on the sales of his savoury snacks by reducing his competition. The weakest answers identified elements of PEST but could not relate these to their own actions and gained a maximum mark of 2 for unapplied knowledge.
- (b) Candidates found this to be the most difficult question on the examination paper. A small number did not attempt the question. The majority of candidates gained a mark in Level 2 by identifying a method of communication they used with a given stakeholder and stating a basic benefit of this method. For example, written communication by text to other owners was 'quick as I could send them from my phone at any time'. To move this answer into Level 3 the candidate needed to explain the impact on the enterprise of this speed of communication. For example, they could have

Cambridge International General Certificate of Secondary Education  
0454 Enterprise June 2024  
Principal Examiner Report for Teachers

explained that this allowed quicker decision making and therefore the enterprise started trading before others, capturing market share. The weakest answers ignored the instruction to justify which was most effective and simply described methods of communication with no reference to their own enterprise or their stakeholders.

# ENTERPRISE

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**Paper 0454/12**  
**Case Study**

## **Key messages**

It is important that candidates carefully read the questions and focus their answers on the questions set. There was evidence this session that candidates had not fully read the question before starting their answers. This was seen in the answers to **Questions 1(d), 4(b), 5(c) and 7(b)**.

There was some evidence that candidates had prepared answers to essays before the examination on the topics of franchises and business meetings. Candidates should be encouraged to ensure that they do not simply regurgitate such prepared answers but select relevant information from them to answer the questions set.

## **General comments**

Many candidates find it challenging to gain marks in Level 2 in **Section B** questions. This was generally due to a lack of application to the case study or their own enterprise project and a misinterpretation of the question set.

There are some considerations that might be helpful in enabling candidates to achieve the best marks in future exam sessions:

- learn precise definitions for all key terms
- practise the calculations specified in **section 6.3** and **6.4** of the specification
- read the whole question taking note of key words and the requirement for examples
- within **section B** candidates should be encouraged to embed relevant examples from either the case study (**Question 6**) or their own enterprise (**Question 7**), in both their analysis and evaluations. Answers to calculations from **Section A** questions will often be useful evidence to support a discussion in **Questions 6(a) and 6(b)**
- when discussing their own enterprise experience, such as in **Question 7a** and **7b**, candidates should ensure that the examiner understands what actions the candidates took by providing relevant examples throughout their answer. An introductory paragraph describing the enterprise is not sufficient to show application.

## **Comments on specific questions**

### **Section A**

#### **Question 1**

(a) The majority of candidates were able to accurately explain one part of the definition, usually stakeholders. Only the strongest answers explained both of the required elements that this is someone outside of the organisation who is interested in its activities. A very small number of candidates confused stakeholders with shareholders.

(b) The strongest answers used the case study and recognised that the café manager was a supplier or could gain revenue from Leo's enterprise. The weakest responses repeated an answer to **Question 1(a)** or incorrectly assumed that the manager would be a partner in the new enterprise.

- (c) A wide range of correct answers were provided for this question. A common error made by some candidates was to identify general rather than enterprise skills. The most common incorrect answers being decision making, negotiation and communication.
- (d) Candidates found this to be quite a difficult question. The strongest responses identified a way of being enterprising from Topic 1.2 of the specification. They then gave a practical example to show how this had been put into practice. The mark scheme shows an example of such an answer. A number of candidates misread the question and explained the enterprise project that they had completed for coursework.

### Question 2

- (a) The vast majority of candidates correctly answered this question gaining 2 marks.
- (b) Candidates found this question difficult. The strongest answers recognised that the café owner or manager would benefit from reduced amounts of coffee grounds to be disposed of. Weaker answers confused stakeholders with shareholders and stated generic points such as 'shareholders would gain profit'.
- (c) The vast majority of candidates gained one mark for appreciating that this term is connected to customers being happy with the product or service. Only a few candidates could give a precise definition such as those shown in the mark scheme.
- (d) A more straightforward question for many candidates than **part (c)**. Although many candidates correctly identified a method of measuring satisfaction, they often did not link this method to actions they could have taken within their own enterprise project. This lack of application meant that a mark of 1 was common. Several candidates simply stated that they would 'ask the customers' which was too vague to be credited as a method.

### Question 3

- (a) This question discriminated between candidates of different abilities. Many candidates did not gain marks by identifying financial terms, such as profit or cashflow, rather than stating the financial record of profit and loss statement or cashflow forecast.
- (b) (i) – (iii) Most candidates were able to correctly complete **parts (i)** to **(iii)**. A common issue was that candidates were confused by the presentation of the figures for option 2 as the number of logs rather than bags. A noticeable number of candidates correctly calculated the profit per bag but did not multiply their answer by 10 so they did not gain 1 mark. Some candidates did not attempt **part (iii)**.

### Question 4

- (a) This topic area was well understood by many candidates who were able to offer a variety of correct answers. Some candidates stated growth as an aim which was not considered appropriate for an enterprise which had yet to set up.
- (b) There was some evidence that candidates did not fully read this question. Such candidates either explained the aims of their enterprise or how their aims were affected by outside factors. The strongest answers often focused on how making a profit had the impact of encouraging them to reduce costs in a number of ways. Specific reference to the product or service offered in the enterprise ensured full marks.
- (c) The strongest responses recognised the purposes of an action plan in identifying key activities and ensuring tasks are completed in time. Weaker answers confused action plans and business plans. Such answers often incorrectly stated that the plan would give a sense of direction or set aims.
- (d) The question required candidates to identify sources of help and support not describe the help given. Some candidates continue to confuse sources of help and support with methods of finance. Many did not gain marks by identifying loans and grants rather than naming the source of advice.

### Question 5

- (a) Strong responses recognised that Leo had only accessed one website or one person's opinion. Such answers recognised that potential bias may result in Leo making incorrect decisions. A small number of candidates suggested alternative methods of research which Leo should have used. Such answers gained no credit.
- (b) The majority of candidates gained 1 mark on this part of the question by recognising that marketing involves bringing goods and services to the attention of potential customers. A small number of candidates offered the precise definitions stated in the mark scheme. The weakest answers confused marketing with market research.
- (c) The most common correct answers were cost or suitability for target market. A number of candidates did not gain the second mark as they did not apply their correct answer to their own enterprise project. A small number of candidates did not attempt this part of the question.
- (d) The strongest answers identified a specific marketing communication, often a poster or social media. They then explained clearly why this would be appropriate for one of the products Leo was considering, by focussing on the target market or location for sales. Weaker answers stated that an advert would be suitable without specifying the communication to be used.

### Section B

Unusually candidates' scored most highly in **Question 7a**. **Questions 7a** and **7b** require candidates to embed examples from their own enterprise experience throughout their answers. It should be noted that very little, if any, credit is given to candidates who write an introductory paragraph describing their enterprise experience. A small number of candidates did not attempt either part of question suggesting perhaps poor time management.

### Question 6

- (a) Some good answers were presented for this question, although the majority were awarded marks within Level 1. The strongest responses identified an example of the preparation that Leo could complete before the meeting and then explained how this would help to improve the success of the meeting. The mark scheme shows an example of such an approach. A small number of candidates misread the question and focused their answers upon how to organise a meeting. Often such candidates focused their answers incorrectly on body language. Such answers gained a mark in Level 1
- (b) Candidates who gained a mark in Level 3 or 4 used the evidence in the case study to justify their choice. Such candidates recognised the importance of Table 3.1. They were able to effectively explain the impact of these figures on Leo's choice. Many candidates gained a mark in Level 2 by repeating their figures from **Question 3b** or stating that Leo would share the profits from the booklets with the café manager/owner. A noticeable number of candidates assumed that the café operated as a franchise. These candidates had clearly prepared for a question related to franchising. Such candidates often focused completely on the benefits and costs of franchise operations and did not answer the question set.

### Question 7

- (a) The majority of candidates gained a mark at the bottom of Level 2, although there were some very strong answers to this question. The most successful answers gained marks in Level 3 by providing specific examples of how using the stages identified helped to improve the success of their enterprise project. Candidates were more frequently able to offer strong answers concerning the importance of monitoring progress. The importance of monitoring successes and failure was less well understood.
- (b) Many candidates find it challenging to answer this question effectively. A key issue which limited candidates' answers was a misunderstanding of the question. Candidates ignored the key word impact in the question and offered very long and detailed explanations of potential sources of finance gaining a mark in Level 1. The strongest responses recognised that some methods of finance increased their costs or limited their ability to purchase certain raw materials. They then explained the impact these limitations had on the operation of their enterprise project.

# ENTERPRISE

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**Paper 0454/13**  
**Case Study**

## **Key messages**

There was some evidence that candidates did not understand some of the terminology used within the pre-issued case study, as key terms were often not well defined. Centres should encourage candidates to make effective use of their time in revision to actively read and analyse the case study material before the examination.

Candidates showed understanding of the topic content. However, they would benefit from spending more syllabus time considering why documents are useful to an enterprise and why actions such as marketing are required.

## **General comments**

There was evidence that schools and candidates had focused upon the skills required to do well in **Section A** questions. It was noticeable that more candidates this session provided the required examples when requested to do so in the question.

Candidates find it challenging to gain the highest marks available in **Section B**. This was generally due to candidates considering only the positives of an action or not fully developing points to show the impact on the enterprise under discussion.

There are some considerations that might be helpful in enabling candidates to achieve the best marks in future exam sessions:

- consider key terms and learn precise definitions
- consider the purpose behind enterprise actions and tasks
- within **Section B** candidates should be encouraged to embed relevant examples from either the case study (**Question 6**) or their own enterprise (**Question 7**), in both their analysis and evaluations
- when discussing their own enterprise experience, such as in **Question 7a** and **7b**, candidates should ensure that the examiner understands what actions the candidates took by providing relevant examples throughout the answer.

## **Comments on specific questions**

### **Section A**

#### **Question 1**

(a) Generally, very well answered with most candidates accurately stating two correct characteristics.

(b) Candidates were less sure of a disadvantage of social enterprise. The strongest answers recognised that Luna was struggling with lack of finance, and this may be related to her position as a social enterprise. Very few candidates could develop their answer fully to show why a lack of finance may be a problem for an enterprise. The weakest answers copied relevant material from the case study but did not relate this to social enterprise and therefore could not gain any credit.

(c) This question differentiated between candidates of different abilities. Strong answers clearly stated that it is groups interested in the activities or decisions of a business. The weakest answers

confused stakeholders and shareholders or vaguely stated that these are people 'involved' in enterprise.

(d) This topic was generally well understood, and the majority of candidates gained at least 2 marks. Candidates who explained the impact of the stakeholder in their enterprise gained full marks. The weakest responses explained their enterprise but did not identify the stakeholder and therefore could not be credited. A small number of candidates were clearly expecting a question related to the actions of successful entrepreneurs. Such candidates wrote how Elon Musk had influenced them.

### Question 2

(a) Generally, very well answered. More candidates were able to correctly identify financial institutions attitude.

(b) (i) The vast majority of candidates correctly identified the elements of SWOT. A small number of candidates thought that T meant teamwork or task.

(ii) Many candidates scored highly on this part of the questions offering a wide range of correct answers taken from the case study material. The weakest answers copied material indiscriminately from the case study or gave examples from their own enterprise.

### Question 3

(a) (i) Generally, well answered by many candidates. Several candidates however found it difficult to identify two separate records, some felt that a tax plan would be included in this document. Candidates should be reminded that they need to name the document precisely, profit is not the name of a financial record.

(ii) Candidates found explaining the purpose of financial records challenging. Many candidates gained one mark on this question by stating a purpose in very general terms. The strongest answers often used connectives within their answer to fully develop their point. Weaker answers simply described what is included in the document such as cash inflow and cash outflow not why this is needed.

(b) A small but significant number of candidates did not attempt this question. Although some candidates had a strong understanding of these terms many candidates simply attempted to rearrange the words to provide an answer with little success.

(c) This calculation was well understood by the majority of candidates who scored full marks. A small number of candidates did not answer this question.

### Question 4

(a) This topic was generally well understood with most candidates able to identify an enterprise skill gaining the knowledge mark available. Stronger responses were developed by using an example from their own enterprise project to illustrate the use of the skill. Only the most able candidates explained the impact of using the skill identified.

(b) Some candidates based their answer around a clear example from their own enterprise project. Such answers started with a need or want that was identified and how this created an opportunity or a problem for their enterprise. Frequently candidates explained how their product changed as a result of identifying an unexpected need or want. The weakest answers had misinterpreted the question and explained a problem they faced within the operation of their enterprise project.

(c) Many candidates were aware of actions that governments take which may affect an enterprise. However, very few could develop their answers fully to show the impact that the stated action would have. The most successful answers focused on explaining how costs would be reduced by lower taxes or government training programmes. Even the most able candidates found it a challenge to gain 4 marks as they often repeated their lower cost argument in both points.

### Question 5

(a) This definition was difficult for the majority of candidates. Many candidates gained one mark by stating that this was something to do with not spending. Several candidates simply repeated that this was money saved or a source of funds without attempting a definition.

(b) Crowdfunding as a source of funding was well understood by the majority of candidates. The strongest answers were able to understand that this source would be likely to raise the large amounts required as people would donate to this environmentally friendly enterprise. The weakest answers stated that the main purpose of crowdfunding is to promote the cause not fundraising.

(c) A noticeable number of candidates did not attempt this definition. Those who attempted the question frequently gained one mark by showing awareness that this involved keeping customers. The weakest answers simply stated that this was retaining customers, this reorganisation of words was not rewarded.

(d) Candidates found this to be one of the most challenging questions in **Section A**. The strongest answers gained 2 marks by selecting good quality products and relating this to the eco-brick product. Candidates found it hard to fully develop their explanation and gain the third mark available. The mark scheme shows an example of one way this could have been achieved. Weaker answers confused customer retention with attracting new customers.

### Section B

There was some evidence that candidates had perhaps run out of time in this section as a small number of candidates did not attempt either part of **Question 7**. This may however reflect a lack of understanding of how to approach **Section B** questions as a similar number of candidates did not attempt **Question 6(a)**.

### Question 6

(a) Some strong answers were presented for this question, although the majority were awarded marks at the bottom of Level 2. The strongest answers recognised that this production enterprise would face many health and safety regulations particularly related to training. The need to meet these regulations would therefore impact the costs of production increasing the number of customers required to break even. Weaker responses gained a mark in Level 1 by identifying examples of actions that could be taken if a law was broken with no attempt to apply this to the case study enterprise. A noticeable number of candidates misread the question ignoring the instruction to discuss the impact of laws. Such candidates often discussed in detail how marketing or production would operate and gained zero marks.

(b) Although candidates were aware of the purpose of marketing many found it difficult to explain the reason why this is required by an enterprise. A noticeable number of candidates confused marketing with market research and incorrectly discussed how this would help identify customer wants and needs. Stronger responses gained a mark in Level 3 by recognising that marketing would be essential for this newly established enterprise trying to gain finance to assist growth. To move the answers into Level 4 candidates offered a two-sided answer recognising that the large potential order from Eustace may mean that marketing is not required.

### Question 7

(a) This question required candidates to discuss examples from their own enterprise project. The strongest responses provided examples to show how changes to their presentation would have resulted in a more successful outcome. For example, choosing a better, quiet location would allow the audience to fully comprehend the presentation and therefore would have reduced the need to repeat aspects of the presentation. The weakest answers described their presentation in detail but did not answer the question set.

(b) The strongest answers to this question gained a mark in Level 3 by stating the assistance given and the effect that this had on the enterprise. For example, one candidate wrote that the assistance from their teacher with a business plan was important as it helped them to secure a loan which made their enterprise possible. Very few candidates attempted to evaluate the source of help and support by considering the negative aspects before making a conclusion. Although application was present in many answers the weakest answers implied rather than stated application. For example,

Cambridge International General Certificate of Secondary Education  
0454 Enterprise June 2024  
Principal Examiner Report for Teachers

a candidate discussing neon signs wrote that 'they gave us their technology' had they explained how this technology reduced their costs or attracted customers this would have been a good analytical point.

# ENTERPRISE

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**Paper 0454/02**

**Coursework**

## **Key messages**

- Candidates need to refer to the correct syllabus for the year of examination. This is to ensure work submitted matches the relevant task descriptors so candidates can access the full range of marks.
- Marks for analysis and evaluation continue to be awarded generously. Candidates must provide detailed explanations to develop and justify points made. All points made should clearly link to their chosen project rather than provide theoretical points.
- Assessors are required to annotate the coursework using the assessment criteria. This shows how and why a particular mark is being awarded.
- Candidates continue to select appropriate and interesting projects, which is pleasing to see.

## **General comments**

- To access the full range of marks, candidates must provide full evidence for each task. Section 4 of the syllabus provides clear guidance about what candidates must submit. Producing additional materials including business plans is unnecessary. These extra materials carry no marks and take up time that candidates could use more productively elsewhere.
- Assessors must annotate the work to show where and which skill is being awarded. For example, writing 'AO1', 'AO2' and 'AO3' or comments such as 'good analysis' at appropriate points. This should be done on the work itself, at the point of award. Most centres did not do this despite it being a Cambridge requirement.
- Candidates showed good knowledge, but there are limited marks available for knowledge on this component. To do well, candidates must show application, analysis and evaluation skills.
- Most candidates struggled to develop points effectively. A list of points or a description of what they did is not analysis. Good analysis means developing points to show the consequences of an action. For example, because X happened, which (could) lead to Y, and therefore Z.
- Application remains limited. Candidates need to explain how theory is relevant to their project by providing clear examples from the project as evidence to support the knowledge.
- A decision is not evaluation. Candidates must provide a clear supported reason, using evidence from their project, to support all decisions made. To access the higher mark bands, good analysis and evaluation must be shown throughout the relevant tasks. The School Support Hub includes skills exercises to help learners develop their application, analysis and evaluation skills.
- Most candidates exceeded the word limit for task 1 and 4. While they are not currently penalised for this, it is important candidates present their work in a clear and precise way. It is the quality of what is written, not the quantity, that matters.

## **Comments on specific questions**

### **Task 1**

Nearly all the work was presented in a report format. Most candidates identified advantages and disadvantages for two ideas and gathered market research. Better responses focused on two or three key points for each option and explained why each one was significant, either in a positive or negative way. Such responses also reviewed market research data to explain what the results showed.

Only the strongest responses used the market research data to support decisions made. When making a final decision, candidates could quote the results from their market research to help explain why the chosen option was better than the alternative. Weaker responses listed theoretical points or included charts showing their market research but did not comment on the results.

## Task 2

(a) Most candidates were able to identify two significant issues. Some included more than three problems, which was unnecessary. For each problem, better responses explained what the problem is, why it is a problem, what would happen if not managed and then outlined how they planned to manage each problem. Only the best responses offered two detailed solutions for each problem which is needed to access level 3.

Some candidates presented their work as a risk assessment. This should be discouraged as this format includes complex information such as the severity and likelihood of risk, which is unnecessary.

Others described actions taken retrospectively. Candidates should be reminded this is a planning activity so the work must be forward looking – focusing on what they might do to solve each problem.

(b) Most candidates provided written evidence explaining possible sources of finance or methods of marketing communication. The best responses developed points in context to show why each option might be appropriate (or not) for their project. Weaker responses stated general advantages and disadvantages but did not attempt to link the theory to their project. Without context, candidates cannot access level 3.

The second part of this task is a presentation outlining their proposals for finance or marketing communications. The assessed element for this task is the witness statement, which is signed by the teacher. The witness statement should focus on communication and enterprise skills shown by the individual during the presentation.

Most witness statements focused on the content. Where skills were named, there were limited or no details outlining what the candidate did to demonstrate them. A tick on the witness statement is not sufficient evidence. Other statements detailed skills used during the project rather than in the presentation. Some did not include a signed witness statement.

## Task 3

This task was generally well attempted. Most candidates correctly referred to negotiation as one of the five skills, and the best responses included detailed plans for negotiation.

The strongest responses included detailed examples to show how they had used each enterprise skill when implementing their project. Instead of naming individual skills, weaker responses simply described activities that they or others had carried out. Others explained why the skill was important without explaining how the individual had used these skills to implement their plan. Without relevant examples of individual skills shown, the work cannot access level 2 and above.

## Task 4

All candidates presented their work in a report format. Candidates should be reminded that they are only required to submit a 1000-word report, so having a clear focus is essential.

The marking of this task was usually generous. Task 4 is challenging as it only assesses AO3 – analysis and evaluation. Candidates are required to discuss the positive and negative outcomes of two areas – one area must be planning and implementation. Only the strongest responses attempted to analyse key issues. Most reviewed every action taken which encouraged description, not analysis. Such an approach is likely to limit the work to level 2.

Most responses did not indicate whether points made represented a positive or negative outcome. Including a simple subheading, namely positive outcome or negative outcome, would be helpful. Candidates only need to focus on one significant positive outcome and one negative outcome for each area. Each point should be developed, using phrases such as 'therefore', or 'this means'. This can help candidates develop their observations to explain why it was important and how it affected their project.

Some candidates did offer simple conclusions and make recommendations for improvement. However, only a small number of candidates used evidence collected to support their conclusions. Any evidence used

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0454 Enterprise June 2024  
Principal Examiner Report for Teachers

should be clearly referenced and used to clearly support the point being made. If the material is not relevant, it should not be included.