

Cambridge O Level Enterprise (4054) Scheme of Work

This Scheme of Work has been designed to support you in your teaching and lesson planning for the Cambridge O Level Enterprise (4054) syllabus.

The Scheme of Work 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 Scheme of Work is applicable to the O Level syllabus and should therefore be referred to by all teachers of the Cambridge O Level Enterprise (4054) syllabus.

Scheme of Work

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/GL6ZNJB

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Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

Suggestions for independent study (**I**) and formative assessment (**F**) are also included. Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

Guided learning hours

Guided learning hours give an indication of the amount of contact time you need to have with your learners to deliver a course. Our syllabuses are designed around 130 hours for Cambridge IGCSE courses. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below give some guidance about how many hours we recommend you spend on each topic area.

Topic	Suggested teaching time (hours / % of the course)	Suggested teaching order
1 Introduction to enterprise	It is recommended that this unit should take about 7 hours/ 6% of the course.	It is suggested that the IGCSE Enterprise course is better suited to non-linear teaching. The order of coverage may depend on plans for coursework activities and other school related factors, such as whether learners also study IGCSE Business Studies. Coursework activities are built into the scheme, with the assumption that learners will be planning, implementing and evaluating their chosen enterprise as an ongoing process.
2 Setting up a new enterprise	It is recommended that this unit should take about 7 hours/ 6% of the course.	
3 Enterprise skills	It is recommended that this unit should take about 7 hours/ 6% of the course.	
4 Enterprise opportunities, risk, legal obligations and ethical considerations	It is recommended that this unit should take about 12 hours/ 9% of the course.	
5 Negotiation	It is recommended that this unit should take about 12 hours/ 9% of the course.	
6 Finance	It is recommended that this unit should take about 23 hours/ 18% of the course.	
7 Business planning	It is recommended that this unit should take about 15 hours/ 12% of the course.	

Topic	Suggested teaching time (hours / % of the course)	Suggested teaching order
8 Markets and customers	It is recommended that this unit should take about 21 hours/ 15% of the course.	
9 Help and support for enterprise	It is recommended that this unit should take about 5 hours/ 4% of the course.	
10 Communication	It is recommended that this unit should take about 21 hours/ 15% of the course.	

Resources

The up-to-date resource list for this syllabus, including textbooks endorsed by Cambridge International, is listed at www.cambridgeinternational.org. Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. As such, all textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective.

School Support Hub

The School Support Hub www.cambridgeinternational.org/support is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on the School Support Hub at www.cambridgeinternational.org/support. If you are unable to use Microsoft Word you can download Open Office free of charge from www.openoffice.org.

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

We have written this scheme of work for the Cambridge IGCSE Enterprise 0454 syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

Learning objectives help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as ‘We are learning to / about...’.

Suggested teaching activities give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Syllabus ref.	Learning objectives	Suggested teaching activities
1 Introduction to enterprise	Know about different ways of being enterprising.	<p>Teacher-led discussion of activities that demonstrate enterprise.</p> <p>Learners work in groups and each group present ideas to the class for being enterprising in the school and home environment</p> <p>Extension: activity: Learners carry out a survey of their peers about different ways they have been enterprising over the last six years. Present survey results in a formal report.</p> <p>Learners produce a poster showing the many ways of being enterprising. (I)</p> <p>Coursework Task 1: Learners mind map potential enterprise project ideas. (I)</p>
Past and specimen papers		
<p>Past/specimen papers and mark schemes for Cambridge IGCSE 0454 can be downloaded at www.cambridgeinternational.org/support (F)</p> <p>Jun 16 Paper 11 Q1(a) & (b) Jun 16 Paper 12 Q2(a) Specimen paper for examination from 2020 Q1(a).</p>		

Extension activities provide your more able learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding with direct input from you.

Past papers, specimen papers and mark schemes are available for you to download at: www.cambridgeinternational.org/support

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

Formative assessment (F) is on-going assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, 'mind maps', or 'concept maps'. These kinds of activities can be found in the scheme of work.

Introduction to enterprise

Syllabus ref.	Learning objectives	Suggested teaching activities
1 Introduction to enterprise	1.1 Understand what is meant by enterprise	<p>What is enterprise? – Learners complete an online quiz or you can create your own quiz to use with your class.</p> <p>TES Teaching Resources –download them for free and adapt them to suit your classroom activities www.kahoot.com for flexible quiz outlines and ideas.</p> <p>General resources - www.my-work-experience.com search 'enterprise teaching resources'.</p> <p>Learners identify key definitions. (I)</p>
	1.1 Understand the importance of stakeholder groups to an enterprise	<p>Who are stakeholders? Teacher-led discussion about stakeholders in own school organisation.</p> <p>Learners use example business case studies and identify stakeholder groups and their possible objectives.</p> <p>Learners produce a poster based on a business of their choice, showing written and picture images of stakeholder groups and their objectives. (I)</p>
	1.2 Know about different ways of being enterprising	<p>Teacher-led discussion of activities that demonstrate enterprise.</p> <p>Learners work in groups and each group presents ideas to the class for being enterprising in the school and home environments.</p> <p>Extension: activity: Learners carry out a survey of their peers about different ways they have been enterprising over the last six years. Present survey results in a formal report.</p> <p>Learners produce a poster showing the many ways of being enterprising. (I)</p> <p>Coursework Task 1 – Learners produce a mind map of potential enterprise project ideas. (I)</p>

Past and specimen papers

Past/specimen papers and mark schemes for Cambridge IGCSE 0454 can be downloaded at www.cambridgeinternational.org/support **(F)**

Jun 16 Paper 11 Q1(a) & (b)

Jun 16 Paper 12 Q2(a)

Specimen paper for examination from 2020 Q1(a)

Setting up a new enterprise

Syllabus ref.	Learning objectives	Suggested teaching activities
2 Setting up a new enterprise	2.1 Understanding the six stages of the enterprise process	<p>Teacher-led discussion, followed by a group activity, where learners sort cards into the correct order of the process.</p> <p>Visit by a young entrepreneur to tell 'their story'.</p> <p>Use of case studies: Learners use case studies from textbooks, web-based resources or local examples to identify how enterprises progress through the stages. Produce poster 'life cycle of an enterprise' or similar.</p> <p>Coursework Task 2a – Learners work in groups to produce a flow chart of the stages they will go through during the process of their own enterprise.</p>
	2.2 Be able to describe, compare and contrast different types of business organisation	<p>Learners produce a presentation or table comparing different types of organisation, including social enterprises. Consider areas such as: the number of owners allowed, how profits are shared, control and decision making, legal status and the relative advantages and drawbacks of each for a new enterprise.</p> <p>The information for the table could be provided for learners on separate cards – learners work in groups to match the points to the correct type of organisation.</p> <p>Quiz or worksheets to test knowledge such as those from: www.tutor2u.net/business (F)</p> <p>Leaflet produced by learners illustrating different types of business organisations in the local area. (I)</p> <p>Extension activity: Working in pairs or a small group, research two franchise opportunities that operate in your country. Produce a presentation on advantages and disadvantages, costs involved, as compared to starting an independent enterprise.</p>

Past and specimen papers

Past/specimen papers and mark schemes for Cambridge IGCSE 0454 can be downloaded at www.cambridgeinternational.org/support **(F)**

Jun 15 Paper 12 Q1(a)

Jun 15 Paper 13 Q6(b)

Jun 16 Paper 11 Q7(a)

Jun 16 Paper 12 Q1, Q7(a)

Jun 17 Paper 11 Q6(b)

Specimen paper for examination from 2020 Q1(b), Q6(b)

Enterprise skills

Syllabus ref.	Learning objectives	Suggested teaching activities
3 Enterprise skills	3.1 Identify and explain personal attributes and skills of enterprising people	<p>Anatomy of an entrepreneur - Using an outline of a person, learners draw images to illustrate the skills, qualities and attributes that they feel are vital for a successful entrepreneur. For example: Strong backbone to show leadership or a brain for creativity.</p> <p>Or learners produce a mind map of the skills, qualities and attributes they think an entrepreneur would need.</p> <p>Case studies: from textbook, web based resources or local examples. Learners identify skills and attributes of the entrepreneurs and how these were used.</p> <p>Learners each draw a table with three columns headed: Skill or attribute, Example of how an entrepreneur might use this and Example of how this skill or attribute helps an entrepreneur. Learners then pick (or the teacher allocates) four/five skills or attributes and complete the table for their allocated aspects.</p> <p>Coursework Task 1 – Part of a formal report, learners describe the skills that they believe are important for entrepreneurs to possess, and an analysis of how they use five of these skills. (I)</p>
	3.2 Analyse and evaluate the behaviour of entrepreneurs	<p>Teacher presentation of case study materials or visit to local entrepreneurs to discuss their enterprise experiences. Some video case studies: www.jamyway.org search for 'video case studies'.</p> <p>Teacher to present a model 'profile of an entrepreneur', after which learners individually research and produce a profile of one local, national or international entrepreneur for display in the classroom. (I)</p> <p>Visit by a young entrepreneur to tell 'their story'.</p> <p>Learners work in small groups to complete a developed answer to a Section B question from the specimen or past paper. Learner one writes a point of knowledge. Learner two then adds a point of application. Subsequent learners develop the answer further by adding analysis and evaluation. (F) Groups then peer mark each other's answers using a level of response mark scheme.</p>

Past and specimen papers

Past/specimen papers and mark schemes for Cambridge IGCSE 0454 can be downloaded at www.cambridgeinternational.org/support **(F)**

Jun 14 Paper 1 Q3(a)

Nov 14 Paper 1 Q1(a) & (b), Q6(a)

Jun 15 Paper 13 Q2(c)

Specimen paper for examination from 2020 Q6(b)

Enterprise opportunities, risk, legal obligations and ethical considerations

Syllabus ref.	Learning objectives	Suggested teaching activities
4 Enterprise opportunities, risk, legal obligations and ethical considerations	4.1 Understanding of how enterprise opportunities arise	<p>Teacher presentation of materials or group discussion of local enterprise examples. This should include changing needs or wants, change in the ability to meet needs or wants, advances in technology and changes in government policy.</p> <p>Learners research a news article about changing government policy, for instance towards the use of plastic bottles, and identify enterprise opportunities which this could present.</p> <p>Using the case studies within textbooks or web based resources: Learners explain how the opportunity for each enterprise arose. (I)</p> <p>Coursework Task 1 – Part of a formal written report, which should include a summary of the project or activity chosen and how the opportunity has arisen. (I)</p>
	4.2 Explain the reasons why enterprises and entrepreneurs take and accept risk and how risk can be managed.	<p>Learners complete a quiz to assess their attitude to risk such as: www.blogthings.com/areyouarisktakerquiz</p> <p>Consider which of the group are risk-averse, risk reducers, risk-keen.</p> <p>Learners complete notes on risks and rewards using textbooks or web resource. (I)</p> <p>Use of Strengths, Weaknesses, Opportunities, Threats (SWOT) and Political, Economic, Social, Technological (PEST) analysis to analyse the position and operating environment of a local business, such as a fast food company. Example: http://pestleanalysis.com/mcdonalds-swot-analysis-strengths-threats/</p> <p>Teacher presentation using recent news video interviews with local and national entrepreneurs:</p> <p>Coursework Task 1 – Part of a formal written report which should outline the ways in which the problem or need could be solved or satisfied in an enterprising way. (I)</p> <p>Task 1 – Part of a formal written report, which should include an explanation of the reasons for the learner's final choice of project or activity and the reasons why the other ideas were rejected. (I)</p> <p>Extension activity: Learners complete a PEST analysis for their own enterprise activity. (I)</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>4.3 Understand legal obligations and why laws are needed to protect stakeholders in the areas of employment, production, marketing and selling, and finance.</p>	<p>Teacher presentation of facts covering rights and responsibilities of entrepreneurs with respect to employment, production, marketing and selling, finance.</p> <p>Flexible quiz ideas, such as a multiple choice test where learners match areas of law with the relevant stakeholder. www.kahoot.com</p> <p>Learners produce a booklet, aimed at new entrepreneurs, outlining the laws that protect stakeholders in the areas of employment, production, marketing and selling, finance.</p> <p>Learners identify how the law affects different stakeholders in their own enterprise activity. (I)</p>
	<p>4.4 Explain ethical considerations and how an organisation may have an impact on communities and society. Understand the impact of ethical considerations on the operation of an enterprise.</p>	<p>Teacher-led discussion focused on recent local and national examples of organisations that have/have not behaved ethically. In this connection it is a good idea to start collecting examples from local papers, news websites, from the beginning of the course.</p> <p>Learners research the impact of ethical and moral principles, fair trade and social enterprise www.fairtrade.net</p> <p>Learners identify how acting ethically could benefit but also potentially be a cost to their own enterprise. (I)</p> <p>Extension activity: Learners work in groups to compare local organisations and their positive and negative impacts on the community and society. Groups present their findings to the class.</p>
<p>Past and specimen papers</p>		
<p>Past/specimen papers and mark schemes for Cambridge IGCSE 0454 can be downloaded at www.cambridgeinternational.org/support (F)</p> <p>Jun 15 Paper 12 Q1(b), Q2(c), Q6(a) Jun 16 Paper 11 Q2 Jun 16 Paper 12 Q2(b) & (c) & (d) Q7(a) Jun 17 Paper 11 Q7(a) Specimen paper for examination from 2020 Q2</p>		

Negotiation

Syllabus ref.	Learning objectives	Suggested teaching activities
5 Negotiation	5.1 Understand what negotiation is	<p>Teacher introduction using a role play. Groups of learners on two sides of the negotiation to be briefed with objectives. An example could be to negotiate for the use of a school facility, together with arriving at a suitable price for this. This process could be recorded or filmed to evaluate by learners in the following session.</p> <p>Alternatively a similar role play to try to resolve a dispute, for example over two conflicting ideas that have occurred in the enterprise process.</p>
	5.1 Be able to explain each stage in the negotiation process	<p>Teacher-led discussion using examples of successful and failed negotiations within business. Use local examples or a recent video clip.</p> <p>Learners evaluate why the negotiation failed and how the negotiators could improve their performance next time.</p> <p>Negotiating tips: www.how-to-negotiate.com/?s=Seven+basic+steps</p> <p>Extension activity: a role play to emphasise how to deal with objections. The ‘dos’ in this process include listening to the objection, isolating the objection by repeating it, make the objection the core of a sale, soften the answer and understand the subject. ‘Don’t’s include interrupt, argue, avoid an issue, become aggressive or revisit an objection that has been resolved.</p>
	5.1 Plan and conduct a negotiation as part of an enterprise project	<p>Coursework Task 3 – Evidence of preparing to negotiate at a meeting, provide a description of the situation and the outcome of the negotiation. (I)</p>

Past and specimen papers

Past/specimen papers and mark schemes for Cambridge IGCSE 0454 can be downloaded at www.cambridgeinternational.org/support **(F)**
 Jun 16 Paper 11 Q3
 Nov 16 Paper 1 Q7(a)
 Jun 17 Paper 11 Q2
 Specimen paper for examination from 2020 Q3

Finance

Syllabus ref.	Learning objectives	Suggested teaching activities
6 Finance	<p>6.1 Be able to evaluate and choose sources of finance appropriate for different types of enterprise, for start-up, continuing trade and expansion.</p>	<p>Teacher-led discussion on finance, including reasons why individuals and business need finance.</p> <p>Whole class quiz on different sources of finance based around Tutor2u PowerPoint quiz or Match it exercise, matching advantages and disadvantages to named sources of finance.</p> <p>Case studies contrasting new and existing businesses and where/how these are financed.</p> <p>Sources of finance for a start-up: www.tutor2u.net/business/quiz/sourcesoffinance/quiz.html</p> <p>Coursework Task 2b – The presentation on proposed methods of finance for their own enterprise – complete the evaluation of sources of finance they will use. (I)</p>
	<p>6.2 Be aware of sources of credit and evaluate the provision of credit in different situations</p>	<p>Teacher-led discussion focused on local sources of credit, including trade credit, to include advantages and disadvantages to enterprise of giving and receiving trade credit.</p> <p>Coursework Task 2b – Learners discuss potential sources of credit for their own enterprise, include possible sources of finance.</p>
	<p>6.3 Understand key financial terms: cash flow forecast, break-even, income statement. Be able to produce a cash flow forecast, income statement and calculate breakeven level of sales from given information.</p>	<p>Teacher-led discussion, using case studies, about how cash flows in and out of a small business.</p> <p>Lemonade stand game www.coolmath-games.com to model cash inflow and outflow</p> <p>A series of lesson resources, that could be used to introduce this topic, can be found at the Times100 website: www.businesscasestudies.co.uk search for resources for specific resources.</p> <p>Learners complete a sample cash flow forecast using month by month information given by the teacher. This may be by hand or using a spreadsheet.</p> <p>Using the same example as for cash flow, learners produce an income statement from given information. Discuss why/how cash flow and profit are different.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Teacher-led discussion about fixed and variable costs, using example of a fast-food shop. Learners work out how many burgers/sandwiches will need to be sold to cover fixed costs.</p> <p>Break-even simulator www.tutor2U.net</p> <p>Learners produce a break-even calculation, cash flow forecast and income statement for their own enterprise activity. (I)</p>
	<p>6.4 Understand the purpose and importance of keeping accurate financial records.</p>	<p>Teacher-led introduction to the subject using case studies.</p> <p>Classroom wall display/poster with large annotated examples of financial documents</p> <p>Coffee shop and other games at www.coolmath-games.com</p> <p>Review cash flow forecast, income statement and break-even calculations from previous sessions.</p> <p>Coursework Financial planning Task 2b – The production of a simple income and expenditure budget for their own enterprise. (I)</p>
<p>Past and specimen papers</p>		
<p>Past/specimen papers and mark schemes for Cambridge IGCSE 0454 can be downloaded at www.cambridgeinternational.org/support (F)</p> <p>Jun 15 Paper 12 Q5(a) & (b) Jun 16 Paper 11 Q4, Q6(a) & (b) Jun 17 Paper 11 Q3 Specimen paper for examination from 2020 Q6(a)</p>		

Business planning

Syllabus ref.	Learning objectives	Suggested teaching activities
7 Business planning	<p>7.1 Understand and explain business objectives. Be able to explain how aims influence the activities of enterprises.</p>	<p>Teacher-led discussion about the difference between longer term aims and shorter term objectives. Starting point for this can be the school, as this will stimulate discussion of school as a business organisation and what it is trying to achieve.</p> <p>Review of 2.2 different types of business organisation, including those in the local area.</p> <p>Learners to work in groups and identify long term aims and shorter term objectives for a given range of two or three businesses, including social enterprise and voluntary organisations. They then consider how the aims and objectives influence business activities. Each group of learners then present their findings.</p>
	<p>7.2 Understand the purpose and importance of action plans. Be able to explain how action plans may be monitored and the importance of updating them regularly.</p>	<p>Teacher-led introduction to action planning and the importance of estimating the time taken to carry out an activity.</p> <p>Learners create an action plan for a simple activity or event that is 'time sensitive', such as the need to prepare a meal on time or be ready for a birthday party. Points at which progress should be monitored may be identified. This can work well with a practical element in which the planned timings are compared with the actual time the task, such as preparing a meal, actually took.</p> <p>Coursework Task 2a – An action plan covering the preparation for the implementation of the project containing the activities, timings and proposed methods of monitoring progress with the plan. (I)</p> <p>Young entrepreneurs: www.entrepreneur.com/tsu</p>
	<p>7.3 Understand the content and purpose of a business plan and evaluate the need for an entrepreneur to produce one.</p>	<p>Teacher presentation of materials and outline plan, ideally with a large copy or poster displayed in the classroom.</p> <p>Learners do not need to complete a business plan for their enterprise project, although this would be a good learning exercise.</p> <p>Business plans: www.entrepreneur.com/businessplan/index.html</p> <p>Examples from young entrepreneurs of how to plan a business: www.jamyway.org/video-room/</p>

Past and specimen papers

Past/specimen papers and mark schemes for Cambridge IGCSE 0454 can be downloaded at www.cambridgeinternational.org/support **(F)**

Jun 15 Paper 12 Q3

Jun 15 Paper 12 Q6(a)

Jun 16 Paper 11 Q7(a)

Jun 16 Paper 12 Q3, Q6(a)

Jun 17 Paper 11 Q5(b), Q6(a)

Markets and customers

Syllabus ref.	Learning objectives	Suggested teaching activities
8 Markets and customers	<p>8.1 Understand the purpose of marketing and how it helps to achieve enterprise aims. Be able to explain how marketing benefits customers in terms of giving information and enabling more informed decisions.</p>	<p>Teacher-led introduction to marketing, using familiar examples of advertisements from newspapers, billboards magazines, TV or online. Contrast advertising that gives information with those that are purely persuasive.</p> <p>www.coolmath-games.com 'Grab them by the eyes'.</p> <p>Brands quiz – guess the company from the brand logo or strap line.</p> <p>Learners research a piece of marketing used by a local business and explain the purpose behind this marketing – information is presented to the whole class. (F)</p> <p>Learners analyse their own experiences of marketing from a range of sources. Each learner brings two examples to the next lesson. (I)</p>
	<p>8.2 Understand methods of market research which will help to identify potential customers. Be able to explain that effectiveness of methods will depend on a range of factors.</p>	<p>Teacher-led introduction to market research, based on a simple survey carried out on the class. Analysis of results and evaluation of what the information shows and why it may be useful.</p> <p>Follow up introduction with a discussion of what other sources could have been used and introduction to primary and secondary sources.</p> <p>Case study exercise from textbook or web-based resource. Learners to identify suitable and unsuitable methods of research and reasons. (I)</p>
	<p>8.3 Understand that retaining customers is as important as finding new ones. Be able to explain methods of measuring customer satisfaction and retention.</p>	<p>Teacher-led discussion about the difference between gaining customers and retaining existing customers. Which of these may be more difficult and why? Contrast two local businesses, such as a coffee shop and a tailoring business. Identify typical methods used such as loyalty cards.</p> <p>Groups of learners each choose a local business and discuss, then present ways in which customer satisfaction may be monitored.</p> <p>Learners undertake a 'mystery shopper' exercise, using a list of pre-discussed criteria. Learners visit local competing fast food shops and compare results.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	Be able to explain ways in which an enterprise might retain customers.	<p>Learners role-play dealing with a variety of complaints from customers.</p> <p>Invite local entrepreneurs to discuss customer retention within their enterprise, including the most successful methods.</p> <p>Complete a past exam paper on this topic – learners could be encouraged to mark each other’s work using the mark scheme. (I)</p>
	8.4 Understand and evaluate the different methods of marketing communications to reach customers for different types of enterprise	<p>Learners in groups research the different methods of communication used by a given enterprise. Each group should be given a different type of organisation. A written evaluation is then produced of the advantages and disadvantages to that organisation of the methods of communication used.</p> <p>Groups could be allocated a case study based around examination case study materials from past papers, textbooks, or real local examples.</p> <p>Coursework Task 2b – The planning of marketing communications for own enterprise. (I)</p>
Past and specimen papers		
<p>Past/specimen papers and mark schemes for Cambridge IGCSE 0454 can be downloaded at www.cambridgeinternational.org/support (F)</p> <p>Jun 15 Paper 12 Q7(b) Jun 15 Paper 13 Q1, Q3, Q4 Jun 16 Paper 11 Q5, Q7(b) Jun 16 Paper 12 Q6(b) Jun 17 Paper 11 Q4 Specimen paper for examination from 2020 Q5, Q7</p>		

Help and support for enterprise

Syllabus ref.	Learning objectives	Suggested teaching activities
9 Help and support for enterprise	Identify and understand the sources of formal and informal help and support available to enterprises and evaluate their effectiveness.	<p>In groups learners research and produce a booklet/poster on local sources of assistance for enterprise. Distinguish between formal sources, such as teachers and business advisors, and informal sources, such as friends and family.</p> <p>Young entrepreneurs: www.entrepreneur.com/tsu</p> <p>Extension activity: Learners could research the benefits brought about by becoming members of various networking groups, being part of an incubation unit in a college or university, receiving support from business angels, venture capitalists and corporate investors. Conversely the disadvantages of such external support could be researched and presented to the group. (I)</p>
Past and specimen papers		
<p>Past/specimen papers and mark schemes for Cambridge IGCSE 0454 can be downloaded at www.cambridgeinternational.org/support (F)</p> <p>Jun 15 Paper 12 Q4 Jun 15 Paper 13 Q1(c) Jun 16 Paper 12 Q7(b)</p>		

Communication

Syllabus ref.	Learning objectives	Suggested teaching activities
10 Communica- tion	10.1 Understand that communication methods may be formal or informal, depending on the audience and the method.	<p>Introduce the topic with a simple game to illustrate the importance of communication. Learners sit in pairs, back to back. One learner attempts to describe how to complete a simple task to the other, either describing a drawing or producing a piece of origami. Learners then discuss what they have learnt about communication and why clear communication is important to enterprise.</p> <p>Learners are given a variety of different situations where an entrepreneur would need to communicate with individuals involved with the enterprise, such as other enterprise team members, teachers and external suppliers. Learners select appropriate types of communication for each situation.</p> <p>Learner identify formal and informal language by dividing a set of cards which may be prepared by the teacher or learners themselves. Examples may include text messages and other applications such as WhatsApp for informal methods and more formal emails, such as orders to suppliers.</p> <p>Use a range of business documents: letters, memos, in communication with those inside and outside the enterprise.</p> <p>Extension activity: In order to create a rounded marketing communications strategy, learners could research the merits of content marketing, producing some content marketing to communicate their selected product or service benefits. The following link might help with this: www.inc.com/jayson-demers/the-top-10-benefits-of-content-marketing.html</p> <p>Card sort – working in a group, learners select a card, which shows a particular situation where communication is required e.g. 'informing customers about a new store opening', they then choose the most appropriate methods of communication for that situation. Each group verbally justifies their choice of method. (F)</p> <p>Coursework Task 4 – The evaluation of the success of the internal communications used in their enterprise experience. (I)</p> <p>Coursework Learners are required to write formal reports throughout their enterprise project.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>10.2 Understand the need to prepare carefully for meetings, including relevant documentation. Be able to analyse decisions made and evaluate the success of meetings</p>	<p>Teacher-led discussion on the organisation and conduct of a formal meeting. Requirements such as allowing one person to speak at a time may be emphasised by passing a ball or similar to the person whose turn it is to speak.</p> <p>Guidance on the organisation of a meeting can be found on: www.skillsyouneed.com search interpersonal skills section.</p> <p>Class activity Learners role-play a formal meeting. Documents such as a notice of the meeting may be prepared and discussed, in terms of format, method of communication and clarity. One learner acts as observer and takes notes during the meeting. Learners then evaluate the success of the meeting from their own perspective. Minutes may also be produced and discussed.</p> <p>Coursework Task 3 – Learners plan for a formal meeting to monitor progress as part of their enterprise activity – producing all of the required documentation. (I)</p>
<p>Past and specimen papers</p>		
<p>Past/specimen papers and mark schemes for Cambridge IGCSE 0454 can be downloaded at www.cambridgeinternational.org/support (F)</p> <p>Jun 15 Paper 12 Q7(a) Jun 15 Paper 13 Q7(b) Jun 16 Paper 12 Q5 Jun 16 Paper 11 Q3(c)</p>		

Coursework completion and examination

Syllabus ref.	Suggested teaching activities
Coursework	<p>Suggested coursework activities are signposted throughout this scheme of work, to facilitate production of the required evidence:</p> <p>Task 1 – Formal written report identifying an appropriate project (approximately 1200 words)</p> <p>Task 2a – Identification of potential problems and solutions for two or three activities Action plan (for reference)</p> <p>Task 2b – Planning for financing the project – written evidence of the sources of finance the candidate considered and presentation witness statement</p> <p>OR</p> <p>Task 2b – Planning marketing communications – written evidence of the types of marketing communications the candidate considered and presentation witness statement</p> <p>Task 3 – Written description of using five enterprise skills from section 3.1 of subject content Plan for negotiation</p> <p>Task 4 – Formal written report evaluating the project (approximately 1500 words), including:</p> <ul style="list-style-type: none"> • the planning and implementation of the project and one of the following: <ul style="list-style-type: none"> ○ the financing of the project ○ the marketing communication used ○ the internal communications used in a group project. <p>If time permits early on in the course, teachers may choose to guide the group through a simple enterprise activity, in preparation for the coursework enterprise individual or group activities.</p>
Preparation for examination and revision	<p>For Paper 1 use the pre-released case study to revise. Candidates are required to apply their knowledge of enterprise and entrepreneurship to comment on enterprise issues and to solve enterprise problems in the context of the case study, organisations they have studied and their own enterprise. (I)</p> <p>Learners use a list of syllabus content and designate each concept green, amber or red, according to whether they know it well, need to review some parts, or need to work though again/ask for support.</p> <p>Learners produce large mind maps for each section of the course, which may then be displayed in the classroom.</p>

Syllabus ref. Suggested teaching activities

Learners use pre-released case study and evaluate the activities, success and failures of this enterprise in each section of the syllabus.

General revision websites, for example: www.dineshbakshi.com/

In groups, learners each take responsibility for one section of the course and produce a revision booklet with suitable questions and activities.

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