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| Paper 0454/11 |
| Case Study |

Key messages

It was pleasing to see an increasing number of candidates effectively applying their answers to the material in the case study. This was particularly evident in *Section B* of the paper where candidates were able to gain marks in Levels 2 and 3.

Question 7(a) and **7(b)** continue to be the more challenging questions on the paper for candidates. Centres should continue to encourage candidates to include practical examples from their own enterprise project to support their answers in these questions. To gain application marks in these questions it helps if the examiner can understand something about the enterprise project, its business organisation or the product/service offered. An introduction describing the product is not sufficient to gain application marks in these questions.

General comments

There was some evidence of poor time management this series with some candidates not completing the paper. A small but significant number of candidates either did not attempt **Question 7(b)** or provided only a bullet point list as an answer.

Candidates displayed strong knowledge of the syllabus content especially enterprise skills. Clear use of enterprise terminology and application of knowledge to enterprise problems is a continued area for development. This can be a seen in *Section A* **Question 3(c)** and *Section B* questions.

There was however evidence that some aspects of the course require more thorough analysis, particularly topics:

- 4.3 legal obligations.
- 4.4 how an enterprise may have an impact on communities and society.
- 7.2 the purpose and importance of action plans.
- 8.3 customer retention.

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

- Read the whole question, including the stem, carefully, taking note of the command word in the question.
- Within *Section B* questions, candidates will be limited to marks within Level 1 if they do not apply their answers to the enterprise stated in the question. Long lists of knowledge will not gain high marks.
- Answers to **Questions 7(a)** and **7(b)** must relate to the candidate's own enterprise project. When discussing their own enterprise experience, candidates should ensure that the examiner understands what good or service the enterprise provided. This is best achieved through detailed examples, not by a separate introduction paragraph describing the product or service.
- Plan answers to *Section B* questions to ensure that the answer includes application, analysis, and evaluation points.

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Comments on specific questions

Section A

Question 1

(a)   Generally, very well answered with many candidates accurately identifying a range of different objectives. Weaker answers did not gain marks by using general phrases such as 'to succeed'.

(b)   The strongest answers clearly defined the phrase or showed two of the essential elements of enterprise capability. A mistake made by some candidates was to list two skills of enterprising people (topic 3.1 of the syllabus) and therefore not answer the question set.

(c)   The strongest answers made good use of the case study to show how enterprise skills were used by the entrepreneurs. In each case such candidates stated the enterprise skill, then used an example from the case study to show how the skill was applied. Weaker answers identified relevant quotes from the case study material but did not identify which enterprise skill was being used. Such answers could not be rewarded.

Question 2

(a)   This question was well answered by many candidates who identified a wide range of potential risks for an enterprise.

(b)   The best answers explained how research or SWOT analysis could be used to identify risks. The weakest answers simply stated that the enterprise should weigh up the pros and cons. By not identifying a method to do this these responses were not answering the question set. A small number of candidates did not attempt this question.

(c)   The strongest answers used evidence from the case study to explain the rewards for enterprise. The weakest responses quoted elements of the case study but were unable to link these to the rewards and therefore did not show the knowledge required.

Question 3

(a) (i)   This question proved challenging to many candidates. Very few candidates were aware of the reasons why financial regulations are needed. Many candidates explained the financial records that an enterprise must keep and therefore did not answer the question set.

   (ii)   Candidates who focused their answer on the areas outlined in the syllabus, such as those listed in the mark scheme, scored highly. Many candidates thought, incorrectly, that negotiations are covered by legislation. A small but significant number of candidates did not answer this question.

(b)   For many candidates this was not a topic which was well understood. The strongest answers identified that the enterprise intended to give money to charity. Weaker responses recognised that a benefit could be reduced pollution, but very few could develop this answer to gain both marks available.

(c)   This was a challenging question for many candidates and a mark of 1 was common. Although candidates understood the idea of unethical behaviour, they were unable to identify examples of this in the case study. A significant number of candidates confused ethical behaviour with illegal actions. Such candidates often discussed equal pay legislation. A small number of candidates misread the question and described ethical behaviour rather than unethical.

Question 4

(a)   The majority of candidates scored at least one mark for this question. A significant minority of candidates confused market research with marketing and therefore were awarded zero marks.

(b)   This part of the question was well answered by many candidates. The strongest answers identified a method of marketing communication and explained why this would be suitable for this school-based enterprise. Weaker responses stated a method but could not justify why this would be appropriate for this enterprise.

(c)   This question required the identification of methods of market research and explanations showing why they would be suitable for the case study enterprise. The most frequent correct answers were questionnaires and interviews. Only the strongest answers were developed in depth to explain why these were suitable methods for this enterprise. The weakest answers explained the information that should be collected.

Question 5

(a)   This topic was generally well understood. A common error was to confuse the action plan with a business plan.

(b)   This was a challenging question for some candidates. Although candidates were able to explain the contents of the document very few were aware of how producing it would assist an enterprise. Very few candidates applied their answer to their own enterprise project. Candidates would benefit from greater discussion of the costs and benefits of producing documents such as the action plan.

(c)   This was a challenging question for some candidates and many candidates did not attempt the question. A common error made by those that did attempt the question was to describe financial documents. Such answers scored zero marks.

Section B

The most successful candidates in this section were clearly familiar with the case study material. Candidates that were less successful in **Question 7(a)** and **7(b)** required application to their own enterprise experience.

Question 6
(a)   There were a range of answers to this question, but the majority were awarded marks in Level 2. Such answers described how each of the bullet points stated would impact upon Jack's proposed enterprise ideas. Very few candidates gained marks in Level 3 as they did not relate their answers to the question set. The candidates did not explain the affect on his decision concerning which of the two enterprise ideas to operate.

(b)   Candidates who had analysed the case study before the examination scored highly on this question. The best answers identified elements from the case study, such as those listed in the mark scheme, and used these points to make a justified decision on whether a partnership was the best form of business organisation for Jack. Many candidates provided analytical answers which did not consider both the positives and negatives of a partnership and so could not progress to Level 4 in the mark scheme.

Question 7

(a)   This question required candidates to explain how financial calculations were used within their own enterprise project. To gain the highest marks candidates were required to explain how two calculations assisted with decision making. The most successful candidates explained, using examples, how cash flow predictions helped them to avoid overspending and how break-even calculations allowed them to model 'what if' scenarios concerning raising or lowering costs. A significant number of candidates were confused by the terms cashflow and profit. Such candidates stated that cashflow helped them to calculate the profit or loss in their enterprise. They also were unaware that profit is calculated after all costs have been paid and explained that they used their profit to repay loans or pay other costs.

(b)   Although candidates showed sound knowledge of methods of communication and stakeholders, only some could answer the question set. A mark in Level 1 was common for this question. The strongest answers identified their stakeholders and then explained why the method chosen was an effective way to reach these people. Awareness of the costs and problems associated with the method of communication moved the answers into Level 4. The best answers focused on the customers and owners of their enterprise. Such answers often explained why verbal communication was most appropriate for owners and social media for customers. A significant number of candidates confused internal and external stakeholders.

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Key messages

It was pleasing to see the rising marks within *Section B* of this paper, particularly on **Question 7(a)**. Candidates were clearly better prepared for this style of question than in previous examination sessions and this is reflected in the improving marks. An increasing number of candidates provided examples throughout their answers to illustrate the points being made. Very few candidates in **Question 7(a)** and **7(b)** provided an introductory paragraph describing their enterprise which could not be assessed as application.

General comments

There were a few instances this session where candidates appeared to be running out of time to complete their answers. Such candidates did not attempt **Question 7(b)** or provided only bullet point lists for this question.

Candidates displayed strong knowledge of many areas of the syllabus. This was particularly evident in **Questions** such as **1(c)**, **2(b)(i)**, **4(a)(i)**, **4(a)(ii)** and **5(c)**. Application of knowledge to enterprise problems is a continued area for development. This can be a seen in **Questions 2(b)(ii)**, **3(b)**, **3(c)** and **4(b)**.

There was however, evidence that some aspects of the course require more thorough analysis, particularly the reasons why business documents need to be produced as covered in **Question 3(a)**, **3(c)** and **5(b)**. Candidates would benefit from spending more time considering why documents are useful to an enterprise.

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

- read the whole question including the stem, carefully, taking note of the command word in the question.
- in **Section B** questions, candidates will be limited to marks within Level 1 if they simply provide long lists of knowledge.
- when discussing their own enterprise experience, such as in **Question 7(a)** and **7(b)**, candidates should ensure that the examiner understands what good or service the enterprise provided by giving relevant examples throughout.

Comments on specific questions

Section A

Question 1

(a) Generally, well answered. Weaker answers were unaware of the terms and tried to fit words from the case study into the sentences.

(b) A small number of candidates explained the actions that Kwame could take to achieve his aims rather than explain the aims/objectives themselves. The strongest answers made good use of the case study material to explain specific objectives for this entrepreneur such as attracting customers because this is a new enterprise. A variety of suitable examples were given. A small number of candidates identified objectives such as to takeover another enterprise which were clearly unsuitable for this small new enterprise.

(c)   Candidates were confident in their knowledge of this topic area, and many gained all the marks available. A small number of candidates incorrectly stated that communication and negotiation were enterprise skills. These are not skills listed in the syllabus and so could not be rewarded.

Question 2

(**a**)   The strongest answers clearly stated two distinct reasons why demand may change and were able to develop each point to show understanding. Weaker answers identified reasons such as those listed in the mark scheme but struggled to develop answers sufficiently to gain the development marks.

(b)(i)   Well answered by most candidates who identified a wide range of potential risks within enterprise.

(ii)   This part of the question was challenging for some candidates. The strongest answers selected appropriate evidence from the case study and used this to explain the likely impact on the enterprise of the risk identified. Most frequently the risk identified was a lack of finance which would hinder the ability to start the enterprise. The weakest answers appeared to have pre-prepared an answer and discussed if Kwame was a risk optimiser which was not appropriate in this question.

(c)   A small but significant number of candidates did not attempt this question. The strongest answers explained how spending money on marketing would reduce the risk of not gaining sufficient customers. Weaker responses did not identify a specific method used to reduce risk but identified the overall way to remember the strategies/method i.e., mitigate, accept, transfer and eliminate (MATE) and therefore did not answer the question set.

Question 3

(a)   A frequent error made on this question was to describe what items would be planned not why planning is needed. The strongest answers focused on how planning improved the efficiency of the meeting by ensuring all who attended knew what to bring or what would be discussed.

(b)   There were many maximum scores in this question. Candidates made good use of the case study material to identify issues with Kwame's planning. There was some evidence that candidates did not carefully read this question. Such candidates discussed Kwame's weaknesses as an entrepreneur not the weaknesses of his planning.

(c)   Candidates were generally aware of the documents involved in organising a meeting. Many candidates correctly described appropriate documents and gained 1 knowledge mark. Only the best answers gained full marks by explaining how using the document could have improved Kwame's meeting. The most common correct answer was that financial documents would have provided the information Zane requested; therefore, he would have been able to decide during the meeting.

(d)   As with **part (c)** above, candidates often did not apply their answers to case study and so gained a mark of 1 for knowledge. The strongest answers explained, using an example, why a formal written report or presentation would be more suitable for this complicated information. Many candidates explained incorrectly that an online meeting would be an alternative to a meeting. A small but significant number of candidates did not answer this question.

Question 4

(a)(i)(ii)   Generally, very well answered.

(b)   The strongest answers identified key information from the case study, such as the amount of money required from Fig. 1, to explain suitable sources of funding. Weaker answers simply identified a source of start-up funding but offered no justification for their choice. A mark of 2 was therefore common in this question.

Question 5

(a)   This topic was generally well understood. A small number of candidates confused sections of the plan with contents of each section.

(b)   Many candidates ignored the requirement in the question to explain why a plan is necessary and simply described the contents of the plan. Such answers gained no marks. The strongest answers explained that a business plan supports an application for finance. Candidates would benefit from considering the purposes of each of the documents produced by an enterprise.

(c)   Most candidates were able to correctly calculate this figure. Some candidates incorrectly calculated contribution and thus lost one mark.

(d)   A surprising number of candidates did not attempt this question. Those that did provided a wide range of suitable costs which were well explained in the context of the case study. There was evidence that some candidates did not understand the question. Such candidates ignored the direction that they should identify a cost that could have been included in Fig. 1 and stated a cost that was already listed such as tools.

Section B

Unlike previous years candidates scored more highly in **Question 7(a)** than in **Questions 6(a)** and **6(b)** which both related to the case study.

Question 6

(a)   There were a range of answers to this question, but the majority were awarded marks in Level 2. The best answers explained that knowing the number and type of complaints with home repairs would allow Kwame to know which areas of the enterprise customers were satisfied with and which required improvement. Weaker answers described the methods of measurement or provided examples applied to the case study. Such answers gained marks within Level 2.

(b)   Candidates had strong knowledge of sole trader, and many provided detailed lists of the advantages and disadvantages of this type of organisation. Such candidates gained marks in Level 1 as there was no application to the case study. The best answers applied information from the case study to explain the impact upon the enterprise of either the advantage or disadvantage identified. For example, some candidates recognised that Kwame was having to delay starting his enterprise while he waited for his brother to decide. As a sole trader Kwame would be able to make other decisions on his own which would be quicker.

Question 7

(a)   This question required candidates to discuss the stakeholders in their own enterprise project. To gain the highest marks candidates were required to explain the effect of stakeholders on the way their enterprise operated. Many candidates showed clear analysis by explaining, using precise examples, the impact of two different stakeholder groups. A mark in Level 3 was therefore common for this question.

(b)   Many candidates attempted to apply their answers to the context of their own enterprise project which is what this question required. Most frequently this was through explanations of the calculations they had produced for sales and profit within their enterprise project. Sound knowledge was often shown of all four ways of evaluating success. Very few candidates considered the reason why the factor would be important to their enterprise. Even the strongest answers struggled to deliver a two-sided evaluative approach which considered an area where they were not successful. A mark in Level 2 was therefore common for this question.

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Key messages

It was pleasing to see an increasing number of candidates effectively applying their answers to the material in the case study. This was particularly evident in *Section B* of the paper where candidates were able to gain marks in Levels 2 and 3.

Question 7(a) and **7(b)** continue to be the more challenging questions on the paper for candidates. Centres should continue to encourage candidates to include practical examples from their own enterprise project to support their answers in these questions. To gain application marks in these questions it helps if the examiner can understand something about the candidate's enterprise project, its business organisation or the product/service offered. An introduction describing the product is not sufficient to gain application marks in these questions, candidates should be encouraged to develop each point made in their essay with reference to an example from their own enterprise experience.

General comments

Candidates displayed strong knowledge of the syllabus content especially key terms. Clear use of enterprise terminology and application of knowledge to enterprise problems is a continued area for development. This can be a seen in *Section B* questions.

There was however, evidence that some aspects of the course require more thorough analysis, particularly topics:

- 4.2 Risk
- 5.1 The negotiation process (specifically planning)
- 7.3 Business plans (the purpose and importance of)
- 8.2 Market research.

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

- read the whole question, including the stem, carefully
- In *Section B* questions candidates will be limited to marks within Level 1 if they do not apply their answers to the enterprise stated in the question. Long lists of knowledge will not gain high marks
- plan answers to *Section B* questions to ensure that the answer includes application, analysis, and evaluation points.

Comments on specific questions

Section A

Question 1

(a) (i)(ii) Generally, well answered with many candidates gaining at least one mark for an imprecise understanding of each term. Weaker answers did not gain marks by using general phrases which repeated the term such as 'solving problems' for **part (i)**.

(b) (i)(ii) The strongest answers clearly stated the interest each stakeholder had in the enterprise, explained the impact they could have on the enterprise and used the case study material to provide a

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relevant example in each case. A mistake made in weaker answers was to explain what the stakeholder did rather than their impact on the enterprise. For example stating that the recycling manager provided data on recycling rather than that he could assist by producing the quality product required.

Question 2

(a) (i)   This question was well answered by many candidates who identified a risk and then explained the impacts this could have. The most common answer being that an employee may attend work whilst ill and spread that illness to other employees. A small number of candidates did not attempt this question.

(ii)   Production risks were slightly less well understood than health and safety risks. The most frequent correct answer given was that products may not be produced to the standard required and therefore are returned by customers.

(b)   Candidates found this to be one of the more challenging questions on the exam paper. A mark of 2 was common. The strongest answers recognised that research would help Marissa to more effectively develop a product that people would buy. Such candidates used examples from the case study to illustrate aspects that could be researched and explained how these could be helpful to assist Marissa in ensuring her product succeeded. Weaker answers listed methods of market research and gained no marks.

(c)   The strongest answers identified that Marissa may struggle to sell the number of items required to break even and therefore may consider the enterprise to be too high risk. Such candidates made good use of the case study material by identifying the required number of bottles. The weakest answers simply stated that the enterprise was high risk without substantiating their claim with further evidence. Such answers gained one mark.

Question 3

(a)   This term was well understood by many candidates.

(b)   This question differentiated well between candidates as those who had researched examples of local enterprises scored highly. Such candidates focused their answer on real world examples. Most frequently these candidates discussed the creation of jobs or charity donations by enterprises in their local community, although some used successful global enterprises as examples. Weaker answers identified a positive impact but did not support the answer with an effective example.

(c)   For many candidates this was not a topic which was well understood. The strongest answers identified an enterprise that creates pollution and explained why this was a problem for the local community. Weaker answers simply stated that a negative impact would be pollution but did not develop it to show why this would have a negative impact on a community.

(d)   This was a challenging question for many candidates and a mark of 1 was common. Although candidates understood the idea of laws and regulations, they were unable to develop their answers fully to show understanding of the topic. A significant number of candidates confused marketing with market research or production. The strongest answers provided a practical example to explain how the law would apply to the marketing of an enterprise.

Question 4

(a)   This topic continues to be a difficult one for many candidates. The majority of candidates scored at least one mark for this question. A significant minority of candidates described who Marissa would communicate with without explaining the informal method used. Such answers gained zero marks as they did not answer the question set.

(b)   This part of the question was well answered by most candidates. The strongest answers explained that a presentation could be both visual and verbal therefore could be understood by many people.

(c) (i)(ii)   This question required the identification of suitable methods of marketing communications for two different stakeholders. The strongest answers clearly identified a suitable method and explained using information from the case study why each would be appropriate for the given stakeholder.

The most frequent correct answers were a website for international customers and posters for the local fitness centre. Some responses demonstrated that the question had been misread as it explained methods of market research that could be used.

Question 5

(a)   This question was well answered by most candidates.

(b)   Candidates generally understood the idea of a business plan but only the strongest were able to fully explain why this document was needed in an enterprise. The most common correct answers being that it could be used to support a finance request and would help to identify enterprise risks. Weaker responses provided very general answers such as to complete a business plan would guarantee success. Candidates would benefit from greater discussion of the costs and benefits of producing documents such as the business plan.

(c)   This was the most challenging question on the exam paper for some candidates, although all candidates attempted the question. There was evidence that some candidates had not carefully read the question. Such candidates often described the contents of a plan not why it should be updated. Such answers scored zero. Stronger answers identified reasons why a plan should be updated but did not fully develop the explanations to gain all the marks available.

(d)   This topic was not generally well understood. The strongest answers explained a document usually used to support a formal meeting, most commonly an agenda, and explained how this would have assisted Marissa to run the meeting more effectively. The weakest answers did not gain marks as they did not clearly identify a document by name. Such candidates often provided good descriptions of how a document would assist but these could not be credited as it was not clear that the candidate understood the document they were describing.

Section B

The most successful candidates in this section were clearly familiar with the case study material. Candidates were less successful in **Question 7(a)** and **7(b)** which required application to their own enterprise experience.

Question 6
(a)   There were a range of answers to this question, but the majority were awarded marks in Level 2. Such answers applied the chosen methods to show how they would be operated within the school or with candidates. Very few candidates gained marks in Level 3 as they did not fully explain why the method would be suitable for this enterprise. Some candidates confused market research and marketing communications and gained no marks.

(b)   Candidates who had analysed the case study before the examination scored highly on this question. The best answers calculated the breakeven output required and then discussed using evidence from the case study if this level of sales would be possible for this new enterprise. Many candidates did not consider both the positives and negatives of the investment before deciding and so could not progress to Level 4 in the mark scheme.

Question 7

(a)   This question required candidates to explain how they had used the negotiation process within their own enterprise project. To gain the highest marks candidates were required to explain how two stages assisted the success of their negotiation. The most successful candidates explained, using examples, how selecting their evidence carefully allowed them to persuade financiers to provide the finance requested. To gain Level 3 candidates were required to clearly show the impacts, either positive or negative, that their planning had upon their negotiation. A significant number of candidates were confused by the planning of the negotiation and discussed a business plan gaining zero marks.

(b)   Although candidates showed sound knowledge of the sources of finance listed in the question, only some could answer the question set. A mark in Level 2 was common for this question. Strong answers stated the method of finance and then explained why the method chosen was an effective source for their enterprise. Awareness of the problems associated with each method moved the answers into Level 4. The best answers focused on bank loans and family and friends. Such

answers often explained the need to repay loans with interest and the risk of family and friends losing their savings creating tension within the relationship.

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Key messages

- This is the second year of the revised syllabus. It is essential that all work submitted meets the requirements of the 2021 syllabus.
- To access the full range of marks, candidates must include relevant evidence for **all** elements of each task.
- Activities requiring demonstration of practical enterprising skills were done well.
- Marks for analysis and evaluation are awarded generously. Candidates need to contain more detailed explanation and supporting evidence to access these marks.
- Some candidates exceeded the word limit. While they are not penalised for this, it is important that candidates present their work in a clear and precise format.
- Assessors should annotate the coursework based on the assessment criteria. This will help to show how and why a particular mark is being awarded.

General comments

Candidates selected a variety of appropriate and interesting projects. In addition to selling food, there were a wide range of different ideas including podcasts and hydroponic farming. Such creativity should be encouraged.

Most candidates do not develop points sufficiently to access the analysis and evaluation marks. A table or list of advantages and disadvantages is not analysis. Each point must be developed to show the impact on their enterprise. To access the higher mark bands, good analysis and evaluation must be shown. Good analysis means each point being further developed using connectives such 'as a result', 'therefore', 'which could then mean' to show the consequences of an action for their project. For example, because of this X happened, which (could) lead to Y, and therefore Z. Candidates would be expected to clearly link each point made to their enterprise project. Evaluation requires candidates to make justified decisions. This means providing a clear reason, ideally with evidence, to support all decisions made.

Candidates must provide all the required materials to access the full range of marks. *Section 4* of the syllabus provides clear guidance about this.

A large number of candidates continue to include business plans, marketing plans and profiles of successful entrepreneurs. These additional materials are unnecessary and there are no marks available for them.

All coursework must be annotated by teachers 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 in the work.

Comments on specific tasks

Task 1

It was pleasing to see nearly all candidates presented the work in a report format. Most candidates outlined advantages and disadvantages of at least two ideas and gathered market research. Better performing candidates presented data collected in an appropriate chart format and tried to draw relevant conclusions from the evidence they had obtained. Only the strongest responses used evidence gathered to support their final decision. To improve, candidates could have quoted results from their market research to help justify why they had chosen one option over other possible alternatives. Weaker responses listed points but were

not able to show why such points needed to be considered. Others provided a summary of what the data showed, but did not use the information to support opinions offered.

Task 2

(a)   This task was introduced as part of the syllabus changes in 2020. It was pleasing to see that most candidates did identify two or three significant issues based on their action plan. Better performing candidates identified relevant issues in context and explained how they planned to manage each one. Only the best responses attempted to include a selection of solutions for each problem. Weaker responses tended to list general problems and solutions, without explaining why it is a problem for their enterprise or what would happen if it was not managed. Some described what actions were taken retrospectively. This task is about planning, so all activities should be forward looking – focusing on what they would do, and not what they did.

(b)   All candidates provided written evidence explaining possible sources of finance or methods of marketing communication. A small number of candidates provided evidence for both options which was unnecessary. Only the strongest responses included detailed explanations to support their final choices. Weaker responses stated general advantages and disadvantages of each option but did not apply the theory to their project. Points made must clearly be in context to access Level 3.

The second part of this task is a presentation outlining candidates proposals for finance or marketing communications. The presentation and written element must cover the same option. The witness statement needs to focus on describing enterprise and communication skills shown by the individual candidate during the presentation, and not summarise the content. Many stated skills shown but did not provide details outlining what the candidate did to demonstrate these skills in the presentation.

A small number of candidates did not include a witness statement, which is the assessed element. This restricted the mark band that these candidates could access.

Task 3

This task was generally well attempted. The strongest responses included detailed examples to show how they had used each of the five named enterprise skills when implementing their project. Instead of naming individual skills, weaker responses simply described activities that they had carried out.

One of the five skills discussed must be negotiation. It was pleasing to see that most candidates did include reference to negotiation skills, while the best responses included detailed plans for negotiation. A small number of candidates did not provide any evidence of negotiation. Please note, there is no requirement to include a witness statement for the negotiation.

Task 4

All candidates presented their work in a report format. It is important to remind candidates that they are only required to submit a 1000-word report, so having a clear focus is essential.

Most marks for this task were awarded generously. **Task 4** is the most challenging task as only AO3 (analysis and evaluation) skills are assessed. Candidates should try to identify two or three key issues, including at least one positive and one negative outcome, for each area. Each outcome then needs to be developed, using phrases such as 'therefore', 'so' or 'this means'. These connective words can help candidates develop their observations to explain the consequences or significance of issues made for their project. Only the strongest responses attempted to analyse key issues. However, most responses simply described actions taken. Such work cannot gain more than Level 2 marks.

Many candidates were able to make simple conclusions and recommendations for improvement. However, only a small number of candidates used evidence collected to support their conclusions. Some submitted a variety of documents including photographs and permission letters, but it was not clear why these materials had been included. Any evidence used should be clearly referenced and used to clearly support the point being made. If the material is not relevant, it should not be included.