

Cambridge O Level Enterprise (4054) Coursework Handbook

This Coursework Handbook is a guide to the delivery of Paper 2 of the Cambridge O Level Enterprise (4054) syllabus.

The handbook was originally produced for the Cambridge IGCSE Enterprise (0454) syllabus and this is why all references in the pages that follow refer to IGCSE.

Please note that the guidance in the handbook is applicable to the O Level syllabus and should therefore be referred to by all teachers of the Cambridge O Level Enterprise (4054) syllabus.



Cambridge Assessment
International Education

Coursework Handbook

Cambridge IGCSE[®]

Enterprise 0454

For examination from 2020



In order to help us develop the highest quality resources, we are undertaking a continuous programme of review; not only to measure the success of our resources but also to highlight areas for improvement and to identify new development needs.

We invite you to complete our survey by visiting the website below. Your comments on the quality and relevance of our resources are very important to us.

www.surveymonkey.co.uk/r/GL6ZNPJB

Would you like to become a Cambridge International consultant and help us develop support materials?

Please follow the link below to register your interest.

www.cambridgeinternational.org/cambridge-for/teachers/teacherconsultants/

® IGCSE is a registered trademark

Copyright © UCLES 2018

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

UCLES retains the copyright on all its publications. Registered Centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centres to photocopy any material that is acknowledged to a third party, even for internal use within a Centre.

Contents

Contents	3
Introduction	4
1: Requirements of the syllabus	6
2: Delivering the coursework	10
3: Assessing the coursework	27
4: Coursework administration	39

Introduction

This handbook is a guide to the delivery of Component 2 of the Cambridge IGCSE Enterprise (0454) syllabus.

This handbook provides guidance and advice covering:

- the requirements of the coursework tasks
- the role of the teacher
- how the syllabus covers the coursework
- carrying out the project or activity
- the administration of the coursework.

A separate set of marked coursework samples accompany this handbook on the School Support Hub (see below). These provide examples of the application of the assessment criteria and include commentaries by the examiner explaining the marks awarded.

How to use this handbook

- **Section 1** makes sure you have a good understanding of the requirements of the coursework component.
- **Section 2** gives advice on delivering the coursework that is particularly useful for those teaching this qualification for the first time. It includes advice on the different tasks and how to choose a project or activity.
- **Section 3** explains the mark scheme and how to apply it.
- **Section 4** gives good practice advice on internal standardisation and moderation and explains the administrative procedures relating to coursework.
- **The accompanying marked coursework examples** with examiner comments will help you to understand the standard

Resources available from Cambridge

School Support Hub

The School Support Hub www.cambridgeinternational.org/support is our secure online support site for Cambridge teachers. You can obtain a password and username to access it from your Examinations Officer who will have received these at the point your school became a registered Cambridge Centre. There are many resources on this site including the latest syllabuses and suggested textbooks.

Training

Cambridge regularly offers training for IGCSE Enterprise, both in the UK and in other parts of the world. Details of future training can be found via the Cambridge public website www.cambridgeinternational.org/events

Moderators' reports

For each examination series moderators produce two types of report.

- (1) An individual report to each centre about their learners' coursework and the centre's marking.
- (2) A general report to all centres. This describes good practice and offers general advice to centres.

Scheme of work

A scheme of work for parts of the syllabus content is available on the School Support Hub.

Further help

We hope that this Coursework Handbook will provide a thorough introduction to the requirements and criteria for the assessment of coursework in Cambridge IGCSE Enterprise (0454). However, if you have any further questions or difficulties concerning the handbook, please do not hesitate to contact Cambridge.

Please send any queries to:

Customer Services
Cambridge Assessment International Education
The Triangle Building
Shaftesbury Avenue
Cambridge
CB2 8EA
United Kingdom

t: +44 1223 553554

f: +44 1223 553558

e: info@cambridgeinternational.org

www.cambridgeinternational.org

1: Requirements of the syllabus

You should always check the syllabus for the year in which your learners are going to sit the examination for the most up-to-date and authoritative information on coursework requirements.

1.1 The scheme of assessment

Component 2 Coursework (Centre based assessment, 60 marks)

Candidates plan and run an enterprise project. They can work alone or in groups no larger than six. Candidates working alone should carry out a small, simple project that allows them to complete all the activities themselves. Groups should choose a larger, more complex project so each person can play a separate, defined role. You should plan your teaching to support candidates as they follow the enterprise process detailed in Section 2.1 of the subject content.

To support your candidates, ensure they choose projects that give them scope to focus on planning their own actions for their individual role in the enterprise project. This is to ensure that candidates are able to submit work that is individual to them.

Candidates are assessed on their individual role and how they use their enterprise skills to plan, run and evaluate the project. The purpose of the tasks is for candidates to demonstrate how well they can apply enterprise skills, and analyse and evaluate enterprise issues. The project does not need to succeed for candidates to complete the tasks and gain marks.

To provide evidence of their work learners must complete and submit evidence for the following four tasks:

Task 1 – choosing a suitable project or activity

Candidates use their enterprise knowledge and skills to explore two or three ideas for a project. They then select the most suitable project, using data collected and analysis to justify their decision. Candidates should submit a formal written report of approximately 1200 words, and include appropriate titles and sub-headings.

Task 2 – planning the project

Candidates must submit two pieces of work:

- (1) planning to manage potential problems or issues in the action plan
- (2) either financial planning material or market communications material.

Task 3 – implementing the plan

Candidates must submit a written record of how the individual used five enterprise skills of their own during the project. Candidates must only write about their own skills.

One skill must be negotiation. Each candidate must prepare a plan and conduct a negotiation as part of the enterprise project (for example, negotiating with a potential supplier).

Task 4 – evaluating the project

Candidates produce a formal written report of approximately 1500 words, evaluating the success of the project in relation to the planning and implementation and one of either, the financing, the marketing communications or the internal communications. It should be made clear to candidates that they are

assessed on their ability to evaluate their project, using evidence, rather than evaluating their own performance or the actual performance of the project. Candidates need to be honest and critical in this task in order to access the full range of marks.

1.2 Teacher involvement

As with all coursework, you will need to be able to verify that the work submitted for assessment is the candidate's own work. This is particularly important in IGCSE Enterprise if the project is carried out as a group. The written assignments must be a candidate's **own individual** work.

You will be expected to guide and support your learners as they plan and undertake their coursework activity. Discussion with the whole class and with individuals, as well as one-to-one and whole class supervisions, should take place at all stages of the coursework production. Below is a list of what teachers can and cannot do when guiding learners on aspects of the coursework. It gives some advice about what can be taught to the class as a whole and what needs to be covered in supervisions.

Teachers are expected to:

- Prepare learners fully to plan and manage an enterprise project. This means that teachers should deliver the prescribed subject content specified in the syllabus through a planned programme of study and should explain carefully what is required of the group or individual learners.
- Guide learners in their choice of project.
- Raise learners' awareness of the exact requirements of each coursework task; for example telling learners they must produce either a Financial Plan or a Plan of Marketing Communications for Task 2.
- Consider the assessment criteria with learners to make sure that they understand how marks can be gained in each task; for example, explain to them which skills are being assessed through the work they submit.
- Review progress towards meeting the assessment criteria and the deadline for completion of each task.
- Discuss problems encountered and offer possible solutions towards completion of the tasks.

Candidates should try to avoid just using simple statements or bullet point lists wherever possible. This is unlikely to show good understanding or analysis of issues, and therefore cannot be considered sufficient evidence to merit higher level marks.

Candidates looking to achieve a mark in the higher mark bands would be expected to identify relevant points (both positive and negative issues) **and** be able to develop the points made in suitable detail. Judgements made should be relevant, detailed and supported by evidence gathered by the learner throughout the project. It is therefore important that learners try to obtain and keep evidence (possibly in a detailed log or diary) to help them support all conclusions that they make.

Section 3 of this guide provides additional guidance on the quality of work expected for each task.

All the tasks include optional activities for learners to choose from. This flexibility is to allow learners the opportunity to include material which is most appropriate for their individual enterprise project. Learners should be discouraged from presenting evidence for all optional elements of each task. The indiscriminate inclusion of lots of different elements, offering breadth instead of depth, can prevent the learner earning higher marks.

It is better for learners to focus on a few specific issues and develop their explanations more fully for these points. A greater level of detail should help learners meet the assessment criteria for the higher level mark bands.

Teachers may also

- Read the work of learners to monitor progress and offer encouragement to help motivate them to complete work to the deadlines.
- Suggest alternative strategies learners may take when organising their enterprise project.
- Recommend possible sources of information.

Teachers must not

- Provide all of the information for learners so that they do not need to undertake any research themselves.
- Analyse and interpret the results and information for learners.
- Write or correct the tasks for the learners.
- Allow learners to produce a collaborative report with other members of the class.
- Encourage or allow plagiarism from secondary sources.

1.3 Coverage of the syllabus by coursework

The skills and knowledge required in the coursework correspond to the taught content of the course. The table below is a helpful guide to where the two components overlap. This should help you integrate the teaching and learning needed to support your learners in the relatively independent nature of their projects.

On our secure online support for Cambridge teachers, the School Support Hub, you will find a comprehensive scheme of work with many suggestions of activities that could be used to deliver the skills and knowledge of the IGCSE Enterprise syllabus, alongside suggested resources.

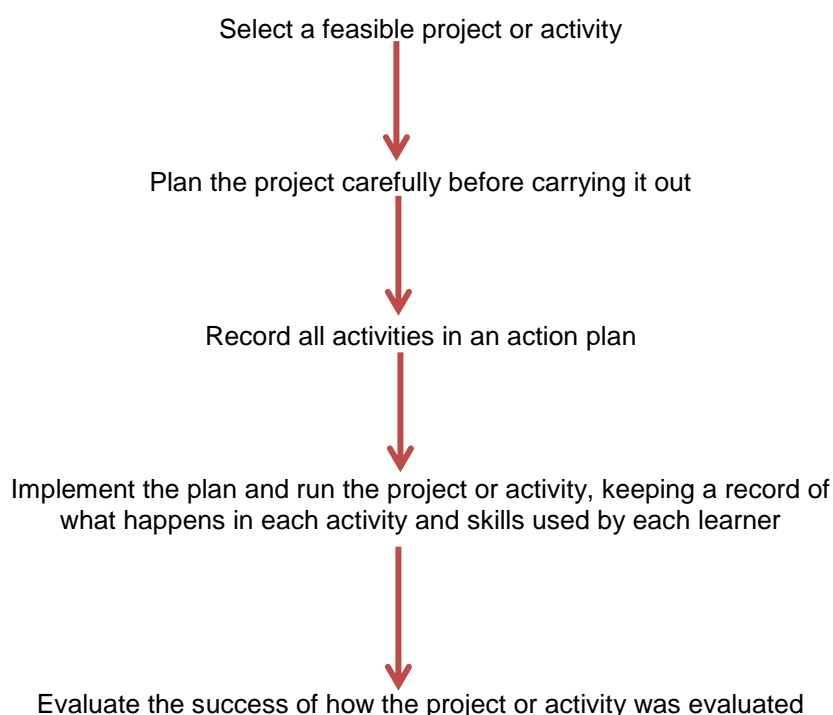
Task	Evidence required	Section of syllabus covered
Task 1	<p>Choosing a suitable project</p> <p>Formal report (approximately 1200 words)</p> <p>In the report, candidates:</p> <ul style="list-style-type: none"> outline and analyse advantages and disadvantages of each idea collect, present and analyse appropriate data (e.g. market research or SWOT) for each possible idea give a detailed explanation of the reasons for the choice of project and a justified decision, including why other idea(s) were rejected 	Topics 4, 8.2
Task 2a	<p>Planning to manage potential problems or issues in the action plan</p> <p>Identification of potential problems and solutions for two or three activities from the action plan</p>	Topics 7.2 and 4.2
Task 2b	<p>EITHER Planning for financing the project</p> <p>Written evidence of the sources of finance the candidate considered</p> <p>Presentation witness statement</p> <p>OR Planning marketing communications</p> <p>Written evidence of the methods of marketing communications the candidate considered</p> <p>Presentation witness statement</p>	<p>Topics 6.1 and 6.2</p> <p>Topic 10. 2</p> <p>Topic 8.4</p> <p>Topic 10. 2</p>
Task 3	<p>Using enterprise skills to implement the plan</p> <p>Written description of using five enterprise skills</p> <p>Plan for negotiation</p>	<p>Topic 3</p> <p>Topic 5</p>
Task 4	<p>Evaluating the project</p> <p>Formal written report evaluating the project (approximately 1500 words) including:</p> <ul style="list-style-type: none"> the planning and implementation of the project <p>and one of the following:</p> <ul style="list-style-type: none"> the financing of the project the marketing communication used the internal communications used. 	<p>Topic 7</p> <p>plus one of:</p> <p>Topic 6</p> <p>Topic 8</p> <p>Topic 10</p>

2: Delivering the coursework

It is helpful to work through the process of carrying out the activity or project with your learners in a whole class lesson. This section breaks down the process and offers advice or clarification on each step.

2.1 Stages in carrying out the enterprise project

The project has to be real, and therefore actually take place in order for learners to complete all four tasks.



2.2 Choosing a suitable project or activity

Learners must show that consideration has gone into the process of choosing a suitable project to undertake and that they have evaluated a number of activities before making a final choice. The simpler the idea, the easier it will be to organise and the greater the likelihood of successful implementation.

2.2.1 Learners working alone

Learners working on their own will be taking sole responsibility for carrying out the project. The project should therefore be relatively small and simple to allow the learner the opportunity to succeed without being overwhelmed by the task. It should be noted that with a larger class, learners may struggle to identify a number of suitable activities or projects and in this situation it may be best to encourage learners to work in small groups.

Learners working alone will not be able to evaluate the use of internal communications. They will therefore be limited in Task 4 to evaluation of two of the remaining three elements; finance, marketing communication and planning and implementation of the project.

Suitable activities could include:

- selling food
- gardening/grass cutting
- baby sitting
- car washing
- making and selling jewellery or other small items
- tutoring younger learners
- small scale local community projects, such as environmental projects.

2.2.2 Learners working in groups

Ideally small groups, with no more than six members, are best. Learners working in groups should carry out a larger, more complex project that allows each person to play a separate, defined role. Each individual must be able to demonstrate their own role in the project.

Here are some suggestions of suitable projects and activities:

- the manufacture of items for sale e.g. cards, printed t-shirts
- providing a snack shop/bar
- recycling clothes
- staging an event such as a fashion show, exhibition or sporting contest
- producing an instruction manual, newsletter or children's book
- local community projects, such as environmental projects or similar funded community work.

2.2.3 Practical considerations

The choice of project will depend upon the range of facilities and resources available to learners, their own skills/talents and the amount of time allocated to run the project. Learners may wish to consider social enterprise type projects where they will be focusing on staying within a set budget rather than making a profit.

Teachers should encourage learners to make as many suggestions as possible. After identifying a range of possible ideas it is recommended that a minimum of two and a maximum of three projects are evaluated to allow learners to select the most suitable project.

The final project should be sufficiently complex to allow all learners the opportunity to produce evidence of all of the required elements, for later tasks, in their portfolio. Therefore there should be an opportunity to:

- plan the activity and monitor progress;
- produce marketing communication and budgets;
- obtain finance;
- communicate with potential customers;
- negotiate with another person or group of people.

Ideally the final project chosen should involve external customers but it is recognised that internal projects may be more practical for some Centres.

2.3 Task 1: Choosing a suitable project

For this task, candidates must present evidence to show that they have carefully considered two or three options before deciding on their final choice of project. Candidates are expected to look at issues such as the feasibility of different options and the relative demand and cost associated with each option.

Candidates produce a formal written report showing consideration of two or three ideas for possible projects

and give a detailed explanation for their choice of project.

Candidates should produce the report before they begin their chosen enterprise project.

In the report, candidates:

- outline and analyse advantages and disadvantages of each idea
- collect, present and analyse appropriate data (e.g. market research or SWOT) for each possible idea
- give a detailed explanation of the reasons for the choice of project and a justified decision, including why other idea(s) were rejected
- write in a formal report style, with headings, subheadings, charts, tables and, where appropriate, clear links to appendices.

This task has an approximate word count of 1200 words (excluding tables, diagrams and appendices). The word count gives candidates the flexibility to explore two or three options and give an explanation of their final project choice. A word count is suggested to encourage depth of analysis rather than breadth.

The work must be presented in a recognised report format. Otherwise it cannot access the highest mark band, as candidates will not be able to demonstrate that it has fully met the task descriptor.

To demonstrate it is a structured report, candidates should be encouraged to include tables, a sample questionnaire and the results of any market research undertaken in a graphical format.

Candidates should be encouraged, wherever possible, to use the findings of their research to explain and support all the decisions that they make. This should help candidates as they make their final choice of project. It will also help them demonstrate an ability to analyse information and evaluate courses of action before making decisions.

2.4 Task 2: planning the project

For this task, candidates must present evidence to show that they have carried out planning to try and ensure the success of their chosen project. There should be evidence that they have considered the activities and tasks to be undertaken, and either the need for finance or the need to tell the potential market about the project.

As stated in the syllabus, candidates are required to submit two pieces of evidence for this task:

- (1) planning to manage potential problems or issues in the action plan
- (2) one of either financial planning or planning marketing communications.

2.4.1 Planning project timescales

Having completed the research and chosen a project, learners should produce an action plan that identifies the key activities to be undertaken. Candidates should produce the action plan before they begin their chosen enterprise project.

Learners are required to produce an action plan for their enterprise project as part of Task 2. While the action plan is not assessed, this should be submitted in the appendix as evidence for Task 2a.

Whether working alone or in a group, candidates should produce an action plan to prepare for their enterprise project. The action plan should cover each stage of the project, including how they will set up, run and monitor the project.

To construct an action plan candidates should first identify all the tasks that need to be carried out to achieve their target. To start with, they should not worry about the order but simply focus on all the activities that need to be done to complete it. Then they should think about which activity should be done first, second etc. and how long each activity might take. Once they have a clear order, they should decide who will be

responsible for each task and how they intend to check that each action has been completed. Teachers should ensure that learners are familiar with the setting of clear and measurable monitoring criteria.

Some activities are likely to be more important than others. For these significant activities additional planning will be necessary to try to ensure that these stages are completed. The focus for Task 2a is managing problems.

An example of an action plan is as follows, although it should be noted the activities and timings will depend on the type and length of project chosen.

Task	Timing of activity	Person responsible	Date for completion	How progress will be monitored	Outcome
Market research	1 week	All	19/2/ X	Use tally chart to check right number of people asked	
Planning for Negotiation	1 week	All	9/4/X	Meeting to decide what we want and use list to check against	
Design posters	1 day	CS	28/4 / X	CS will meet with VF at end of day to check if fits in with our target market	
Advertising	2 weeks	CS, VF, MT	30/4/ X	Time sheet. MT to check posters in place at various times of day.	
Purchase materials	1 day	VF, MT	10/5/X	Shopping list and tick off items as buy	
Set up stall	30 minutes	All	Each day for two weeks	Checklist of all tasks to tick off daily	
Make smoothies	1 hour	CS, MT, VF	Each day for two weeks	Daily rota of who making smoothies each day.	
Get customer feedback	1 hour	MT	Each day for two weeks	Ask customers to complete questionnaire	
Record sales	1 hour	VF	Each day for two weeks	Use sales book to record data	
Clean up	30 minutes	All	Each day for two weeks	Checklist to ensure all jobs done	

2.4.2 Planning to manage potential problems or issues in the action plan

Each individual candidate will use the action plan to identify key activities within the enterprise project that they can write about in Task 2a.

For this task, each individual candidate should identify two or three significant activities from the action plan for their enterprise project. For each activity, the individual candidate submits a written analysis of each potential problem or issue and describes how they intend to manage it.

Candidates who work in a group may agree an action plan together but the significant activities they identify must be the candidate's own individual choices. All candidates must submit their action plan for reference but the plan will not be assessed.

2.4.3 Planning for financing the project OR planning marketing communications

In addition to planning to manage problems, candidates will need to submit evidence of financial planning OR the planning of marketing communications. Candidates should select only one of the options, and both forms of evidence presented should be consistent with the option chosen. For example, if a candidate gives a presentation on sources of finance, the written evidence should also consider sources of finance.

For the option selected, candidates must submit the following two forms of evidence:

- witness statement for the presentation
- written evidence of the **three or four** appropriate options considered, their decision on which option(s) to use, and an explanation of why they believe that they are the most suitable option(s) to use

2.4.4 Witness Statement for the presentation

Each candidate researches and decides on three or four suitable sources of finance for the enterprise project **or** three or four suitable methods of marketing communications for the project.

Each candidate gives a presentation on their proposals, with reasons for their choices, demonstrating their communication and enterprise skills. The presentation should last no more than five minutes.

Learners will have to present written evidence of the presentation of their proposals for financing the project or methods of marketing communication. This evidence will be in the form of a witness statement commenting on the candidate's communication and enterprise skills. This is completed by the teacher or businessperson who watches the presentation.

Candidates may submit documents used in the presentation in an appendix. These documents could take the form of the script used for the presentation, outline slides or other display materials such as examples of proposed marketing communication or budgets. Video/CD/DVD evidence of the presentation should not be sent to the moderator.

Learners should be encouraged to practise their presentation to ensure that it is fit for the purpose and the audience and that they are confident in their delivery of the material. It is the learners' communication and enterprise skills that will be the subject of assessment. Therefore learners must prepare the materials and make the presentation as an individual rather than as part of a group or group activity is being carried out.

It is expected that the witness statements will itemise details such as:

- name of the student
- type of event

- date of event
- size of the group being presented to
- how the learner demonstrated listening skills
- how well the learner interacted with the audience
- how well the learner has demonstrated enterprise skills such as initiative /problem solving skills
- how suitable the presentation was for the purpose and audience
- signature, name and job title of the person completing the witness statement and date of the statement.

An example of a witness statement form is included below, although teachers may develop their own template providing that it supplies the above information.

Presentation witness statement

Name of school

Date

Name of student

Size of group being presented to

Purpose of Presentation

Planning for financing the project

Planning marketing communications

Comments on communication skills by learner

Limited

Some

Good

Ability to explain points clearly

Limited

Some

Good

Listening skills

Limited

Some

Good

Interaction with audience

Limited

Some

Good

Demonstration of enterprising skills shown by learner:

Please comment on each skill separately e.g. creativity, problem solving, initiative.

Comment on suitability of presentation for audience and purpose:

Any other comments: e.g. use and knowledge of enterprise concepts

Supporting notes/ images used:

Name of person completing form:

Signature:

Date:

2.4.5 Written evidence for the choices of sources of finance or marketing communication

The final piece of evidence required is a written record of the candidate's consideration of choices for sources of finance **or** methods of marketing communication, with reasons for their choices. The evidence submitted should be consistent with the content of their presentation.

Candidates submit either:

- Written evidence of the sources of finance the candidate considered for the different financial needs of the project or activity, their decision on which source(s) to use, and an explanation of why they believe that these are the best sources. The candidate should refer to the purpose of the finance, the amount needed and cost of the finance.

OR

- Written evidence of the types of marketing communications the candidate considered, their decision on which method(s) to use, and an explanation of why they believe that their chosen method(s) will be successful. The candidate should refer to reaching the potential market, attracting and retaining customers.

To access the highest Mark Band, candidates will need to provide a detailed explanation for each option, and a thorough justification of the decisions made. Information from the presentation alone will not be able to demonstrate the depth of analysis and evaluation required.

2.5 Task 3: Using enterprise skills to implement the plan

The activity or project is expected to be real and candidates should therefore put their plan into action and run their enterprise project. Each individual candidate submits a written record of how they used five enterprise skills from Section 3.1 of the subject content of their own during the project. One skill must be negotiation. Candidates must only write about their own skills.

2.5.1 Negotiating

During the activity or project, learners may need to arrange finance and / or the rental of equipment or a suitable space from which to operate. Such situations can provide the evidence for the planning for negotiation element of Task 3. Learners should produce a written explanation which includes sufficient detail to be able to assess their skills in negotiating with others. The written explanation should also include the outcome of the negotiation. Topic 5 of the syllabus looks in detail at planning for negotiation and the process, which learners may find helpful. A record of the process may be laid out as shown below, but learners should be encouraged to plan their negotiations in a way that suits their own purpose.

This plan must include details of:

- the people involved in the negotiation
- the situation of the negotiation
- benefits and weaknesses of the candidate's proposal
- outcomes of the negotiation.

An example of a plan for negotiation is included below, although teacher may develop their own template providing that it supplies the above information.

Plan for negotiation

People involved:

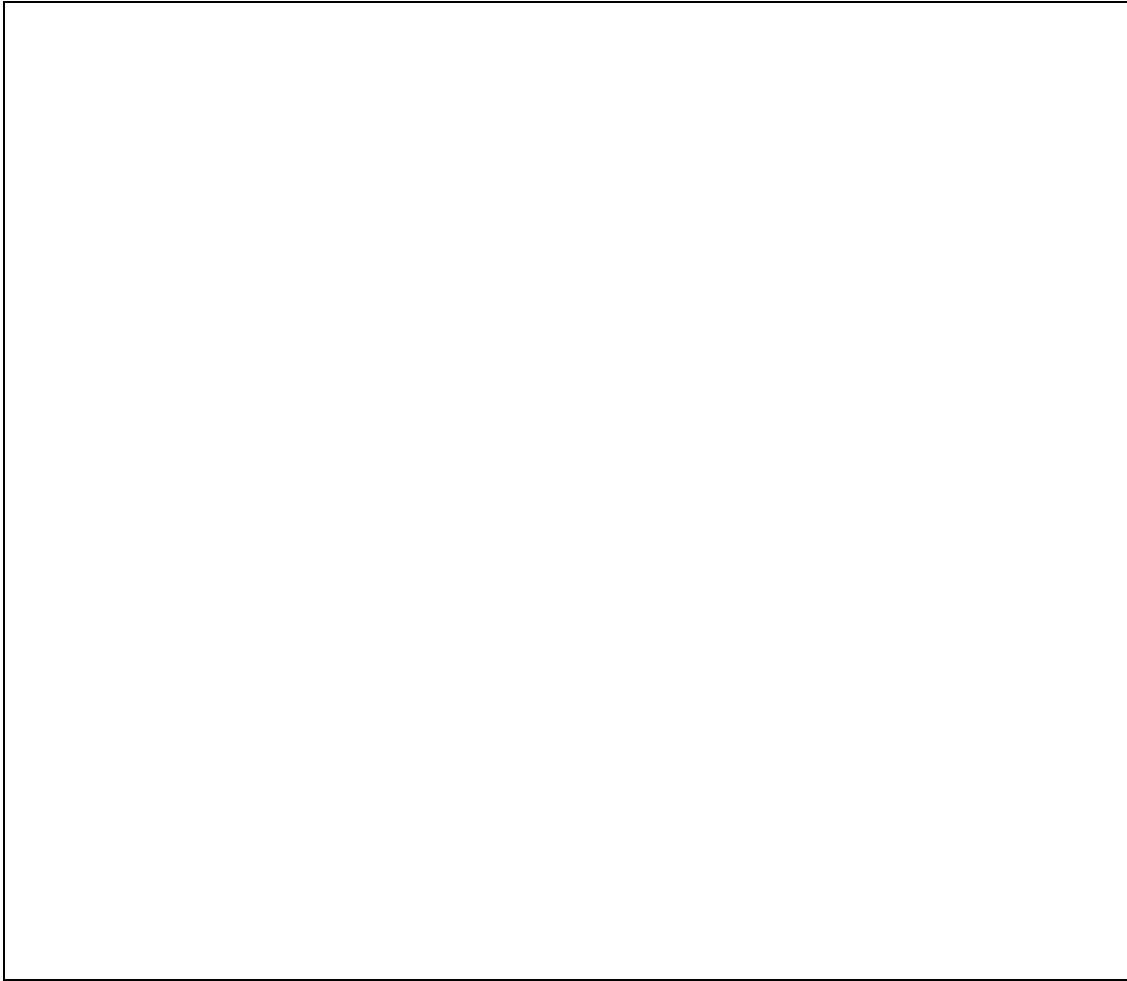
Date: _____

Description of situation:

Evidence to be used in discussion:

Supporting notes/images used:

Outcome of negotiation:

A large, empty rectangular box with a thin black border, intended for the student to write the outcome of their negotiation. It occupies the central portion of the page.

2.6 Task 4: evaluating the project

Learners must analyse and evaluate their project and make recommendations for improvements in a formal written report. The layout (as shown in section 2.7) gives an example of how this might be done, although learners should be encouraged to produce their own, individual evaluations.

For this task, candidates should focus on how well their plans were implemented, rather than evaluating their own performance. It does not matter whether the project was a success or failure, or whether they made a profit or a loss. Candidates should make recommendations for improvements for each of the aspects discussed.

Candidates are being assessed on **their ability to analyse and evaluate** using evidence gathered through the enterprise activity. Being honest and critical of their project will enable candidates to access the full range of marks

For candidates working as a part of a group, it is likely that individual candidates will present different views on the success of the project. This is not an issue as each candidate's evidence should be assessed individually against the stated assessment criteria.

Candidates must produce a written report of **approximately 1500 words**. The report should include appropriate titles and sub-headings and must analyse and evaluate the project, including:

- the planning and implementation of the project (compulsory).
 - areas for analysis and evaluation could include the methods used to plan the project, analysis of any deviations from the plan and evaluation of how well the plan was implemented

and one of the following:

- the financing of the project or activity (optional)
 - areas for analysis and evaluation could include the suitability of the sources of finance used, the way income and expenditure were managed and monitored and the extent to which the enterprise project achieved its financial aims
- the marketing communication(s) used, (optional)
 - areas for analysis and evaluation could include the suitability of marketing communications used in terms of cost, appropriateness for the candidate's enterprise project and how well the methods used helped to attract potential customers
- the internal communications used during the planning and implementation of the project or activity, (optional, only for candidates working in a group).
 - areas for analysis and evaluation could include the suitability of the channels used and the flow, speed and accuracy of communication achieved.

It is important to note that candidates working alone will not be able to evaluate the use of internal communications. They will therefore be limited in Task 4 to evaluation of **one** of the remaining two elements: finance and marketing communications.

Candidates only have to include two of the four topic areas in their report (one of which must be planning and implementation). Candidates should be discouraged from writing about all four topic areas. The assessment criteria for this task focus on AO3 – analysis and evaluation. It is therefore essential that

candidates try to explain all the points that they make, using the evidence they have collected to support any conclusions and recommendations. Discussing more than the required number of topics may result in the report lacking the necessary depth of analysis and evaluation required to access the higher mark bands.

2.7 Report guidance

Learners are expected to write a formal written report for Tasks 1 and 4.

The information needs to be written in an ordered way to make it easy for the reader to find and understand it. To do this, a report is usually divided into sections clearly labelled with headings and subheadings. Subheadings are also useful to highlight and focus on separate areas. The report should only include information relevant for the purpose. Any information that is helpful but not essential to your report should be included in an appendix.

General advice when writing a report:

- Always try to write in a clear and concise way. Try to use appropriate enterprise terms, but avoid colloquial terms that people may not understand.
- A report should be objective. This means it should focus on facts, supported by evidence not opinions.
- Keep sentences short. This helps to keep make points clearer to understand.
- Use headings and subheadings to clearly indicate each section, idea or issue being discussed, and include page numbers throughout the report.
- Work on one paragraph per point. Learners should be encouraged to develop each point made to show analysis and evaluation. This means try to avoid making simple statements and for each point explain how or why it is an issue, and the possible, or actual, impact on the enterprise project.
- Use graphs, tables or evidence to support points. All charts and tables used should be accurate and clearly labelled (see section 2.7.2).

2.7.1 Report format

A report is written in sections with headings and subheadings, which are usually numbered. The structure of a report and the purpose and contents of each section is shown below.

Reported to: (learners name)

Reported by: (learners name)

Date:

Title:

1. Introduction

In this section you should outline the reasons for writing your report. Look at the task descriptor to make sure you know what is required.

A good introduction is usually short, and will only provide the reader with the information they need to understand the purpose of the report.

In Task 4, you could also include a brief explanation of what the project involved.

2. Findings

This section should focus on a discussion of your results. This could be the result from a questionnaire or other data gathered for Task 1, or outcome of monitoring in Task 4.

The points made should be factual, and not just your opinions. This means for each idea or issue identified and discussed **MUST** have evidence provided to support it.

You should include all evidence used in the actual report. Sometimes it may be decided to include the evidence in an appendix, particularly when the material is long, such as an income statement or questionnaire. Where an appendix is necessary, you should clearly reference the appendix in the work as appropriate. The assessor must be able to easily find the information that is being used as evidence.

It is important that you do more than simply describe ideas or events. You will be expected to show analysis. This means developing points to show how or why it is an issue that needs to be considered. You should try to use connecting words such as 'because', 'due to', 'as a result' or 'this means' as a way to expand the points. Based on the analysis, you can evaluate the information and / or make decisions based on the evidence presented.

3. Conclusion

A report should end with a clear summary of your findings. Refer back to key points in your findings section and come to a decision as to what you learned. You should not include any new points or evidence in this section. It can be helpful to look back at the introduction to check that the report has actually answered the question or issue that it set out to discuss.

You may also make judgements based on the facts discussed in the finding section. For example in Task 1, identifying your final choice of project, and explaining why the chosen option has been selected rather than the alternative options. In Task 4, this may be a judgement of the success of each of the activities covered in the findings section.

A conclusion is usually one or two paragraphs.

4. Recommendations (Task 4 only)

These should outline actions to be taken on to solve issues identified in your findings. All suggestions made should be clearly linked to points identified in the report and should be specific, measurable and achievable.

This can be a bullet point list.

5. Appendix

An appendix is where separate additional information can be provided. Examples might include copies of questionnaires, copies of letters, marketing communications, income statements, cash flow forecasts etc.

It is usually information that is either too long to include in the actual report or additional material that is useful but not essential to the report. Each appendix

should be clearly referred to in the relevant section. You should not include something as an appendix if it is not discussed in the main part of the report.

2.7.2 Using charts and tables in a report

Learners will have to present evidence to support any points made. Using charts and tables is a useful way to present information that can make it easier for the reader to understand. For example tables can help organise data or information into a single document. A chart tends to have fewer words and numbers that can make it easy to read, compare and highlight patterns or results.

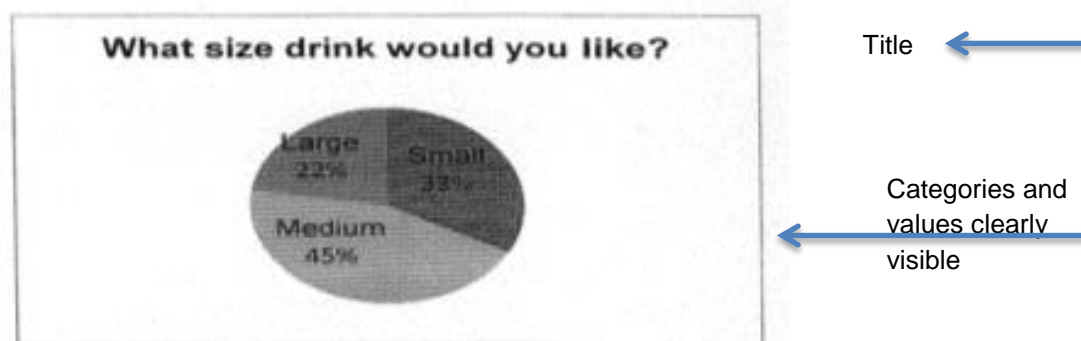
Different types of charts and tables can be used to present different information. Always try to select a suitable type based on the information to be presented. For example pie charts are good to show percentages and bar charts are generally used to show comparisons between different sets of data.

There are many forms of evidence that candidates could use, including:

- Charts and graphs based on results of market research
- SWOT and PEST analysis
- Financial data such as income statement, cash flow or costing information
- Relevant quotes from customer feedback or other stakeholders
- Extracts from minutes or meetings
- Examples of marketing communication used
- Maps or plans showing the layout of a building or venue
- Photographs

Any charts and tables used should include a title, clearly labelled and easy to read. For example a table will have a title and headings for all columns and rows. Line or bar charts will have axis correctly labelled and include any relevant values.

An example of a pie chart:

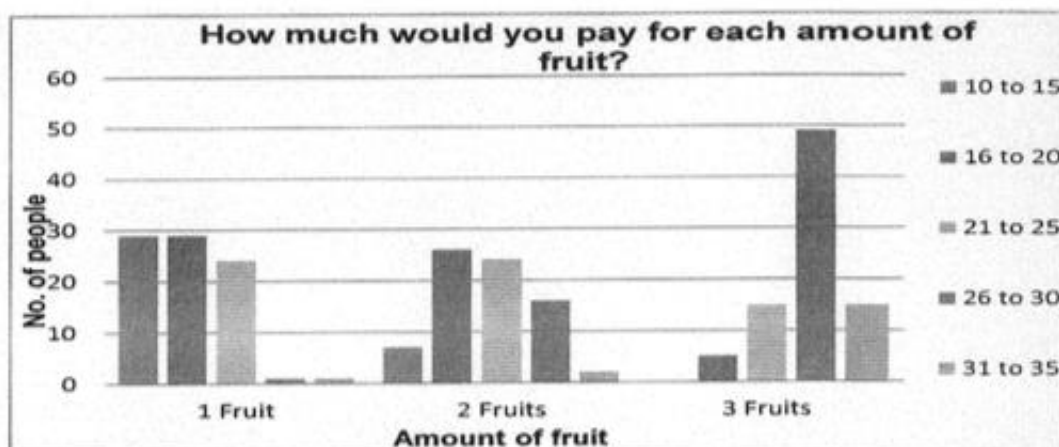


Note: there are other ways to present the information

Charts and tables should only be included if they are used to help answer or clearly illustrate the point being made. For example it is not necessary to include photographs of carrying out a presentation, as the required evidence for this is the witness statement.

It is important the information is presented properly or it can detract from the work. Do not try to include too much information in a single chart.

In this example there is a lot of information being displayed. As such it is not clear whether the reader should focus on the number of fruit or the prices paid.



Always choose a method of presenting information that is suitable for the purpose and audience.

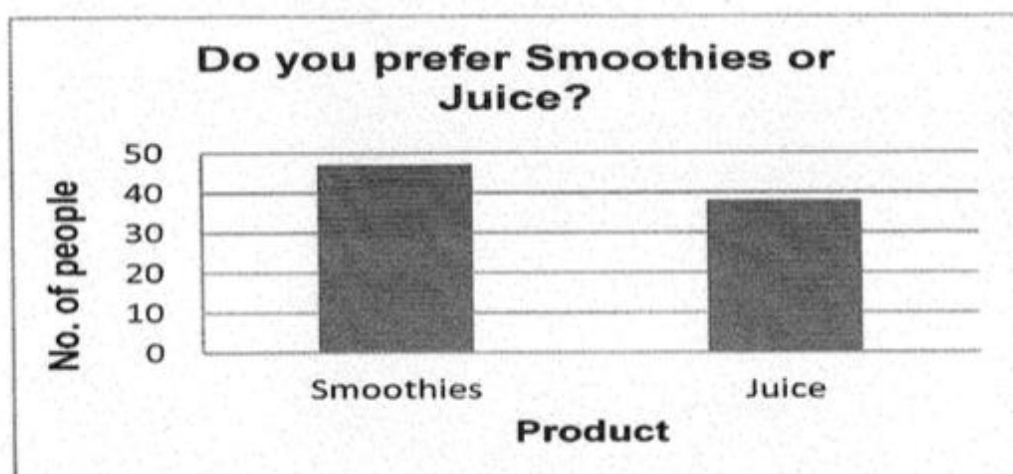
2.7.3 How to analyse results

In Task 1, learners are likely to have created a questionnaire or survey. The results of this research are useful when they are identifying a suitable project.

Learners may wish to consider the following three questions when analysing charts.

- What do I see?
- That does this mean?
- What can I learn from this information to help me make a decision about my project?

For example:



The results show that 48 people preferred smoothies compared to 39 people for juices. This shows that smoothies are 10% more popular with our target market. This means that the potential demand for smoothies is higher, and by offering smoothies it could lead to more sales. This also shows that

selling juices is possible option as 45% of people preferred juices, but this option is higher risk, as it is less popular with our target market.

When trying to build an argument, learners should always try to look at all the evidence before making a decision. For example the results of other questions asked in the questionnaire or survey, costing information, and / or research gathered such as the SWOT analysis.

Learners should think about:

- how each piece of data compares with the other data reviewed
- whether there is a pattern or link between the results?
- whether one piece of evidence supports the other one or not?

Only after they have analysed all the evidence gathered should learners reach any conclusions or make any decisions.

Learners should remember to use the evidence collected as part of their analysis to support their decisions. For Task 1, this will include explaining why they chose a particular option, and why it is better than the other ideas rejected.

2.7.4 Coursework checklist

Checklist of evidence

Task	Candidates must submit:	Included – tick [✓]
Task 1	Formal written report on identifying an appropriate project (approximately 1200 words)	[]
Task 2a	Identification of potential problems and solutions for two or three activities Action plan (for reference)	[] []
Task 2b	Planning for financing the project Written evidence of the sources of finance the candidate considered Presentation witness statement OR Planning marketing communications Written evidence of the types of marketing communications the candidate considered Presentation witness statement	[] [] [] []
Task 3	Written description of using five enterprise skills (from Section 3.1 of subject content) Plan for negotiation	[] []
Task 4	Formal written report evaluating the project (approximately 1500 words) including: <ul style="list-style-type: none"> • the planning and implementation of the project and one of the following: • the financing of the project • the marketing communication used • the internal communications used. 	[] []

3: Assessing the coursework

3.1 Assessment of the coursework

As the teacher, you will need to mark the assignment using the marking criteria provided in the coursework (Centre-based assessment) section of the syllabus booklet. Where more than one teacher is involved at a centre, a meeting will need to take place to ensure that all teachers are applying the mark scheme to the same standard. This is known as a standardisation (or coordination) meeting. Once all the marking is complete, your Coordinator will need to check that that standard has been consistently maintained and so will need to sample the work of each teacher, this is called internal moderation. See Section 4 for more information.

It is important when assessing candidates' work that teachers annotate the assignments throughout, to show where learners have achieved their marks and where they have moved through the mark bands. Such annotations inform the Internal Moderator in detail, how individual teachers have interpreted the mark scheme.

All assessment decisions must be made objectively against only the listed criteria in order to maintain a common standard. Whether the enterprise project itself can be said to have failed or succeeded is not one of the assessment criteria. Instead, what is assessed is listed below as three Assessment Objectives: Knowledge, Application and Analysis, and Evaluation. Whatever the emotional and academic engagement in the development of learners as entrepreneurs, assessors must consciously avoid any element of subjectivity based on their knowledge of the learner and their expectations of how well that learner should perform.

This summary table of assessment criteria from the syllabus provides a useful starting point in understanding the assessment process.

Assessment Objectives		Weighting for coursework
AO1: Knowledge and understanding	Demonstrate knowledge and understanding of the concepts, skills and terminology relating to enterprise	10%
AO2: Application	Apply knowledge and critical understanding to familiar and unfamiliar enterprise problems and issues. Develop communication materials appropriate for the intended audience and purpose	35%
AO3: Analysis and evaluation	Analyse, interpret, and evaluate information. Explore and find solutions to enterprise problems and issues	55%

For each task, assessors are provided with a detailed breakdown of each aspect or 'strand' that is assessed within it, so that the coursework evidence that each learner produces can be judged against the specific criteria at each level.

The mark bands within each assessment strand build progressively upon each other. When assessing the work you should carefully consider all the evidence for that task in the light of the descriptions within the table, awarding marks as specified. When deciding which mark band to place a learner in, you should begin

by searching for evidence that they have fulfilled the criteria for the highest mark band. If they have provided evidence in the coursework that matches the requirements of the top mark band, you can then assess whether the evidence is sufficient to award the highest marks available in the range of that top mark band.

If you do not consider the evidence sufficient to fulfil the criteria for even the lower end of the top mark band range, you should apply the same process to the next mark band down and then if necessary the mark bands below that.

Once you have decided which mark band best describes the learner's work and which mark should be awarded for the task, you should (ensure you have annotated the learner's work appropriately) and then complete the Individual Candidate Record Card.

3.2 Annotation

When assessing a learner's work the teacher **must** make annotations on each task. The work must show how the marks have been awarded in relation to the marking criteria. Appropriate annotation might include showing where and which Assessment Objectives have been demonstrated in a particular task. Teachers may wish to add comments, but these should only make reference to how well the learner has demonstrated the assessment criteria.

Where appropriate, the teacher should also show where the learner has shown the necessary skills to move up a mark band.

Marked examples of candidate work accompany this handbook on the School Support Hub. These include examiner commentaries to help you familiarise yourself with the application of the mark scheme. This additional guidance aims to help you establish the standard.

3.3 Assessing Task 1

Marks are awarded against each assessment criterion using the statements within the bands. A mark of zero should be awarded for non-creditworthy responses.

It is important that candidates do present this information in a report format to access all three mark bands. To access mark band 3, one of the descriptors clearly states that candidates must use 'a well-structured report, including appropriate charts, headings and subheadings.' A possible format that candidates could use is provided in section 2.8.1.

Work judged to be at mark band 1 level is likely to be incomplete or candidates might only have provided simple statements or descriptions relating to the task. Better candidates will have made some attempt to explain the information that they have gathered to support the decisions they have made.

For candidates to access the highest mark band, they will have presented good evidence to support the points being made. The report will include a detailed assessment of the advantages and disadvantages of a range of options before making a decision. There will be tables and charts used, which are appropriate for the intended purpose.

Level	Assessment guidelines for Task 1	Marks	Additional guidance
3	<ul style="list-style-type: none"> • Good analysis and evaluation of two or three project options, using their knowledge of enterprise concepts and terminology • Well-structured report, including appropriate charts, headings and sub-headings • Report uses devices such as clear references to data gathered and appendices where appropriate 	8–10	In the report, candidates are likely to show evidence that they have considered both the advantages and disadvantages of each project before making a decision. They are also likely to have used relevant terminology from the syllabus in their evidence and presented their materials using the required layouts.
2	<ul style="list-style-type: none"> • Some analysis and evaluation of two or three project options using their knowledge of enterprise concepts and terminology • Structured report, including charts, headings and sub-headings • Some links to data gathered and appendices where appropriate 	5–7	The report may not be entirely suitable for the audience – there may be errors in layout, spelling or the language used for example. At this level there is likely to be evidence to show that they have identified advantages or disadvantage for different ideas before making a decision.

Level	Assessment guidelines for Task 1	Marks	Additional guidance
1	<ul style="list-style-type: none"> Limited attempt to identify, analyse and evaluate project options using their knowledge of enterprise concepts and terminology Basic attempt at a structured report, with very limited use of charts, headings and sub-headings Very few links to data gathered and appendices 	1–4	<p>Work at this level is likely to be incomplete. The work presented may perhaps be in written note form rather than in the formats requested.</p> <p>To gain marks in this task however, some use of relevant business concepts and terminology should be evident.</p>
0	<ul style="list-style-type: none"> No creditable response 		

3.4 Assessing Task 2

Marks are awarded against each assessment criterion using the statements within the bands. A mark of zero should be awarded for non-creditworthy responses.

If candidates do not identify two or three significant activities from the action plan for their enterprise project, they are unlikely to access mark band 2 (5–7 marks) and above. This is because they will be unable to satisfy the relevant descriptors to meet the assessment criteria for these higher mark bands.

Task 2a Managing problems

Identification of only one problem is only likely to be able to access mark band 1. A candidate who has clearly identified and described how they plan to manage each problem or issue could access at least mark band 2. To access the highest mark bands, the assessor would expect candidates to produce detailed explanations, and consider different ways to manage the problem before deciding on a suitable course of action.

When deciding which mark band to select, the assessor should consider the level of detail presented as well as the quality of the explanations made. To access the highest Mark Band, candidates will need to provide a detailed explanation and a thorough justification of any decisions made.

Level	Assessment guidelines for Task 2a	Marks	Additional guidance
3	<ul style="list-style-type: none"> • Good analysis of potential issues or problems and how they plan to manage them • Good application of enterprise skills to the planning of a project or activity • Explanations showing good knowledge of relevant enterprise concepts and terminology 	8-10	<p>At this level the learner is likely to have prepared a detailed explanation of at least two significant issues, showing good knowledge of relevant enterprise concepts and terms. To achieve at the top of this level, the explanations of how to manage each of the problems identified would need to include:</p> <ul style="list-style-type: none"> • analysis of a selection of ways in which each problem could be managed • identification and justification of any decisions made
2	<ul style="list-style-type: none"> • Some analysis of potential issues or problems and how they plan to manage them • Some application of enterprise skills to the planning of a project or activity • Explanations show knowledge of relevant enterprise concepts and terminology 	5-7	<p>At this level the candidate will have identified at least two significant issues. A range of concepts and enterprise-related terms are likely to have been used and a clear attempt made (even if unsuccessful) to analyse different ways each problem could be managed.</p>
1	<ul style="list-style-type: none"> • Limited analysis of potential issues or problems and how they plan to manage them • Limited application of enterprise skills to the planning of a project or activity • Explanations show limited knowledge or enterprise concepts and terminology 	1-4	<p>Work at this level is likely to be incomplete and poorly produced with little or no use of the terminology required. The presentation of the work may be poor, showing little understanding of what is required.</p>
0	<ul style="list-style-type: none"> • No creditable response 	0	

Task 2b Financial planning or planning marketing communications

Marks are awarded against each assessment criterion using the statements within the bands. A mark of zero should be awarded for non-creditworthy responses. This can be a difficult task to assess. This is because the teacher will have to assess *how well* the **individual** candidate has applied their communication and enterprise skills in the presentation. Each skill demonstrated in the presentation will need to be supported by appropriate written evidence for this task.

If candidates do not provide evidence for both tasks, they are unlikely to access mark band 2 (5–7 marks) and above. This is because they will be unable to satisfy the relevant descriptors to meet the assessment criteria for these higher mark bands.

Financial planning

Failure to include both elements of this part of the task will restrict the candidates' ability to access the higher mark bands.

OR Planning marketing communications

Again, the failure to include both elements of this part of the task will restrict the candidate's ability to access the higher mark bands.

For example work credited at mark band 1 is likely to be incomplete. There might be no evidence of a presentation or there is little or no relevant supporting commentary to support their final choice for financing the project or types of marketing communication selected.

Better candidates are likely to have included evidence for both parts of this task. If candidates:

- provided evidence of a suitable presentation,
- made some attempt to explain why they have selected their methods of marketing communication (or proposed sources of finance) and
- included some justification for their final choice the work is likely to be at mark band 2 or above.

The candidate might want to:

- explain how the method of marketing communication might attract customers or
- consider the relative costs of each source of finance in relation to their expected budget.

When deciding which mark band to select, the assessor should consider the level of detail presented as well as the quality of the explanations and judgement made. To access the highest mark band, candidates will need to provide a detailed explanation and a thorough justification of the decisions made.

Level	Assessment guidelines for Task 2b	Marks	Additional guidance
3	<ul style="list-style-type: none"> • Good analysis and evaluation of appropriate options before making decisions • Good application of enterprise skills to the proposals for finance or marketing communications • Communication is very suitable for the audience and purpose • Demonstrates good knowledge of relevant enterprise concepts and terminology 	8-10	The work produced is likely to address both aspects required for Task 2b. At this level there are likely to be few, if any, errors or gaps in the evidence collected. To achieve at the top of this level the presentation should be very suitable and the financial or market communications plans should be detailed. Any decisions made should be thoroughly justified.
2	<ul style="list-style-type: none"> • Some analysis of potential issues or problems and how they plan to manage them • Some application of enterprise skills to the planning of a project or activity • Explanations show knowledge of relevant enterprise concepts and terminology 	5-7	To gain a mark at this level, there is likely to be some evidence of an attempt at both the tasks required. There will be evidence to show that some skills have been used and to show that the presentation is suitable for the audience or purpose. The work will contain some relevant enterprise-related terms and clearly attempt (even if unsuccessfully) to analyse information in order to make decisions.
1	<ul style="list-style-type: none"> • Limited analysis of potential issues or problems and how they plan to manage them • Limited application of enterprise skills to the planning of a project or activity • Explanations show limited knowledge or enterprise concepts and terminology 	1-4	Evidence at this level is likely to be incomplete and poorly produced with little or no use of the terminology required. The learner may provide evidence of a presentation and /or written evidence but the quality of the work may be poor, showing little understanding of what is required.
0	<ul style="list-style-type: none"> • No creditable response 	0	

3.5 Assessing Task 3

Marks are awarded against each assessment criterion using the statements within the bands. A mark of zero should be awarded for non-creditworthy responses.

The candidate will have to provide appropriate **written evidence** to support this task. A candidate whose evidence is brief or incomplete is likely to be awarded mark band 1. At this level, the skills do not need to be listed but the description of work carried out will show that the candidate has tried to apply some skills when implementing their plan. A common omission is likely to be evidence of five named skills. In mark band 1, the candidates are likely to have written simple descriptions of tasks undertaken. Better candidates will provide more detailed descriptions of the tasks that they performed, to show that they have used the named skills of enterprise whilst implementing their plan. There is likely to be evidence of a plan to negotiate to show that they were able to negotiate with others. To access level 3, the evidence presented will be detailed, clearly showing how the candidate applied named enterprise skills, including negotiation, when implementing a plan.

If candidates do not provide evidence of five skills, including negotiation, they are unlikely to access mark band 2 (4-5 marks) and above.

Level	Assessment guidelines for Task 3	Marks	Additional guidance
3	<ul style="list-style-type: none"> Good ability to show how the candidate applied named enterprise skills, including negotiation, when implemented a plan, supported by clear examples from the project 	8-10	Evidence at this level is likely to be detailed, clearly showing how the learner applied the five named skills, including negotiation, and supported by clear examples from the project
2	<ul style="list-style-type: none"> Some ability to show how the candidate applied named enterprise skills, including negotiation, when implementing a plan, supported by clear examples from the project 	5-7	Evidence at this level is likely to show that the learner has used some of the skills identified in Topic 3.1 of the syllabus when implementing their plan. The skills will be named but the examples may not clearly show that the learner has applied their knowledge when implementing their plan. At this level there is likely to be some exemplification used to show that the learner has applied these skills, including negotiation, when implementing the plan.

Level	Assessment guidelines for Task 3	Marks	Additional guidance
1	<ul style="list-style-type: none"> Limited ability to show how the candidate applied named enterprise skills, including negotiation, when implementing a plan, supported by clear examples from the project 	1-4	<p>Evidence at this level is likely to be brief and possibly incomplete. The learner may provide some description of the tasks that they performed and/or a negotiation undertaken.</p> <p>There is likely to be no or limited exemplification included from the project to show how the candidate applied named enterprise skills.</p>
0	<ul style="list-style-type: none"> No creditable response 	0	

3.6 Assessing Task 4

When evaluating the outcome of the project or activity, teachers should bear in mind that assessment does not focus on how successful the enterprise was, but on how learners have used evidence to form the basis of analysis and evaluation regarding the outcome. It is likely that learners working as a group will present different views on this. Each learner's evidence should be assessed individually against the criteria.

Marks are awarded against each assessment criterion using the statements within the bands. A mark of zero should be awarded for non-creditworthy responses.

A candidate whose evidence is brief or incomplete is likely to be awarded mark band 1 or 2. The candidates are likely to have written simple descriptions of tasks undertaken, but attempted very little analysis of points identified. The candidate will make a decision as to the success of the project and or the way it was implemented. There will be an attempt to provide some evidence to support this view. The work might not be presented as in a formal report format. For band 2, candidates will show some attempt to weigh up either the success or failure of the enterprise with respect to the aspects chosen. There should be some limited attempt to use evidence to justify the decision made but this is likely to be very brief. There may be a recommendation for improvement but this will not be justified with evidence.

For mark band 3, candidates will have discussed both required elements, one of which must be planning and implementation, and the work will be presented in a report format. The candidate will attempt to organise some evidence to show both the success and failure of the enterprise with respect to the elements under discussion, however the discussion may be unbalanced. There will be an attempt to use the evidence to draw a conclusion and make some attempt (even if unsuccessful) at justifying recommendations for improvement.

For mark band 4, candidates will attempt to explain both the successful and unsuccessful aspects of their enterprise. Evidence will be used to justify the points made. However one or more key points will be missed. A recommendation for improvement will be made with some attempt to explain why this will improve the enterprise. Candidates awarded mark band 5, will have prepared a detailed written report, using a suitable layout. A range of evidence will be organised to make justified recommendations for improvement in both areas discussed. The evidence will be used to show both the positive and negative aspects of the areas under discussion.

Level	Assessment guidelines for Task 4	Marks	Additional guidance
5	<ul style="list-style-type: none"> • Very good analysis of both areas, covering positive and negative outcomes for each area, clearly supported by evidence in a formal report style • Very good evaluation and conclusions, clearly supported by evidence • Justified recommendations for improvements for both areas, clearly showing how they would improve their enterprise project 		<p>At this level the learner is likely to have prepared a detailed, written report, using a suitable layout.</p> <p>A range of evidence is likely to have been organised making justified recommendations for improvement in both areas discussed. The evidence may have been used to show both the positive and negative aspects of the areas under discussion.</p>
4	<ul style="list-style-type: none"> • Good analysis of both areas, covering positive and negative outcomes for each area, supported by evidence in a formal report style • Good evaluation and conclusions, supported by evidence • Recommendations for improvements for both areas are offered 		<p>At this level the candidate may attempt to explain both the successful and unsuccessful aspects of their enterprise.</p> <p>Evidence is likely to have been used to justify the points made. However, one or more key points may have been missed.</p> <p>A recommendation for improvement has probably been made with some attempt to explain why this will improve the enterprise.</p>
3	<ul style="list-style-type: none"> • Some analysis of both areas, generally supported by evidence in a formal report style • Some evaluation and/or conclusions made, generally supported by evidence • Recommendations for improvements for at least one area are offered 	8-10	<p>Work at this level is likely to cover both of the analytical and evaluative elements required; the evidence will have been presented using a report format.</p> <p>The candidate may have attempted to organise some evidence to show both the success and failure of the enterprise with respect to the elements under discussion. However, the discussion may be unbalanced.</p> <p>There may be attempts to use the evidence to both draw a conclusion and to justify any recommendations for improvement (even if unsuccessful).</p>

Level	Assessment guidelines for Task 4	Marks	Additional guidance
2	<ul style="list-style-type: none"> Limited analysis of at least one area is offered, but this will often be descriptive. Formal report layout may not be used Limited evaluation and/or conclusions made, which may or may not be supported by evidence Recommendations for improvements are offered, but these may not be linked to the specified areas 	5-7	<p>Work at this level is likely to show some attempt to weigh up either the success or failure of the enterprise with respect to the aspects chosen.</p> <p>The candidate may make some limited attempt to use evidence to justify the decision made; this is likely to be very brief.</p> <p>There may be a recommendation for improvement but this is likely to have not been justified with evidence.</p>
1	<ul style="list-style-type: none"> Very limited, if any, analysis offered of one area, but this will often be descriptive Formal report layout may not be used Very limited evaluation or conclusion made Recommendations for improvements may not be offered 	1-4	<p>Work at this level is likely to be incomplete, with only one of the required elements being explained.</p> <p>The candidate may not present the work using a formal report format.</p> <p>The candidate may make a decision as to the success of the project and/or the way it was implemented.</p> <p>There is likely to be an attempt to provide some evidence to support this view.</p>
0	<ul style="list-style-type: none"> No creditable response 	0	

4: Coursework administration

4.1 Internal standardisation

Where more than one teacher is involved in the marking of the practical coursework component, standardisation is essential. All teachers involved in the marking must have a common understanding of the mark scheme so that assessment can be carried out consistently. Each school appoints an Internal Moderator from amongst the more experienced teachers delivering the subject and it is their task to ensure the quality and consistency of the marking.

It is important that staff therefore hold a standardisation meeting at the earliest opportunity that material is available, during which all teachers agree on the quality of specimens of work.

At such meetings there should be consideration of:

- the mark schemes
- three pieces of work that illustrate three different mark bands.

Teachers should ensure that they give equal importance to each strand of the mark scheme (knowledge with understanding, skills and analysis, and conclusion and evaluation).

At the meeting there should be a discussion of the quality of the work. Each example should be assigned to a mark band and lastly, a mark should be decided. Exact agreement on the mark is unlikely but there should be general agreement.

It is very beneficial to hold similar meetings at intervals during the course. This saves time when internal moderation takes place. Standardisation can also take place throughout the course at points where sufficient material becomes available.

Where only one member of staff is involved in the delivery and assessment of this coursework component, a line manager should take responsibility for standardisation.

4.2 Internal moderation

This meeting is essential if there are two or more teaching sets entering candidates from the Centre and they have a different teacher/moderator. It should take place after all marking has been completed.

An experienced and senior member of staff must take responsibility for ensuring that marking has been carried out consistently and to the required standard by all assessors in the Centre. This person is referred to as the Internal Moderator.

The function of the Internal Moderation meeting then is to establish a single, reliable rank order for all the candidates in the centre and it must be held just before marks are submitted to Cambridge.

The centre should select a few experienced teachers (who are known to be reliable assessors), and who can meet in order to assess the marking of each set in turn.

1. First they must agree on the marking of each other's candidates.
2. Next, they must examine a sample of ten submissions from each of the other sets in turn. This sample should include the full range of candidate abilities experienced, from the highest to the lowest mark.
3. The marks may be approved, or judged to be either:
 - consistently harsh overall
 - consistently generous overall
 - consistently harsh within a particular range of the marks
 - consistently generous within a particular range of the marks.

Consistent marking allows moderators to amend either harsh or generous marking traits across all of a teacher's marking based on their judgement of a sample of the work, this is called 'scaling'. This is one of several reasons why standardisation is so important.

If the moderating teachers are not sure how to adjust marks, (that is to say they are not able to see a clear and consistent pattern of marking that can be scaled) they may call for more folders from a teaching set. Where the marking is inconsistent, they should try to discern the pattern from the additional samples. If no pattern can be discerned after investigation, these samples may need to be remarked.

Where marking is inconsistent, it is usually because one of the criteria in the mark schemes has been considered more important than the rest. Another common issue is when an unduly large number of candidates have been given the same mark and it is impossible to agree that the work is of the same quality. This can usually be resolved by asking the teacher to redistribute the candidates over a three or even four-mark range.

When the process is at an end, the Internal Moderator should make sure that all the amendments to the marks are recorded on the Coursework Assessment Summary Form and that these are the final marks to be recorded on the individual coursework submissions and on the mark sheets as well as being those that are submitted to Cambridge.

In centres where only one member of staff is involved in the delivery and assessment of this coursework component, a line manager should assume responsibility for the internal moderation process.

4.3 Recording and despatching of marks

There are two separate sets of paperwork, listed below, that must be sent to Cambridge at the end of the course. Both should arrive as soon as possible but no later than the dates specified in the *Cambridge Handbook*.

- (3) The top copy of the computer-printed Mark Sheet (MS1), recording all the learners' marks, should be sent to Cambridge in the specially provided envelope.
- (4) A sample of learners' coursework, consisting of the following **four** components, should be sent to Cambridge for external moderation.
 - (a) A completed Individual Candidate Record Card for each learner
 - (b) A completed Coursework Assessment Summary Form for the whole group
 - (c) The second copy of the Mark Sheet (MS1) that was sent to Cambridge
 - (d) A sample of learners' work covering a range of learners and marks

For the live examination series, interactive electronic forms can be found on the Cambridge Samples Database at www.cambridgeinternational.org/samples. Simply enter your Centre number and the syllabus code (0454) to access all forms and information.

The four components that make up the coursework sample are described in more detail below.

4.3.1 The Individual Candidate Record Card

Marks awarded to each learner for all assessments throughout the course must be recorded on their own Individual Candidate Record Card. Ideally this card should be filled in after each assessment is completed during the course and maintained as a record, rather than being filled in retrospectively at the end of the course. If a learner is absent for all or part of a task they should be recorded as 'absent' and not given a mark of zero. Interactive versions of these forms can be downloaded from the Samples Database.

Towards the end of the course, when all assessments are complete, each learner's final mark must be calculated. The four task totals should then be added together to find the overall total (a maximum mark of 60), which should then be recorded in the total box.

Please note the final marks should be the **final moderated marks** and not the teacher's original marks (if they differ).

4.3.2 The Coursework Assessment Summary Form

This form is used to record all the learners' total marks for each task and also their overall total marks. In centres where more than one teacher assesses coursework, each learner's internally moderated mark must also be recorded on this form. All forms can be downloaded from the Samples Database.

Any changes to marks due to moderation should be signed by the Internal Moderator, as well as the teacher responsible for filling in the form. The totals from this sheet are transferred to the Mark Sheet (MS1) that is sent to Cambridge.

4.3.3 The Mark Sheet (MS1)

The computer-printed Mark Sheet lists the learner names and numbers of all the learners entered for the examination. All the learners' total marks (the overall totals or, if more than one teacher assesses coursework, the internally moderated totals) from the Coursework Assessment Summary Form must be accurately transferred to the Mark Sheet (MS1).

The top copy of the MS1 should be sent separately to Cambridge in the specially provided envelope and the second copy should be included with the coursework sample so that the External Moderator can check that the marks have been correctly transferred.

4.4 The external moderation sample

If you are a UK Centre, Cambridge will select a list of learners whose work is required for external moderation. The number of coursework samples Cambridge will ask you to provide is based on the number of candidates you have entered. This information can be found on the Cambridge Samples Database at www.cambridgeinternational.org/samples. Simply enter your Centre number and syllabus code (0454) to access all forms and information.

As soon as your sample is prepared, send the candidates' work with the corresponding Individual Candidate Record Cards, the Coursework Assessment Summary Form and the second copy of MS1 to Cambridge.

The sample will include the work of the highest and lowest marked pieces of work. The remaining work in the sample will reflect the whole range of marks awarded.

All work submitted must be clearly identified, and should include the following details:

- Centre number
- Centre name
- Learner number
- Learner name
- Unit code and title
- Project title

All work should be securely fastened together to ensure that all relevant material(s) are presented for assessment and moderation. This is particularly important when work is sent for external moderation. The external moderator can only verify the marks if the necessary evidence is presented. Should any material not be presented, it could affect the overall marks awarded to learners.

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Avenue, Cambridge, CB2 8EA
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

Copyright © UCLES February 2018