

# **Business Studies**

## **Upper Secondary Teacher Guide**



Papua New Guinea  
Department of Education

Issued free to schools by the Department of Education

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## **Acknowledgements**

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## Secretary's message

This teacher guide is to be used by teachers when implementing the Upper Secondary Business Studies Syllabus (Grades 11 and 12) throughout Papua New Guinea. The Business Studies syllabus identifies the learning outcomes and content of the subject as well as assessment requirements. The teacher guide gives practical ideas about ways of implementing the syllabus: suggestions about what to teach, strategies for facilitating learning and teaching, how to assess and suggested assessment tasks.

A variety of suggested learning and teaching activities provides teachers with ideas to motivate students to learn, and make learning relevant, interesting and enjoyable. Teachers should relate learning in Business Studies to real people, issues and the local environment. Teaching using meaningful contexts and ensuring students participate in appropriate practical activities assists students to gain knowledge and understanding, and demonstrate skills in Business Studies.

Teachers are encouraged to integrate Business Studies activities with other subjects, where appropriate, so that students can see the interrelationships between subjects and that the course they are studying provides a holistic education and a pathway for the future.

I commend and approve the Upper Secondary Business Studies Teacher Guide for use in all schools with Grades 11 and 12 students throughout Papua New Guinea.



**DR JOSEPH PAGELIO**

Secretary for Education

## Introduction

The purpose of this teacher guide is to help you to implement the Business Studies syllabus. It is designed to stimulate you to create exciting and meaningful teaching programs and lessons by enabling you to choose relevant and purposeful activities and teaching activities. It will encourage you to research and look for new and challenging ways of facilitating students' learning in Business Studies.

The teacher guide supports the syllabus. The syllabus states the learning outcomes for the subject; and outlines the content and skills that students will learn, and suggested assessment tasks.

The teacher guide provides direction for you in using the outcomes approach in your classroom. The outcomes approach requires you to consider assessment early in your planning. This is reflected in the teacher guide.

This teacher guide provides examples of learning and teaching activities, and assessment activities and tasks. It also provides detailed information on criterion-referenced assessment, and the resources needed to teach Business Studies. The section on recording and reporting shows you how to record students' marks and how to report against the learning outcomes.

## The outcomes approach

In Papua New Guinea, the Lower Secondary and Upper Secondary syllabuses use an outcomes approach. The major change in the curriculum is the shift to what students know and can do at the end of a learning period, rather than a focus on what the teacher intends to teach.

An outcomes approach identifies the knowledge, skills, attitudes and values that all students should achieve or demonstrate at a particular grade in a particular subject (the learning outcomes). The teacher is responsible for identifying, selecting and using the most appropriate teaching methods and resources to achieve these learning outcomes.

Imagine the student is on a learning journey, heading to a destination. The destination is the learning outcome that is described in the syllabus document. The learning experiences leading to the learning outcome are to be determined by the teacher. The teacher uses curriculum materials, such as syllabus documents and teacher guides, as well as textbooks or electronic media and assessment guidelines, to plan activities that will assist students achieve the learning outcomes. The outcomes approach has two purposes. They are to:

- equip all students with knowledge, understandings, skills, attitudes and values needed for future success
- implement programs and opportunities that maximise learning.

Three assumptions of outcomes-based education are:

- all students can learn and succeed (but not on the same day or in the same way)
- success breeds further success
- schools can make a difference.

The four principles of the Papua New Guinean outcomes approach are:

*1 Clarity of focus through learning outcomes*

This means that everything teachers do must be clearly focused on what they want students to be able to do successfully. For this to happen, the learning outcomes should be clearly expressed. If students are expected to learn something, teachers must tell them what it is, and create appropriate opportunities for them to learn it and to demonstrate their learning.

*2 High expectations of all students*

This means that teachers reject comparative forms of assessment and embrace criterion-referenced approaches. The 'principle of high expectations' is about insisting that work be at a very high standard before it is accepted as completed, while giving students the time and support they need to reach this standard. At the same time, students begin to realise that they are capable of far more than before and this challenges them to aim even higher.

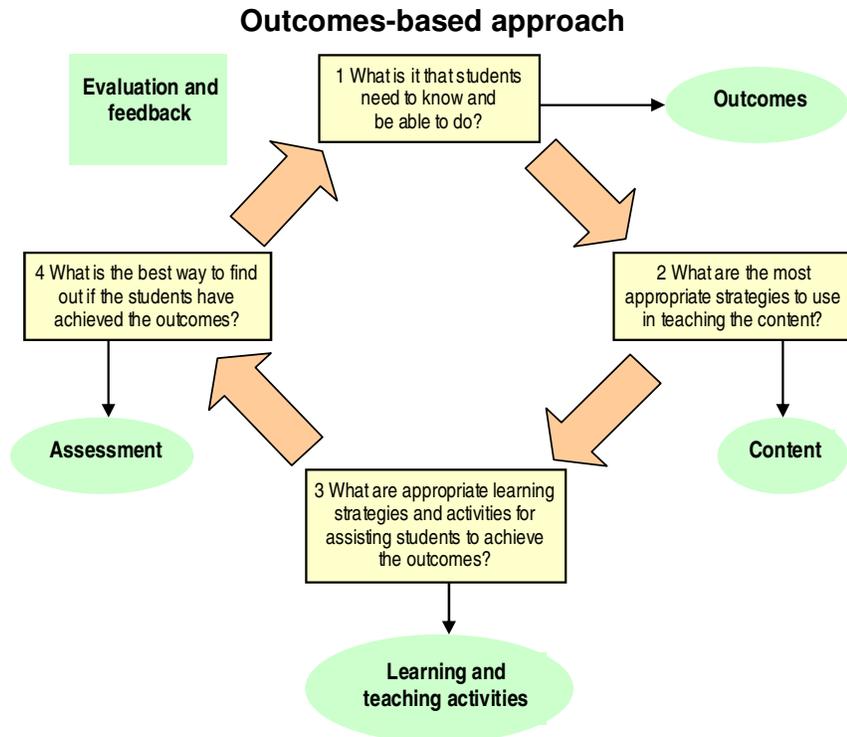
*3 Expanded opportunities to learn*

This is based on the idea that not all students can learn the same thing in the same way in the same time. Some achieve the learning outcomes sooner and others later. However, most students can achieve high standards if they are given appropriate opportunities. Traditional ways of

organising schools do not make it easy for teachers to provide expanded opportunities for all students.

#### 4 *Planning and programming by 'designing down'*

This means that the starting point for planning, programming and assessing must be the learning outcomes—the desired end results. All decisions on inputs and outputs are then traced back from the learning outcomes. The achievement of the outcome is demonstrated by the skills, knowledge and attitudes gained by the student. The syllabuses and/or teacher guides describe some ways in which students can demonstrate the achievement of learning outcomes.



Learning outcomes provide teachers with a much clearer focus on what students should learn. They also give teachers greater flexibility to decide what is the most appropriate way of achieving the learning outcomes and meeting the needs of their students by developing programs to suit local content and involve the community.

The outcomes approach promotes greater accountability in terms of student achievement because the learning outcomes for each grade are public knowledge—available to teachers, students, parents and the community. It is not the hours of instruction, buildings, equipment or support services that are the most important aspect of the education process but rather, what students know and can do, as they progress through each grade. The outcomes approach means that learning

- has a clearer purpose
- is more interactive—between teacher and students, between students
- has a greater local context than before
- is more closely monitored and acted upon by the teacher
- uses the teacher as a facilitator of learning as well as an imparter of knowledge.

## Learning outcomes

The syllabus learning outcomes describe what students know and can do at the end of Grade 12. The level of achievement of the learning outcomes should improve during the two years of Upper Secondary study, and it is at the end of the study that students are given a summative assessment on the level of achievement of the learning outcome. The learning outcomes for Business Studies are listed below.

Students can:

1. demonstrate knowledge and understanding of the establishment and operations of small businesses
2. communicate ideas and information, using business terminology in a range of modes of communication
3. demonstrate an understanding of skills necessary for business
4. evaluate the economic, social, environmental and ethical outcomes of specific business decisions
5. apply the knowledge and skills of business management in practical settings
6. describe and explain the effects of issues affecting the business community in Papua New Guinea as well as the global community
7. demonstrate an understanding of the knowledge and skills of different aspects of communication styles and strategies, operations management and human resource functions.

## Learning and teaching

### How students learn

What I hear I forget.  
 What I hear and see I remember a little.  
 What I hear, see and discuss I begin to understand.  
 What I hear, see, discuss and do, I acquire knowledge and skills.  
 What I teach to another, I master.

(‘Active learning credo’ statement, Silberman 1996)

In support of this are these findings: that we remember

20 per cent of what we hear  
 40 per cent of what we see  
 90 per cent of what we see, hear, say and do or what we discover for ourselves.

You, as a teacher, must teach the knowledge that is included in the syllabus documents. Not only do you have to be able to teach what students should know, you must also be able to interpret that knowledge for students in a way that makes it relevant to them, and enables them to begin to acquire skills of analysis and problem solving, which will support learning and teaching. You also need to give students some opportunities to apply their knowledge, to be creative and to solve problems.

### A student-centred approach to learning

Different students learn in different ways. Some students learn best by writing, others by talking and discussing, others by reading and others by listening. Most students learn by using a combination of these. All people learn skills through practising and repetition. You need to use a variety of teaching strategies to cater for the different ways your students learn.

### Learning and teaching strategies

Students who participate in guided instruction learn more than students who are left to construct their own knowledge (Mayer 2004). You need to employ a variety of learning and teaching approaches because all students do not learn in the same way. The ‘auditory learner’ prefers to use listening as the main way of learning new material whereas a ‘visual learner’ prefers to see things written down. Students should be actively involved in their learning and therefore you need to design appropriate practical activities or experiments, using resources that can be found in your location.

In Grades 11 and 12, students will already have had a wide variety of experiences. You need to make use of your students’ experiences when designing and conducting learning in class; learning that is connected to your students’ world.

To assist and encourage students to learn, you perform certain tasks. These are referred to as teaching strategies. You need to engage students directly in learning but there are times when you have to take charge of the learning in the class and teach particular concepts or ideas. Teaching strategies include:

- group work

- role-play or drama
- skills practice
- research or inquiry
- class discussions or debates
- problem-solving activities
- teacher talk, instructions, explanation, lectures or reading aloud
- directed question and answer session
- audiovisual presentations
- textbooks or worksheets
- directed assignments
- demonstration and modelling
- guest speakers
- field work
- classroom displays

The most efficient and long-lasting learning occurs when teachers encourage the development of higher-order thinking and critical analysis skills, which include applying, analysing, evaluation and creating. Attention should also be paid to developing students' affective and psychomotor skills. To make sure that this takes place, you should encourage deep or rich—rather than shallow—coverage of knowledge and understandings.

### **Using groups as a learning and teaching strategy**

Using groups is an important strategy in Business Studies as students learn from each other, not just from the teacher. Group work encourages students to participate in achieving a shared goal and collaborative learning. In deciding whether to use groups or not, you need to consider:

- your intended outcomes
- the extent to which the outcomes can be achieved by a group
- the lesson content
- the time allocated for the completion of the task
- the classroom setting
- available materials and resources
- the structure of the group based on gender, ability, cultural background and student preferences.

Groups work well when:

- the group decides upon their goal, timelines and tasks
- students realise that success depends on the achievement of the whole group, not individuals
- the task is broken into subtasks which must be finished to successfully complete the overall task
- the whole class is involved in the activity
- everyone has a role to play, e.g. implementing and managing a small business activity
- membership of small groups is changed regularly to provide a variety of learning experiences for all students.

**Strategies for organising and managing groups**

- Mixed-ability groups: the more able learners in the group can help the others to master the work so that the teacher need not teach some parts
- Same-ability groups: the teacher can leave the groups of faster learners to get on with the work on their own. She or he can give extra help to individual learners in the slower groups
- Using group leaders or monitors: some teachers appoint faster, more able learners as group leaders or monitors who can help slower learners

**Learning and teaching strategies for Business Studies**

Here are some learning and teaching strategies that can be used to make learning more meaningful and interesting in Business Studies. You should vary your lessons by using different teaching strategies, making sure that the one you use for the lesson is suitable for your lesson outcomes. Many of these strategies work together; for example, developing *consequence charts* during *class discussions* helps students make realistic *decisions*.

**Brainstorming**

This is a technique in which a class or group meets in order to record all the information already known on a topic, to develop new ideas or to stimulate creative thinking. Participants 'let the ideas come into their heads', write them down, sort them and decide which require further research. Brainstorming is a useful way of determining and activating prior knowledge of a topic. It could be used when students think of problem-solving situations about the behaviour of consumers in the use of goods and services.

**Classroom displays**

A classroom display provides a way of focusing on the current unit. It stimulates learning and provides a record of learning as well as encouraging students to interact and to respond to learning.

**Charts**

Helping students to learn to chart, that is, to organise information in various groupings under different headings, is valuable. It not only helps them to make sense out of a previously unrelated mass of data, but it is a crucial step in the process of developing a store of concepts to use in making sense of their experiences. Charts (for example, of the kinds of occupations and people in those occupations in a particular locality) are a powerful organising tool and of considerable help in getting students to think about data.

**Consequence charts**

A consequence chart is used to record what students believe to be the likely consequences of a decision or action. Charts can take different forms and enable students to explore cause and effect relationships, alternative consequences or the likely consequences of alternative actions or decisions; for example, when making decisions about the use of personal money and constructing workable budgets.

### **Current events**

A valuable source for discussion and inquiry such as trade fairs, product launches, new laws.

### **Debates**

Debates can be used in units 9.3 and 10.5. They are formalised discussions in which opposing points of view are advanced. They allow students to take a position on an issue and justify that position, perceive other points of view and analyse relative strengths of arguments. There are several debating formats that can be utilised in Business Studies classrooms.

- A round robin provides opportunity for each student to state a point of view and a supporting argument.
- Divide class members into two groups according to their chosen point of view. Each side alternately puts forward a persuading statement.
- Students adopt a point of view and develop supporting arguments. They present their arguments in a persuasive manner and counteract arguments in response to opposition.

### **Decision-making**

Decision-making is the process of choosing from two or more alternatives. Decisions are best made after gathering information about the situation or event, considering possible alternatives, then choosing between those alternatives. Part of the process is the analysis and evaluation of the possible outcomes of the decision.

- Be aware of problems or situations in the class or community that require decisions to be made.
- Prepare role-plays or simulations when decision-making is involved.
- Be prepared to allow students to make decisions with unexpected outcomes.

### **Diagrams**

Diagrams may be used to illustrate outlines and features of an object. They can show something complex like how a particular product is made from raw material. They can show the stages and/or process in making this product from a raw material into a finished good. The best diagrams are clear, with all necessary details and labels to identify features and explain processes.

### **Discussions**

Discussions provide opportunities to express ideas and feelings and listen to others, to look at issues from other perspectives. However, it is not practical with more than 20 people. If class discussions are going to be used in a large class, the class should be divided into two or more groups.

### **Evaluation**

Evaluation involves weighing options, consequences and evidence in decision-making contexts in order to make decisions and take action in just, caring and effective ways. The evaluation process often requires us to make decisions between values which are in apparent or real conflict.

**Excursions**

An excursion is a trip to a place to provide ideas and opportunities to respond to or interact with new environments or experience different activities, such as a visit to a trading store, bank, small business or factory.

**Flow charts**

A flow chart is a diagram showing a series of step-by-step operations which make up a particular process. The main elements of the process are shown in picture form and are linked by arrows to indicate how one operation leads to the next. A flow chart can be used to show stages in the development of a product.

**Guest speaker or visitor**

A guest speaker or visitor is a person who is invited to share his or her knowledge and skills with students. This may be a teacher from another class, a parent, a member of the local community or a representative from a group, organisation or business.

**Interviews**

An interview involves asking someone questions in order to find out more information about a subject. In this way, students can learn about things and people's opinions first hand. There are usually many people with special knowledge about a topic. Students can invite them to the classroom or meet them during fieldwork. To conduct a successful interview students need to:

- prepare their questions beforehand
- make sure questions are simple and to the point and require more than a single-word answer
- tell the interviewee their purpose and thank them at the end
- listen carefully to answers
- take notes if possible.

**Investigating issues**

Issues can be drawn from any field, such as society, economy, environment, culture. It must be stressed that the essence of an issue is that there are different, often opposing views, most of which are based on reason. Different opinions about an issue may be due to:

- conflicting value stances
- use of power
- humanitarian ethics
- benefits gained by different groups, as in resource development or conservation.

It is recommended that opportunities are provided for students to:

- discuss ideas, feelings and questions about activities regarded as right or wrong, good or bad
- examine the personal and community factors involved in defining beliefs about what is right or wrong, good or bad

- analyse how different contexts and situations influence personal values, attitudes, beliefs and behaviours
- critically analyse how groups justify particular actions and behaviours.

*Possible discussion questions*

- What would happen if ...?
- What is 'good' and 'bad' about ..., 'right' and 'wrong' about..., 'fair' and 'unfair' about..., 'just' and 'unjust' about ...?
- What are the rights and responsibilities of ..., duties and obligations of ...?
- What are the laws and rules about ..., the sanctions and punishments for ...?
- What should those with authority and power do about ...?

When investigating business issues you may find it useful to use the following points to help students develop their knowledge and understanding of the issue:

- read or view the material dealing with the issue
- name and briefly outline the issue
- who are the main people involved in the issue?
- identify the scale at which the issue is relevant. Is it a global, national, regional or local issue?
- describe or map the area where the issue is relevant
- list the main sources of information about the issue
- state whether the sources used present different points of view on the issue. If so, list them
- state whether the sources of your information are reliable
- outline the actions people could take to address the issue. What would be the likely outcome?
- consider how the media has influenced your study of the issue
- explain how the study of the issue has affected your own views on the issue

**Jigsaw groups**

Jigsaw groups are a method of organising students so that the whole class can conduct an in-depth study of a topic or issue within a relatively short period of time. Topics are analysed and broken down into discrete research tasks or activities. These tasks form the pieces of an information 'jigsaw'. A group of students is allocated one of the jigsaw tasks to investigate. Each expert jigsaw group then reports the results of its findings back to the other groups, thus gradually building up a detailed and complete 'picture' of the topic.

**Matrix**

A matrix (or table) is a concise classification of numbers, words, or symbols assembled in a grid layout in order to facilitate analysis and predictions.

**Mind maps or concept maps**

A mind or concept map is a way of recording information. It allows students to organise their ideas as a class or small group or individually. A mind map is often associated with brainstorming and is useful for drawing connections between ideas and concepts, assisting in further research of a topic.

**Moral dilemmas**

A moral dilemma depicts an apparent conflict between two or more courses of right action. The dilemma situation may be real or imaginary and should always be discussed in a supportive atmosphere. Moral dilemmas may be drawn from a range of student experiences, current social issues, stories or important events. The dilemma may be set in a past, present or future context—or a combination of these.

**Photographs and pictures**

Photographs and pictures are visual texts. They can be used to develop many skills, such as observing, classifying, grouping, comparing and contrasting. They also clarify and stimulate further inquiry. Students can take or use photographs as a means of gathering and recording information. Computer technology and digital cameras enable photographs to be stored and reproduced cheaply, in various ways. Photographs also allow for reinvestigation of first-hand experiences at a later date.

**Problem solving**

A particularly relevant learning and teaching strategy for Business Studies topics is problem solving. Students can be involved in identifying and working towards solutions to problems. The classroom, school grounds, community and home all contain problems, which are appropriate starting points for investigation by students.

The purpose of learning through the application of problem-solving skills is to link conceptual understandings with practical experiences. It is important that students be given opportunities to apply problem-solving techniques to a range of issues. The teacher's role is to:

- assist students identify problems that are relevant and solvable
- organise learning that develops skills in problem solving
- choose learning activities that encourage responsible actions.

**Questionnaires**

A questionnaire is a set of questions aimed at getting the opinions of a number of people on a particular topic or issue. It can be left for people to fill out, or the questions may be asked directly in an interview situation. A questionnaire is really only useful if a large number of people take part.

**Reflective learning**

Reflection is the act of thinking about what has been learnt. It often involves putting learning into a new context, looking at experiences in a new light and interpreting what has been said or done. Teachers need to provide time, both during and at the end of any learning experience, for students to contemplate the content and processes in which they have been engaged.

This time needs to allow for individual, small group and whole class reflection. As a result of reflective learning, students may develop flexibility and creativity.

### **Research**

One of the best ways to learn about Business Studies is to think of the questions you want answered or what you want to know and inquire about the things which interest you. This means doing your own research to find the answers. The same applies to your students. There are a number of steps involved in doing research and the best results are achieved if students do things in the right order and ask the following questions.

#### *Defining*

- What do I want to find out?
- What is my purpose?
- What are the key words and ideas of this task?
- What do I need to be able to do it?

#### *Locating*

- Where can I find the information I need?
- What do I already know?
- What do I still need to find out?

#### *Selecting*

- What information do I really need?
- What can I leave out?
- How relevant is the information I have found?
- How reliable is the information I have found?
- How will I record all the information?

#### *Organising*

- How can I best use this information?
- Do I need to use all the information?
- How can I best combine information from different sources?

#### *Presenting*

- How can I present this information?
- With whom will I share this information?
- How does the audience affect my presentation?

#### *Assessing*

- What did I learn from all this?
- Did I achieve what I set out to achieve?
- How did I go with each step of the information process?
- How did I go with presenting my information?
- Where do I go from here?

### **Role-play**

Role-play involves taking on and acting out roles of real or imaginary individuals in varied, non-threatening simulated situations in order to clarify values and develop empathy with other people. Role-play is possible with most topics in the study of issues or current affairs.

- Explain the role-play to the whole class so that they begin from a common understanding of the situation.
- Cast beginning students with learners who are competent and relaxed. Acceptance of the role-play by some will give others more confidence.
- Avoid placing students in their usual life role as this can be self-defeating and will limit possible experiences for the students.
- Be prepared to intervene where necessary.
- Stop the drama after main behaviours and points have been observed.
- Debrief role-play participants. This is an essential step as it helps players out of their roles. They must be disassociated from the role, both in their own eyes and the eyes of other students.

### **Simulation**

Simulation means assuming roles according to specified rules and procedures. These can be role-plays or games. Simulation can also involve making working models to show how a process actually works.

### **Surveys**

A survey is a method of gathering information for a specific purpose. It may take various forms, such as traffic survey, values questionnaire, and interview. Consider the following:

- determine the purpose of the survey: what information needs to be obtained?
- consider the form of survey most appropriate to gather the information needed on a topic, issue or problem
- be aware that if questions are used, they should be carefully formed to elicit the required information
- the need to trial a questionnaire could be explored, as well as bias in sampling methods
- supervision, safety and student protection issues, need to be considered and discussed

Decide with students:

- the purpose of the survey
- who or what will be surveyed
- how the information will be gathered, such as by questioning, observing, individually by students, in jigsaw groups and so on
- when and where the information will be obtained; for example, at home from parents, on an excursion, at recess in the playground, or in the classroom
- the collation and final format and presentation of the data.

### **Tables and graphs**

Graphs are used to show how an item or items of information change over a given time.

*Line graphs* may take the form of a smooth curve or may consist of line segments that join places plotted on the graph.

*Bar graphs* are used to show totals of information. This information can be shown for one item over a number of time periods, or for a number of items over one time period. The height of the bars indicates clearly the total of the information being shown. Bar graphs can also be used to compare totals of one or more items.

A *circle* or *pie graph* is an accurate way of showing how each item of data contributes to complete a picture. The 'slices' of the 'pie' are drawn proportionally in a clear, colourful way to show the percentages they represent.

A *table* is also useful for organising information. Information in tables is usually presented in columns enclosed by a frame and including headings within the frame.

### **Task cards**

Task cards are teacher-defined activities or pieces of research work presented in a written form and assigned to individual students or groups. They are a method of directing student learning. You can devise task cards to direct activities on an aspect of a topic.

### **Values reinforcement**

Values reinforcement involves the class teacher in emphasising specific values within the class and school context. Such values should be consistently reinforced within the Business Studies course. The process of values reinforcement can assist students to:

- acquire a set of standards for developing business values
- understand and operate businesses by desirable community standards
- become more effective learners
- become more effective citizens.

Many strategies can be used to reinforce values, but both static and dynamic models are extremely important. Static models include such things as business conduct codes, democratic elections, rules for fair play. Dynamic models include people with whom children may interact; for example, parents, relatives, friends, teachers, special visitors, community service workers, club leaders and business personalities.

The most efficient and long-lasting learning occurs when teachers encourage the development of higher-order thinking and critical analysis skills which include applying, analysing, evaluation and creating. Attention should also be paid to developing students' affective and psychomotor skills. To ensure that this occurs, you should encourage deep or rich, rather than shallow coverage of knowledge and understandings.

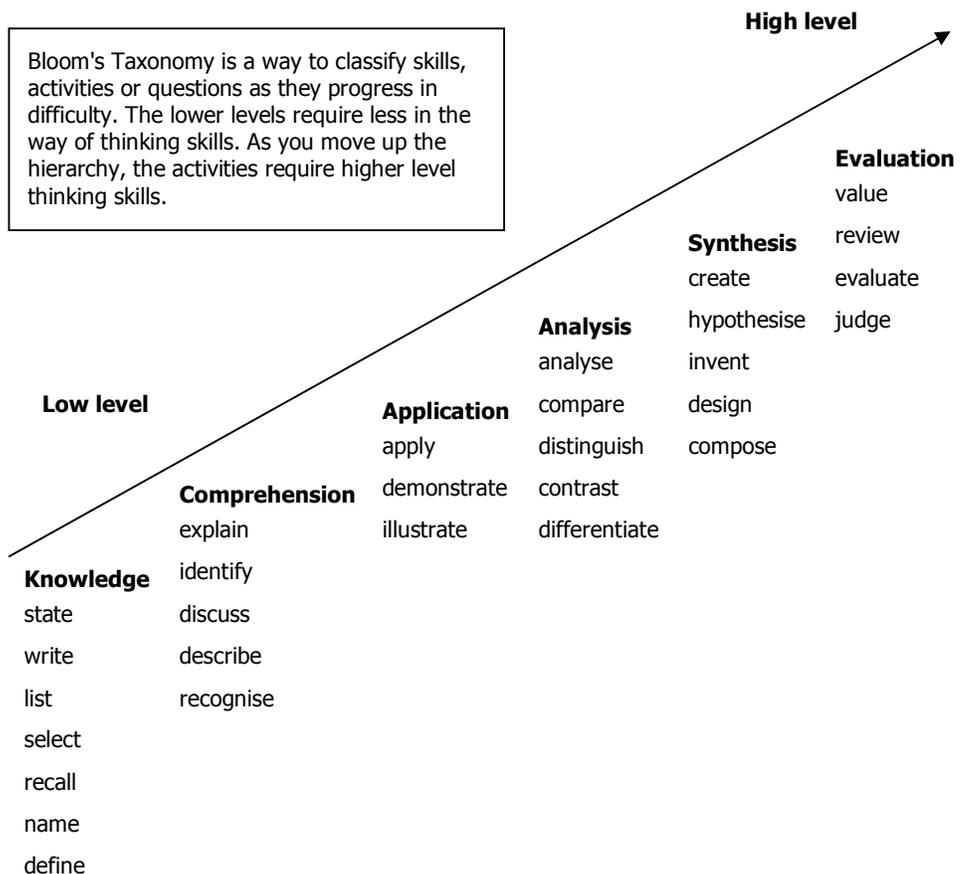
## Developing Business Studies skills

Students need to develop skills to help them learn. Skills development should happen as a part of students' learning experiences and the learning and practising of skills needs to take place in the context of the units being taught. Skills learning tends to be most effective when:

- students go from the known to the unknown
- students understand why it is necessary to master specific skills
- skills are developed sequentially at increasing levels of difficulty
- students identify the components of the skill
- the whole skill and the components of the skills are demonstrated
- there are frequent opportunities for practice and immediate feedback
- the skills being taught are varied in terms of amount and type, according to the needs of students
- the skill is used in a range of contexts.

To teach skills effectively, you need to include learning activities that span the range from teacher-directed to student-centred learning, use groups of different sizes ranging from the whole class to small groups and use a range of teaching strategies which use higher order skills as the students progress.

### Bloom's taxonomy of skills



## What do students do in Business Studies?

Students:

- develop a holistic view of the theoretical and practical aspects of business and management in real life contexts
- understand and interpret general business and management cycle processes in local and global settings
- have the skill to acquire (gather), organise, analyse and synthesise data and information in order to understand, manage and solve business problems
- design and conduct interviews and questionnaires, classify and summarise the resultant data and analyse and make deductions from the results
- acquire knowledge of key business and economics theories and concepts and be able to apply such understanding to practical problems in the real world
- be able to understand and use data, graphs and diagrams and conduct critical enquiries pertaining to business concepts, use various literacy, numeracy and computer-related skills
- exhibit proficiency in self-management, interpersonal skills, and written and oral communication.

To develop these skills students undertake business activities that enable them to apply specific skills including research, analysis, problem-solving, decision-making, critical thinking and communication. Students further develop these skills by investigating business establishments and operations and utilise a range of business information to assess and evaluate business performance.

### Small business project

'Small business project' is an essential part of Business Studies. This project will enable students to gain the necessary or required skills in operating a small business and will also enhance learning opportunities for a wide range of students because it caters for a variety of learning and teaching experiences. Business Studies inquiry involves:

- planning
- researching
- evaluating
- problem solving
- decision making
- recommending
- extrapolating and predicting
- developing hypotheses and forming conclusions
- communicating in a variety of formats (both speaking and writing; for example, reports, essays, reviews, debates, letters, articles, presentations, WebPages)
- creating products, ideas and solutions.

## What do teachers of Business Studies do?

The Business Studies teacher:

- is interested in and concerned about events and movements in the local, national and global community
- actively seeks to keep informed while also maintaining a critical stance towards sources of information
- takes a principled stand, and supports others who do so, against injustices and inequalities relating to race, gender, class, physical or mental attributes
- informs him or herself about business issues as they impact upon their community and on communities and globally and locally
- values democratic processes as the best means of bringing about positive change
- engages in some form of social action to support their beliefs.

As a teacher, she or he will:

- model democratic values of fairness, justice and equal respect
- use a range of teaching styles that foster both individual development and group cooperation and enable learners to make the best use of their differing learning styles
- encourage his or her learners to adopt a reflecting and questioning position in relation to business knowledge
- teach the prescribed curriculum well with an emphasis on infusing issues dealing with human rights, relationships, self-esteem and respect for diversity.

## Developing a program

A teaching program outlines the nature and sequence of learning and teaching necessary for students to demonstrate the achievement of the learning outcomes. The content of the syllabus describes the learning context and the knowledge required for the demonstration of each outcome. The learning outcomes for the units are stated on page 4 of this teacher guide.

Teachers must develop programs that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements.

The content prescribed in the units indicates the breadth and depth with which topics should be treated. The sequence of teaching is prescribed by the sequence of content. The learning outcomes and assessment, however, must be central to the planning of the teaching program.

## Planning and programming units

The main purpose of planning and programming is to help you to arrange the presentation of the unit in an organised manner. This will help you to know what to teach and when to teach it. It is strongly recommended that you make plans with the other teachers who teach the same subject. By

planning together, you will *all* have better lessons and make better use of your limited resources.

### **Points to consider when programming**

- Which outcomes are students working towards?
- What is the purpose of this unit or topic or learning experience?
- Which learning experiences will assist students to develop their knowledge and understandings, skills, values and attitudes in Business Studies?
- What are the indicators of student learning that you would expect to observe?
- How can the learning experiences be sequenced?
- How do the learning experiences in the unit relate to students' existing knowledge and skills?
- How are individual learning needs to be catered for?
- What are the literacy demands of this unit or learning experience?
- What authentic links can be made with the content of other subjects?
- How can school events and practices be incorporated into the program?
- Do the assessment methods address the outcomes and enhance the learning?
- How can the assessment be part of the learning and teaching program?

### **The planning process**

In this teacher guide, ideas for programming and organising have been provided. These have been arranged in steps to help you teach the unit. The steps follow the thinking processes involved in the outcomes approach.

#### **Step 1: Interpreting the learning outcomes**

The first step is to read the description in the syllabus. Then study the learning outcomes and what students do to achieve the learning outcomes, in order to determine what students will know and be able to do by the end of the unit.

You need to look at the action verb, concept and context of each learning outcome. This will help you to see what skills and knowledge are embedded in the outcome.

#### **Step 2: Planning for assessment**

It is necessary to plan for assessment early to ensure that you teach the content and skills students need to achieve the learning outcomes.

You will have to decide when to schedule assessment tasks to allow yourself time to teach the required content and time for students to develop the necessary skills. You will also need time to mark the task and provide feedback. Practical tasks may, for example, be broken into a series of stages that are marked over several weeks as students progress with making their product. It is not appropriate to leave all assessment until the end of the unit.

This teacher guide provides performance standards and examples of a marking guide. You should develop marking guides when you are marking tasks to ensure consistency in your assessment. You must also develop clear and detailed instructions for completing the task and make sure all students know exactly what they have to do.

### Step 3: Programming a learning sequence

This step requires you to develop a program outlining a sequence of topics and the amount of time spent on each topic. If the unit involves a project, for example, you may plan to teach some theory at appropriate stages during the project, rather than teaching all the theory before the students start the project.

To develop your program you need to study the topics listed in the syllabus and to think about which learning activities will best provide students with the opportunity to learn the content and practise the appropriate skills, and how long the activities will take. You will have to think about some major activities that last several weeks and smaller activities that may be completed in a single lesson.

### Step 4: Elaboration of activities and content

Once you have mapped out your program for the term, you must then develop more detailed plans for each topic in the unit. All units require students to be actively engaged in learning, not just copying from the board. Make sure you develop a range of activities that suit all learning needs—some reading and writing, some speaking and listening, some observing and doing.

Browse through the textbooks and teaching resources you have access to and list the chapters, pages or items that you will use for each topic in your program. The textbooks should also provide you with ideas for activities related to the topic. You may have to collect or develop some resources for yourself. Once you have sorted out your ideas and information, you can then develop your more detailed weekly program and daily lesson plans.

This teacher guide gives some suggested learning and teaching activities for each unit and some suggested assessment tasks that you might like to use to ensure active learning. It also gives background information on some of the content (see Appendix).

### Using the internet for classroom activities

#### *Planning*

- Where appropriate, incorporate computer sessions as part of planned learning experiences.
- Be aware that computers can be time-consuming and may require extra teacher support at unexpected times.
- Consider methods of troubleshooting, such as having students with computer expertise designated as computer assistants.
- Design activities that provide the opportunity for students to access, compare and evaluate information from different sources.
- Check protocols, procedures and policies of your school and system regarding the use of the internet.

#### *Managing*

- Ensure that all students have the opportunity to explore and familiarise themselves with the technologies, navigation tools, e-mail facilities and texts on the internet. It is likely that students will have varying degrees of expertise in searching for information and navigating the internet. Students will also have varying experiences of, and be more or less familiar with, the way texts are presented on the World Wide Web.

- Ensure that all students understand how to access the internet and perform basic functions such as searching, sending and receiving e-mail.
- Students with more experience in using the internet may have information that will benefit the whole class. Provide opportunities for students to share their experiences, interests, information and understandings. As well as planning lessons to instruct students in these skills, pairing students and peer tutoring on the computer can enable more experienced students to assist other students.
- Ensure that students critically analyse business information gathered on the internet, just as they would for any other text. They should be aware that material posted on the Web is not necessarily subject to the conventional editorial checks and processes generally applied to print-based publications. When evaluating information, students might consider:
  - the intended audience of the site
  - bias in the presentation of information, or in the information itself, including commercial or political motives
  - accuracy of information
  - balanced points of view
  - currency of information, including publishing dates
  - authority of source or author (institution, private individual)
  - ownership of the website (such as corporate, small business, government authority, academic)
  - cultural or gender stereotyping.
- Ensure that software and hardware (computer, modem) are maintained in good working order.
- Ensure that all students are given equal opportunities to use the computer.

*Assessing student work containing material from the internet*

- Students can download large quantities of information from the internet. In itself, such information provides very little evidence of student effort or student achievement. Students must make judgements about the validity and safety of information when working from the Web. They must consider the purpose of the text, identify bias, and consider the validity of arguments presented and the nature and quality of the evidence provided.
- When assessing student work that includes material drawn from the internet, it is therefore important to recognise how students have accessed the information, what value they place on it and how they have used it for the topic being studied in class. It is useful to look for evidence of critical evaluation, and the development of students' capacities to access, manipulate, create, restore and retrieve information.

## Business Studies requirements

There are four units in Grade 11 and four units in Grade 12 as prescribed in the Upper Secondary Business Studies Syllabus. All students taking Business Studies in Grades 11 and 12 must complete a total of eight units by the end of Grade 12. As teachers, you are to ensure that students are taught the units in a sequential order, as given on page 6 of the Business Studies Syllabus.

This teacher guide contains two sample assessment tasks, which must be completed by all students. You will decide how best you can assist your students to complete these tasks. You may need to choose an appropriate and relevant situation for your students. You must write clear task instructions for students to carry out the assessment tasks and ensure that a marking guideline is written for all teachers teaching the same grade to use.

### Business Studies requirements

Grade	Weeks	Term	Unit	Resources for activities and assessment
11	10	1	11.1 Preparing for the Future 1 (4 weeks) 11.2 Business Organisation and Management (6 weeks)	<ul style="list-style-type: none"> <li>Strength and Weakness checklist (adapt from LS BS Teacher Guide)</li> <li>Clear file or manila folder</li> <li>Samples of personal documents</li> <li>Sample application forms, templates and letters</li> <li>VCE Business Management Units 1&amp;2</li> <li>Commerce in SOSE: An outcomes approach</li> <li>Test papers, task instructions, marking guidelines</li> </ul>
11	10	2	11.2 Business Organisation and Management (2 weeks) 11.3 Business Start-up and Management (8 weeks)	<ul style="list-style-type: none"> <li>Start and Improve Your Business Programme—SBDC</li> <li>Know About Business—SBDC</li> <li>Commerce in SOSE—An outcomes approach</li> <li>VCE Business Management Units 1&amp;2</li> <li>Test papers, task instructions, marking guidelines</li> </ul>
11	10	3	11.3 Business Start-up and Management (2 weeks) 11.4 Small Business Management (8 weeks)	<ul style="list-style-type: none"> <li>VCE Business Management In Action</li> <li>Commerce in SOSE—An outcomes approach</li> <li>VCE Business Management Units 1&amp;2</li> <li>Sample basic office equipment</li> <li>Test papers, task instructions, marking guidelines</li> </ul>
11	10	4	11.4 Small Business Management (10 weeks)	<ul style="list-style-type: none"> <li>Start Bookkeeping—Rita Plukes</li> <li>Commerce in SOSE—An outcomes approach</li> <li>VCE Business Management Units 1&amp;2</li> <li>Test papers, task instructions,</li> </ul>

				marking guidelines
12	10	1	12.1 Communication Skills and Management (10 weeks)	<ul style="list-style-type: none"> <li>• Business Communication and Technologies in a changing world</li> <li>• Sample basic office equipment</li> <li>• Commerce in SOSE—An outcomes approach</li> <li>• Test papers, task instructions, marking guidelines</li> </ul>
12	10	2	12.2 Managing Operations (10 weeks)	<ul style="list-style-type: none"> <li>• Commerce in SOSE—An outcomes approach</li> <li>• VCE Business Management Units 1&amp;2</li> <li>• Test papers, task instructions, marking guidelines</li> </ul>
12	10	3	12.3 Managing People (10 weeks)	<ul style="list-style-type: none"> <li>• Commerce in SOSE—An outcomes approach</li> <li>• VCE Business Management Units 3&amp;4</li> <li>• Test papers, task instructions, marking guidelines</li> </ul>
12	2	4	12.4 Preparing for the Future 2 (2 weeks)	<ul style="list-style-type: none"> <li>• Clear file or manila folder</li> <li>• Samples of personal documents</li> <li>• Sample application forms, templates and letters</li> <li>• Test papers, task instructions, marking guidelines</li> </ul>

## Assessing Business Studies

Assessment is an important part of learning and teaching. It is used to:

- evaluate and improve learning and teaching
- report achievement
- provide feedback to students on their progress
- provide feedback to stakeholders.

### Criterion-referenced assessment

Assessment in Business Studies is criterion-referenced and measures students' achievement of the learning outcomes described in the syllabus. In criterion-referenced assessment, particular knowledge, skills or abilities are specified as criteria that must be achieved. The extent to which they are achieved is assessed and facilitated by the teacher.

Criterion-referenced assessment often takes on a problem-centred orientation, rather than a knowledge-based orientation. To achieve an outcome means having to demonstrate the attainment of skills and attitudes, not just write about them. Assessment then becomes more than just a means of judging knowledge and performance—it becomes an integral part of the learning process itself. Criterion-referenced assessment is:

- standards or criterion-referenced; that is, outcomes are judged against pre-defined standards (see table below)
- direct and authentic, related directly to the learning situation. This has the potential for motivating learning, since students can see a direct relevance between what is learnt and what is assessed.

### Norm-referenced assessment

'Norm-referenced assessment' makes judgements on how well the student did in relation to others who took the test. It is often used in conjunction with a curve of 'normal distribution', which assumes that a few will do exceptionally well and a few will do badly and the majority will peak in the middle, normally judged as average.

### Example of a criterion-referenced test

The driving test is the classic example of a criterion-referenced test. The examiner has a list of criteria, each of which must be satisfactorily demonstrated in order to pass; for example, completing a three-point turn without hitting either kerb. The important thing is that failure in one criterion cannot be compensated for by above-average performance in others; nor can a student fail in spite of meeting every criterion (as they can in norm-referenced assessment) simply because everybody else that day surpassed the criteria and was better than him or her. Criterion-referenced assessment has the following characteristics:

- a syllabus that describes what students are expected to learn in terms of aims, outcomes and content

- a syllabus that provides a clear sense of the syllabus standards through its aims, outcomes and content
- tasks designed to produce an image of what students have achieved at that point in the learning and teaching process relative to the outcomes
- standards of performance at different levels: the 'performance standards'
- a report that gives marks referenced to predetermined standards
- assessment tasks that refer to syllabus outcomes, content, assessment components and component weightings
- external examinations that are based on syllabus outcomes and content. External markers use standards-referenced marking guidelines developed by the Science Examination Committee.
- assessment that is better-integrated with learning and teaching.

### Criterion or standards-referenced assessment in Business Studies

<b>Learning outcomes performance standards</b>					
<b>Learning</b>	<b>Very high achievement</b>	<b>High achievement</b>	<b>Satisfactory achievement</b>	<b>Low achievement</b>	<b>Below minimum standard</b>
1. Demonstrate knowledge and understanding of the establishment and operations of small businesses	Demonstrates extensive knowledge and understanding of a wide range of complex functions of small business operations	Demonstrates a sound knowledge and understanding of the functions of small business operations	Demonstrates some knowledge and understanding of the functions of small business operations	Demonstrates limited knowledge of the functions of small business operations	Has failed to meet the minimum standard required
2. Communicate ideas and information, using business terminology in a range of modes of communication	Uses an extensive range of written, oral and graphic forms to communicate complex ideas and information effectively using appropriate business terminology	Communicates ideas and information using a broad range of written, oral and graphic forms using appropriate business terminology	Communicates information using some written, oral and graphic forms using business terminology	Communicates some information using either written, oral or graphic forms using limited business terminology	Has failed to meet the minimum standard required
3. Demonstrate an understanding of skills necessary for business	Demonstrates an extensive knowledge and understanding of a wide range of skills necessary for starting and managing a business	Demonstrates a sound knowledge and understanding of a range of skills necessary for starting and managing a business	Demonstrates knowledge and understanding of skills necessary managing a business	Demonstrates a limited knowledge of skills necessary for a business	Has failed to meet the minimum standard required
4. Evaluate the economic, social, environmental and ethical outcomes of specific business decisions	Demonstrates an extensive knowledge and understanding of making relevant and appropriate decisions about business	Demonstrates a sound knowledge and understanding of making relevant and appropriate decisions about business	Demonstrates an understanding of making relevant and appropriate decisions about business	Finds it difficult to identify relevant and appropriate business decisions	Has failed to meet the minimum standard required

Learning outcomes performance standards					
Learning	Very high achievement	High achievement	Satisfactory achievement	Low achievement	Below minimum standard
5. Apply the knowledge and skills of business management in practical settings	Independently selects and proficiently applies a wide range of relevant skills in starting and managing a small business enterprise	Independently selects a range of relevant skills in starting and managing a small business enterprise	Uses relevant and appropriate skills to start and manage a small business enterprise	Has limited knowledge in applying the necessary skills to start-up and manage a small business enterprise	Has failed to meet the minimum standard required
6. Describe and explain the effects of issues affecting the business community in Papua New Guinea as well as the global community	Identifies and effectively describes and explains a wide range of issues affecting the business community in Papua New Guinea and the global community	Identifies and effectively describes a wide range of issues affecting the business community in Papua New Guinea and the global community	Identifies and describes some issues affecting the business community in Papua New Guinea and the global community	Has difficulty in identifying issues affecting the business community in Papua New Guinea and the global community	Has failed to meet the minimum standard required
7. Demonstrate an understanding of the knowledge and skills of different aspects of communication styles and strategies, operations management and human resource functions	Demonstrates extensive knowledge and understanding of a wide range of complex communication styles and strategies in the management of human resources	Demonstrates a sound knowledge and understanding of communication styles and strategies in the management of human resources	Demonstrates some knowledge and understanding of communication styles and strategies in the management of human resources	Demonstrates difficulties in understanding the functions of human resource management	Has failed to meet the minimum standard required

### Assessment *for* learning

Assessment *for* learning is often called ‘formative assessment’. It is assessment that gathers data and evidence about student learning during the learning process. It enables you to see where students are having problems and to give immediate feedback, which will help your students learn better. It also helps you plan your program to make student learning, and your teaching, more effective.

Often it is informal—students can mark their own work or their friend’s. An example is a quick class quiz to see if students remember the important points of the previous lesson.

### Assessment *of* learning

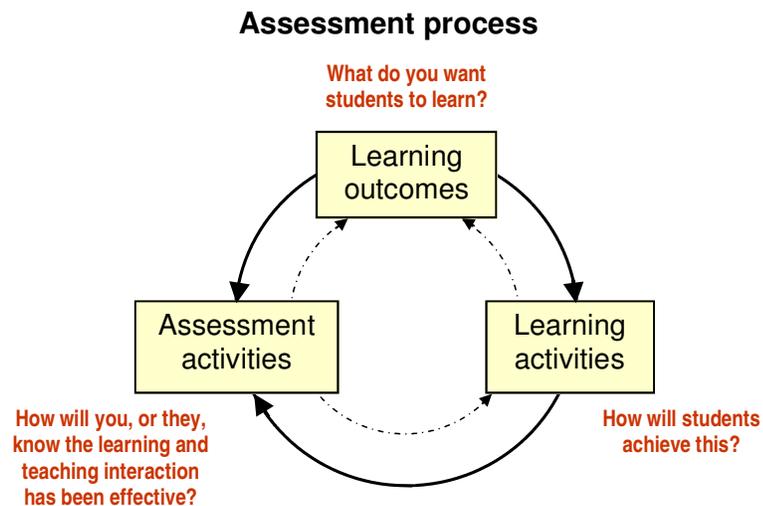
Assessment *of* learning is often called ‘summative assessment’. Summative assessment is used to obtain evidence and data that shows how much learning has occurred, usually at the end of the term or unit. End-of-year examinations are examples of summative assessment. It is usually done for formal recording and reporting purposes.

## Assessing Business Studies units

In Business Studies the learning outcomes are assessed using the range of assessment methods specified in the syllabus.

In deciding what to assess, the starting point is: ‘what do you want students to do and/or learn?’ and following from this: ‘how will the students engage with the material?’ which in turn leads to the design and development of learning tasks and activities. It is crucial that at this point the assessment tasks clearly link back to the learning outcomes and are appropriate for the learning activities. The assessment can be used for formative and summative purposes.

Assessment can be represented as follows:



Once it is clear what needs to be assessed and why, then the form the assessment will take needs to be determined. There are many types of assessment tasks that can be implemented; the factors that will determine choices include:

- the students—how many are there, what is expected of them, how long will the assessment task take?
- the learning outcomes of the subject and how they might be best achieved.

During the year you must set assessment tasks that ensure that all the learning outcomes of the subject have been assessed internally. Each task you set must include assessment criteria that provide clear guidelines to students as to how, and to what extent, the achievement of the learning outcomes may be demonstrated. Marking guides and assessment criteria help you with the marking process and ensure that your assessment is consistent across classes. It is important that marking guides and assessment criteria are collectively developed. Students must complete the assessment tasks set. Each task must provide clear guidelines to students for how the task will be completed and how the criteria will be applied. When you set a task, make sure that:

- the requirements of the task are made as clear as possible to the student
- the assessment criteria and performance standards or marking guides are provided to students so that they know what it is that they have to do
- sources or stimulus material used are clear and appropriate to the task

- instructions are clear and concise
- the language level is appropriate for the grade
- it does not contain gender, cultural or any other bias
- materials and equipment needed are available to students
- adequate time is allowed for completion of the task.

## Assessment methods

Although assessment components and weightings are stipulated in the syllabus, you decide which assessment method to use when assessing the learning outcomes. You should use a variety of assessment methods to suit the purpose of the assessment. Assessment can be classified into four categories:

- tests
- product or project assessments
- performance assessments
- process skills assessments

Because each has limitations, maintaining a balance of assessment methods is very important.

### Tests

A 'test' is a formal and structured assessment of student achievement and progress, which the teacher administers to the class. Tests are an important aspect of the learning and teaching process if they are integrated into the regular class routine and not treated merely as a summative strategy. Tests allow students to monitor their progress and provide valuable information for you in planning further learning and teaching activities.

Tests will assist student learning if they are clearly linked to the outcomes. Evidence has shown that several short tests are more effective for student progress than one long test. It is extremely important that tests are marked and that students are given feedback on their performance.

There are many different types of tests. Tests should be designed to find out what students know, and also to find out about development of their thinking processes and skills. Open questions provide more detailed information about achievement than a question to which there is only one answer.

#### *Principles of designing classroom tests*

Tests allow a wide variety of ways for students to demonstrate what they know and can do. Therefore:

- students need to understand the purpose and value of the test
- the test must assess intended outcomes
- clear directions must be given for each section of the test
- the questions should vary from simple to complex
- marks should be awarded for each section
- the question types (true or false, fill-in-the-blank, multiple-choice, extended response, short answer, matching) should be varied.

Tests should:

- be easy to read (with space between questions to make reading and writing easier)
- reflect an appropriate reading level
- involve a variety of tasks
- make allowance for students with special needs
- give students some choice in the questions they select
- vary the levels of questions to include gathering, processing and applying information
- provide enough time for all students to finish.

### **Product or project assessments**

A 'project' can be an assessment task given to an individual student or a group of students on a topic related to the subject. The project results in a 'product' that is assessed. The project may involve both in-class and out-of-class research and development. The project should be primarily a learning experience, not solely an assessment task. Because a great deal of time and effort goes into producing a quality product from a project assignment task, you should allow class time to work on the project. A product or project:

- allows the students to formulate their own questions and then try to find answers to them
- provides students with opportunities to use their multiple intelligences to create a product
- allows teachers to assign projects at different levels of difficulty to account for individual learning styles and ability levels
- can be motivating to students
- provides an opportunity for positive interaction and collaboration among peers
- provides an alternative for students who have problems reading and writing
- increases the self-esteem of students who would not get recognition on tests or traditional writing assignments
- allows for students to share their learning and accomplishments with other students, classes, parents, or community members
- can achieve essential learning outcomes through application and transfer.

### **Assignments**

'Assignments' are unsupervised pieces of work that often combine formative and summative assessment tasks. They form a major component of continuous assessment in which more than one assessment item is completed within the term. Any of the methods of assessment can be set as assignments, although restrictions in format, such as word limits and due dates, are often put on the assessment task to make them more practical.

### **Investigations**

An 'investigation' involves students in a study of an issue or a problem. Teachers may guide students through their study of the issue; or individual students, or groups of students, may choose and develop an issue in

consultation with the teacher. This assessment component emphasises the student's investigation of the issue in its context, by collecting, analysing, and commenting on secondary data and information.

Students should be encouraged to consider and explore a variety of perspectives as they develop and state their position on the issue. Students may present the investigation for assessment in a variety of forms, including one or a combination of the following: a written report, an oral presentation, a website, linked documents, multimedia, a video or audio recording.

#### *Criteria for judging performance*

The student's performance in the investigation will be judged by the extent to which the student:

- identifies and describes the issue or problem
- describes and explains the causes and effects
- critically analyses information and outlines possible steps leading to a solution or recommendation.

#### **Computer-based tasks**

Using computers to administer student assessment can provide flexibility in the time, location or even the questions being asked of students. The most common type of computer-based assessment is based on multiple-choice questions, which can assist teachers to manage large volumes of marking and feedback.

#### **Presentation assessments**

Presentations provide opportunities for students to develop skills and confidence when presenting to an audience. When presentations are used for assessment purposes, how the students present is as important as what they present. Presentations can be formal or informal. Group and individual oral presentations can be very time-consuming, both in their use of valuable lesson time and in marking. The best approach is to allocate or allow students to choose from a variety of topics, to develop clear criteria for presentations, and to require the rest of the class (audience) to take notes, identify key points or write an evaluation to enhance their learning.

'Spotlighting' uses individual student checklists. This method can be used to focus on a few selected aspects of student presentations or outcomes. It is best to focus on five to six students at a time, systematically working through the class over time. 'Focused questioning' is a technique often used in conjunction with spotlighting. With focused questioning teachers can gain a deeper awareness as to whether students understand the concepts or skills being taught.

#### **Process skills assessments**

This method of assessment involves assessing students' understanding of concepts based on the practical skills that can be used, the evaluation of work done and/or the reporting of information. These skills include, for example:

- interpretation skills
- evaluation skills

- reflection skills
- communication skills (such as writing, speaking, and listening)

### Types of assessment tasks

Using different assessment tasks is the way to make sure that students are able to demonstrate the range of their abilities in different contexts. Each category has advantages in assessing different learning outcomes. For example, a selected-response assessment task, such as a series of multiple-choice questions, is able to assess all areas of mastery of knowledge, but only some kinds of reasoning.

### Assessment ideas for individual students or groups

Tests	Products or projects	Performances	Process skills
Essay Multiple-choice Matching Short answer True or False	Advertisements Projects Audiocassettes Books Brochures Cartoons Case studies Computer creations Crossword puzzles Databases Displays Drawings Games Graphs, charts, diagrams interviews Handbooks Reports Newspapers Pamphlets Photographs, Portfolios, Posters, Proposals Questionnaires, Research papers Results of surveys Short stories – case studies Student-kept charts Timelines, Videotapes	Activities Classroom maps Commercials Conferences Cooperative learning group activities Debates Demonstrations Explanations Field trips Discussions Interviews Person-on-the-street News reports Planning of specific business activities Presentations Surveys Verbal and written comparisons of businesses in relation to products and services Warnings about products and services. Ethical and social behaviour of businesses Simulations Oral histories of events	Anecdotal records Checklist observations for processes Concept mapping Conferences: teacher and peer Debriefing interviews Debriefing questioning for lesson closure Interviews Journal entries regarding processes Learning logs Observations Oral questioning Process-folios Responses to reading Tailored responses Telling how they did something and justifying the approach

### Feedback

When you assess the task, remember that feedback will help the student understand why he or she received the result and how to do better next time. Feedback should be:

- *constructive*, so students feel encouraged and motivated to improve
- *timely*, so students can use it for subsequent learning
- *prompt*, so students can remember what they did and thought at the time
- *focused on achievement*, not effort. The work, not the student, should be assessed
- *specific to the unit learning outcomes*, so that assessment is clearly linked to learning.

### Types of feedback

Feedback can be:

- *informal or indirect*—such as verbal feedback in the classroom to the whole class, or person to person
- *formal or direct*—in writing, such as checklists or written commentary to individual students, in either written or verbal form
- *formative*—given during the topic with the purpose of helping the students know how to improve
- *summative*—given at the end of the topic with the purpose of letting the students know what they have achieved.

## Who assesses?

### Teacher assessment

Assessment is a continuous process. You should:

- always ask questions that are relevant to the outcomes and content
- use frequent formative tests or quizzes
- check understanding of the previous lesson at the beginning of the next lesson, through questions or a short quiz
- constantly mark or check the students' written exercises, class tests, homework activities and so on
- use appropriate assessment methods to assess the tasks.

### *Frequency of assessment*

You should schedule the specified assessment tasks to fit in with the teaching of the content of the unit that is being assessed. Some assessment tasks might be programmed to be undertaken early in the unit, others at the end of the unit. You should take care not to overload classes with assessment tasks at the end of the term.

### *Judging student performance*

Student achievement is recorded and reported against standards. You must use performance standards or marking guides, examples of which are provided in this teacher guide, when making a decision about the achievement of your students in relation to the learning outcomes. The performance standards describe the level at which the student has to be working to achieve a particular standard or mark.

Students should always have access to a copy of the assessment criteria and the performance standards, so that they know what it is they have to

know and be able to do to get a good mark in a particular task. The performance standards will help you in your marking and will help your students improve their performance in the future. They are useful when providing feedback to students, as they explain what it is the student needs to do to improve.

#### *Moderation*

To make sure that you are interpreting the performance standards correctly when assessing your students, it is important to undertake Business Studies moderation of student work within your school and with teachers of nearby schools.

To moderate student work, a common assessment task must be used and a marking scheme developed so that all students complete the same task under the same conditions, and all teachers use the same marking scheme. Teachers can then compare (moderate) the students' work and come to a common understanding of the performance standards and the requirements for a particular mark or level of achievement.

Moderation enables you to be sure that your understanding of the required standards for levels of achievement is similar to the understanding of other teachers and that you are assessing students at the appropriate level.

#### **Self-assessment and peer assessment**

Self-assessment and peer assessment help students to understand more about how to learn. Students should be provided with opportunities to assess their own learning (self-assessment) and the learning of others (peer assessment) according to set criteria. Self-assessment and peer assessment:

- continue the learning cycle by making assessment part of learning
- show students their strengths and areas where they need to improve
- engage students actively in the assessment process
- enable students to be responsible for the learning
- help to build self-esteem through a realistic view of their abilities
- help students understand the assessment criteria and performance standards.

### **Managing assessment tasks for Business Studies**

Usually, the marking of assessment tasks is done by the teacher. To reduce the amount of work it is necessary to develop a strategic approach to assessment and develop efficiencies in marking.

In Business Studies there are some assessment tasks that may be new to teachers and students. Below are suggestions on how to manage some of these tasks to minimise marking or presentation time.

#### **Develop efficiency in marking**

##### *Clarify assessment criteria*

Plan the assessment task carefully, and make sure that all students are informed of the criteria before they begin. Discuss the task and its criteria in

class, giving examples of what is required. Distribute a written copy of the instructions and the criteria, or put them on the board. Making the assessment criteria explicit speeds marking and simplifies feedback.

*Supply guidelines on what is required for the task*

Supplying guidelines reduces the amount of time wasted evaluating student work that is irrelevant.

*Use attachment sheets such as marking guides*

An assignment attachment sheet, which is returned with the assessed work, rates aspects of the task with a brief comment. Such a system enables each student's work to be marked systematically and quickly. This strategy can be applied to posters, presentations and performances.

*Assess in class*

Use class time to carry out and to assess tasks. Presentations or projects that are marked by you or the students enable instant developmental evaluation and feedback. Brief assessments of projects, stages of the design process, or practical work take less time to mark and are useful because they give immediate feedback to students on their progress and allow you to mark the project in stages with minimum effort.

*Feed back to the whole class*

Giving feedback to the whole class can cut down on the amount of individual feedback required. On returning assessed work, emphasise the criteria for judging the work, discuss the characteristics of good and bad answers, and highlight common strengths and weaknesses.

*Set group-work alternatives*

Assess one performance per group. The student's mark is the group mark, but may include a component based on the contribution of the individual. A strategy for allocating an individual mark includes each member of the group using criteria to evaluate the relative contributions of individuals, with the marks averaged for the individual.

*Set clear deadlines*

Set aside a time for marking. Be careful about extending this period (by allowing students to hand in work late).

**Shift the responsibility**

*Introduce self-assessment and peer assessment*

Develop in students the skills to evaluate their own work and that of their peers. With the students, use the assessment criteria against which work is judged, highlighting strengths and weaknesses. Self-assessment increases the amount of feedback students get. It can supplement or replace teacher assessment.

**Treat each task differently**

Every piece of work need not be evaluated to the same degree; a mark need not be the outcome in every case; and every piece of student work need not

contribute to the final grade. Assessment is designed to enhance the learning and teaching experience for the teacher and the learner, not just to give marks.

## Sample assessment tasks

All assessment tasks must test whether or not the student has achieved the outcome or outcomes. Each task must have clear and detailed instructions. Students must know exactly what they have to do. You should develop marking guides when you are marking tasks to ensure consistency of your assessment.

The following are examples of assessment tasks and a marking guide for units 11.3 and 12.3. The sample assessment tasks and assessment criteria can be used to assess the outcomes of those units. Teachers can use these samples to develop other assessment tasks, criteria and performance standards.

### Grade 11

#### **Sample task: Research**

Carry out research for a potential future business activity.

#### **Assessment criteria**

Students will be assessed on the extent to which they can:

- research, collect and organise information
- identify and describe the nature of the future business
- establish a business plan for a forthcoming business.

### Grade 12

#### **Sample task: Case study**

Compare and contrast the range of communication styles demonstrated across a range of business settings.

#### **Assessment criteria**

Students will be assessed on the extent to which they can:

- identify range of appropriate settings
- describe range of communication styles and strategies used
- compare and contrast the range of strategies identified in different business settings
- evaluate success of the communication observed.

### Example of a marking guide

Marking guides like the one below should be used to assess the tasks you set. You can tick the appropriate box, look at the performance standards and the students' overall achievement and give an on-balance assessment. If, for example, the students gets two ticks in the Very High Achievement (VHA) column, most of their ticks in the High Achievement (HA) column, several ticks in the Satisfactory column and one tick in the Low Achievement column, then, on balance you would give the students a High Achievement and a mark between 70 and 89.

Marking guide: Develop a Small Business Plan		100 marks			
Criteria		VHA	HA	SA	LA
Demonstrate an understanding of, and show evidence of, quality planning of a small business activity (40 marks)	<ul style="list-style-type: none"> <li>• Participates in brainstorming ideas about a potential business activity</li> <li>• Design and presentation of a business idea</li> <li>• Design and development of the main sections of the business plan</li> <li>• Apply skills on writing details of the sections of a business plan</li> <li>• Communication skills demonstrated in the presentation of the business idea and plan</li> <li>• Demonstrates some ideas on the best use of resources in the community</li> <li>• Use of appropriate and relevant business terminologies</li> </ul>				
Demonstrate numerical skills of costing, pricing and mark-ups (30 marks)	<ul style="list-style-type: none"> <li>• Demonstrates basic operational skills</li> <li>• Can differentiate between costing, pricing and mark-ups</li> <li>• Identifies and demonstrates calculation skills following a selected formula</li> <li>• Participates in identifying appropriate and relevant source documents</li> <li>• Identifies information on source documents</li> <li>• Performs skills in calculating the final costing systematically</li> </ul>				
Establish the base for good financial record keeping (20 marks)	<ul style="list-style-type: none"> <li>• Demonstrate record keeping skills using relevant recording methods</li> <li>• Develop and demonstrate ethical practices in record keeping</li> <li>• Demonstrate entrepreneurial skills</li> </ul>				
Present a comprehensive business plan (30 marks)	<ul style="list-style-type: none"> <li>• Writing skills demonstrated in the main sections of the business plan</li> <li>• Communication skills demonstrated in the presentation of the business idea and plan</li> <li>• Demonstrates the use of appropriate and relevant business terminologies</li> <li>• Identifies cash flow projection in the financial section of the business plan</li> </ul>				

## Learning activities and assessment tasks

Examples of learning activities and assessment tasks for each of the Business Studies units are provided in the following sections. Some examples are explained in detail. You must plan activities that are interesting and interactive to enable students to achieve the learning outcomes stated in the syllabus. Consider and choose activities and the learning and teaching strategies that are appropriate for your situation.

### Grade 11 units

#### 11.1 Preparing for the Future

##### Suggested activities

- students brainstorm ideas about the need to prepare themselves for the future
- identify and list the necessary and appropriate documents needed by the job seeker and the employer. Discuss documents that will be required when seeking employment
- Carry out an audit of their own strengths and weaknesses
- Identify and list the do's and don'ts of a job interview
- role-play a given situation for an interview and evaluate or analyse the steps used in carrying out the interview

##### Suggested assessment task

*Note: Begin assessment in week 2.*

- Develop and compile a personal résumé or curriculum vitae.

##### Assessment criteria

Students will be assessed on the extent to which they:

- demonstrate skills through writing and preparing a personal résumé or curriculum vitae.

##### Skills taught and learnt

*organisational skills*—organising and filing documents

*communication skills*—oral and written reports of personal details, reading and listening, note-taking, summarising and decision making

*interpersonal skills*—working co-operatively and collaboratively.

## 11.2 Business Organisation and Management

### Suggested activities

- use task card activity for students to identify forms of businesses and discuss advantages and disadvantages
- brainstorm, discuss internal and external factors affecting the business
- identify the levels of management in an organisation in your locality. Students do a flow diagram to show each level of management and describe roles and responsibilities

### Suggested assessment tasks

#### Task: Written test

Written test with a range of multiple-choice and short-answer questions. This test can be divided into two parts worth 15 marks each.

#### Assessment criteria

Students will be assessed on the extent to which they:

- identify and describe the nature of business organisations
- identify a range of issues affecting business organisations
- identify and describe different managerial functions in an organisation
- compare and contrast the range of managerial styles in an organisation

#### Task: Describe the impact of an issue on business organisations in Papua New Guinea

Choose one of the issues affecting business organisations in Papua New Guinea and write about how it might affect the nature of these business organisations and their management functions.

#### Assessment criteria

Students will be assessed on the extent to which they:

- identify and describe the nature of the business organisation
- identify and describe the nature of the issue selected
- discuss the impact of the issue on the business organisation.

#### Skills taught and learnt

*communication skills*—oral and written reports or presentation, listening, speaking, interviewing, note-taking, summarising, role playing and decision making

*interpersonal skills*—working cooperatively and collaboratively; using appropriate communication skills when working as partners, pairs or in a team

*problem solving*—analysing, negotiating and decision making

- *management skills*—planning, organising, implementing, controlling and managing

## 11.3 Business Start-up and Management

### Suggested activities

- draw up a table as shown below and list personal skills or characteristics. Indicate strengths and weaknesses and develop a solution to overcome the weaknesses

Skills	Strengths	Weaknesses	Solutions

- identify a potential small business in your local area and design a good business plan for that business. The following factors could be considered when planning:
  - business ideas (brainstorming )
  - marketing research
  - income and expense plan
  - future cash flow plan
- Identify two local retail businesses and draw a plan of the way these retail businesses lay out their merchandise. Make a presentation explaining the suggested improvements to these businesses

### Suggested assessment tasks

#### Task: Major project—planning a small business

Research the requirements of a small business and design a business plan based on this research.

#### Assessment criteria

Students will be assessed on the extent to which they:

- demonstrate an understanding of, and show evidence of, quality planning of a small business activity
- demonstrate numerical skills of costing, pricing and mark-ups
- establish the base for good financial record keeping
- present a comprehensive business plan.

#### Task: Research assignment

Research assignment: students to identify and write up the main determinants for business success and failure using local examples. Use these examples to identify and make an evaluation of the key factors, skills

and knowledge used in these businesses. Students present their work using a variety of presentation methods.

#### **Assessment criteria**

Students will be assessed on the extent to which they:

- accurately use relevant management terms
- collect and compile information or data
- examine data collected
- prepare and present an evaluation report
- provide evidence of comprehensive research method used.

#### **Skills taught and learnt**

*mathematical skills*—calculating of costs, budgeting or cash flow plans, pricing and mark-up

*research skills*—written survey, interview questions, interviewing, collecting, collating and analysing data, retrieving information

*interpersonal skills*—working cooperatively and collaboratively and using appropriate communication skills when working in partners or pairs or in a team

- *management skills*—planning, organising, implementing, controlling and managing

## **11.4 Small Business Management**

### **Suggested activities**

- define and outline the features of small business enterprise
- discuss different ways of and reasons for going into business
- analyse the factors for success and failure
- evaluate the business performance

### **Suggested assessment task**

- Major project: Leading, conducting and evaluating a small business

#### **Assessment criteria**

Students will be assessed on the extent to which they:

- implement their small business plan
- modify their small business plan as required
- evaluate the success of their small business
- evaluate the overall success of their business plan.

**Skills taught and learnt**

*marketing skills*—for example: interpreting and analysing advertisements, analysing appropriate methods of advertising, appropriate methods of buying and selling

- *research skills*—written survey, interview questions, interviewing, collecting, collating and analysing data, retrieving information
- *interpersonal skills*—working cooperatively and collaboratively and using appropriate communication skills when working in partners or pairs or in a team
- *reporting skills*—assess information, financial presentation, analyse situation

**Grade 12 units****12.1 Communication Skills and Management****Suggested activities**

- carry out practical exercise using phones, fax machines, photocopiers and so on
  - practise a telephone conversation using telephone techniques and etiquette
  - debate the advantages and disadvantages of oral communication
  - hold small group meetings
- Explain what forms of internal and external communication would be most effective in the following situations:
- a manager calls for interested parties to apply for a higher position within the business
  - a business has decided to inform the wider community that it is using environmentally sound bags
  - a young people's organisation is holding a young people's conference. List the methods they will use to advertise the event
  - a school wishes to promote its image in the community. List the methods it might use to ensure future enrolments
  - a small business wishes to expand by introducing more products to its store
  - a disgruntled employee wishes to create fear and tension in the business

Students carry out the following listening exercise in pairs. Students ask each other the following questions about how well they listen. They then compare their scores with each other to see how well they scored out of seven and discuss how they can make improvements on the weaknesses as identified.

### Listening exercise

Do you let distractions bother you?	Yes/No
Do you do other things while people are speaking to you?	Yes/No
Do you constantly interrupt while others are talking to you?	Yes/No
Do you tune out the speaker because the message is boring?	Yes/No
When recording a message, do you write everything down, or do you concentrate on writing only the facts?	Write everything or write only the facts
Do you become hostile or angry when the speaker has opposing views from yours?	Yes/No
Do you have trouble capturing the feeling or meaning of what the speaker is trying to convey?	Yes/No

### Suggested assessment task: Test

Test: range of multiple-choice, short-answer questions and extended responses.

#### Assessment criteria

Students will be assessed on the extent to which they:

- describe the range of communication skills used in a business organisation
- describe at least two key management strategies to promote effective communication
- list at least two internal and external factors and explain how those factors help or hinder effective communication
- discuss the effects of effective communication on business performance.

#### Skills taught and learnt

*communication skills*—oral and written reports or presentation, listening, speaking, interviewing, note-taking, summarising, role-playing and decision making

*office and it skills*—for example, using and operating office technologies such as fax machines, computers, telephones; searching or finding, filing, managing and retrieving information

*interpersonal skills*—working cooperatively and collaboratively and using appropriate communication skills when working in partners or pairs or in a team

## 12.2 Managing Operations

### Suggested activities

- students develop a case study report for an organisation they choose
- list and describe the key elements of operational management
- describe the process used for a product in a manufacturing business

### Suggested assessment task: Case study

Students develop a case study report about an organisation of their choice. The organisation should reflect quality principles and practice of operations management.

#### Assessment criteria

Students will be assessed on the extent to which they:

- select and document an appropriate organisation
- describe the operational management strategies used in this organisation
- identify selected quality strategies
- use evidence to justify selections.

#### Skills taught and learnt

*communication skills*—oral and written reports or presentation, listening, speaking, interviewing, note-taking, summarising, role-playing and decision making

*office and it skills*—for example, using and operating office technologies such as fax machines, computers, telephones; searching or finding, filing, managing and retrieving information

*interpersonal skills*—working cooperatively and collaboratively and using appropriate communication skills when working in partners or pairs or in a team

*reporting skills*—assess information, financial presentation, analyse situation

- *management skills*—planning, organising, implementing, controlling and managing

## 12.3 Managing People

### Suggested activities

- design and develop an organisational structure
- discuss staff recruitment processes
- explain legal aspects of employment

identify management problems or issues and apply human resource management skills to solve the problems or issues

- plan and make decisions in an ethical and socially responsible manner
- discuss the content of job description and specification

## Suggested assessment task

### Task: Interview

Conduct an interview with a Human Resource manager of a business in their locality about the processes involved in staff selection and recruitment. Present these findings using a selected method.

### Assessment criteria

Students will be assessed on the extent to which they:

- prepare for interview (interview sheet or questionnaire)
- use specific communication skills
- interview and keep records of the interview
- present findings using selected methods

### Skills taught and learnt

*management skills*—planning, organising, implementing, controlling and managing

*communication skills*—oral and written reports or presentation, listening, speaking, interviewing, note-taking, summarising, role-playing and decision making

- *interpersonal skills*—working cooperatively and collaboratively and using appropriate communication skills when working in partners or pairs or in a team

## 12.4 Preparing for the Future 2

### Suggested activities

- prepare a checklist for all documents developed and compile in job file folder
- improve the job file folder by identifying and including other required documents
- write a final draft of a sample job application letter for an advertised position in the daily paper including skills that are specified in the advertisement
- write a final draft of a sample business letter about, for example, a new product or service or a business proposal
- write in the final copy of the résumé or CV any new information, such as the previous year's achievements and/or new skills learnt or awards given

## Suggested assessment task

### **Task: Job file folder**

Students to finalise compiling their job file folders by ensuring that all relevant required documents have been written and/or checked. A checklist of these documents is presented in their folders. A copy of the final sample job application letter and the business letter must also be included in their folders.

### **Assessment criteria**

Students will be assessed on the extent to which they:

- demonstrate skills through writing and preparing a personal résumé or curriculum vitae
- demonstrate skills in writing a job application letter and a business letter.

### **Skills taught and learnt**

- *organisational skills*—organising and filling documents
- *communication skills*—oral and written reports or presentation, listening, speaking, interviewing, note-taking, summarising, role playing and decision making
- *interpersonal skills*—working co-operatively and collaboratively and using appropriate communication skills when working in partners or pairs or in a team

## Recording and reporting

All schools must meet the requirements for maintaining and submitting student records as specified in the *Grade 12 Assessment, Examination and Certification Handbook*.

### Recording and reporting student achievement

When recording and reporting student achievement you must record the achievement of the students in each unit and then, at the end of the year make a final judgement about the overall achievement, or progress towards achievement, of the broad learning outcomes. To help you do this, descriptions of the levels of achievement of the learning outcomes are provided in the 'Learning outcome performance standards' table.

When reporting to parents, the school will determine the method of recording and reporting. In an outcomes-based system, student results should be reported as levels of achievement rather than marks.

*Remember that the final school-based mark will be statistically moderated using the external exam results. The students' overall level of achievement may change.*

#### Levels of achievement

The level of achievement of the learning outcomes is determined by the students' performance in the assessment tasks. Marks are given for each assessment task with a total of 100 marks for each 10 week unit, or 50 marks for each five week unit. The marks show the student's level of achievement in the unit, and therefore progress towards achievement of the learning outcomes. There are five levels of achievement:

1. very high achievement
2. high achievement
3. satisfactory achievement
4. low achievement
5. below minimum standard.

**A very high achievement** means overall, that the student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

**A high achievement** means overall that the student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

**A satisfactory achievement** means overall that the student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

**A low achievement** means overall that the student has a basic knowledge and some understanding of the content and has achieved a limited or very limited level of competence in the processes and skills.

**Below the minimum standard** means that the student has provided insufficient evidence to demonstrate achievement of the broad learning outcomes.

<b>Achievement level</b>					
<b>Total marks</b>	<b>Very high achievement</b>	<b>High achievement</b>	<b>Satisfactory achievement</b>	<b>Low achievement</b>	<b>Below minimum standard</b>
600	540–600	420–539	300–419	120–299	0–119
500	450–500	350–449	250–349	100–249	0–99
400	360–400	280–359	200–279	80–199	0–79
300	270–300	210–269	150–209	60–149	0–59
200	180–200	140–179	100–139	40–99	0–39
100	90–100	70–89	50–69	20–49	0–19
60	54–60	42–53	30–41	12–29	0–11
50	45–50	35–44	25–34	10–24	0–9
40	36–40	28–35	20–27	8–19	0–7

### Sample format for recording Business Studies assessment task results over two years

Student name:

<b>Grade 11 assessment task results</b>			
<b>Unit</b>	<b>Assessment task</b>	<b>Mark</b>	<b>Student mark</b>
11.1		50	
11.2		30	
		20	
11.3		50	
		50	
11.4		100	
	<b>Total marks Grade 11</b>	<b>300</b>	

Student name:

<b>Grade 12 assessment task results</b>			
<b>Unit</b>	<b>Assessment task</b>	<b>Mark</b>	<b>Student mark</b>
12.1		50	
12.2		100	
12.3		100	
12.4		50	
	<b>Total marks Grade 11</b>	<b>300</b>	
	<b>Total marks Grade 11 and 12</b>	<b>600</b>	

### Learning outcomes and levels of achievement

Levels of achievement in Grade 11 and Grade 12 are recorded and reported against the learning outcomes. The performance standards for the levels of achievement are described in the table on pages 24 and 25.

### Steps for awarding final student level of achievement

1. Assess unit tasks using unit performance standards and assessment criteria.
2. Record results for each task in each unit.
3. Add marks to achieve a unit result and term result.
4. Add term marks to get a year result.
5. Determine the overall achievement using the achievement level grid.
6. Report results using the learning and teaching learning outcome performance standards.

The following is an example of reporting using the learning outcomes performance standards descriptors.

### Using the learning outcomes performance standards descriptors

Student Subject School-based assessment	<b>Rosemary Business Studies High achievement</b>
<b>This means Rosemary:</b>	
demonstrates a sound knowledge and understanding of the functions of small business operations	
communicates ideas and information using a broad range of written, oral and graphic forms	
demonstrates a sound knowledge and understanding of a range of skills necessary for starting and managing a business	
demonstrates a sound knowledge and understanding of making relevant and appropriate decisions about business	
independently selects a range of relevant skills in starting and managing a small business enterprise	
identifies and effectively describes a wide range of issues affecting the business community in Papua New Guinea and the global community	
demonstrates a sound knowledge and understanding of communication styles and strategies in the management of human resources	

## Resources

Business Studies becomes more interesting and meaningful when you use a variety of resources and local materials in your teaching.

You should be always trying to adapt, improvise, make, find or write material that will be useful for lessons. Business Studies can be taught without expensive equipment by making use of what is around you, though there is some equipment and materials that are essential to teach the Business Studies syllabus.

Basic office equipment for example, fax machine, computer, etc. can be made available for student learning whenever appropriate by the school.

### Types of Business Studies resources

#### Materials

- textbooks, reference books
- magazines
- diagrams, charts, posters
- worksheets, information sheets
- pamphlets, brochures
- television and radio broadcasts,
- video, film, film strips
- audio recordings
- computer software
- pictures, photographs
- models
- newspapers
- made or found objects

#### Human resources

- guest speakers—business persons, community elders
- teachers
- parents.

### General guidelines for selecting and using resources

How effective a resource is depends on whether it is suitable for the knowledge or skill to be learned and the attitude of the students. Classroom organisation is the key to using resources successfully. You need to:

- prepare thoroughly. Make sure that you are familiar with the resource so that you use it with confidence and assurance. If equipment is involved, check that it is in working order, make sure that you know how to operate it and that it is available when you need it

- use the resource at the right place and time—it should fit in with the flow and sequence of the lesson and serve a definite teaching purpose
- (if the resource is radio, film, video or television), introduce the program by outlining the content. You might also set some questions to guide listening or viewing. Follow up after using the resource, by discussing and drawing appropriate conclusions.

### Useful resource books

Burrowes, D and Kinder, R 1989, *Retailing in Papua New Guinea*, Longman, Melbourne.

Calandra, A 1994, *Justice, Money and Markets*, Longman, South Yarra, Vic.

Calandra, A and Ciavarella, G 1994, *Business Management and Marketing in Australia*, Longman, South Yarra, Vic.

Collings, S and Barrile, S 1994, *Up and Running*, VCTA Australia.

O'Neill, E 1990, *Liklik Bisnis*, Longman, Melbourne.

O'Neill, E 1994, *Business Practice in PNG*, Dellasta, Mt Waverley Vic.

Sagner, R., Rayne, C. and Greig, P. *Focus on business 1*, MacMillanMacmillan, AustraliaSouth Yarra.

Sagner, R. Rayne, C. Greig, P. *Focus on business 2*, MacMillanMacmillan, Australia.

### Useful organisations

Organisations that can give relevant information for some of the units are listed below. Check the telephone directory for addresses of provincial offices.

Small Business Development Corporation

P O Box 286

WAIGANI NCD

Ph: 323 5816

National Development Bank

P O Box 686

WAIGANI NCD

Ph: 323 7500

Fax: 325 9817 or 325 6886

Email: rbank@devbank.com.pg

Bank of Papua New Guinea

P O Box 121

PORT MORESBY. NCD

Ph: 322 7200

Fax: 321 1617

Email: infor@bpng.gov.pg

Website: www.bankpng.gov.pg

Independent Consumer and Competition Commission (ICCC)

P O Box 6394

BOROKO. NCD

Ph: 325 2144

Fax: 325 3980

Email: [infor@iccc.gov.pg](mailto:infor@iccc.gov.pg)  
Complaints and helpdesk toll free number 180 3333

Investment Promotion Authority (IPA)  
P O Box 5053  
BOROKO. NCD  
Ph: 321 7311 or 308 4444  
Fax: 321 2819  
Website: [www.ipa.gov.pg](http://www.ipa.gov.pg)

Business Council of Papua New Guinea  
P O Box 404  
KONEDOBU. NCD  
Ph: 320 0700  
Fax: 320 0701  
Email: [executive@bcpng.org.pg](mailto:executive@bcpng.org.pg)  
Website: [www.bcpng.org.pg](http://www.bcpng.org.pg)

PNG Teachers' Saving and Loan Society  
P.O Box 319  
Waigani N.C.D  
Ph: 325 7599  
Fax: 325 7679

National Teachers' Insurance Limited  
P O Box 5684  
BOROKO NCD  
Ph: 323 2900  
Fax: 323 1307  
Email: [ntillimited@lifeinsurancecorp.com.pg](mailto:ntillimited@lifeinsurancecorp.com.pg)  
Website: [www.lifeinsurancecorp.com.pg](http://www.lifeinsurancecorp.com.pg)

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- Dunn, C 1998, *Being Enterprising: Society and Environment Series*, Macmillan, South Yarra, Vic.
- Farrar, P, Chapman, S and Lamont, J 2005, *SOSE Alive: Economy and Society*. Jacaranda, Milton Qld.
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- Mayer, R 2004, 'Should there be a three-strikes rule against pure discovery learning? The case for guided methods of instruction', *American Psychologist*, vol 59, no. 1, pp. 14–19.
- Nathan, V, *Jennifer Planning for Work: Society and Environment Series*, Macmillan, South Yarra, Vic.
- Schmerling, L 1993, *Job Applications: The Winning Edge*, Macmillan, South Yarra, Vic.
- Silberman, M 1996, *Active Learning: 101 Strategies to Teach Any Subject*, Allyn and Bacon, Boston.

## Glossary for Business Studies

<b>Advertise</b>	To call public attention to a product in order to sell (for sale), by buying space or time in the media
<b>Bank account</b>	Money deposited in a bank and credited to the depositor
<b>Bank statement</b>	A regular record, issued by a bank or building society, showing the credit and debit entries in a customer's cheque account, together with the current balance. The frequency of issue will vary with the customer's needs and the volume of transactions going through the account
<b>Balance sheet</b>	A statement of assets and liabilities
<b>Budget</b>	An estimate of income and expenditure of a specific amount
<b>Business plan</b>	A detailed plan setting out the objectives of a business over a stated period, often three, five or ten years. For new business it is an essential document for raising capital or loans. For a group of companies the business plan is often called a corporate plan
<b>Buyer</b>	A person who makes a purchase of a product or service. Quite often, this person will be different from the 'influencer' and 'consumer' of the product or service.
<b>Cash book</b>	A book where records of cash, cheque receipts, and cheque payments are kept
<b>Cash flow</b>	The total amount of cash being received and paid out by a business
<b>Computer</b>	An electronic tool that processes data of all types. Computers have a simple 'brain', called the central processing unit that can do arithmetic and take decisions based on the results, and a memory, which stores the instructions and information.
<b>Consumer</b>	A person who uses goods and services, the end user
<b>Comparison shopping</b>	Comparing prices between one source and another
<b>Curriculum vitae also known as CV or résumé</b>	A summary of qualifications and work history sent when applying for a job
<b>Data</b>	The information that is processed, stored, or produced by a computer
<b>Entrepreneur</b>	An individual who undertakes to supply a good or service to the market for profit
<b>Enterprise</b>	A business project
<b>Ethical</b>	Behaviour judged to be good, just, right and honourable, based on principles or guides from specific ethical theories
<b>Expenses</b>	Money spent on some activity or goods and services
<b>Financial report</b>	A document giving a formal account of the revenue and expenses of a business
<b>Financial statement</b>	A document showing the management of money in a business
<b>Franchise</b>	A licence given to a manufacturer, distributor, trader or similar, to enable them to manufacture or sell a named product or service in a particular area for a stated period. The holder of the licence (franchisee) usually pays the grantor of the licence (franchiser) a royalty on sales, often with a lump sum as an advance against royalties. Franchises are common in the fast food business, petrol stations, travel agents and so on
<b>Goods</b>	Commodities or products and personal property
<b>Impulse buying</b>	The buying of a product by a consumer without previous intention and almost always without evaluation of competing brands
<b>Income</b>	Any sum that a person or organisation receives either as a reward for effort, such as salary or trading profit, or as a return on investments, for example, rents or interest

<b>Internet</b>	The World Wide Web, information from all parts of the world that can be examined on computers
<b>Inventory</b>	An inventory count usually takes place at the end of the financial year to confirm that the actual quantities support the figures given in the book of account. The differences between the inventories at the beginning and at the end of the period are used in the calculation of cost of sales for the profit and loss account and the end inventory is shown on the balance sheet as circulating capital
<b>Journal</b>	A daily record of happenings. A book of original entry for recording transactions before being transferred to the ledger
<b>Lease agreement</b>	An arrangement in which the owner of an asset (such as land or buildings) sells to another party but immediately enters into an agreement with the purchaser to obtain the right to use the asset
<b>Market</b>	A place where people meet to buy and sell goods (merchandise)
<b>Mortgage</b>	A loan with security taken to purchase a house, building, shares and so on
<b>Production</b>	The act of growing and producing goods and services for consumers
<b>Profit statement</b>	A document showing the excess returns over expenditure from a business
<b>Producer</b>	Someone or an organisation that grows and/or makes goods or gives services
<b>Purchase contract</b>	A legal contract outlining the conditions of purchase; for example for the purchase of property
<b>Services</b>	Work done for others in return for a payment
<b>Reconcile</b>	To check with another account for accuracy (using financial accounts)
<b>Résumé</b>	Summary of employment experience (curriculum vitae)
<b>Revenue</b>	Any form of income
<b>Seller</b>	Person who exchanges goods and/or services for money or other equivalent
<b>Source document</b>	The first document to record a transaction
<b>Spreadsheet</b>	A computer program used for numerical tabular operations, such as financial forecasting and planning. It displays on the computer screen a large table of columns and rows. Numbers are entered by the user to show, for example, financial results or items of income and expenditure. If instructed, the spreadsheet can automatically calculate these numbers that are derived from figures already entered. The program can also update the figures shown in all columns when a single figure is changed by the user
<b>Stock take</b>	The process of counting and evaluating stock-in-trade, usually at an organisation's year end in order to value the total stock for presentation of the accounts. In more sophisticated organisations, in which permanent stock records are maintained, stock is counted on a random basis throughout the year to compare quantities counted with the quantities that appear in the usually computerised records
<b>Survey</b>	Any form of marketing research in which data is gathered systematically from a sample of people by means of a questionnaire. Surveys are usually conducted by means of face-to-face interviews, telephone interviews or mailed questionnaires
<b>Trade</b>	The activity of buying and selling goods or services in a market in order to make a profit
<b>Transaction</b>	The act of carrying out or conducting a business deal
<b>Word processor</b>	A computerised text-processing system consisting of a computer unit with a typewriter keyboard, display screen, printer and hard disk. Words typed on the keyboard are displayed on the screen. Any mistakes can be corrected immediately and when finalised, a document can be printed out on the printer

## Glossary for assessment

Syllabus outcomes, criteria and performance standards, and examination questions all have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the syllabus and teacher guide documents.

Using the glossary will help teachers and students understand what is expected in response to examinations and assessment tasks.

### Glossary of key words for assessment

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain or determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes or categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together (items or arguments)
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse, evaluate)</b>	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis or evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note or indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about

<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole