


LEAVING
CERTIFICATE
SHORT COURSE

ENTERPRISE

DRAFT SHORT COURSE
FOR CONSULTATION

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SENIOR CYCLE



INTRODUCTION

REASONABLE ACCOMMODATIONS

THE EXPERIENCE OF SENIOR CYCLE

OVERVIEW

VISION

Introduction

Learners in senior cycle are approaching the end of their time in school and are focusing on the directions they would like to take in their future lives. Senior cycle plays a vital role in helping learners to address their current needs as young adults and in preparing them for life in a changing economic and social context.

Senior cycle is founded on a commitment to educational achievement of the highest standard for all learners, commensurate with their individual abilities. To support learners as they shape their own future there is an emphasis on the development of knowledge and deep understanding; on learners taking responsibility for their own learning; on the acquisition of key skills; and on the processes of learning. The broad curriculum, with some opportunities for specialisation, supports continuity from junior cycle and sets out to meet the needs of learners, some of whom have special educational needs, but who all share a wide range of learning interests, aptitudes and talents.

The range and scope of the curriculum components offered at senior cycle—subjects, short courses, transition units and curriculum frameworks—have been developed to allow for choice and flexibility, for a balance between knowledge and skills, and for the promotion of the kinds of learning strategies relevant to participation in and contribution to a changing world where the future is uncertain.

Assessment in senior cycle involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and can be used for a variety of purposes. It can be used to determine the appropriate route for learners through a differentiated curriculum, to identify specific areas of difficulty or strength for a given student and to test and certify achievement. Assessment can support and improve learning by helping learners and teachers to identify next steps in the teaching and learning process.

The experience of senior cycle

The vision of senior cycle sees the learner at the centre of the educational experience. That experience will enable learners to be resourceful, to be confident, to participate actively in society, and to build an interest in and ability to learn throughout their future lives.

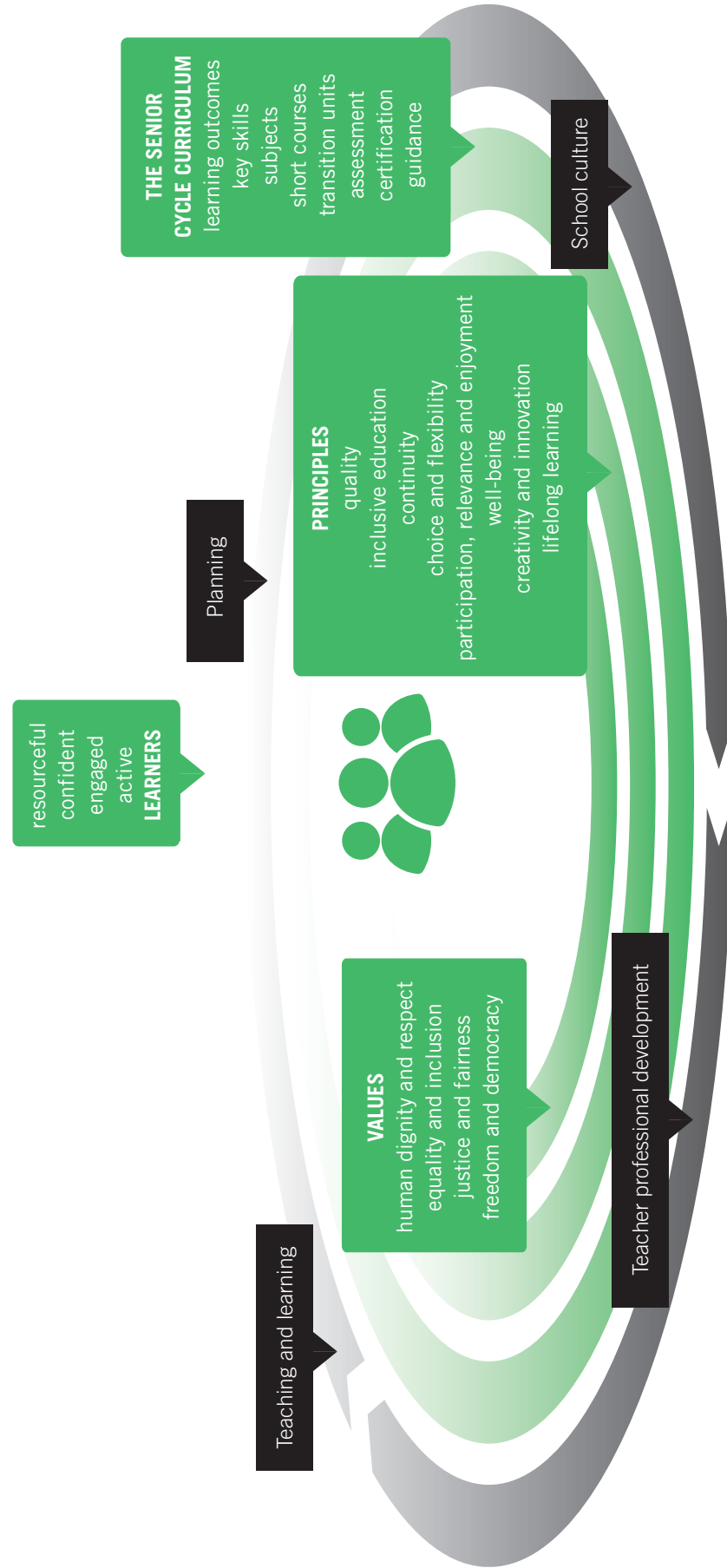
This vision of the learner is underpinned by the values on which senior cycle is based and it is realised through the principles that inform the curriculum as it is experienced by learners in schools. The curriculum, made up of subjects and courses, embedded key skills, clearly expressed learning outcomes, and supported by a range of approaches to assessment, is the vehicle through which the vision becomes a reality for the learner.

At a practical level, the provision of a high quality educational experience in senior cycle is supported by

- effective curriculum planning, development, organisation and evaluation
- teaching and learning approaches that motivate and interest learners, that enable them to progress, deepen and apply their learning, and that develop their capacity to reflect on their learning
- professional development for teachers and school management that enables them to lead curriculum development and change in their schools
- a school culture that respects learners, that encourages them to take responsibility for their own learning over time, and that promotes a love of learning.

Senior cycle education is situated in the context of a broader education policy that focuses on the contribution that education can make to the development of the learner as a person and as a citizen. It is an education policy that emphasises the promotion of social cohesion, the growth of society and the economy, and the principle of sustainability in all aspects of development.

Overview of senior cycle





ENTERPRISE



INTRODUCTION AND RATIONALE

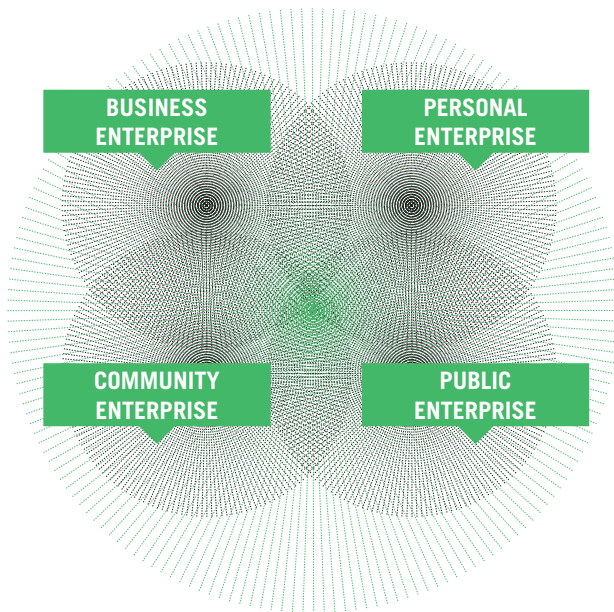
AIM

OBJECTIVES

RELATED LEARNING

Introduction and rationale

Enterprise describes the ability of a person, acting independently or with others, to creatively generate and build ideas, to identify opportunities for innovation and turn them into practical and targeted actions. The ability to be enterprising, often associated with the world of business and entrepreneurship, has broader applications. Enterprise is an important dynamic in different, but overlapping, spheres of human activity. People can be enterprising in their personal lives, in social, cultural and public life as well as in business and the world of work (in private or public sector). Being creative at home and in school; starting and running business or being innovative as an employee; being active in civil society and in the community — are all examples of how people can be enterprising.



This ability to be enterprising is critically important in a world characterised by the use of advanced information and communication technologies and the rapid cultural, social and economic change associated with globalisation.

These aspects of life give rise to a range of choices and opportunities that an enterprising person will be better equipped to cope with, engage with and act on. The promotion of enterprise in education carries significant potential to stimulate and motivate learners, in the process contributing to increasing their awareness of the world around them. Moreover, the promotion of enterprise in education can also contribute to building human, social and economic capital now and in the future.

The importance of enterprise is reflected by the inclusion of the related area of entrepreneurship as a key competence for lifelong learning in recent European Union documentation. The broad basis of the description and understanding of enterprise outlined above is echoed in the Commission's definition of entrepreneurship as including:

...creativity, innovation, risk-taking, as well as the ability to plan and manage projects. This supports everyone in day to day life at home and in society, employees in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by entrepreneurs establishing social or commercial activity.¹

The concept underpinning this short course is of the learner's potential to be enterprising in relation to their personal decision making, their social communities, their public life as a citizen, the environment in which they live, and the business of making a living.

This concept of enterprise not only assists in the identification of the knowledge, skills and attitudes central to enterprise. It locates enterprise in the real world

1

Recommendation of the European Parliament and of the Council on key competences for lifelong learning. COM(2005)548 final /2005/0221(COD). Commission of the European Communities. Brussels, 2005. Pg.18. http://ec.europa.eu/education/policies/2010/doc/keyrec_en.pdf

and in a world of action. It also suggests that fostering enterprise and developing enterprising learners is not just the concern of a dedicated short course or certain subjects. It is shared across many areas of the curriculum including those of social, personal and health education, home economics, business and civic, social and political education. Enterprise is also closely associated with the key skills embedded in all senior cycle curriculum components, particularly those of critical and creative

thinking, being personally effective and working with others.

The short course presents an opportunity for learners to focus in a concerted way on the nature of enterprise, to become aware of what is fundamental to being enterprising and to demonstrate enterprise in a specific context.

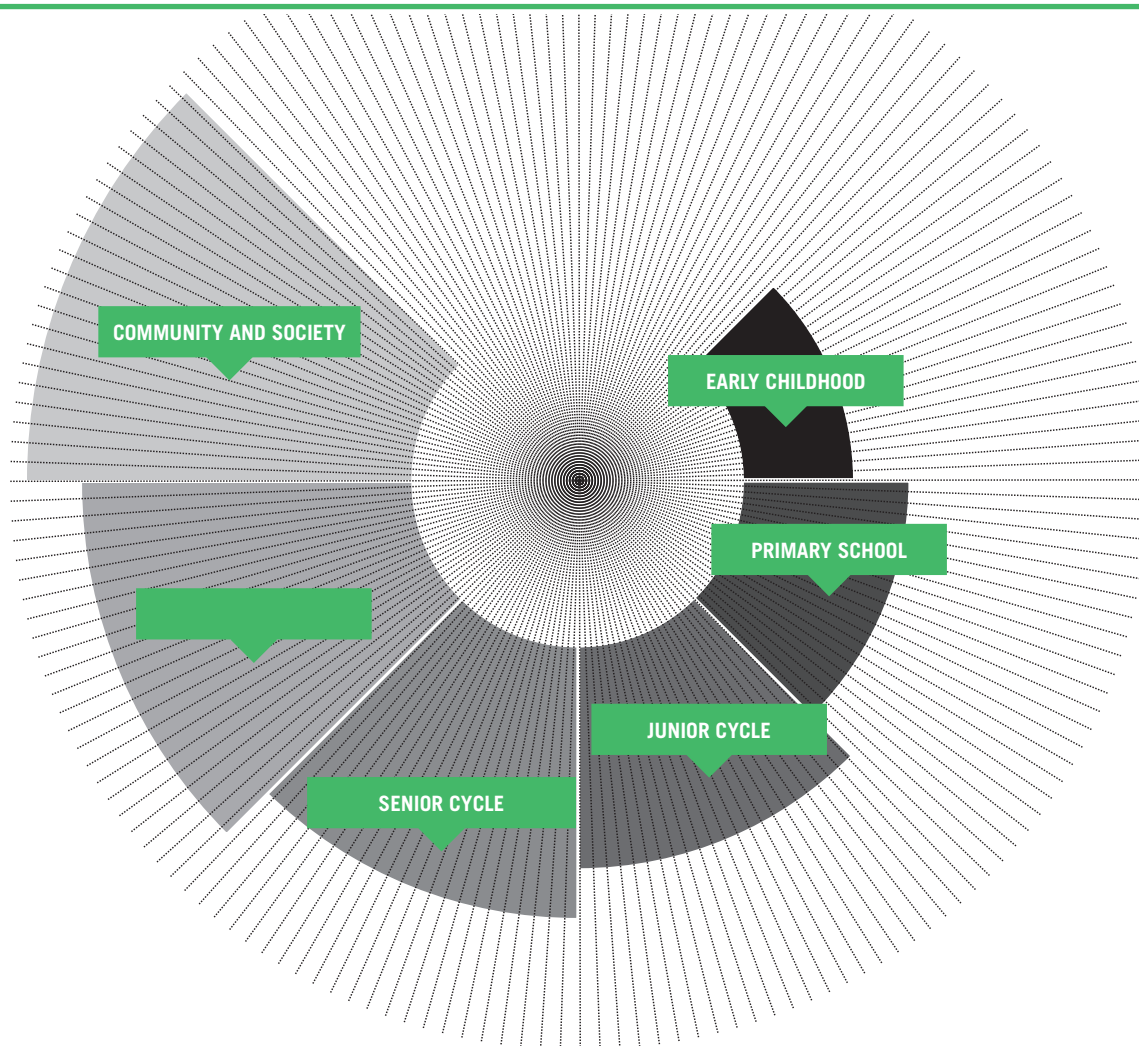
Aim

The Leaving Certificate short course in Enterprise aims to develop in learners an appreciation of the importance and value of enterprise to society. The course emphasises engagement with relevant knowledge, skills, and attitudes to encourage learners to take innovative, creative approaches to business as well as social and personal issues.

Objectives

The objectives of the Leaving Certificate short course in Enterprise are to:

- provide learners with a range of learning experiences that will enable them to make innovative contributions in all aspects of their lives
- enable learners to gain a knowledge and understanding of the concepts central to enterprise
- nurture those personal qualities that form the basis of entrepreneurial activity, such as creativity, adaptability, perseverance, and independence
- develop in learners organisational, communicative, decision making and social skills in an enterprise setting
- enable learners to become more aware of their personal aptitudes and strengths
- improve inter-disciplinary and self directed learning capacities of learners
- promote the development of team-working skills.



Primary school

The knowledge, skills and attitudes, which are the focus of this short course build not only upon learning which has taken place in junior cycle of post-primary education but are also related to emphases in the Primary School Curriculum. The focus on skills running through the curriculum at primary level and continued into the junior cycle should prepare the learner to engage fully with the strong skills element in this course. The Primary School Curriculum mentions the importance of developing skills in communication and thinking critically as well as developing flexibility and creativity, all of which emerge in the short course as key areas of learning.

Junior cycle

There are also subject links with junior cycle. The area of SPHE provides a good example of where learners engage with concepts and personal skills that will assist them in participating in enterprise activities. The short course in Enterprise does not require any special familiarity with business concepts, however learners who have studied Business Studies at junior cycle would be expected to have some additional insights into some aspects of the course. This is true in particular of those units that look at the start-up and operation of business enterprises.

Senior cycle

The short course not only relates to learning which has already occurred but also relates to other components of the senior cycle in which the learner may be involved. In this regard the relationship with the suite of business subjects in the senior cycle is most relevant. Leaving Certificate Business has a section dedicated to enterprise, specifically focusing on aspects of management and of business start-up. While the emphasis in this section is distinct from the related areas in the short course there are common themes and learners should be able to make valuable connections. Learning on other subjects such as Home Economics, Religious Education, Social Personal and Health Education, and the new subject in the area of politics and society will also inform and be informed by the short course in Enterprise.

Further learning

Beyond its relationship to components of the post-primary curriculum the short course has relevance into the field of further and higher education. Increasingly higher education institutions offer courses that have strong enterprise and business planning elements for example. The experience gained in the short course in Enterprise should be of significant benefit to learners when they encounter such courses, in particular the personal involvement in an enterprise activity and their reflection on that involvement.

SYLLABUS OVERVIEW

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STRUCTURE

KEY SKILLS

TEACHING AND LEARNING

DIFFERENTIATION

Syllabus overview

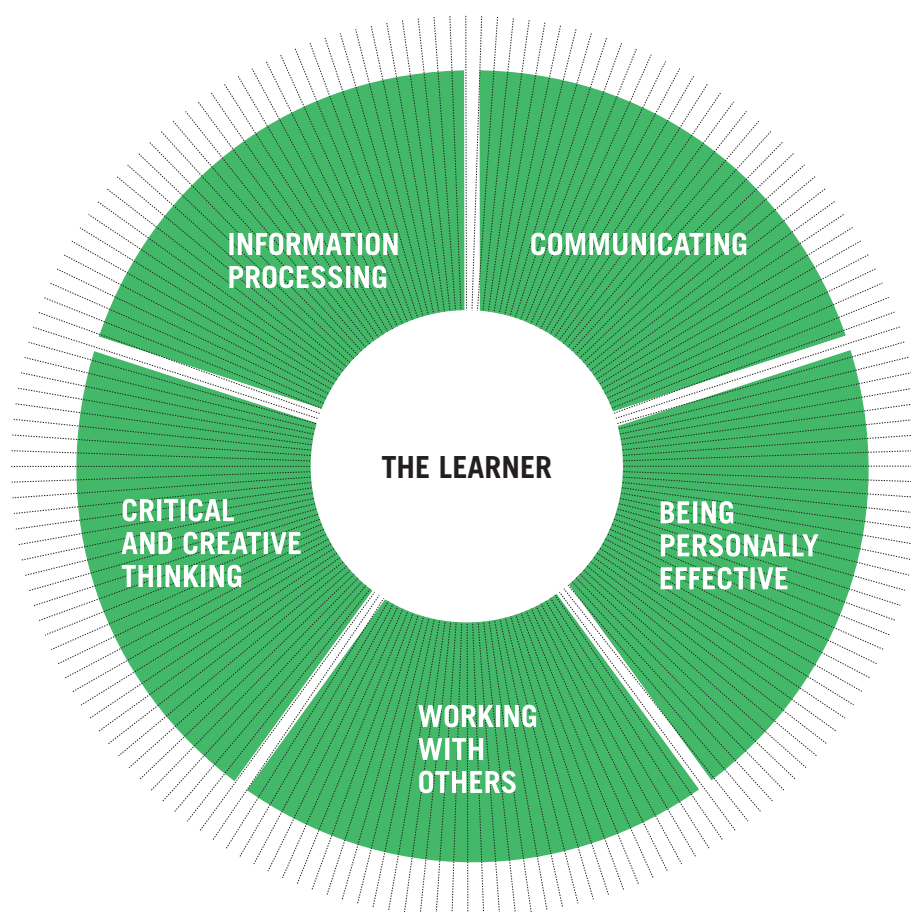
Structure

The course has four units. The first unit sets out to provide learners with an understanding of the key concepts underpinning enterprise and the characteristics of an enterprising individual. In subsequent units learners will examine how enterprise might be manifested in business and community settings. And in the final unit the learners are expected to participate in an enterprise activity themselves, drawing on the knowledge and skills they have learned during their study.

UNIT 1 EXPLORING ENTERPRISE	UNIT 2 BUSINESS ENTERPRISE	UNIT 3 COMMUNITY ENTERPRISE	UNIT 4 THE ENTREPRENEUR IN ME
1.1. Introducing Enterprise	2.1 Business In the community	3.1 Origins, services and personnel	4.1 Application of personal skills and qualities
1.2. Local opportunities	2.2 Business planning, research and promotion	3.2 Planning, communication, promotion	4.2 Analysis, reporting and evaluation
1.3 Supporting Enterprise	2.3 Ethics and sustainability	3.3 Viability of community enterprises	
1.4. Analysis, reporting and evaluation	2.4 Profiling and reporting	3.4 Profiling and reporting	

Time allocation

The short course in Enterprise is designed as a 90-hour course of study.



There are five skills identified as central to teaching and learning across the curriculum at senior cycle. These are *information processing, being personally effective, communicating, critical and creative thinking and working with others*.

These key skills are important for all learners to achieve their full potential, both during their time in school and into the future and to participate fully in society, including family life, the world of work and lifelong learning.

Embedding the key skills in the curriculum can unlock a range of learning experiences for learners, improving their present and future access to learning, their social interaction, their information and communication abilities and their ability to work collaboratively.

The following aspects of the short course in Enterprise will contribute to the development of key skills.

Learning Outcomes

The learning outcomes of this course are brief, clear, specific statements of the knowledge, skills, and attitudes which it is expected learners will be able to demonstrate as a result of the learning associated with the unit. In the case of this course, while some key skills are

more prominent than others, for example information processing and critical and creative thinking, learners will encounter all of the skills during their study of Enterprise.

Effective teaching and learning

In presenting this course, the learning outcomes have been designed to provide teachers with a context and framework for planning. It is envisaged that the learning activities emerging from this planning will encourage learners to

- source, evaluate and organise relevant information on enterprise activities in the school and local areas
- compile reports on enterprises which draw on data gathered from different sources
- examine similarities and differences between social and business enterprises with a view to comparing and contrasting their application of fundamental principles
- identify real life constraints, which impose on the operation of enterprises and estimate their impact.

Approaches to the teaching and learning will involve learners presenting material which has been generated as a result, in part, of their involvement in key skills learning. For example, learners will generate a report on the

enterprise activity in which they have participated. Though not for use in the assessment for examination, in putting together this report learners will draw on the information processing elements of the course, reflect involvement with partner or group venture and demand the use of skills in written presentation and communication.

Teaching and Learning

An aim of senior cycle education is to encourage learners to develop the knowledge, skills, attitudes and values that will enable them to become effective and self-directed learners and to develop a lifelong commitment to improving their learning. Effective learning facilitates and is facilitated by learners gradually taking more responsibility for their own learning.

Enterprise supports effective learning in a number of ways.

- Through the provision of activities that promote independent learning and research, Enterprise encourages learners to take control over their own learning process. This enables the development of reflective practices and encourages self-directed learning.
- By continually enabling teachers and learners to explore enterprise concepts in ways which are relevant to learner's own experiences in local and wider contexts, Enterprise facilitates the selection of material which best suits the needs and strengths of learners.
- Through adopting a balanced approach focussed on the learning of appropriate content knowledge, of critical and creative thinking skills, and of a disposition to be active in an enterprise activity, Enterprise considers the learner as a whole person.
- To encourage deeper learning evaluative and communicative practices are integrated into each unit of the course. This enables learners to internalise knowledge and skills with a view to making connections across and within areas.
- Learners are encouraged to evaluate their own learning and in doing so to develop an understanding of their own learning and a positive sense of their own capacity to learn.

Assessment approaches used will enhance the learning experience for learners and support effective learning. The assessment that learners will undertake as part of or on completion of Enterprise course will involve:

- Formative assessment, i.e. assessment for learning throughout the course. Assessment is formative when the evidence gathered is actually used to adapt the teaching to meet learner needs. Results of assessments may also be used by teachers to reflect on their teaching practices so that learning sequences and activities can be modified as required. Focussed feedback to learners allows them to develop as learners, providing scope for reflection and the development of effective learning practices. A wide range of assessment methods could be used including project work, in-class tests, practical work, reports, etc.
- Summative assessment, i.e. assessment of learning or components used for certification of the course. The purpose of summative assessment is to gauge learners' ultimate learning at the end of a course and therefore gathers information about both processes and outcomes.

Differentiation

Students learn at different rates and in different ways. Differentiation in teaching and learning and in related assessment arrangements is essential in order to cater for and meet the needs of all learners.

Many of the learning outcomes in the Enterprise course involve the learners in planning for their own learning. By establishing classroom practices that encourage independent learning teachers can provide many differentiated learning opportunities and in this way, the learning outcomes can be achieved at different levels and to different extents by individual learners in the same class. The level of demand on learners can be varied depending on factors such as their previous learning, particular educational needs which they might have, and in some cases, their interests.

The Enterprise course provides numerous opportunities for the teacher to teach the course and select content and activities that directly meets the needs and interests of their learners. To provide scope for effective differentiation, the Enterprise course caters for a wide range of teaching and learning activities, including, among others, research work, group activities and presentation and communication of investigation results. The Enterprise course contains options for learners to focus on their local context thus providing opportunities to learn in circumstances that are relevant and interesting to them.

The Enterprise course is designed to be taken at Ordinary and Higher levels. The learning outcomes are not differentiated by level however the assessment will allow learners to undertake an examination at either Higher or Ordinary level.

UNITS OF STUDY

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UNIT 1 : EXPLORING ENTERPRISE

UNIT 2 : BUSINESS ENTERPRISE

UNIT 3 : COMMUNITY ENTERPRISE

UNIT 4 : THE ENTREPRENEUR IN ME

Unit 1: Exploring Enterprise

The aim of this unit is to encourage and facilitate young people to find out for themselves as much as possible about enterprise in the local community. Learners can achieve many of the outcomes of this unit by engaging in a 'Local Area Investigation'. A broad definition of the 'Local Area' is envisaged enabling learners from different school settings to interpret their local area in a variety of ways. This unit should be studied in the context of the enterprising activity in the private, public, and voluntary sectors.

The themes explored in this unit include

- the concept of enterprise including business, social and personal enterprise
- enterprise in action in the local area
- skills and qualities of enterprising people
- the range of supports available to encourage business and community enterprise start ups
- opportunities for social and economic development in the locality.

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
1.1 Introducing enterprise – business, social and personal	<ul style="list-style-type: none">• discuss the concept of enterprise• explain the key elements of enterprising activity• describe the skills and qualities of enterprising people• compare the principles underpinning business enterprise and community enterprise• identify a range of business and community enterprises in the local area• explain the different roles of creativity and innovation in enterprise• explain the relationship between increasing cultural diversity and the range of enterprises in society• complete a personal skills and qualities audit• outline how personal skills and qualities have been applied in an enterprising way at home, in school and in the local community• suggest ways in which personal enterprise skills could be developed further
1.2 Local opportunities	<ul style="list-style-type: none">• identify the main agencies that provide infrastructure and services in the local area• explain the operating structures of the main financial institutions servicing the local area• suggest innovative approaches to providing essential services/supports in the local area• identify the roles played by public sector businesses in the community• evaluate the opportunities for social and economic development in the local area

1.3 Supporting enterprise in the community	<ul style="list-style-type: none"> • identify a range of supports needed to encourage business start-ups/ initiatives and the development of community enterprises • examine the national and local operation of the agencies which provide assistance for business start-ups • explore a range of assistance and support provided for enterprise within businesses including support for ethnic minority entrepreneurs • evaluate the range of supports available for community enterprises in the local area
1.4 Analysis, reporting and evaluation	<ul style="list-style-type: none"> • discuss the benefits to the individual of various forms of work including self employment, work in the public sector, and voluntary work • identify barriers to the development of enterprise • present strategies for overcoming the most significant of these barriers • using information from a variety of sources, prepare a presentation on a private or public sector enterprise in the community • evaluate the successes achieved and problems encountered in investigating local enterprise in this unit

Unit 2: Business Enterprise

The purpose of this unit is to make learners aware of where and how business ideas are generated, what is involved in putting them in place, and important aspects of the day-to-day operation of enterprise projects or businesses. The outcomes of this unit can be achieved by a combination of classroom activity, analysis of case studies, out of school investigations and invited visitors to the classroom. It should be noted that in the context of this unit the term business is seen to encompass public as well as private sector businesses. While planning for a visit to the classroom by an individual and/or a visit out to a local enterprise, learners should identify learning outcomes in the unit that may be used to generate questions for the activity. Learners should also be encouraged to access and use relevant information from electronic sources. This unit should be integrated with Unit 1- Exploring Enterprise and Unit 2- Community Enterprises.

The themes explored in this unit include

- identifying opportunities for business start ups or enterprising projects within businesses
- profiling a business enterprise
- business planning
- key concepts such as intrapreneurship, ethics, creativity, and sustainability as they relate to public and private business enterprises.

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
2.1 Business in the community; products, services, markets, and personnel	<ul style="list-style-type: none">• explain the stimuli which give rise to business start ups or innovative business projects• describe an enterprise which they have studied with particular reference to<ul style="list-style-type: none">– products and services– markets (locally, nationally, or globally)– employees and their different roles in the enterprise– skills and qualities which employees possess• explain the importance of education and training in the development and sustainability of a business enterprise• describe how an enterprise can encourage and reward creativity within the workplace
2.2 Business planning, research and promotion	<ul style="list-style-type: none">• describe the steps involved in an enterprise sourcing funding• explain how the concept of profit is regarded differently in private and public enterprises• explain the terms market research and the marketing mix, giving examples of their application in a chosen enterprise• describe creative approaches to publicity and promotion as they relate to an enterprise• illustrate the importance of the internet as an innovation and marketing tool for businesses

2.3 Business ethics and sustainability of enterprise	<ul style="list-style-type: none"> • discuss ethical practice and its regulation as they relate to business enterprise • explore ways in which business enterprises can be socially and ethically responsible • describe the benefits to the entrepreneur and the local community of ethical business practice • analyse the impact of globalised markets on a specific business enterprise • discuss the opportunities and challenges presented by the Single European Market • consider innovative approaches to developing business enterprises
2.4 Profiling and reporting	<ul style="list-style-type: none"> • to plan and carry out an investigation of a local business enterprise • organise a visit to a local business enterprise and/or invite an appropriate speaker from such an enterprise to visit the group in the school • prepare a report following a visit to a local business enterprise and/or on a visit in by a speaker to the classroom

Unit 3: Community Enterprise

The aim of this unit is to encourage learners to investigate examples of social entrepreneurship in the community. A broad definition of 'social entrepreneurship' is envisaged enabling learners to investigate voluntary organisations, charities, co-operatives, public bodies, state agencies, and community businesses. Learners are encouraged to find out how these organisations/enterprises are organised, how they are funded and how they contribute to developing sustainable communities locally. The learning and teaching appropriate for this unit includes classroom activity, analysis of case studies, out of school investigations and invited visitors to the classroom. While planning for a visit to the classroom by a speaker from a community enterprise and/or a visit out to such an enterprise, learners should identify learning outcomes in the unit which may be used to generate questions for the activity. Learners should also be encouraged to access and use relevant information from electronic sources.

The themes explored in this unit include

- the activities of community enterprises in the local area
- investigating community enterprises in areas such as:
 - recruitment and training of volunteers/employees
 - accessing funding to develop and sustain community enterprises
 - the concepts of research and promotion
 - planning and organising meetings
- the benefits of community enterprises
- innovative approaches to overcome challenges faced by community enterprises in the area.

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
3.1 Origins, services, and personnel	<ul style="list-style-type: none">• discuss the reasons why organisations/enterprises are established locally• explain the role of community enterprises in the achievement of social policy aims• describe the work carried out by a community enterprise in the area• identify the aims of a community enterprise or of a significant project within such an enterprise• compare the roles of different individuals within the community enterprise• recognise the different ways in which volunteers/employees are recruited• consider ways in which the community enterprise encourages volunteers to develop their skills and qualities• outline ways in which the activities of the community enterprise are funded

3.2 Planning, communication and promotion	<ul style="list-style-type: none"> • describe a range of strategies which are used to promote the work of community enterprise • consider what is involved in planning and organising a meeting of a local community enterprise • explain how the community enterprise keeps up to date with developments related to the services they provide • explore ways in which community enterprises use information and communications technologies • describe how e-communities can influence in the scope and sustainability of community enterprises • evaluate some e-communities which have been established to advise, support and promote community enterprises
3.3 Viability of community enterprises	<ul style="list-style-type: none"> • describe the role played by community enterprises in developing and sustaining local areas • work as part of a team to explore some of the challenges facing community enterprises • identify innovative approaches to overcoming these challenges • investigate what support/training is available to sustain community groups • identify the potential for the development of community enterprises or specific projects locally
3.4 Profiling and reporting	<ul style="list-style-type: none"> • plan and carry out an investigation of the activity of local community enterprise • organise a visit to a local community enterprise and/or invite an appropriate speaker from such an enterprise to visit the school • prepare a brief profile of the community enterprise or a significant project under relevant headings

Unit 4: The Entrepreneur in Me

The purpose of this unit is to encourage learners to apply personal skills and qualities by engaging in an enterprise activity. The form of enterprise activity selected will depend on the aptitude and interests of the learners, as well as the resources available to them in school and in the locality. It is essential in this unit that learners are encouraged and permitted to take ownership of and responsibility for the enterprise activities they decide to pursue. This unit should be integrated with previous units (Exploring Enterprise, Business Enterprise, and Community Enterprises).

The themes explored in this unit include

- the skills of enterprise and entrepreneurship such as idea generation, risk assessment, problem solving, teamwork, creativity, leadership, and commitment
- applying personal skills and qualities to the initiation and monitoring of an enterprise activity
- sourcing funding for an enterprise activity
- the application of concepts such as market research, marketing, publicity and promotion
- strategies for reviewing and evaluating individual and group performance within a selected enterprise activity.

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
4.1 Application of personal skills and qualities – idea generation, planning, research, development, and implementation	Teamwork <ul style="list-style-type: none">• work co-operatively with others as part of a team• identify available resources to support the selected enterprise activity• consider the value of teamwork in generating ideas, assessing risks, solving problems and completing tasks• use relevant Health and Safety procedures while engaging in an enterprise activity Formulating ideas <ul style="list-style-type: none">• generate a range of ideas for the selected enterprise activity• evaluate ideas generated Planning <ul style="list-style-type: none">• describe the steps involved in organising an enterprise activity• examine the different roles of individuals within the selected enterprise activity• identify personnel within the school and/or from the wider community who may be in a position to advise on a selected enterprise activity

	<p>Finance</p> <ul style="list-style-type: none"> • investigate a range of funding sources available to fund the idea • discuss the implications of choosing particular sources of funding <p>Marketing</p> <ul style="list-style-type: none"> • discuss the importance of market research for the enterprise activity • communicate the findings of research undertaken • prepare a marketing mix for the selected enterprise activity • choose appropriate methods to promote and publicise the selected enterprise activity
4.2. Analysis, reporting and evaluation	<ul style="list-style-type: none"> • review personal performance in an enterprise activity • participate in a review of group performance • identify some personal skills and qualities which have been developed during the enterprise activity • demonstrate how personal skills and qualities developed by engaging in a selected enterprise activity could be applied locally in another enterprise project • prepare a report on the enterprise activity

ASSESSMENT



ASSESSMENT FOR CERTIFICATION
GENERAL ASSESSMENT CRITERIA

Assessment for certification

The assessment for certification in Enterprise will be based on the learning outcomes as outlined in the syllabus and will take place on completion of the course. This examination will involve the learner in reflecting on the learning that has taken place during the period of study.

Differentiation at the point of assessment will be achieved through examinations at two levels – Ordinary level and Higher level and there will be one assessment component, a written examination. The general assessment criteria presented in this section will apply to the examinations at Ordinary and Higher levels.

The written examination

The examination will assess learning related to each unit. Since the aim of the course is to provide learners with a broad introduction to and experience of enterprise, learners will be assessed on some aspect of each unit whether with short answer questions or extended answer questions. It is important that whatever learning is assessed reflects learners' knowledge and understanding of enterprise as an approach to various aspects of their lives.

The written examination will examine the learner's:

- understanding of enterprise concepts and an ability to identify enterprise principles embedded in descriptions of familiar and unfamiliar contexts
- capacity to comprehend key information and to draw conclusions from a set of facts/case study presented
- use of enterprise-related knowledge and skills in a problem-solving setting to evaluate, propose, and choose between a number of possible solutions
- interpretation and expression to give articulate, well-argued responses in making and using connections between different aspects of enterprise.

The examination will comprise two sections;

- **Case study:** This section of the examination will require learners to apply knowledge and understanding of principles and concepts to a particular situation presented to them. Learners

will respond to questions based on a case study, the text of which they will have received in advance of the examination date. This will assess the learners' ability to form and express opinions on a set of circumstances, based on the concepts explored as part of their study of enterprise, in particular their involvement in an enterprise activity. The section will also assess the learner's ability to identify key information from an example of an enterprising activity. It may also indicate the learner's ability to evaluate, propose, and choose between a number of possible solutions to a problem.

- **General section:** The questions in this section will assess learners' broad understanding of enterprise and their ability to make connections between the different elements of the area.

QUESTION TYPE	OPTIONS	RESPONSE FORMAT	WEIGHTING
Short questions	Key enterprise concepts	Short answers completed on question paper	20%
Extended response questions	Application of concepts to business, public, and community sectors	Constructed response in paragraph format	40%
Extended response based on pre-issued case study material	Engagement with source material	Constructed response in paragraph or essay format	40%

Question types

Short answer questions: A number of different types of short answer questions will be presented. Definition questions will assess learners' knowledge of specific vocabulary such as words, phrases or technical terms. Extraction/comprehension questions might require a learner to obtain information from a graph or set of data.

Extended response questions

These questions will require learners to provide a fuller answer or carry out an activity. There are a number of suitable types of extended response questions: comprehension/analysis, description, explanation, and problem solving/analysis/evaluation questions. Comprehension analysis questions require learners to comprehend and analyse stimulus material. In this context these would be directly applicable to use with the case study. Description questions call on learners to place several pieces of information in sequence, for example, in describing the stages involved in researching an enterprise project of activity. Explanation questions seek evidence of reasoning to demonstrate understanding, for example, explaining why a promotion/publicity campaign is necessary in sustaining an enterprise activity. Finally, in responding to problem solving/analysis/evaluation questions, learners engage with the unit analytically or manipulate and analyse data. For example, responding to a scenario, calls for an innovative, enterprising response to a particular set of circumstances.

Differentiation: Ordinary and Higher Level

There will be separate examination papers for Ordinary and Higher level. Differentiation will be reflected in the structure of the examination paper and in the style of questioning. Consideration will be given to the language level in the questions, the stimulus material provided, the structure of the questions and the amount of scaffolding provided for the examination candidates, especially at Ordinary level.

The examination will make use of pre-issued source material with which the students will engage to demonstrate knowledge, skills or understanding specific to enterprise.

Use of the pre-issued source material

The material will be used to encourage the learners to draw upon their knowledge and understanding of key concepts, theories and techniques which have been introduced during the course. The learners will be expected to draw inferences from the material, to make appropriate links with their study of enterprise and to provide some sense of personal insight / reflection.

Where examples or cases are introduced in the source material, the learners will not be expected to have any specific knowledge or understanding of the situation beyond that contained in the extracts. The assessment will not test the learners' knowledge of the enterprise in question but may require them to generalise from the example given.

General assessment criteria

A high level of achievement is characterised by a comprehensive knowledge and understanding of a wide range of enterprise theories and concepts with a knowledge of a wide range of relevant terms. The learner consistently applies this knowledge and understanding to analyse familiar and unfamiliar situations, issues and problems, using appropriate skills accurately. An understanding of the connections between the different aspects of enterprise studied is well developed. The learner effectively evaluates evidence and arguments, making reasoned judgements to present appropriate and well-supported conclusions.

A moderate level of achievement is characterised by a knowledge and understanding of a range of enterprise theories and concepts with a knowledge of a range of relevant terms. The learner applies this knowledge and understanding to analyse familiar and unfamiliar situations, issues and problems, using appropriate skills. There is some understanding of the connections between the different aspects of enterprise studied. The learner evaluates evidence and arguments to present reasoned conclusions.

A low level of achievement is characterised by a limited knowledge and understanding of a limited range of enterprise theories and concepts along with a knowledge of some relevant terminology. The learner shows some ability to use this knowledge and understanding in order to analyse familiar and unfamiliar situations, issues and problems making some use of relevant skills. The understanding of the connections between the different aspects of enterprise studied is limited. The learner's responses are clear but the evaluation of evidence and arguments is limited.



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