Cambridge Assessment International Education

Cambridge IGCSE™

ENTERPRISE **0454/11**

Paper 1 **May/June 2021**

INSERT

9863299349-I

INFORMATION

- This insert contains the case study.
- You may annotate this insert and use the blank spaces for planning. **Do not write your answers** on the insert.

This document has **4** pages. Any blank pages are indicated.

DC (LK) 211601
© UCLES 2021

Josiah's study buddy enterprise

The background

Josiah believes strongly in helping other people. From an early age, he wanted to help his local community. When he leaves school next year, he thinks he would like to be a teacher.

The idea

At his school, Josiah had noticed that some students were struggling to understand the work set by their teachers. He identified a way of being enterprising by taking the initiative in helping another student, Ethan, to improve his understanding of mathematics. Ethan had appreciated this help and his mathematics teacher had noticed an improvement in Ethan's standard of work. Other students began asking Josiah for help with their work.

Josiah wondered if more students could be encouraged to work together. He thought about organising a 'study buddy' system, where students who needed help could be paired with another student in the same subject. Josiah researched this enterprising idea with some students at the school.

Josiah emailed a senior teacher, Ms Wood, and explained his plan for a study buddy system to help students. Ms Wood thought Josiah's enterprising idea was good. She was happy to help him and explained that the school was always looking for ways to help students succeed. Ms Wood said that if Josiah could organise the students who wanted to participate, she would help him to prepare for a meeting with the principal. She asked Josiah to meet with her in a week.

The planning

With only one week to prepare, Josiah had many tasks to complete. He wrote an action plan.

Josiah needed to recruit students from a range of subjects to be involved in the study buddy system. He posted a message on social media. Josiah also needed to use his own money to print a number of leaflets which he left in each classroom. The leaflets included a request that students email him if they would like to be involved.

Josiah also produced a questionnaire. Fig. 1 shows the questions Josiah asked.

Student Questionnaire

Please answer the following questions:

Name .....

Would you like help with some subjects?	Yes ☐	No ☐
If yes, which subjects do you need help with?	Please state	
Would you like to provide students with help with some subjects?	Yes ☐	No ☐
If yes, which subjects would you be prepared to help with?	Please state	

Fig. 1

© UCLES 2021

The meeting

At the meeting with Ms Wood, Josiah began by saying 'I think my enterprise idea will not work. My questionnaire results show that only four students need extra subject help. These were my friends.'

Ms Wood thought that the problem was not the enterprise idea but the methods that Josiah had used to persuade students to be involved. She had completed research with the teachers. This showed that there were many students who might benefit from help with certain subjects. The teachers had also suggested students who they thought had the skills to offer the help.

Ms Wood asked Josiah to persuade the students, suggested by the teachers, to help. She advised that he considered his methods carefully.

Ms Wood thought that Josiah had enough evidence to persuade the principal to allow him to introduce the enterprise idea.

The meeting with the principal

At the meeting, the principal was impressed by Josiah's enterprising skills. Josiah explained that he had been given help and support by Ms Wood. The principal stated that even experienced and skilled entrepreneurs needed support from other people.

Given the evidence presented and Josiah's resourcefulness and determination to succeed, the principal was willing to introduce the study buddy system. However, before allowing the system to start, the principal needed to be certain that the students helping would not neglect their own studies.

Josiah now had to persuade more students to become involved in his enterprise. The principal reminded Josiah to ask her if he needed any help.

Starting up

With permission granted by the principal, Josiah knew that there were many tasks for him to complete. Working alone, this would be very challenging.

© UCLES 2021

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

© UCLES 2021