Cambridge Assessment International Education

Cambridge IGCSE™

ENTERPRISE **0454/13**

Paper 1 **October/November 2023**

MARK SCHEME

Maximum Mark: 100

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Social Science-Specific Marking Principles
(for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
b DO credit alternative answers/examples which are not written in the mark scheme if they are correct
c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).
d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

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3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

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0454/4054 Enterprise – Paper 1 Annotations

Annotation	Description	Use
	Tick	Indicates a point which is relevant and rewardable.
	Cross	Indicates a point which is inaccurate/irrelevant and not rewardable.
	Tick +	Development of point.
BOD	Benefit of doubt	Used when the benefit of the doubt is given in order to reward a response.
NAQ	Not answered question	Used when the answer or parts of the answer are not answering the question asked.
TV	Too vague	Used when parts of the answer are considered to be too vague.
SEEN	Noted but no credit given	Indicates that content has been recognised but not rewarded.
REP	Repetition	Indicates where content has been repeated.
OFR	Own Figure Rule	Used when the method is correct, but candidates figures are incorrect.
L1	Level 1	Indicates a Level 1 point is made.
L2	Level 2	Indicates a Level 2 point is made.
L3	Level 3	Indicates a Level 3 point is made.
L4	Level 4	Indicates a Level 4 point is made.

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Question	Answer	Marks	Guidance
1(a)	**State any <u>three</u> stages of the enterprise process.** 1 mark per correct stage. Answers may include: • identifying the problem, need or want • exploring creative solutions • action planning • implementing the plan • monitoring progress • evaluation (of success or failure).	**3**	AO1
1(b)	**Describe <u>two</u> ways you were enterprising at school. Use an example to support each answer.** Each way should be marked as follows: Identification of a way of being enterprising [1] Explanation of showing application to the candidate [+1] Answers may include: • using technology for learning • learning as part of a team • making reasoned evaluations • developing new skills • problem-solving • thinking creatively • taking the initiative • organising events. Example: I organised an IT introduction lesson [1] for students in my enterprise class. [+1]	**4**	AO1 – 2 AO2 – 2

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Question	Answer	Marks	Guidance
1(c)	**Explain how Trent used <u>one</u> enterprise skill in the organisation of the leavers' celebration. Use an example from the case study to support your answer.** Identification of an Enterprise skill [1] Explanation showing understanding of the skill [+1] Use of case study material [1] Answers may include that Trent showed: • leadership – first suggested how to organise the event • creativity – found solution to lack of finance • problem-solving- persuading people to bake cakes, provide music • taking initiative – he visited the restaurants • perseverance – visited more than one restaurant before succeeding • resourceful – he asked a friend to provide the music • influencing skills • team building • delegation • time management • taking calculated risks • taking responsibility • determination to succeed. Example: Trent took leadership [1] organised the other students [+1] to ask for contributions. [1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1 For 1 mark – accept any skill from topic 3.1 of the syllabus.

Question	Answer	Marks	Guidance
2(a)	**State <u>two</u> methods of communication that would be suitable to invite people to attend a meeting.** Each correct method [1] Answers may include: • email • letter • telephone • posters/notice • text message/fast messaging • word of mouth/talking to them.	**2**	AO1 Accept any communication type which may be suitable. Accept – WhatsApp as example of fast messaging.
2(b)	**Explain <u>one</u> way Meikyla could have improved the first meeting of the leavers' celebration committee. Use an example from the case study to support your answer.** Identification of a way [1] Explanation of how this would improve a meeting [+1] Use of case study material [1] Answers may include: • Agenda [1] ensures everyone sticks to the time limit [+1]they did not complete the task in lunchtime [1] • Minutes [1] remind everyone what was said [+1] so Jina might not have forgotten her task [1] • Notice of meeting [1] reminds participants in advance of the time/date of the next meeting [+1] which might have reminded Jina to complete her task. [1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1

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Question	Answer	Marks	Guidance
2(c)	**Explain how you decided if a meeting in <u>your enterprise project</u> had been successful. Use an example to support your answer.** Identification of a way of judging success [1] Explanation showing why this would work [+1] Example from own enterprise project [1] Answers may include: • everyone had an opportunity to contribute • opinions were valued • agenda items were discussed • meeting completed on time • objectives for the meeting were achieved • we reached agreement. Example: The meeting was not successful because we did not discuss all items on the agenda [1] which meant another meeting was needed [+1] because we spent too much time arguing about the location for our games room. [1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1 Accept practical examples of objectives that the candidate wanted to achieve.
2(d)	**Explain <u>one</u> way body language can affect communication in a meeting.** Identification of a way [1] Explanation showing understanding [+1] Answers may include: • reinforces the message • confuses the message • gives confidence/trust to the listener • positive body language Example: Reinforces the message being sent [1] for example making eye contact with the other people in the meeting. [+1]	**2**	AO1

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Question	Answer	Marks	Guidance
3(a)	**Explain <u>one</u> reason why the leavers' celebration could be considered as a social enterprise.** Identification of a reason [1] Application to the case study [1] Answers may include: • profit was not important [1] students would not pay [+1] • social objectives [1] The school wanted all leavers to attend [+1]	**2**	AO1 – 1 AO2 – 1
3(b)	**State <u>two</u> attitudes to risk.** Identification of each attitude [1] Answers may include: • risk-averse • risk-reducer • risk-keen • risk optimiser.	**2**	AO1

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Question	Answer	Marks	Guidance
3(c)	**Explain <u>one</u> potential health and safety risk in the leavers' celebration enterprise. Use an example from the case study to support your answer.** Identification of a health and safety risk [1] Explanation showing understanding of why it is a risk [+1] Application to case study [1] Answers may include: • attendees slipping • food causing illness • fire hazards • access to the location • overcrowding the location • pollution/littering. Example: Overcrowding [1] may cause the celebration location to become too hot [1] causing students to become ill. [+1] Electric cables [1] from the music stage [1] may cause trips and falls. [+1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1

Question	Answer	Marks	Guidance
3(d)	**Explain <u>one</u> way marketing and selling legislation could affect the leavers' celebration enterprise. Use an example from the case study to support your answer.** Identification of a way [1] Explanation showing some understanding [+1] Application to case study [1] Answers may include: • advertisements must have correct descriptions • copyright must be adhered to • promoting another enterprise may not be allowed • legislation may limit where advertisements can be placed • events must be authorised before tickets are sold. Example: Promoting another enterprise may not be allowed [1] the restaurant's name cannot be mentioned [1] which will stop the owner from supplying free food [+1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1

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Question	Answer	Marks	Guidance
4(a)	**Explain <u>one</u> other cost that could be included in the leavers' celebration enterprise.** Identification of a cost [1] Application to case study [1] Answers may include: • printing [1] of tickets [+1] • electricity [1] for the music/lights [+1] • raw materials [1] such as drinks [+1] • printing posters [1] for advertising [+1] • decorations [1] for the venue [+1] • cost of venue [1] unless they used the school for free [+1]	**2**	AO1 – 1 AO2 – 1 Advertising is mentioned in the case study so should be treated as application.

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>4(b)</td><td>Calculate, using Fig.4.1, the total cost of providing a yearbook and a printed hoodie for 80 students. Show your working.

<table><tr><th>Item</th><th>US$</th></tr><tr><td>Printing of one yearbook</td><td>1.50</td></tr><tr><td>Buying one hoodie</td><td>5.00</td></tr><tr><td>Printing on each hoodie</td><td>2.00</td></tr><tr><td>Total</td><td>8.50</td></tr></table>
Total cost is (US$) 680 [2]

If answer is incorrect candidates can be awarded maximum 1 mark for correct method:

cost times number of items [1]
OR
80 × $8.50 [1]
OR
6.50 × 80 = 520 [1]
OR
3.50 × 80 = 280 [1]</td><td>2</td><td>AO1 – 1
AO2 – 1

$ not required.</td></tr>
<tr><td>4(c)</td><td>Calculate the revenue if 80 yearbooks are sold at a price of US$2 per yearbook. Show your working.

US$ 160 [2]
If answer is incorrect maximum 1 mark can be awarded:

Price times quantity sold [1]</td><td>2</td><td>AO1 – 1
AO2 – 1

$ not required.</td></tr>
</table>

Question	Answer	Marks	Guidance
4(d)	**Explain <u>two</u> sources of finance that could be suitable for purchasing the hoodies.** Each source should be marked as follows: Identification of a source of finance [1] Explanation of suitability for case study [1] Answers may include: • personal savings • family and friends • bank overdraft • charities • social enterprise • crowdfunding • sponsorship • trade credit. Example: Overdraft [1] can be paid back when the hoodies are sold [1]	**4**	AO1 – 2 AO2 – 2 To gain 1 mark the method chosen must be realistic for a school and this type of event – selling shares is not realistic in this situation.

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Question	Answer	Marks	Guidance
5(a)	**Define the term '*action plan*'.** Precise definition [2] Imprecise definition showing some understanding [1] Answers may include: • a list of tasks that need to be completed for a goal to be achieved. [2] • (step-by-step) list of tasks [1]	**2**	AO1
5(b)	**State <u>one</u> other non-financial document used in planning an enterprise.** Correct document stated [1] Answers may include: • business plan • market research documentation • negotiation plan.	**1**	AO1
5(c)	**Explain <u>two</u> ways producing an action plan could benefit an enterprise.** Identification of a way [1] Explanation showing how the action plan provides a benefit [+1] Answers could include: • avoids completing tasks too late [1] as plan identifies when tasks should be completed [+1] • knowing who is responsible to complete a task [1] as all tasks are assigned to people in the plan [+1] • all tasks are listed before the enterprise begins [1] unexpected obstacles are reduced [+1] • checklist to monitor progress [1] therefore know if tasks are incomplete [+1]	**4**	AO1 – 2 AO3 – 2

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Question	Answer	Marks	Guidance
5(d)	**Explain <u>one</u> way a cash flow forecast assisted, or could have assisted, the operation of <u>your enterprise project</u>. Use an example to support your answer.** Identification of a purpose for cashflow forecast [1] Explanation showing understanding [+1] Application to case study [1] Answers may include: • identify cashflow deficits in advance [1] therefore can arrange finance if requires [+1] • identifies cash surplus/availability [1] allowing the enterprise to plan spending [+1] • may be used to support finance applications [1] showing the potential ability to repay finance [+1] Example: Provides a forecast of the budget [1] to spend on our candles [1] allowing us to avoid going into deficit in a given month. [+1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>6(a)</td><td>
Marketing communications would be used for the following purposes in the leavers' celebration enterprise:
• to encourage students to attend
• to promote the restaurant providing the food.

Analyse <u>two</u> methods of marketing communication that could be most suitable for these purposes. [10]

<table>
<tr><th>Level</th><th>Description</th><th>Mark</th></tr>
<tr><td>3</td><td>Good analysis consistently applied to the case study
Demonstrates good knowledge of concepts</td><td>8–10</td></tr>
<tr><td>2</td><td>Some analysis supported by good application to the case study
Demonstrates knowledge of concepts</td><td>4–7</td></tr>
<tr><td>1</td><td>Limited application to the case study
Demonstrates knowledge of concepts</td><td>1–3</td></tr>
<tr><td>0</td><td>No creditable response</td><td>0</td></tr>
</table>

Knowledge may include:
• definition of the term marketing
• Identification of any marketing communication.

Phrases which demonstrate some analysis may include why this is a suitable method:
• Social media is used by most students.

Phrases which demonstrate good analysis will show the impact of the method on the leavers celebration. These may include:
Social media is used by most students therefore you could reach all of the intended audience and by adding pictures or videos this could increase interest in the event.
</td><td>10</td><td>The grade descriptions describe performance at the top of the band.

Application marks maybe awarded for appropriate use of the following:
• must reach all students
• must be persuasive
• low cost as there is very little finance.</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>6(b)</td><td>
Meikyla decided to invite three of the final year students to form a leavers' celebration committee to organise the event.
Evaluate how effectively Meikyla and the three students worked as a team on the leavers' celebration committee. Use examples from the case study to support your answer.
<table>
<tr><th>Level</th><th>Description</th><th>Mark</th></tr>
<tr><td>4</td><td>Clear reasoned evaluation is present
Good analysis applied consistently to the case study
Demonstrates good knowledge of relevant concepts</td><td>12–15</td></tr>
<tr><td>3</td><td>Good analysis applied consistently to the case study is leading to evaluation
Demonstrates knowledge of relevant concepts</td><td>8–11</td></tr>
<tr><td>2</td><td>Some application to the case study supported by some analysis
Demonstrates knowledge of relevant concepts.</td><td>4–7</td></tr>
<tr><td>1</td><td>Limited application to the case study
Demonstrates some knowledge of relevant concepts.</td><td>1–3</td></tr>
<tr><td>0</td><td>No creditable response</td><td>0</td></tr>
</table>
Knowledge may include:

a definition of team working
identification of the benefits/ costs of team working.

Phrases which demonstrate some analysis may include:

examples from the case study of actions taken
the students worked without telling Meikyla

</td><td>15</td><td>The grade descriptions describe performance at the top of the band.

Application marks maybe awarded for appropriate use of the following:

Trent, Neco and Jina managed to divide up the tasks effectively
they arranged music, food, a photographer, and the printing of the leavers book
Jina forgot to complete her tasks until the last minute
Trent, Nico, Jina and Meikyla did not communicate well so tasks were repeated.

</td></tr>
</table>

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Question	Answer	Marks	Guidance
6(b)	**Phrases which demonstrate good analysis will show the impact of the action.** **For example:** The students worked on their tasks independently without telling Meikyla. This resulted in her wasting time on tasks which she would not have done if they had communicated as a team. **Evaluation maybe shown by a two-sided approach considering the strong and weak elements of their teamwork.**		

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>7(a)</td><td>
Analyse how important any <u>two</u> sources of help and support were to <u>your enterprise project</u>. Use examples to support your answer.
<table>
<tr><th>Level</th><th>Description</th><th>Mark</th></tr>
<tr><td>3</td><td>Good analysis consistently applied to their own enterprise experience.
Demonstrates good knowledge of concepts</td><td>8–10</td></tr>
<tr><td>2</td><td>Some analysis supported by good application to their own enterprise experience.
Demonstrates knowledge of concepts</td><td>4–7</td></tr>
<tr><td>1</td><td>Limited application to their own enterprise experience.
Demonstrates knowledge of concepts</td><td>1–3</td></tr>
<tr><td>0</td><td>No creditable response</td><td>0</td></tr>
</table>
Knowledge may include:
• identifies sources of help and support
• advantages or disadvantages of the sources
• ways to measure effectiveness/importance.

Phrases which demonstrate some analysis will include the types of advice given. For example:
• friends and family provided advice on how to market our products effectively
• the school gave me a loan to buy ingredients.

Phrases which demonstrate good analysis will illustrate the impact of the advice on the enterprise. For example:
• friends and family provided advice on how to market our products effectively which stopped us from wasting our finance on ineffective methods
• The school gave me a loan to buy ingredients. Without this my enterprise would not have been able to start as I did not have enough savings to purchase everything.
</td><td>10</td><td>The grade descriptions describe performance at the top of the band.</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>7(b)</td><td>
The negotiation process involves several stages. These include:
• setting objectives
• choosing evidence to use
• outlining the benefits and weaknesses of a proposal
• setting the tone
• presenting the proposal.

Evaluate how <u>two</u> of the stages listed above assisted, or could have assisted, the success of a negotiation you were involved in as part of <u>your enterprise project</u>. Use examples to support your answer.

<table>
<tr><th>Level</th><th>Description</th><th>Mark</th></tr>
<tr><td>4</td><td>Clear reasoned evaluation is present
Good analysis applied consistently to their enterprise
Demonstrates good knowledge of relevant concepts</td><td>12–15</td></tr>
<tr><td>3</td><td>Good analysis applied consistently to their enterprise is leading to evaluation
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Demonstrates some knowledge of relevant concepts</td><td>1–3</td></tr>
<tr><td>0</td><td>No creditable response</td><td>0</td></tr>
</table>
Knowledge may include:
• definition of negotiation
• description of any of the stages of negotiation.
</td><td>15</td><td>The grade descriptions describe performance at the top of the band.</td></tr>
</table>

Question	Answer	Marks	Guidance
7(b)	**Phrases which demonstrate some analysis may include:** • explaining how the stage was used within their own enterprise for example – I outlined the benefits to the school of buying my water bottles for each student and how this would improve their image. **Phrases which demonstrate good analysis will show why this was an important stage and may include:** I outlined the benefits to the school of buying my water bottles for each student and how this would improve their image. Eventually the principle could see that the benefits outweighed the cost of buying and she bought 50 bottles. **Evaluation maybe shown by a two-sided approach considering the benefit and negative aspects of each choice.**		

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