CAMBRIDGE
International Education

Cambridge IGCSE™

ENTERPRISE **0454/12**

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.

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)	**Define the term 'trade credit'.** Precise definition [2] Imprecise definition showing some understanding [1] Answers may include: A <u>business-to-business</u> agreement where a customer purchases goods and agrees to pay at a later date [2] An agreement with a <u>supplier</u> that allows you to take goods and pay at a later date [2] Agreeing to pay for items you receive at a later date [1] Type of short-term finance [1] Selling goods and expecting payment at a later date/delay payment/give time to pay back [1]	**2**	AO1 For 2 marks there must be some understanding of: trade – between businesses credit – paying later
1(b)	**Explain <u>one</u> reason entrepreneurs offer trade credit to their customers.** Statement of a reason [1] Explanation showing understanding [+1] Answers might include: • Attracts customers/increases sales/improve market share • Establishes a relationship with a customer/loyalty • Competitive advantage Example: This attracts customers to buy [1] because they can afford to purchase (increased purchasing power) [+1] Encourage customers to buy larger amounts [1] increasing revenue [+1]	**2**	AO1 Focus for first mark must be on the benefits to business NOT the customer **Do not award:** • Because they delay payment as a development point

Question	Answer	Marks	Guidance
1(c)(i)	**Select the most appropriate word to complete each of the sentences: People who own part of the enterprise are called** People who own part of the enterprise are called **shareholders/partners [1]**	2	AO1
1(c)(ii)	**Select the most appropriate word to complete each of the sentences: People with an interest in the activities of an enterprise are called** People with an interest in the activities of an enterprise are called **stakeholders. [1]**		
1(d)(i)	**Explain why each of the following could be interested in <u>your enterprise project</u>:** **Students at your school** Each point should be marked as follows: Identification of why interested [1] Application to own enterprise experience [+1] Answers may include: • Customers/<u>demand</u> the product or service • Competitors • Potential employees • Identification of a factor that attracted students to buy Example Students were our target customers [1] they wanted us to offer cupcakes that they could afford [+1] Students were attracted because it was a unique product [1] so they bought the cupcakes [+1]	2	AO1 – 1 AO2 – 1 Candidates can approach **1(d)(i)** in two ways: • What type of stakeholder the student maybe • What attracted students to buy the product

Question	Answer	Marks	Guidance
1(d)(ii)	**Explain why each of the following could be interested in <u>your enterprise project</u>:** **Lenders** Each point should be marked as follows: Identification of why interested [1] Application to own enterprise experience [+1] Answers may include: • Provide assets/equipment to use • Want to be paid back on time • Want to receive share of the profit/interest Example: Want to be paid back on time [1] therefore they want us to sell the cupcakes to make revenue. [+1] The school did not want the blender I borrowed damaged [1] when making the smoothie. [+1]	**2**	AO1 – 1 AO2 – 1 **Accept:** • <u>For</u> the first mark knowledge of what a lender does for example: they have lent my enterprise money [1] • parent/school/proctor as second mark

Question	Answer	Marks	Guidance
2(a)	**Describe <u>two</u> reasons why the demand for a good or service may change.** Each point should be marked as follows: Identification of a reason [1] Explanation showing understanding [+1] Answers may include changes in: • taste and fashion • income • size of the population • structure of the population • changes in laws/government policy • technology improved • change in price • change in quality • seasons Example: Increased incomes [1] so customers can afford to buy more expensive/ luxury products. [+1] Improved technology [1] may reduce the need for Malik`s service [+1]	**4**	AO1 **Accept answers:** • related to improvements in IT such as AI • using Malik`s enterprise as an example of a service that could be replaced by technology **Do not accept:** • increased competition • new firm enters • change in the economy
2(b)(i)	**State <u>two</u> attitudes to risk.** Each correct answers [1] Answers may include: • risk averse/avoider • risk reducer/optimiser • risk keen/risk-seeking	**2**	AO1 **Do not award:** Risk taker/non-risk taker

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>2(b)(ii)</td><td>Explain <u>one</u> problem caused by your attitude to risk in <u>your enterprise project</u>.

Explanation of a problem in their enterprise [1]
Linking this to an attitude to risk [+1]

Answers could include:
• wasted money on stock [1] because I rushed into starting the enterprise with no research [+1]
• lost customers [1] because I was afraid to expand/open a shop [+1]
• we did not sell any products [1] by not completing research/plans before starting enterprise
• missed the opportunity to buy low priced stock [1] because we did not trust the supplier [+1]</td><td>2</td><td>AO2 – 1
AO3 – 1

No mark for stating the attitude to risk [2] explanation must relate to an attitude to risk</td></tr>
<tr><td>2(c)</td><td>Explain, using an example, <u>one</u> legal obligation in <u>your enterprise project.</u>

Identification of a legal obligation [1]
Application to their enterprise project [+1]

Answers may include legal <u>obligations or examples</u> covering:
• Employment e.g. minimum wage
• Production e.g. health and safety
• Marketing/Selling e.g. false advertising, data protection
• Finance e.g. declaring correct sales/profit for tax.

Example:
We were required to list all of the ingredients we used.[1] for cupcakes [+1]
Health and safety [1] in the dessert enterprise [+1]
Keeping customers data safe [1] as we took addresses for delivery of the candles [+1]</td><td>2</td><td>AO1 – 1
AO2 – 1

Do not accept:
school regulations/rules/permissions</td></tr>
</table>

Question	Answer	Marks	Guidance
3(a)	**State <u>two</u> sections usually included in a business plan.** Each correct section [1] Answers might include: • executive summary • background/preliminary information • production/operations • marketing • human resources/personnel • finance/financial.	2	**AO1** **Do not reward:** contents of a section such as a cashflow forecast

Question	Answer	Marks	Guidance
3(b)	**Explain <u>one</u> way a business plan could help Malik in his new enterprise. Use an example from the case study to support your answer.** Identification of a purpose of a business plan [1] Explanation showing understanding of how the plan helps [+1] Application to Malik`s enterprise [1] Answers may include: • support an application for finance [1] as the creditor can see if the finance can be returned [+ 1] • gives a clear direction to the stakeholders [1] so they can see whether to invest/join [+ 1] • anticipates problems/risks [1] and therefore deal with them [+ 1] • decide if the enterprise is worthwhile operating/help with decision making [1] if it will be profitable [+1] • reduces risk of failure. [1] Example: Malik can decide if the enterprise is worthwhile operating [1] by calculating if it will be profitable [+1] earning more than his current part-time job [1] Prevent cashflow issues [1] which Sanvi had experienced [1] as deal with problems in advance [+1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1 The following could be suitable application for this question: • Malik works part-time • Sanvi has experienced a cash flow problem • Malik`s parents were concerned about the risk • Malik is a sole trader • Malik may need a source of finance

Question	Answer	Marks	Guidance
3(c)	**State <u>two</u> examples of costs that Malik may have to pay when operating his enterprise.** Each example [1] Answers might include: • advertising • telephone • computer/laptop • telephone bills • Wi-Fi payments/internet bills • software fees • utility bills or example • rent • transport • tax	**2**	AO2 – 2 **Accept:** • any realistic cost that this enterprise would pay • equipment once if no specific examples e.g. computers **Do not accept:** • Fixed/variable costs as the question asks for examples • start -up costs/expenditures • wages/cost of workers • websites • loans (on its own)
3(d)	**Justify <u>one</u> source of finance that would be suitable for Malik's enterprise.** Identification of a source of finance [1] Justification showing why suitable [+1] Application to Malik`s enterprise [1]  Answers may include: • overdraft • bank loan/overdraft • friends and family • owners capital/personal savings • grant • crowdfunding  Example A bank loan [1] would be suitable for Malik`s new small business [1] because he is unlikely to need large amount of money [+1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1 **Do not accept:** • Venture capital, shares as this is a small local business. • Keep working part time on its own the method is owners capital/savings The following could be suitable application for this question: • works part time • sole trader • small business • new/start-up business

Question	Answer	Marks	Guidance
4(a)	**Explain the purpose of <u>one</u> document used in a formal meeting.** Identifying a document [1] Explanation of documents purpose [+1] Answers may include: • **Notice of meeting** [1] to inform attendees of essential details/contains the meeting/date, time, required materials [+1] • **Agenda** [1] guides the meeting/ensures everyone has an opportunity to speak/the meeting keeps to the time allocated/all items are discussed/lists the items to be discussed [+1] • **Minutes** [1] summary/record what has been said or agreed to/can be used to check who is responsible for a task/what was agreed/informs people who could not attend what was discussed. [+1]	**2**	AO1 **Accept:** Descriptions of the contents of the document for the second mark
4(b)	**Describe <u>one</u> informal method of communication used in the case study.** Identification of an informal method of communication [1] Explanation of an informal method of communication from the case study material. [+1] Answers may include: • Malik and Sanvi <u>chatted</u> [1] about the problem Sanvi`s company faced [+1] • Malik <u>informally met</u> his parent [1] to discuss the idea of the enterprise [+1] • Sanvi <u>texted</u> Malik [1] to ask for his permission to share his personal details. [+1] • Malik received <u>emails</u> [1] from business managers. [+1] • Sanvi used <u>word of mouth</u> [1] when she told entrepreneurs about Malik`s idea [+1] • <u>Social media</u> [1]	**2**	AO1 – 1 AO2 – 1 First mark must be for the method underlined [1] Second mark for application to case [+1] **Do not accept:** • face-to-face on its own • verbal • electronic

Question	Answer	Marks	Guidance
4(c)	**Explain <u>one</u> action taken in <u>your enterprise project</u> that could be considered as ethical behaviour.** Knowledge of ethical behaviour [1] Application to their own enterprise project [+1] Answers for knowledge could include: • Ethical behaviour considers moral values and principles/doing the right thing/going beyond what is legally required • Examples of ethical actions include – fair trade/buying organic/donating to charity/paying fair wage/above minimum wage/not littering Example: We went beyond what was legally required [1] by paying our workers **above** the minimum wage of $....	**2**	AO1 – 1 AO2 – 1 Accept any realistic examples which are clearly ethical **not legal requirements** **Do not accept:** • pay minimum wage/proper wages • use child labour • buy sustainable/eco-friendly • consent before recording
4(d)	**Explain the help offered to Malik by <u>two</u> sources of support other than a business network.** Identification of a source of help and support [1] Explanation showing application to Malik`s enterprise [+1]  Answers might include: • His parents [1] advised him to keep working part time/identified weaknesses in his plan/gave him a job/funds [+1] • Sanvi/his aunt [1] suggested the enterprise/thought other businesses would pay for Malik`s help/promoted his enterprise at the business network meeting [+1] • (Experienced) entrepreneur/partner [1] to offer advice or examples of advice/finance [+1] • Bank [1]	**4**	AO1 – 2 AO2 – 2 **Accept:** • friends and family once unless there are specific examples such as: parent/Sanvi/aunt **Do not accept:** • methods of research e.g. internet • office manager

Question	Answer	Marks	Guidance
5(a)	**State <u>two</u> headings usually included in an action plan.** Each correct point [1] Answers may include: • tasks • person responsible • completion date/deadline/time frame • changes made • monitoring	**2**	AO1
5(b)	**Explain <u>one</u> benefit to an enterprise of updating an action plan.** Identification of reason for updating [1] Explanation of why this is beneficial [+1] Answers may include: • to reflect changes in the enterprise staff/timelines/resources • to reflect changing aims • to reflect changes in the external environment • avoids repeating completed tasks/improves efficiency • avoids confusion/helps with better decision making Example: Ensures the enterprise does not repeat tasks already completed [1] therefore avoiding wasting time. [+1]. Task have completed [1] therefore you will avoid repeating the task [+1]	**2**	AO1 – 1 AO3 – 1

Question	Answer	Marks	Guidance
5(c)	**Justify <u>two</u> appropriate methods of market research that Malik could use when planning his enterprise.** Mark each method of market research as follows: Identifies the method of market research [1] Application to case study [1] Justification showing why appropriate for Malik`s enterprise [+1] Answer may include: • survey/questionnaire • interviews • focus groups • news articles • company records • websites/online Example: Malik could interview [1] business managers/entrepreneurs [1] as they are the target market [+1] Online [1] Malik has little finance [1] therefore this cheap method allows him to spend his finance on other parts of the business/improves cashflow [+1]	**6**	AO1 – 2 AO2 – 2 AO3 – 2 **Accept:** • primary and secondary as sources for knowledge marks • for one mark any market research method (max 1 if inappropriate)

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>6(a)</td><td>Malik expected to rely on word-of-mouth marketing communication. Analyse the advantages and disadvantages to Malik's enterprise of using this method of marketing communication.

<table>
<tr><td>Level</td><td>Description</td><td>Mark</td></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:
• understanding of the purpose of promotion/marketing communications
• positives and negatives of word of mouth

Phrases which demonstrate some analysis may include:
Word of mouth marketing is free which is important for Malik as he has very little finance to start the enterprise.

Word of mouth does not require any time from Malik allowing him to focus on other parts of the start-up enterprise

Phrases which demonstrate good analysis will the impact of this on Malik`s enterprise. These may include:
Word of mouth does not require any time from Malik allowing him to focus on other parts of the start-up enterprise so he can produce more effective systems for clients.</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.

Do not accept:
• Malik talking/presenting to potential customers

Application marks maybe awarded for appropriate use of the following:
• business network
• managers
• services
• Sanvi shared his contact details
• Malik has limited/needs a source of finance
• specialist service</td></tr>
</table>

Question	Answer	Marks	Guidance
6(a)	Potential customers such as business managers are likely to trust recommendations [L2] from other managers therefore increasing Malik`s sales. [L3]		

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>6(b)</td><td>

Evaluate whether Malik should operate his new enterprise as a sole trader or as a partnership. Justify your choice, explaining why you rejected the other type of business organisation.

<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, partnerships

Phrases which demonstrate some analysis may include:
A partnership would help Malik to gain the source of finance he needs as his partner would contribute capital.
A partnership would allow work to be split so Malik could continue working for his parents, part- time/sole trader would need to complete all the work for the enterprise therefore he may not be able to work for his parents

</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:
- His parents run a successful enterprise
- His parents offered useful advice
- Malik does not have a source of finance
- Malik already has many entrepreneurs willing to purchase his service
- Malik has no experience of running an enterprise
- He feels he may need an experienced entrepreneur

Do not award:
- mirror arguments: e.g. Sole trader keeps all the profits OR partners share the profits
- 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:** A partnership would allow work to be split so Malik could continue working for his parents part- time and therefore earn some money to help finance the new enterprise **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>
There are many financial calculations and records used in enterprise. These include:

break-even
cash flow
profit.

Analyse how <u>two</u> of these calculations or records helped you to make decisions in <u>your enterprise project</u>. Use examples to support your answer.
<table>
<tr><th>Level</th><th>Description</th><th>Mark</th></tr>
<tr><td>3</td><td>Good analysis consistently applied to their own enterprise experience.
Demonstrates good knowledge of concepts</td><td>8–10</td></tr>
<tr><td>2</td><td>Some analysis supported by good application to their own enterprise experience.
Demonstrates knowledge of concepts</td><td>4–7</td></tr>
<tr><td>1</td><td>Limited application to their own enterprise experience.
Demonstrates knowledge of concepts</td><td>1–3</td></tr>
<tr><td>0</td><td>No creditable response</td><td>0</td></tr>
</table>
Knowledge may include:

cashflow – movements of money in to and out of an enterprise
break-even – when income from sales covers all costs in the enterprise
profit – when total income is greater than total expenditure.

Phrases which demonstrate some analysis may include
link the calculation or record to a decision in their enterprise
</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>

Question	Answer	Marks	Guidance
7(a)	**Phrases which demonstrate good analysis will the impact of this on their enterprise. These may include:** calculating break-even in advance allowed us to decide between the cupcake and celebration card ideas. We could see cupcakes would be the better enterprise as we would break-even earlier than with the with cards.		

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>7(b)</td><td>There are many enterprise skills. These can include:
Innovation ,practical skills ,problem-solving, team building.
Evaluate the importance of <u>three</u> of these skills to the success or failure of <u>your enterprise project</u>. Justify which skill was the most important.
<table><tr><td>Level</td><td>Description</td><td>Mark</td></tr><tr><td>4</td><td>Clear reasoned evaluation is present
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Demonstrates good knowledge of relevant concepts</td><td>12–15</td></tr><tr><td>3</td><td>Good analysis applied consistently to their enterprise is leading to evaluation
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Demonstrates some knowledge of relevant concepts</td><td>1–3</td></tr><tr><td>0</td><td>No creditable response</td><td>0</td></tr></table>
Knowledge may include:
description of skills
Phrases which demonstrate some analysis may include:
Having the practical skills to hand make the jewellery helped me to have a USP</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.

The syllabus has ‘practical skills and knowledge to create products.’ Therefore candidates may discuss the acquired knowledge.</td></tr>
</table>

Question	Answer	Marks	Guidance
7(b)	**Phrases which demonstrate good analysis will show why this is a point to consider and may include:** Having the practical skills to hand make the jewellery helped me to have a USP attracting customers away from my competitors and therefore increasing my sales. **Evaluation maybe shown by a two-sided approach considering the benefit and negative aspects of each choice** Having the practical skills to hand make the jewellery helped me to have a USP attracting customers away from my competitors and therefore increasing my sales. However, designing and making all the jewellery was time consuming and this meant I had less items to sell which lowered revenue.		