CAMBRIDGE
International Education

Cambridge IGCSE™

ENTERPRISE **0454/11**

Paper 1 Case Study **May/June 2026**

MARK SCHEME

Maximum Mark: 100

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **25** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

Social Sciences-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).

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.

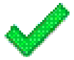
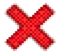
Annotations guidance for centres

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 standardisation 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
L1 L2 L3 L4	Level one/Level two/Level three/Level four
BOD	Benefit of doubt
OFR	Own figure rule
NAQ	Not answered question
REP	Repeat
SEEN	Indicates that the point has been notes, but no credit has been given
TV	Too vague

Question	Answer	Marks	Guidance
1(a)	**Select the most appropriate phrase from the list below to complete each of the sentences.** • **a legal requirement** • **an ethical consideration** • **the negotiation process** • **the risk of enterprise** Reducing trash is an example of **an ethical consideration [1]** Losing money invested in an enterprise is an example of **the risk of enterprise [1]**	**2**	AO1
1(b)	**State <u>two</u> problems a new enterprise may experience.** 1 mark per identified problem. Answers might include: • Financial e.g. cashflow issues/lack of finance/revenue not covering costs • Health and safety • Attracting customers/competition/low demand • Human resourcing/lack of skills • Production e.g. time management • Political e.g. meeting legal requirements • Economic e.g. increases in interest rate/costs • Social • Technological	**2**	AO1 A wide variety of acceptable answer maybe included mainly based on Section 4.2 of the syllabus. Do not accept: • \`customer loyalty\` as this may not be relevant to a NEW enterprise • Marketing alone as bullet point3 • Business failure • Losing money invested/less income than <u>capital</u>

Question	Answer	Marks	Guidance
1(c)	**Explain using an example, <u>one</u> method you used to reduce the risks involved in <u>your enterprise project.</u>** Identification of method [1] Explanation showing understanding of how this would reduce risk [+1] Application to own enterprise project [1] Answers may include: • Research/examples of research • SWOT • PEST • Produced guideline/advice/rules • Pre-orders Example We used research [1] to identify the places to hang our posters [1] therefore reducing the risk potential customers not being aware of our enterprise [+1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1 Do not accept: • Teamwork – to complete tasks • Action plan alone – this must be linked to the risk it will reduce • Students alone as application
1(d)	**Explain using an example, <u>one</u> way that your attitude to risk affected <u>your enterprise project</u>.** Identification of attitude to risk [1] Explanation showing understanding of how this would affect enterprise [+1] Application to own enterprise experience [1] Answers may include: • Risk averse/avoids all risk • Risk reducer/optimiser/found possible solutions to risk • Risk keen/risk-seeking/willing to accept a level of risk Example I was risk keen [1] and started the enterprise without researching the cakes people wanted [1] which meant I did not sell many cakes. [+1]	**3**	AO1 - 1 AO2 - 1 AO3 – 1

Question	Answer	Marks	Guidance
2(a)	**Explain <u>one</u> benefit to Mateo of using his personal savings to finance the enterprise.** Identification of a benefit of using savings. [1] Explanation showing why this is a benefit to Mateo [+1] Answers may include: • No debt/liability/no need to pay back • No interest payments • Keeps complete control of the enterprise • No need for paperwork/application Examples: • Mateo can keep complete control of the enterprise [1] if he only buys 5 tents [1] • No interest payments [1] reducing costs in the tent rental enterprise [+1] • Avoids having a debt [1] which would be a problem as a sole trader with unlimited liability/starting enterprise [+1] • No need for paperwork/application [1] therefore he won’t need to produce the business plan [+1]	**2**	AO1 – 1 AO2 – 1

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>2(b)</td><td>Using information from Table 1.1 in the case study, prepare Mateo’s financial plan for 2(b)(i)–(iv). Show your working.
<table>
<tr><th colspan="2">financial plan</th></tr>
<tr><td></td><td>$</td></tr>
<tr><td colspan="2">Sales revenue:[2]</td></tr>
<tr><td>10 tents each rented for 3 nights</td><td>(i) $360 ($120 × 3 nights) [2]

$120 rent for 10 tents per night [1]</td></tr>
<tr><td colspan="2">costs:[1]</td></tr>
<tr><td>Purchase 10 tents and sleeping bags</td><td>(i) $530 [1]</td></tr>
<tr><td>rent of location for up to 50 tents</td><td>250</td></tr>
<tr><td>total cost [1]</td><td>(iv) $ 780 [1]</td></tr>
<tr><td>profit or loss [2]</td><td>(v) Loss [1]
$420 [1]

OFR applies</td></tr>
</table></td><td>6</td><td>AO1 – 1
AO2 – 2
AO3 – 3

$ not required in answer</td></tr>
</table>

Question	Answer	Marks	Guidance
2(c)	**Explain <u>one</u> benefit Mateo might gain by using trade credit to buy the tents.** Identification of a benefit of trade credit [1] Explanation showing application to Mateo`s enterprise [+1] Answers could include: • can delay payment for stock • payments for stock made only when revenue earnt • improves cashflow/money kept for other uses • interest can be earnt on positive bank balance Example: By delaying payment [1] Mateo keeps money available to pay for the location of US$250. [+1] **Accept any reasonable benefit.**	**2**	AO1 – 1 AO2 – 1 Answer must show some awareness of trade credit as a method. Do not award: • Can buy more (alone) as no awareness of trade credit shown

Question	Answer	Marks	Guidance
3(a)	**State <u>two</u> ways that success can be measured in an enterprise.** 1 mark per way correctly identified. Answers may include: • sales/demand/revenue/number of customers • profit/earn more than was invested/spent • repeat/loyal customers • quality of product/service/customer satisfaction • survival • breaking even **Accept any other reasonable answer.**	**2**	AO1 Do not accept • Many <u>potential</u> customers/large audience • Earn more than was used
3(b)	**Explain <u>two</u> reasons why Mateo's enterprise is likely to be successful. Use an example from the case study to support each reason.** Each reason should be marked as follows: Identification of a reason for success of any enterprise. [1] Application to Mateo's enterprise/use of case study. [+1] Answers might include: • meeting customer wants or needs/convenient(easy) for customers • rising demand for the good or service • no competition/only enterprise offering this/unique • planning has been completed Example: The responses to the questionnaire suggested a strong demand for the tent renting service. [2] Many people need places to stay during the festivals [2] Likely to be demand for the tents [1] as festivals are held in remote sites [+1]	**4**	AO1 – 2 AO2 – 2 **Award:** • Strong demand for the festival tent renting service[2] • consumers increasingly concerned about the environment as an example for why demand rises/meets customer want alternative answer: • he will be successful in persuading the festival organiser because he solves a problem for them [2] **Do not award** • people <u>were willing to pay</u> £12 • avoids risk of overspending

Question	Answer	Marks	Guidance
3(c)	**Describe <u>two</u> enterprise skills.** Each skill should be marked as follows: Identification of a skill [1] Description showing understanding [+1] Answers may include • practical skills (and knowledge to create products and services) • leadership • influencing skills • team-building • delegation • problem-solving • prioritisation/time management • self-confidence • resourcefulness • innovation • (taking) initiative • (taking) calculated risks • (taking) responsibility • motivation/determination (to succeed) • creativity • perseverance. Example: Creativity [1] is developing new ways of doing things or new products [+1]	**4**	AO1 **Do not award:** • Negotiation • Communication • Creativity as an explanation of innovation and vice versa

Question	Answer	Marks	Guidance
4(a)	**Explain the difference between *aims* and *objectives.*** Correct statement on aims [1] Correct statement on objectives [1] Answers may include: **Aims:** • long term • overall goals/<u>final</u> target **Objectives** • short term • specific targets • tasks/help enterprises to achieve their aims	**2**	AO1 **Do not award:** • aims are the general purpose • aims/objectives what the business want to achieve • aims/objectives are measurable
4(b)	**Identify which <u>one</u> of the following documents usually includes a 'statement of aims and objectives':** • **action plan** • **agenda** • **business plan** Business plan [1]	**1**	AO1

Question	Answer	Marks	Guidance
4(c)	**Explain <u>one</u> benefit to Mateo of preparing an action plan. Use an example from the case study to support your answer.** Identification of a purpose of an action plan [1] Explanation showing understanding of why the plan is a benefit [+1] Evidence from case study [1] Answers may include: • understand/organises tasks that need to be done • reduces risk of missing tasks/doing the wrong thing • helps keep track of who is completing tasks • acts as a checklist Example: Mateo will understand all the tasks he needs to complete [1] therefore reducing the risk that he might forget an important task [+1] such as renting the location for the tents. [1] Mateo will set time limits for tasks [1] so they are all completed [+1] before he meets Nita again [1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1 **Do not accept:** • answers which clearly relate to business plan content e.g. objectives/aims/financial plan • organise his ideas

Question	Answer	Marks	Guidance
4(d)	**Explain <u>two</u> reasons why Mateo may need to update his action plan. Use an example from the case study to support each reason.** Each reason should be marked as follows. Identification of a reason [1] Example from the case study [1] Answers may include: • changes in the enterprise staff • change in timelines • change in resources/circumstances • change in product/services • changing ownership • actions have been completed Example: Change of ownership [1] Mateo considered changing from a sole trader [1] therefore there would be more people to complete tasks in the action plan. [+1] Reflect changing aims [1] as Mateo may need to change his plan after showing them to Nita [1]	**4**	AO1 – 2 AO2 – 2 **Accept:** • after talking to festival organisers • with Nita`s advice • to include the documents Nita suggested • practical examples of each BP related to Mateo`s enterprise **Do not accept:** • tasks related to business plan • scale of organisation increases • more competition • requires more finance

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>5(a)</td><td>Explain <u>one</u> benefit to Mateo of using a questionnaire as a method of market research.

Identification of a benefit [1]
Explanation showing application to Mateo`s enterprise [+1]
Answers might include:
specific to the enterprise needs/[1] Mateo asked what customers would be willing to pay to rent a tent [+1]
target the <u>correct</u> market [1] Mateo asked people at festivals [+1]
cheap to set up [1] as he organised the questionnaire himself/Mateo only had his personal savings [+1]
can be completed face to face [1] so he can explain the rented tents idea [+1]
can ask many people [1] giving him a better idea if the rented tents would be in demand [+1]</td><td>2</td><td>AO1 – 1
AO2 – 1

To be credited the answer must relate to the benefits of a questionnaire not any other/generic method of research

Accept:
knew there was a strong demand for the tent renting service
Do not accept:
<u>no</u> cost
the results of his research alone
up to date</td></tr>
<tr><td>5(b)</td><td>State <u>two</u> methods of measuring customer satisfaction.

Each correct method [1]
Answers may include:
Mystery/secret shopper
focus groups
number of sales
number of complaints
number of returning customers
online reviews/recommendations</td><td>2</td><td>AO1

Do not credit general methods of research e.g.
<u>satisfaction</u> questionnaire/survey
suggestion boxes</td></tr>
</table>

Question	Answer	Marks	Guidance
5(c)	**Explain one reason why retaining customers would be important in Mateo's enterprise.** Knowledge of an advantage of customer retention [1] Explanation showing why it is important [+1] Reference to case study [1] Answers may include: • cheap method of marketing/word of mouth • cheaper/easier than attracting new customers • provide stable cash inflow • niche market/limited audience/small market Example: Customers will provide a stable source of money inflow [1] as they may rent at different festivals [1] therefore allowing Mateo to plan his finances. Limited audience [1] at festivals][1] therefore he would run out of customers if he did not retain them [+1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1 Sales alone this needs to link to retention e.g. sales in the future would continue Or growth e.g. word of mouth [1] attracts new customers [+1] Do not award • descriptions of brand loyalty/customer retention

Question	Answer	Marks	Guidance
5(d)	**Justify why social media is an appropriate way for Mateo to persuade music festival visitors to rent his tents.** Knowledge of benefits of social media [1] Justification showing why an appropriate method [+1] Application to case study [1] Answer may include: • low cost • reaches a wide variety of people/large reach • reaches a wide geographical area • easy to update and alter • can be targeted at specific groups • can add links to purchase Example: Social media is a low-cost method of marketing [1] and Mateo is worried he will need another source of finance [1] This may allow him to afford advertising. [+1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1 **Do not accept:** • used by young people

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>6(a)</td><td>
Mateo obtained advice from Nita, the bank manager. Nita also suggested that he discuss his enterprise idea with music festival organisers.

Analyse the suitability of these <u>two</u> sources of advice and support for Mateo’s enterprise. 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:
• list of other sources of advice and support
• how to measure suitability of advice/support
• Nita gave financial advice/he needs a source of finance
• festival organisers gave specific advice on festivals/he needs their approval

Phrases which demonstrate some analysis may include:
Source and specific advice given e.g. Nita provided the templates of a business plan and other documents
Festival organisers have specific information on the type/number of people who visit their festival.
</td><td>10</td><td>
Note: Examiner guidance for level 2 – maximum 6 marks for good analysis with limited application.

The grade descriptions describe performance at the top of the band.

Application marks maybe awarded for appropriate use of the following:
• festival organisers allowed Mateo to ask his questionnaire
• festival organisers may suggest/allow him to rent suitable location land
• Ada complained about the trash/abandoned tents.
• Nita thought the enterprise had the potential to be successful
• Nita provided templates for documents
• Nita suggested Mateo discuss with festival organisers
• Nita helped Mateo complete the documents.
</td></tr>
</table>

Question	Answer	Marks	Guidance
6(a)	**Phrases which demonstrate good analysis will explain the impact of this on Mateo`s enterprise. These may include:** The bank manager explained that a business plan will help Mateo gain the finance he needs/she is the person who will decide if the loan is given. Festival organisers have specific information on the type/number of people who visit their festival helping him decide his price/target customers. This method is free which is vital for this new entrepreneur with limited finance.		

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>6(b)</td><td>Evaluate whether Mateo should remain as a sole trader or change to a limited liability company as the enterprise grows. You should consider the advantages and disadvantages to Mateo of each choice in your answer.
<table>
<tr><td>Level</td><td>Description</td><td>Mark</td></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:
• Definitions of types of business organisation
• General advantages/disadvantages of sole trader, limited companies

Phrases which demonstrate some analysis may include:
• Use of calculations from Q2(b)
• Limited company would help Mateo to gain the other source of finance as he could sell shares.</td><td>15</td><td>Note: Examiner guidance for level 2 – maximum 6 marks for good analysis with limited application.
Note: Examiner guidance for level 3 – use judgement when awarding AO3 as both analysis and evaluation are covered by this AO.

The grade descriptions describe performance at the top of the band.

Application marks maybe awarded for appropriate use of the following:
• Use of calculations from Q2(c) e.g. Revenue $360, loss $420 OFR
• Use of figures from Table 1 e.g. rent $12, tent purchase$53, location $250
• Risk of overspending
• Planned finances
• Mateo did not have a business plan or financial documents
• Mateo could only afford 5 tents.

Do not award:
• mirror arguments: e.g. Sole trader unlimited liability OR limited has limited liability
• working alone as sole trader disadvantage
• application not related to an advantage/disadvantage of the business organisation</td></tr>
</table>

Question	Answer	Marks	Guidance
6(b)	**Phrases which demonstrate good analysis will show why this is a point to consider and may include:** Limited liability would help Mateo to gain another source of finance as investors would not lose their personal possessions if the enterprise failed. **Evaluation maybe shown by a two-sided approach considering the benefit and negative aspects of each choice**		

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>7(a)</td><td>

Analyse <u>two</u> reasons why the language you used in a negotiation within <u>your enterprise project</u> should be different from the language used when talking to friends. Use examples to support your answer.

<table>
<tr><td>Level</td><td>Description</td><td>Mark</td></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>
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</table>

Knowledge may include:
- knowledge of a negotiation
- Examples of types of language e.g. formal/informal/slang/shorthand
- General reasons e.g. image of professionalism/creditability/respect

Phrases which demonstrate some analysis may include:
Explanation of why the language used is different for example:
Language needed to be formal when asking the proctor for permission to operate my T-shirt enterprise at school as this showed respect.

Phrases which demonstrate good analysis will the impact of this on their enterprise. These may include:
Language needed to be formal when asking the proctor for permission to operate my T-shirt enterprise at school as this showed respect. This means I am more likely to be given the permission I need.

</td><td>10</td><td>Note: Examiner guidance for level 2 – maximum 6 marks for good analysis with limited application.

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>
Enterprises can be affected by changes in:

government policy
real income
tastes and fashion
technology.

Evaluate the effects that any <u>two</u> of these changes could have on the operation or success 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
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Demonstrates some knowledge of relevant concepts</td><td>1–3</td></tr>
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</table>
Knowledge may include:

description of the opportunities bullet points

</td>
<td>15</td>
<td>Note: Examiner guidance for level 2 – maximum 6 marks for good analysis with limited application.

Note: Examiner guidance for level 3 – use judgement when awarding.

AO3 as both analysis and evaluation are covered by this AO.

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:** We were worried about changes in taste for different cupcakes, so we kept changing the flavours we offered. **Phrases which demonstrate good analysis will show why this is a point to consider and may include:** We were worried about changes in taste for different cupcakes, so we keep changing the flavours we offered. This took time leaving less time for advertising our stall therefore we did not get many customers visit. **Evaluation maybe shown by a two-sided approach considering the benefit and negative aspects of each choice**		