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Paper 0454/11
Case Study

Key messages

Many centres and candidates had clearly prepared well for the examination by working carefully through the case study. It was pleasing to see an increasing number of candidates effectively applying their answers to the material in the case study.

A continuing issue, especially in **Questions 7(a)** and **7(b)**, is that candidates answer generically. Candidates who do this will not be able to access marks in Levels 2 to 4. Centres should encourage candidates to include practical examples to support their answers in questions where they are directed to use their own enterprise experience. This is particularly important within **Question 7(a)** and **7(b)** where many candidates did not gain marks as they did not apply their answer to their own enterprise experience. An introduction describing their product is not sufficient to gain application marks in these questions.

General comments

There was evidence of good time management this session with few candidates not completing the paper. A small but significant number of candidates did not attempt **Question 7(a)**.

Candidates displayed strong knowledge of the syllabus content especially definitions of key terms. This was particularly evident in questions such as **1(a)**, **2(b)** and **5(a)**. 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:

- 1.1 stakeholders
- 4.4 the impact upon society of enterprises
- 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.
- 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 6(a)** and **6(b)** must relate to the enterprise in the case study.
- 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 enterprise skills. Weaker answers did not gain marks by using general phrases such as 'communication' rather than the skills listed in topic 3.1 of the syllabus.

(b) The strongest answers clearly identified the entrepreneur that would be discussed, in the space at the top of the answer section. Such answers then explained how the entrepreneur had used each skill and the impact that the skill had. Several candidates did not identify the entrepreneur by name or gave the name of an organisation. Answers not related to an entrepreneur gained zero marks as they did not answer the question set.

Question 2

(a) This question was challenging for candidates. The strongest candidates explained how pollution would have a negative affect on the health of people within the local community. Weaker answers did not include the word communities and discussed a rise in costs or loss of customers which would be the effect on the enterprise. Centres would benefit from revisiting this aspect of the syllabus.

(b) (i) The best candidates gave clear and precise definitions of the term. A small number of candidates confused stakeholders with shareholders.

(ii)(iii) The majority of candidates were able to give correct examples of each stakeholder.

(c) The strongest candidates explained why a partnership or social enterprise would be appropriate for this enterprise. Evidence from the case study, such as the number of people involved or the aim to benefit the local community, was used to justify these choices. Many candidates explained two business organisations but could not show why these were suitable for this enterprise. These answers scored 2 of the 4 marks available.

Question 3

(a) The majority of candidates were able to state two methods of secondary research. Some candidates confused primary and secondary research methods. A small but significant number of candidates stated, 'google it', this is not a method of research but a way to identify appropriate internet sites.

(b) Candidates who focused their answer on time, cost of research and how to reach a particular target market scored well on this question. The most successful answers used a practical example to show why the factor was important to their enterprise. Some high scoring candidates effectively explained how the pandemic had forced them to complete online research due to the requirement to isolate. A significant number of candidates did not answer the question set but explained how they chose their product or service and gained zero marks.

(c) For many candidates this was a particularly challenging question. Candidates who clearly focused their answer on their own enterprise project scored highly. For example, one candidate explained that their good customer service had encouraged customers to return to their food stall every day because they enjoyed the shopping experience. This was a sound contextualised answer gaining all 3 marks available for one method. Often, candidates identified general promotional activities such as discounts which would increase sales, not customer loyalty. Centres would benefit from revisiting this aspect of the syllabus.

Question 4

(a) The majority of candidates scored at least one mark for the terms. To gain full marks candidates needed to give a precise definition of the term. A significant minority of candidates confused a budget with capital.

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(b) This part of the question proved challenging for some candidates. The strongest candidates identified that the funds provided would be insufficient to purchase all the items needed for the café enterprise. Weaker answers simply stated that the money could be lost.

(c) This question required the identification of a source of finance and explanation showing why this would be a suitable method to use for the case study enterprise. The most frequent correct answers were bank loans and friends and family. Only the strongest candidates could explain why these were the most suitable methods for the café. The weakest answers stated, incorrectly, that the loan could be repaid from profits earned. Bank loan repayments are part of the costs of an enterprise.

Question 5

(a) This topic was generally well understood. A common error was to provide very general answers such as, competition, which required further explanation to be credited.

(b) Many candidates were able to clearly explain the methods as shown in the mark scheme.

(c) This was a challenging question for some candidates. Many candidates, however, were able to correctly identify the attitude to risk shown by each of the two entrepreneurs and select appropriate evidence from the case material to support their choices. Weaker responses did not include the terminology covered in topic 4.2. Such responses often provided very general statements unrelated to risk such as that Harry was irresponsible.

Section B

The most successful candidates in this section were clearly familiar with the case study material for 'The Training Cafe'. Candidates were less successful in **Question 7a** and **7b** 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 explained one or two benefits of team working using some information from the case study to support their answer. The best answers showed the efficiency of team working within this enterprise by showing how the work and finance was allocated between the five friends. Some candidates misinterpreted the question and explained the benefits of a partnership business organisation. Such candidates often gained a mark in the bottom of Level 2 by applying a point to the material in the case study.

(b) Candidates who had analysed the case study before the examination scored very 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 this was the best decision. Many candidates provided analytical answers which did not consider both the positives and negatives of buying the café and so could not progress to Level 4 in the mark scheme.

Question 7

(a) This question required candidates to discuss improvements to a negotiation completed within their own enterprise project. To gain the highest marks candidates were required to explain how two changes could have improved the negotiation. The most successful candidates explained, using examples, how a lack of research or poor location hindered the negotiation and therefore how correcting these issues would have improved the result. The current pandemic situation clearly had a negative impact upon many enterprise projects and some candidates were able to successfully explain how online, rather than face to face, negotiations had caused problems. A significant number of candidates misinterpreted the question and explained how they could have improved their enterprise project in general. These answers gained zero marks. A small but significant number of candidates did not attempt this question.

(b) Although candidates showed sound knowledge of the contents of an action plan only the most able could explain why completing a plan was helpful to their enterprise project. A mark in Level 1 or 2 was common for this question. Even the most able candidates did not show awareness that

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completing an action plan may have a negative impact on the enterprise through a loss of time to complete other actions. Very few candidates therefore could show evaluation within their answer.

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Paper 0454/12
Case Study

Key messages

It was pleasing to see candidates making attempts at effective evaluation and conclusions within ***Section B***. Candidates were clearly better prepared for this style of question than in previous examination sessions and this is reflected in the improving marks. A continuing issue is that candidates are less able to apply the questions to their own enterprise experience.

Centres should encourage candidates to include practical examples to support their answers in questions where they are directed to use their own enterprise experience. This is particularly important within **Question 7(a)** and **7(b)** where candidates did not gain marks as they did not apply their answer to their own enterprise experience. An introduction describing their product is not sufficient to gain application marks in these questions.

General comments

There were a few instances this session where candidates appeared to be running out of time to complete their answers. However only a very small number of candidates did not complete the paper.

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

There was however evidence that some aspects of the course require more thorough analysis, particularly non-verbal communication as covered in **Question 4(c)** and the reasons why business documents need to be produced as covered in **Question 7(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.
- Within ***Section B*** questions candidates will be limited to marks within Level 1 if they simply provide long lists of knowledge.
- Answers to **Questions 6(a)** and **6(b)** must relate to the enterprise in the case study.
- Answers to **Questions 7(a)** and **7(b)** must relate to the candidate's own enterprise project.
- 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.

Comments on specific questions

Section A

Question 1

(a) Generally, well answered with many candidates accurately stating two potential problems for new enterprises. Weaker responses did not gain marks by stating problems that relate to established enterprises such as customer loyalty issues.

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(b) Only a small number of candidates clearly explained the method used to develop a creative solution. The strongest answers described a solution to a problem faced within the candidate's enterprise project, the method used was implicit. A variety of examples were given.

(c) Candidates were aware of a variety of methods used to monitor progress, the most frequent correct answer being to use a checklist. Some candidates incorrectly listed a variety of different methods of monitoring rather than describe one method in some detail.

(d) Candidates struggled to provide detailed examples of how the terms could be used within an enterprise, a mark of one per term was common. The weakest answers simply reorganised the words in the term. For example, time management was explained as managing time with no attempt at an example.

Question 2

(a) The strongest candidates recognised that this term is commonly used when referring to cashflow statements**.** Some candidates confused a deficit with loss and imprecisely stated that revenue was less than costs.

(b) There was some evidence that candidates did not carefully read this question. Such candidates defined the term break-even rather than showing how it was calculated and gained zero marks.

(c) This part of the question was challenging for some candidates. The strongest candidates identified a point, selected appropriate evidence from the case study and used this to explain why this was an advantage or disadvantage to this enterprise. Most frequently the advantage stated was that a lack of interest charges would lower the costs for Seth's group and therefore help them to afford the cafe. A mark of 4 was common because candidates did not apply their answer to the enterprise in the case study. The most frequent disadvantage given was that family disputes might arise. The weakest responses tried to use interest rates as both an advantage and a disadvantage.

Question 3

(a) The reasons for market research were well understood by many candidates. The most frequent correct answer being to understand the needs and wants of customers. Only the most able candidates however were able to explain why this would be helpful to an enterprise. A small number of candidates confused market research with marketing and incorrectly explained methods of advertising.

(b) This area of the syllabus was well understood by candidates. There were many maximum scores in this question.

(c) Candidates who clearly focused their answer on the market research detailed in the case study scored highly in this question. For example, identifying the limited and biased sample used. Often, candidates identified general problems with primary research without application to the case study. Such answers could gain a maximum of 4 marks.

(d) As with **part (c)** above, candidates often did not apply their answers to their own enterprise project and so gained a mark of 2. The strongest answers explained, using an example, how using a method of research had provided useful information for their enterprise project.

Question 4

(a) Generally, well answered.

(b) The strongest candidates identified key information from the case study such as the strong demand for computer repairs and used this to justify likely success. Weaker responses simply stated that this was a good idea but offered no justification for the statement.

(c) Topic 10.1, verbal and non-verbal communication was not well understood by most candidates. Only the most able candidates understood that non-verbal communication meant body language or facial expressions. An error made by many candidates was to give examples of written instead of non-verbal communication or to describe talking on the phone and talking face to face. Centres would benefit from revisiting this topic area.

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Question 5

(a) This topic was generally well understood. A small number of candidates confused sources of help with market research.

(b) Many candidates ignored the term 'legal obligations' and incorrectly discussed school rules. The strongest answers explained an action taken with their enterprise and how this had met health and safety requirements. Frequently examples related to the need to meet legislation put in place due to the current pandemic such as social distancing.

Section B

As in previous years candidates scored more highly in **Question 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 Seth may need to alter the business organisation to either a partnership or a limited company to gain access to more finance or limited liability. Such answers often highlighted that Seth's previous enterprise had struggled with poor cashflow and his personal savings may be limited. Weaker answers incorrectly stated that Seth could only take on more workers by altering the business organisation.

(b) Candidates had strong knowledge of the methods of marketing outlined in the question and many provided detailed lists of the advantages and disadvantages of each method. Such candidates often selected social media because of its ability to reach people worldwide. This was not wholly appropriate for a small and local based new enterprise. 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 the most suitable method for this small local enterprise.

Question 7

(a) This question required candidates to discuss their own enterprise project. To gain the highest marks candidates were required to provide examples of actions they had taken within their enterprise project which displayed their attitude to risk. The strongest candidates used two examples and then explained how these actions had impacted the way their enterprise operated. A significant number of candidates incorrectly discussed their general attitude rather than their attitude towards risk.

(b) It was pleasing to see many candidates attempting to apply their answers to the context of their own enterprise project. Most frequently this was through explanations of the information they included in each of the documents. Sound knowledge of a business plan was often shown, but the usefulness of an action plan was less well understood. An error made by many candidates was to explain, incorrectly, that cashflow allowed profit or break even to be calculated. Very few candidates considered the negative aspects of such documents such as the time spent in their production. Only the most able candidates were able to gain evaluation marks. Centres would benefit from spending greater time analysing and evaluating why documents are helpful to an enterprise.

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Paper 0454/13
Case Study

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General comments

There was evidence of good time management this session with few candidates not completing the paper. A small but significant number of candidates did not attempt **Question 7(a)**.

Candidates displayed strong knowledge of the syllabus content especially definitions of key terms. This was particularly evident in questions such as **1(a)**, **2(b)** and **5(a)**. 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:

- 1.1 stakeholders
- 4.4 the impact upon society of enterprises
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- 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 enterprise skills. Weaker answers did not gain marks by using general phrases such as 'communication' rather than the skills listed in topic 3.1 of the syllabus.

(b) The strongest answers clearly identified the entrepreneur that would be discussed, in the space at the top of the answer section. Such answers then explained how the entrepreneur had used each skill and the impact that the skill had. Several candidates did not identify the entrepreneur by name or gave the name of an organisation. Answers not related to an entrepreneur gained zero marks as they did not answer the question set.

Question 2

(a) This question was challenging for candidates. The strongest candidates explained how pollution would have a negative affect on the health of people within the local community. Weaker answers did not include the word communities and discussed a rise in costs or loss of customers which would be the effect on the enterprise. Centres would benefit from revisiting this aspect of the syllabus.

(b) (i) The best candidates gave clear and precise definitions of the term. A small number of candidates confused stakeholders with shareholders.

(ii)(iii) The majority of candidates were able to give correct examples of each stakeholder.

(c) The strongest candidates explained why a partnership or social enterprise would be appropriate for this enterprise. Evidence from the case study, such as the number of people involved or the aim to benefit the local community, was used to justify these choices. Many candidates explained two business organisations but could not show why these were suitable for this enterprise. These answers scored 2 of the 4 marks available.

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(a) The majority of candidates were able to state two methods of secondary research. Some candidates confused primary and secondary research methods. A small but significant number of candidates stated, 'google it', this is not a method of research but a way to identify appropriate internet sites.

(b) Candidates who focused their answer on time, cost of research and how to reach a particular target market scored well on this question. The most successful answers used a practical example to show why the factor was important to their enterprise. Some high scoring candidates effectively explained how the pandemic had forced them to complete online research due to the requirement to isolate. A significant number of candidates did not answer the question set but explained how they chose their product or service and gained zero marks.

(c) For many candidates this was a particularly challenging question. Candidates who clearly focused their answer on their own enterprise project scored highly. For example, one candidate explained that their good customer service had encouraged customers to return to their food stall every day because they enjoyed the shopping experience. This was a sound contextualised answer gaining all 3 marks available for one method. Often, candidates identified general promotional activities such as discounts which would increase sales, not customer loyalty. Centres would benefit from revisiting this aspect of the syllabus.

Question 4

(a) The majority of candidates scored at least one mark for the terms. To gain full marks candidates needed to give a precise definition of the term. A significant minority of candidates confused a budget with capital.

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(b) This part of the question proved challenging for some candidates. The strongest candidates identified that the funds provided would be insufficient to purchase all the items needed for the café enterprise. Weaker answers simply stated that the money could be lost.

(c) This question required the identification of a source of finance and explanation showing why this would be a suitable method to use for the case study enterprise. The most frequent correct answers were bank loans and friends and family. Only the strongest candidates could explain why these were the most suitable methods for the café. The weakest answers stated, incorrectly, that the loan could be repaid from profits earned. Bank loan repayments are part of the costs of an enterprise.

Question 5

(a) This topic was generally well understood. A common error was to provide very general answers such as, competition, which required further explanation to be credited.

(b) Many candidates were able to clearly explain the methods as shown in the mark scheme.

(c) This was a challenging question for some candidates. Many candidates, however, were able to correctly identify the attitude to risk shown by each of the two entrepreneurs and select appropriate evidence from the case material to support their choices. Weaker responses did not include the terminology covered in topic 4.2. Such responses often provided very general statements unrelated to risk such as that Harry was irresponsible.

Section B

The most successful candidates in this section were clearly familiar with the case study material for 'The Training Cafe'. 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 explained one or two benefits of team working using some information from the case study to support their answer. The best answers showed the efficiency of team working within this enterprise by showing how the work and finance was allocated between the five friends. Some candidates misinterpreted the question and explained the benefits of a partnership business organisation. Such candidates often gained a mark in the bottom of Level 2 by applying a point to the material in the case study.

(b) Candidates who had analysed the case study before the examination scored very 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 this was the best decision. Many candidates provided analytical answers which did not consider both the positives and negatives of buying the café and so could not progress to Level 4 in the mark scheme.

Question 7

(a) This question required candidates to discuss improvements to a negotiation completed within their own enterprise project. To gain the highest marks candidates were required to explain how two changes could have improved the negotiation. The most successful candidates explained, using examples, how a lack of research or poor location hindered the negotiation and therefore how correcting these issues would have improved the result. The current pandemic situation clearly had a negative impact upon many enterprise projects and some candidates were able to successfully explain how online, rather than face to face, negotiations had caused problems. A significant number of candidates misinterpreted the question and explained how they could have improved their enterprise project in general. These answers gained zero marks. A small but significant number of candidates did not attempt this question.

(b) Although candidates showed sound knowledge of the contents of an action plan only the most able could explain why completing a plan was helpful to their enterprise project. A mark in Level 1 or 2 was common for this question. Even the most able candidates did not show awareness that

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completing an action plan may have a negative impact on the enterprise through a loss of time to complete other actions. Very few candidates therefore could show evaluation within their answer.

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Paper 0454/02
Coursework

Key messages

- This is the first year of a new syllabus. It is important that centres ensure that all work submitted is based on the new syllabus requirements. The requirements for all four tasks have therefore changed.
- 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
- Activities which required candidates to show analysis and evaluation skills (AO3) need to contain more detailed explanation and supporting evidence
- Most candidates exceeded the word limit. While they are not currently penalised for this, it is important that candidates present their work in a clear and precise format
- Assessors are advised to 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 appropriate and interesting projects. In this session choices focused on craft activities as well as a selection of food and drink.

The awarding of marks for analysis and evaluation (AO3) is generous. For example, a list of advantages and disadvantages or a table without any accompanying explanation is not analysis. Points must be developed to show how or why such issues need to be considered when deciding on, planning or carrying out their project. For candidates to access the higher mark bands, they must show depth to their analysis and evaluation, as appropriate, throughout the task.

Candidates must provide all the required materials to access the full range of marks. ***Section 4*** of the syllabus provides clear guidance about this. The omission of any of these materials will restrict the mark band candidates can access.

A number of candidates also included business plans and marketing plans. These additional materials are unnecessary and there are no marks available for them.

While group projects are allowed and encouraged, all documents produced must be the individual work of the candidate. All work produced jointly by the group is not assessed. This includes the action plan, examples of marketing communication and the income and expenditure Budget.

Presentation and administration of the work was good. Please note the sample must include the work of the highest and lowest marked candidates. Where there is more than one teacher, internal moderation is required to ensure consistency of marks within the centre. Any marks changed should be clearly indicated on all documentation. The marks submitted to Cambridge are those on the MS1, so if changes are made, it is essential that these are transferred to the MS1.

All coursework should be annotated to indicate where the candidate has demonstrated the relevant assessment criteria. For example, writing ‘AO1’, ‘AO2’ and ‘AO3’ or comments such as ‘good/excellent analysis’ at appropriate points in the work. This would help both the centre and Moderator understand how and why certain marks were awarded.

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Comments on specific tasks

Task 1

Candidates are required to discuss the advantages and disadvantages of at least two enterprise options. For each option they should gather and use market research to analyse each option and support any decisions made. A number of candidates focused only on their chosen option and simply stated reasons why other ideas had been rejected, without discussing the merits of these alternatives. It was pleasing to see the majority of candidates presented the work in a report format.

Better performing candidates were able to present their data in a meaningful way and attempted to draw valid conclusions from the evidence they had obtained. Only the strongest candidates were able to use evidence gathered to say why they had chosen one option over other possible alternatives, for example, by quoting the results of market research to support decisions made. Weaker responses listed points but were not able to show why such points needed to be considered. Others included market research data but did not comment on the results or included it in the appendix but did not directly refer to in their report.

Please note candidates are not required to include an evaluation of their entrepreneurial skills as part of this task.

Task 2

Task 2a is a new task. The focus of this activity is planning so it should be forward focused and discuss how they might manage each of the issues identified. Weaker responses simply described what they did retrospectively. It is important to note that the action plan is not an assessed element for this task. In order to access the marks candidates must identify potential problems.

Better candidates identified a range of relevant issues and explained one way they plan to manage each one. Only the best responses attempted to include a selection of different solutions for each problem.

For **task 2b**, candidates must consider either three or four suitable sources of finance for the enterprise project or methods of marketing communications. A small number of candidates provided evidence for both options which is 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 chosen project. Please note, candidates should not rely on the slides to complete this part of the task. Slides cannot provide the level of detailed discussion and justification of their final choice to match the descriptors for the higher level mark bands.

The final part of the task is a presentation outlining their proposals for finance or marketing communications. A common error was to confuse the presentation with the negotiation, which forms part of **task 3**. The presentation is an opportunity to demonstrate enterprise and communication skills. Instead of outlining skills used, most witness statements focused on summarising the content covered in the presentation. A significant number of candidates did not include the witness statement (which must be completed and signed by the teacher or equivalent person).

Task 3

This task was generally well attempted. Most candidates identified five skills. The strongest responses included a range of appropriate examples to show how they had used each of the named enterprise skills used when implementing their project. Instead of naming individual skills, weaker responses simply described what they did.

One skill must be negotiation. 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 candidates are not required to include a witness statement about the negotiation itself.

Task 4

Nearly all candidates used an appropriate report format including a title, introduction, findings for two areas, conclusions and recommendations. A number of candidates did not discuss planning and implementation which is the compulsory area. Others discussed more than two areas or different aspects of marketing as

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well as marketing communication. This additional content was unnecessary. As candidates are required to submit only a 1000-word report, having a clear focus is essential.

The majority of marks for this task were awarded generously. **Task 4** is the most challenging task as only AO3 (analysis and evaluation) skills are assessed. Stronger responses did attempt to discuss key issues to help decide how successful their enterprise had been. The best responses used phrases such as 'therefore', 'so' or 'this means'. These connective words can help candidates develop their observations to show the consequences or significance of points made. However, most responses simply described the actions taken or repeated decisions made in **task 2** rather than the impact of these decisions. Such work cannot gain more than Level 2 marks.

Many candidates were able to make simple conclusions and recommendations about the success of their project. However, only a small number of candidates used evidence collected to support their conclusions. Evidence could include customer feedback, the actual costs or an income statement. Any evidence used should be clearly referenced and used to support the point being made. Some submitted photographs, permission letters, receipts and screenshots but it was not clear why these materials had been included.

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