Cambridge IGCSE™

ENTERPRISE **0454/13**

Paper 1 Case Study **May/June 2025**

MARK SCHEME

Maximum Mark: 100

Published

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

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

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

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

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

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

1 Components using point-based marking:

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

From this it follows that we:

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

2 Presentation of mark scheme:

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

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3 Calculation questions: • The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer • If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown. • Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages. • Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.
4 Annotation: • For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking. • For levels of response marking, the level awarded should be annotated on the script. • Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

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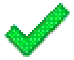
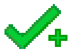
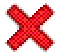
Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the 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

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Question	Answer	Marks	Guidance
1(a)	**Define the term *delegation.*** Precise definition [2] Imprecise definition showing some understanding [1] Answers may include: When a person in authority assigns tasks to others but remains accountable for the final outcome [2] Where responsibility is passed down to others in the enterprise [2] Asking other workers to do part of your work [1].	**2**	AO1 – 2
1(b)	**Describe <u>one</u> way you have been enterprising <u>at home</u>. Use an example to support your answer.** Identification of a way [1] Application to own experience at home [+1] Answers may include: • Using technology for learning • Working as part of a team • Developing new skills • Problem solving • Thinking creatively • Organising activities • Making reasoned evaluations.	**2**	AO1 – 1 AO2 – 1 • practical skills • leadership • influencing skills • team building • delegation • problem-solving • prioritisation/time management • confidence/positive mind set • resourcefulness • innovation • taking initiative • taking (calculated) risks • taking responsibility • motivation/determination(to succeed) • creativity • perseverance

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Question	Answer	Marks	Guidance
1(c)	**Explain <u>one</u> advantage and <u>one</u> disadvantage of working as a team. Use an example from the case study to support each answer.** Each point should be marked as follows Identification of an advantage/disadvantage [1] Explanation showing understanding [+1] Example from the case material [+1] **Advantages** answers may include: • sharing the workload [1] allows more work to be completed [+1] • more people to offer advice/ideas [1] improves chances of making a good decision [+1] • greater variety of skills [1] so each can do what they are best at/specialise [+1] • each person can contribute some finance [1] therefore having more capital available in the enterprise [+1]. **Example:** Sharing the workload [1] between the three teams [1] allowed the class to complete the research in a week [+1] **Disadvantage** answers may include: • more time to make decisions [1] as everyone must be heard [1] • rely on each other [1] a problem if someone does not complete their task [+1] • create arguments [1] everyone has different opinions [+1] • work may be unfairly distributed creating conflict [1] **Example:** Rely on each other [1] but Team C could not complete their work [1] until the other teams had not finished their research. [+1]	**6**	AO1 – 2 AO2 – 2 AO3 – 2

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Question	Answer	Marks	Guidance
2(a)	**Select <u>one</u> word to complete each of the sentences about formal meetings.** **(i) A formal record of what happened in the meeting is the……………………** **(ii) The document that informs people of the time and place for the meeting is the………………………** A formal record of what happened in the meeting is the **minutes** [1] The document that informs people of the time and pace for the meeting is the **notice/agenda [1]**	**2**	AO1 – 2
2(b)	**Explain <u>one</u> way you measured the success of a meeting you were involved in for <u>your enterprise project</u>.** Identification of a measure of success [1] Application to own enterprise project [+1] Answers may include: • everyone had an opportunity to contribute • opinions were valued • agenda items were discussed • meeting completed on time • objectives for the meeting were achieved. **Example:** The meeting was successful because we discussed all items on the agenda [1] and assigned tasks between us for the smoothie production [+1]	**2**	AO1 – 1 AO2 – 1

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Question	Answer	Marks	Guidance
2(c)	**Explain <u>one</u> benefit of identifying the people responsible for each task on an action plan. Use an example from <u>your enterprise project</u> to support your answer.** Identification of a reason [1] Explanation showing understanding [+1] Application to own enterprise project [1] Answers may include: • to ensure all tasks are assigned [1] • tasks are divided equitably/ fairly [1] • helps with checking completion/monitor progress [1] • people know what they have to do so focus /motivated to complete task [1] **Examples:** We knew who should have sent the order [1] when the fruit did not arrive [1] and we could ask them to check why [+1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1

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Question	Answer	Marks	Guidance
2(d)	**Describe one method, other than identifying people responsible for a task, that you used to monitor the action plan in your enterprise project. Use an example to support your answer.** Identification of a method [1] Description showing understanding of method [+1] Application to own enterprise project [1] Answers may include: • created a checklist/task list • data / figures collected • reporting / meetings • set time limits • completion dates **Example:** During enterprise meetings each person provided a report [1] on the tasks completed for the smoothie project [+1] incomplete tasks were added to the weekly action plan [+1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1

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Question	Answer	Marks	Guidance
3(a)	**Define the term *crowdfunding*.** Precise definition [2] Imprecise definition showing some understanding [1] Using websites and social media to encourage large numbers of people to invest small amounts of money [2] Raising small amounts of money [1] from many people [+1] Raising money via the internet/social media [1]	**2**	AO1 – 2
3(b)	**Using Table 2, calculate the total amount of interest to be repaid on a bank loan of $875 over 2 years. Show your working.** $ 87.5 [3] If answer is incorrect: $ 43.75 [2] 5% of $ 875 [1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1

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Question	Answer	Marks	Guidance
3(c)	**Explain <u>one</u> reason why accurate cashflow forecasting is important to an enterprise.** Identification of a reason [1] Explanation of showing understanding [+1] Answers may include: • to give an accurate view of the enterprise to stakeholders • to assist in forecasting/decision making/planning • used as evidence of the enterprise activity • used when requesting finance **Example:** Gives an accurate view to owners [1] to decide if they should invest more funds.[+1]	**2**	AO1 – 2

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Question	Answer	Marks	Guidance
3(d)	**Explain one benefit of producing a business plan. Use an example from the case study to support your answer.** Identification of a benefit [1] Explanation of the benefit showing understanding [+1] Application to the case study [1] Answers may include: • provides essential information about the project [1] • identifies costs so can arrange finance in advance [1] • persuades financiers to invest [1] • produces targets so know if you have achieved them [1] • organisation so nothing is forgotten [1] • helps to make business choices [1] **Example:** Financial section lists all the costs [1] so the principal can see that $875 is required [1] and decide if the study area is possible.[1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1

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Question	Answer	Marks	Guidance
4(a)	**State <u>two</u> areas of enterprise protected by laws and regulations.** Each correct area [1] Answers may include: • Employment • Production • Marketing and selling • Finance.	**2**	AO1 – 2
4(b)	**Explain <u>one</u> risk in using email as a method of communication. Use an example to support your answer.** Identified risk [1] Explanation showing understanding [+1] Example [1] Answers may include: • easily misunderstood • system could be hacked so not secure • may be ignored/ not be seen • may not be delivered • seen as junk mail/spam • people may not have email addresses Example: Can easily be misunderstood [1] with the parents [1] believing the school has sent them a bill which must be paid [+1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1

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Question	Answer	Marks	Guidance
4(c)	**State <u>two</u> factors an enterprise would consider when choosing market research methods.** Each correct factor [1] Answers may include: • cost • availability • amount of time it will take • suitability for the enterprise • (suitability for) target audience.	**2**	AO1 – 2
4(d)	**Justify <u>one</u> suitable method of marketing communication to tell students about the new student study area.** Identification of a marketing communication method [1] Application to case study situation [1] Justification why suitable [+1] Answers may include: • posters/leaflets/newsletter • online/social media • announcements/word of mouth **Example:** Posters [1] around the school [1] would reach the target audience of students [+1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1

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Question	Answer	Marks	Guidance
5(a)	**Describe how <u>one</u> source of help and support, other than teachers and the principal, could have been used by the students.** Identification of a source of support [1] Explanation of advice/support offered [+1] Application to case study [1] Answers may include: • government /business agencies • consultants • financial institutions/banks • charities • business networks • friends and family members. **Example:** Friends [1] could suggest what they would like in a study area [1] reducing the need for research [+1]	3	AO1 – 2 AO2 – 1
5(b)	**Describe how the students could use <u>two</u> stages of the negotiation process.** Identification of a stage [1] Explanation showing how it could be used the students [+1] Answers may include: • planning • conducting • measuring success **Example:** Planning [1] the students would need to identify the benefits of the study area to explain to the principal [+1]	4	AO1 – 2 AO2 – 2

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Question	Answer	Marks	Guidance
5(c)	**Explain <u>one</u> risk involved in the student study area project. Use an example from the case study to support your answer.** Identification of a risk [1] Explanation showing understanding [+1] Application to case study [1] Answers may include: • Financial • Health and safety/environmental • Human resource • Production. **Examples:** A financial risk [1] would be the waste of $875 [1] if the study area was not used by the students [+1] Risk of noise /pollution [1] when altering the room for the study area [1] disrupting other classes [+1]	**3**	AO1 – 1 AO2 – 1 AO3 – 1

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>6(a)</td><td>Potential stakeholders in the student study area project include:
• students
• teachers.

Analyse why it is important to consider the needs and wants of stakeholders to the success of the student study area project. Use examples from the case study 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 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>
</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>

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Question	Answer	Marks	Guidance
6(a)	**Knowledge may include:** • needs are essentials /wants are items that may be possible • identifying other stakeholders **Phrases which demonstrate some analysis may include:** Students will use the study room if their needs are met. Teachers will complain if the study centre creates noise and they don't have quiet to deliver their lessons. **Phrases which demonstrate good analysis will the impact of this document on the enterprise. These may include:** Students will use the study room if their needs are met and they will spread good word of mouth attracting more students. Teachers will complain if the study centre creates noise and they don't have quiet to deliver their lessons. This could lead to the study centre being closed.		

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>6(b)</td><td>Team B decided that possible sources of finance could include:
• bank loan
• crowdfunding
• fundraising event.

Evaluate which <u>one</u> of these sources of finance would be most suitable for the student study area project. Justify your choice, explaining why you rejected <u>one</u> other source.

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

Both analysis and evaluation are covered by AO3.

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

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Question	Answer	Marks	Guidance
6(b)	**Knowledge may include:** • definition or other methods of finance • positives and negatives of each method **Phrases which demonstrate some analysis may include:** It would be difficult to use a loan as banks unwilling to lend to students **Phrases which demonstrate good analysis will the likely impact of the choice on the enterprise. These may include:** Fundraising may not reach the amount and they will need another method to raise the finance. **Evaluation may be shown by a two-sided approach considering the negative aspects of each choice.**		

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>7(a)</td><td>Analyse the success of :
• <u>one</u> method of communication used with <u>an internal</u> stakeholder
• <u>one</u> method of communication used with <u>an external</u> stakeholder.
in <u>your enterprise project</u>.

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

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Question	Answer	Marks	Guidance
7(a)	**Knowledge may include:** • stakeholders • methods of communication • advantages and disadvantages of methods of communication **Phrases which demonstrate some analysis may include:** Meetings were held with the group but some people did not turn up. Sending the agenda before the meeting allowed attendees to be prepared. **Phrases which demonstrate good analysis will the impact of the document on the operation/success of the enterprise. These may include:** Meetings were held each week with the group but people some did not turn up which meant we could not make decisions and needed another meeting. Sending the agenda before the meeting allowed attendees to be prepared therefore, they could discuss efficiently in the meeting and make decisions.		

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

Enterprises have different aims and objectives which affect how the enterprise operates. These include:

- **being ethical**
- **making profits**
- **meeting legal requirements**
- **providing a good or service to a community.**

Evaluate how <u>two</u> aims or objectives affected the operation of <u>your enterprise project.</u>

<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 their enterprise
Demonstrates good knowledge of relevant concepts</td><td>12–15</td></tr>
<tr><td>3</td><td>Good analysis applied consistently to their enterprise is leading to evaluation
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</td><td>**15**</td><td>Note: Examiner guidance for level 2 – maximum 6 marks for good analysis with limited application.

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Question	Answer	Marks	Guidance
7(b)	**Knowledge may include:** • definition of an aim/objective • examples of other aims and objectives. **Phrases which demonstrate some analysis may include:** Buying environmentally friendly raw materials increased the expenses for our cupcakes. **Phrases which demonstrate good analysis will the impact of the factor/market research on the enterprise. These may include:** Buying environmentally friendly raw materials increased the expenses for our cupcakes therefore our profit margin and profit were lowered. **Evaluation may be shown by a two-sided approach considering the negative aspects of each aim or objective.**		

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