



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

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**ENTERPRISE**

**0454/01**

Paper 1

**October/November 2013**

CASE STUDY

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**READ THESE INSTRUCTIONS FIRST**

You should read and discuss the case study thoroughly and carefully in advance of the examination. The examination questions will be based upon the case study and your own enterprise experience and knowledge.

The businesses described in this case study are entirely fictitious.

You will be given one copy of this case study for use during your preparation for the examination, which you may annotate as you wish, but which you will **not** be allowed to take into the examination.

You will be provided with a clean copy of the case study, along with the Question Paper, for use in the examination.



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## **The Makasa Community Project**

### **Background**

Ruby, Bwalya and Nimeue had enjoyed their time at school. Their favourite subjects had been Enterprise, Dance, Music and Drama. They had all been involved in different types of community activities for a number of years. The local government council organised many educational activities in their schools and colleges to improve awareness of important issues. Now that the three friends had left school, they thought it would be a good idea to try to gain employment in community work.

### **The idea**

The three friends had a meeting to discuss how they could organise an enterprise which would support community projects. They thought it would be a good idea to go into schools and colleges in the area and give presentations which would include drama, dance, music, poetry and possibly a puppet show. They knew however, that they would need to be fully trained to do so.

Ruby's mother worked for the local government council and she said that there was some money available to support community work. She said that she would make an appointment for the three of them to meet with a representative of the community department of the council. Ruby's mother reminded them of the importance of using an appropriate form of language in the meeting.

Ruby, Bwalya and Nimeue recognised the importance of effective negotiation. They knew it would be important for them to plan for this meeting. They would need to negotiate with the representative about the training they would require and what they would be able to present to schools and colleges. For the negotiation to be effective, they would need to make sure that their approach was based on SMART objectives. Nimeue suggested that they should draw up a business plan, but Ruby and Bwalya thought this would not be necessary.

The three of them met with the council representative, Rimi. They believed that their enterprise should exist to meet the needs and wants of the stakeholders. Bwalya suggested to Rimi that a questionnaire should be sent out to the schools and colleges to find out what the presentations should include. Rimi thought this was an excellent idea.

### **The research**

Ruby, Bwalya and Nimeue drafted a questionnaire which they showed to Rimi. He approved it and agreed that it could be sent to the schools and colleges in the area. The questions focused on two topics:

- the issues that the presentations might include
- how the ideas could be put across.

Fig. 1 shows the results of the questionnaire.

<b>RESULTS OF QUESTIONNAIRE</b>	
<b>Issues that the presentations might include:</b>	
Environment	68%
Personal relationships	47%
Health	24%
<b>How the ideas could be put across:</b>	
Puppet show	87%
Music	82%
Drama	62%
Dance	48%
Poetry	41%

**Fig. 1**

### **Organisation**

Ruby, Bwalya and Nimeue had discussed forming a business organisation, such as a partnership, but they all wanted to be involved in a social enterprise which would be a not-for-profit organisation. All three were still living at home with their parents, so they did not need to earn a lot of money from their enterprise.

They would work closely with Rimi to deliver a programme of presentations on the three issues shown in the questionnaire results in Fig. 1.

### **Finance**

The community department of the council agreed that it would give Ruby, Bwalya and Nimeue an annual grant. This would give them enough money to buy the resources to deliver the presentations, and provide each of them with a small salary, providing that they managed their cash flow.

The three friends would be responsible for the finances, which would be closely monitored by Rimi. He emphasised the importance to them of effective budgeting and of keeping, and maintaining accurate financial records.

### **Starting out**

The three friends were really excited about the opportunity that the council had given them to organise an enterprise which would support the community.

Rimi told them it was important to plan their enterprise. He said that as part of their planning:

- They would need to talk with the teachers about the content of the presentations and how they would be delivered. The presentations would need to be suitable for students aged between five and eighteen years old.
- They needed to plan the marketing of their presentations in schools and colleges so that the students knew what to expect.

The three friends had spent over a month getting ready for their first presentation. The Makasa Community Project was now ready to start!

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