CAMBRIDGE
International Education

Cambridge IGCSE™

ENTERPRISE **0454/13**

Paper 1 Case Study **October/November 2025**

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 2025 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 descriptions 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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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standard isation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point
	Development of point
	Incorrect point
	Level one/Level two/Level three/Level four
	Benefit of doubt
	Own figure rule
	Not answered question
	Repeat
	Indicates that the point has been notes, but no credit has been given
	Too vague

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Question	Answer	Marks	Guidance
1(a)	**State <u>two</u> ways an enterprise could measure success.** Each way [1] Answers may include: • survival • increased customers /followers on social media • repeat customers • sales revenue • profit • reviews/complaints • focus groups/ feedback	**2**	AO1–2
1(b)	**Explain <u>one</u> way an action plan could help an enterprise.** Identification of a way [1] Explanation showing understanding [+1] Answers may include: • identifies tasks to be completed • acts as a checklist/helps monitoring • allows the enterprise to know who is responsible for each action • sets a time scale. **Example:** Identifies tasks to be completed [1] therefore no task is forgotten [+1]	**2**	AO1–2

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Question	Answer	Marks	Guidance
1(c)	**Using examples from the case study, explain how Adam's cartoon enterprise could be affected by each of the following:** **(i) changes in taste and fashion** **(ii) falling incomes.** Each point should be marked as follows: Identification of a way [1] Explanation showing understanding [+1] Example from the case material [+1] **Changes in fashion** Answers may include: • products may not be popular/fashionable [1] leading to reduced demand [+1] • new products service may become fashionable [1] therefore the enterprise will need to provide those products or services [+1]. **Example:** New ways of receiving cartoons may become fashionable [1] such as downloads from computers [1] therefore Adam may find people unwilling to pay for his drawings. [+1]. **Falling incomes** Answers may include: • people are less willing to pay for items [1] which they consider to be a luxury (not necessity) [+1] • prices may have to fall [1] to encourage customers to purchase [+1] • Less budget available [1] **Example:** Adam may need to lower his prices [1] below $10[1] to encourage people to buy his cartoons. [+1] Adam could have less budget available [1] to buy art materials[1] therefore reducing his output [+1]	**6**	AO1–2 AO2–2 AO3–2

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Question	Answer	Marks	Guidance
2(a)	**State the <u>two</u> missing words in SWOT:** **Strengths** **W** **O** **Threats** W= Weakness [1] O= Opportunities [1]	**2**	AO1–2
2(b)	**Explain your attitude to risk in <u>your enterprise project</u>. Use an example to support your answer.** Identification of an attitude to risk [1] Explanation showing understanding of that attitude [+1] Example from own enterprise experience. [1] Answers may include: • risk-averse/avoider [1] attempts to avoid any sort of risk/is unwilling to take risks [+1] • risk-reducer [1] finds ways to limit/minimise the amount of risk in the enterprise [+1] • risk-keen//optimiser [1] is willing to accept a certain amount of risk [+1] **Example:** I am a risk avoider [1] I an unwilling to take any risks at all [+1] I chose an enterprise project that had been successful in the past so it was not a risk. [1]	**3**	AO1–1 AO2–1 AO3–1

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Question	Answer	Marks	Guidance
2(c)	**Identify <u>one</u> primary and <u>one</u> secondary method of market research that Adam used.** Each correct identification [1] Answers may include: Primary – blog to readers (questionnaire/survey), Interview with newspaper owner. Secondary – online/internet research (on prices)/competitor reports	**2**	AO2–2
2(d)	**Explain <u>one</u> advantage to Adam's enterprise of using social media as a method of marketing communication.** Identification of an advantage [1] Explanation showing understanding of method [+1] Application to case study enterprise [1] Answers may include: • easy to set up [1] as Adam already has a blog[1] therefore, he knows how to do this [+1] • reaches a wide variety of people [1] in many places [+1] as Adam has many regular blog followers, they are likely to notice it [1] • reaches the target audience [1] who know Adam's work [1] therefore more likely to buy [+1] • cheap/free method [1] as a new enterprise it may have little finance [1] • allows feedback [1].	**3**	AO1–1 AO2–1 AO3–1

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Question	Answer	Marks	Guidance
3(a)	**Define the term *ethical.*** Precise definition [2] Imprecise definition showing some understanding [1] Moral values (and principles) that govern an entrepreneur's behaviour. [2] Doing the right thing. [1]	**2**	AO1–2
3(b)	**Explain <u>one</u> action you took, or could have taken, to behave ethically in <u>your enterprise project</u>.** Identifies an ethical action taken in project [1] Explains why this was ethical [+1] Answers may include: • buying fair trade products • donating to charity • paying workers **more than** the minimum wage/fair wage • buying organic products • removing waste items in an environmentally friendly manner. **Example:** Buying fair trade fruit [1] for the smoothies [+1]	**2**	AO2–1 AO3–1
3(c)	**Define the term *negotiation.*** Precise definition [2] Imprecise definition showing some understanding [1] Answers may include: Process of discussion in order to reach agreement that satisfies both parties [2] A discussion [1] Where people try to convince each other of something [1]	**2**	AO1–2

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Question	Answer	Marks	Guidance
3(d)	**Explain <u>two</u> stages in the negotiation process.** Each correct stage [1] Explanation showing understanding of the stage [+1] Answers may include: • planning[1] setting objectives/choosing evidence/ benefits or weakness of proposal/ arguments and counter arguments [1] • conducting [1] setting the tone/ presenting proposal/ understanding points of view/ summarising/reaching agreement/choosing a suitable place [1] • measuring/evaluating success[1] what went well/ how to improve [1] **Example:** Planning [1] the information to be used to support points in the negotiation [+1]	**4**	AO1–2

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Question	Answer	Marks	Guidance
4(a)	**State <u>two</u> examples of written communication.** Each correct type [1] Answers may include: • reports • letters • emails • texts	**2**	AO1–2
4(b)	**State <u>two</u> examples of non-verbal communication.** Each correct type [1] Answers may include: • body language • facial expressions/eye contact • personal appearance • the environment where communication occurs.	**2**	AO1–2
4(c)	**Explain <u>one</u> reason why formal communication is used in meetings. Use an example from <u>your enterprise project</u> to support your answer.** Identification of a reason [1] Explanation showing understanding [+1] Example from own enterprise experience [1] Answers may include: • ensures the language is understood • to show respect to attendees/you are serious/professional • politeness **Example:** Ensures the language is understood [1] so the meeting achieves its aims [+1] If we used informal language with the principal, she would not agree to our cupcake enterprise.[1]	**3**	AO1–1 AO2–1 AO3–1

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Question	Answer	Marks	Guidance
4(d)	**Explain <u>one</u> action Adam could have taken to ensure Mary knew the purpose of the meeting.** Identification of an action [1] Explanation of how it would assist the meeting [+1] Application to case study situation [1] Answers may include: • preparation/ research • advising the purpose of the meeting in advance • having an agenda • providing documents ahead of the meeting. **Example:** If Adam had prepared an agenda [1], Mary would have been told what would be included. [+1] therefore that it is not a job interview [1]	**3**	AO1–1 AO2–1 AO3–1

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Question	Answer	Marks	Guidance
5(a)	**State <u>one</u> financial record used in an enterprise.** Correct record [1] Answers may include: • cashflow (forecast) • income statement • budgets • receipts	**1**	AO1–1
5(b)	**Explain <u>one</u> benefit to Adam's enterprise of keeping financial records.** Identification of a benefit of record keeping [1] Application to Adam's enterprise [+1] Answers may include: • provides true view of business to stakeholders/ used for bank loans • legal reasons • helps tax calculation accuracy • helps decision making • know his costs/profit/budget **Example:** Can help Adam to decide [1] if he should start the website or not [+1]	**2**	AO1–1 AO2–1

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Question	Answer	Marks	Guidance
5(c)	**Using Table 1, calculate the total profit if Adam sells 20 cartoons in one month. Show your working.** Profit = $230 [4] If answer is incorrect a **max of 3** marks may be awarded for the following: Total cost = $130 + $40 = $170 [2] Variable cost = 20 × $6.50 = $130 [1] Revenue = 20 × $20 = $400 [1] Profit = Total revenue minus total cost [1]	**4**	AO1–1 AO2–3
5(d)	**Justify <u>one</u> method of marketing communication suitable for Adam's enterprise, other than online.** Identification of a marketing communication method [1] Explanation of showing understanding [+1] Application to Adam's enterprise [1] Answers may include: • newspaper/magazine • television • radio • cinema • posters/leaflets • word of mouth/announcements • sponsorship **Example:** Adam could include a leaflet [1] with each cartoon delivered [1] this would ensure existing customers know about the new website. [+1]	**3**	AO1–1 AO2–1 AO3–1

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>6(a)</td><td>
Adam has a successful blog and intends to set up a website. Analyse how Adam used <u>two</u> enterprise skills. Use examples from the case study 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 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:
• statement or description of enterprise skills from Topic 3.1
• example of the skill, e.g. Creativity – Adam drew cartoons.

Phrases which demonstrate some analysis may include:
Explanations showing how Adam displayed the skills
e.g. Adam had the practical skills to draw the cartoons.
Adam used creativity to develop new ideas for cartoons.

Note: to move to L2 the explanation must show how the skill was used not simply state it.
</td><td>10</td><td>The grade descriptions describe performance at the top of the band.</td></tr>
</table>

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Question	Answer	Marks	Guidance
6(a)	**Phrases which demonstrate good analysis will explain the impact of this skill on the enterprise. These may include:** Adam used creativity to **develop new ideas** for cartoons this attracted people to buy his products increasing revenue. Adam used his decision making skills to decide not to earn money by recommending products for a fee as this may lose the trust of his loyal followers.		

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>6(b)</td><td>
Adam is not sure what to do. He has two potential choices:
• sell his cartoons through a website
• produce cartoons for Mary's newspaper.
Evaluate which <u>one</u> of these would be most suitable for Adam. Justify your choice, explaining why you rejected the other choice. [15]

<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:
• Advantages/disadvantages of websites
• Advantages/disadvantages of working for an employer
• Advantages/disadvantages of being a sole trader.
</td><td>15</td><td>The grade descriptions describe performance at the top of the band.</td></tr>
</table>

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Question	Answer	Marks	Guidance
6(b)	**Phrases which demonstrate some analysis may include:** Working for Mary will provide Adam with regular income of $120 which was his aim. **Phrases which demonstrate good analysis will explain the likely impact of the choice on the enterprise. These may include:** Working for Mary will provide Adam with regular income of $120 which was his aim. However, if he can sell more than 20 cartoons each week he may earn more money from the website. **Evaluation may be shown by a two-sided approach considering the negative aspects of each choice.**		

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>7(a)</td><td>
There are many ways to measure customer satisfaction. These include:
• customer satisfaction questionnaires
• number of complaints
• number of repeat sales/customers.

Analyse how you used, or could have used, <u>two</u> of these ways to measure customer satisfaction in <u>your enterprise project</u>. [10]

<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:
• Description/definition of customer satisfaction
• Ways to measure customer satisfaction
• Advantages and disadvantages of each method
</td><td></td><td>The grade descriptions describe performance at the top of the band.</td></tr>
</table>

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Question	Answer	Marks	Guidance
7(a)	**Phrases which demonstrate some analysis may include:** Description of how the way was/could have been implemented within the enterprise project e.g. we used Microsoft forms to send out questionnaires to every person who bought our jewellery. **Phrases which demonstrate good analysis will explain the impact of the method on the enterprise. These may include:** We used Microsoft forms to send out questionnaires to every person who bought our jewellery. This told us what people liked about the jewellery and we therefore produced more of these products.		

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>7(b)</td><td>
Sources of help and support for enterprise can assist with advice, training for entrepreneurs and providing finance.
Evaluate the effectiveness of <u>two</u> sources of help and support that assisted <u>your enterprise project</u>. Use examples to support your answer. [15]
<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>
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</table>
Knowledge may include:
• Examples of sources of help and support
• General advantages and disadvantages of each source.

Phrases which demonstrate some analysis may include:

Friends and family gave me advice to keep costs low but buy the best material I could.
</td><td>15</td><td>The grade descriptions describe performance at the top of the band.</td></tr>
</table>

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Question	Answer	Marks	Guidance
7(b)	**Phrases which demonstrate good analysis will explain the impact of the advice on the enterprise. These may include:** Friends and family gave me advice to keep costs low but buy the best material I could. This helped me to keep to my budget while making sales as I had a quality product. **Evaluation may be shown by a two-sided approach considering the negative aspects of each choice.**		

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