

Business Studies

Junior High
Grade 9

Teacher Guide

Standards-Based



Papua New Guinea

Department of Education

'FREE ISSUE

NOT FOR SALE'

Business Studies

Teacher Guide

Junior High

Grade 9

Standards-Based



Department of Education

Issued free to schools by the Department of Education

Published in 2023 by the Department of Education, Papua New Guinea.

© Copyright 2023 Department of Education, Papua New Guinea.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted by any form or by any means electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the publisher.

Graphic Design and Layout by David Kuki Gerega

ISBN: 978-9980-921-04-8

Acknowledgements

This Grade 9 Business Studies Teacher Guide was developed by the Curriculum Development Division of the Department of Education. The Development of this Business Studies Teachers Guide was originally coordinated by Annie Teibulu Dominic and now by Jimmy Gorman Pulpulis, the Subject Curriculum Group (SCG) members and the writing team.

Dr. Arnold Kukari (late) is also acknowledged for his technical advice and consultancy to the development of the High School Curriculum. Subject Advisory Committee (SAC) and the Secondary Board of Studies (SBOS) are acknowledged for their recommendations and endorsements respectively of this Teacher Guide.

Teachers, University Lecturers, community members and representatives from other stake holders such as Non-Government Organizations (NGOs), assisted in the development of this Teacher Guide through workshops and meetings.

Contents

Acknowledgements.....	ii
Acronyms	iv
Secretary’s Message	v
Introduction.....	1
Structure of the Teacher Guide	2
Purpose of the Teacher Guide	3
How to use the Teacher Guide	5
Syllabus and Teacher Guide Alignment.....	8
Learning and Performance Standards	10
Core Curriculum	14
Science, Technology, Engineering, Arts, and Mathematics	15
Curriculum Intergration	24
Essential Knowledge, Skills, Values and Attitudes	31
Teaching and Learning Strategies.....	40
Strands,Units and Topics.....	43
Units of Work.....	50
Planning and Programming.....	229
Standards-Based Lesson Planning.....	249
Assessment, Monitoring and Reporting.....	255
Glossary	294
References	296
Appendices	298

Acronyms

AAL	Assessment as Learning
ARS	Audience Response System.
AFL	Assessment for Learning
AOL	Assessment of Learning
BoS	Board of Studies
CDD	Curriculum Development Division
CP	Curriculum Panel
DA	Diagnostic Assessment
IHD	Integral Human Development
GoPNG	Government of Papua New Guinea
KSVA	Knowledge Skills Values and Attitudes
MTDG	Medium Term Development Goals
NDoE	National Department of Education
OBC	Outcomes-Based Curriculum
OBE	Outcomes-Based Education
PNG	Papua New Guinea
SAC	Subject Advisory Committee
SBC	Standards-Based Assessment
SBC	Standards-Based Curriculum
SBE	Standards-Based Education
SCG	Subject Curriculum Group
STEAM	Science, Technology, Engineering, Arts and Mathematics
SRS	Student Response System
UOW	Unit of Work

Secretary's Message

The ultimate aim of Standards-Based Education in Papua New Guinea (PNG) is to prepare students for careers, higher education, and citizenship. This means that education should focus on developing and equipping students with essential knowledge, skills, values, and attitudes that they can use in all aspects of their lives. Education must also aim to motivate and prepare students to pursue Science, Technology, Engineering, Arts, and Mathematics (STEAM) courses in higher education institutions and pursue careers in STEAM related fields.

Business Studies is a significant curriculum to develop proficiency and competency in students to be confident, efficient and effective in skills that will involve production, business laws, business start-up and management, keeping accounts, business communication and e-business. Students will also learn to identify appropriate Business processes, transfer skills between contexts, make informed decisions, make connections and develop Business arguments.

Business Studies is envisioned to benefit students in enabling them to utilise technology knowledge, skills, values and attitudes, and systems and processes to solve problems using the design process in a methodical and precise manner to innovate and invent design solutions. The integration of STEAM in the teaching and learning of Business Studies will instill in students the abilities and capabilities to be highly proficient and competent end users and possibly creators of entrepreneurship business ideas and ventures as STEAM is an integral component of the core curriculum.

Teachers are encouraged to read this teacher guide carefully to become familiar with the content so that they can be confident to use the new concepts and strategies as well as teach the content well. They can also adjust to suit the needs of the students.

I commend and approve this Grade 9 Teacher Guide to be used in all Junior High Schools throughout Papua New Guinea.



.....
UKE W KOMBRA, PhD
Secretary for Education

Introduction

Business Studies subject aims to help students become competent and confidently skilled business minded entrepreneurs to startup business and participate in the informal economy. They should also be prepared to work in the formal economy and undertake formal education if there are opportunities. Students will need to applied academic skills and knowledge so they know how to adapt new technologies and knowledge appropriately to their e-business environment to sustain their lives and contribute meaningfully to the society.

The study of Business will develop students' knowledge and skills that will be useful in production, business laws, business start-up and management, keeping accounts, business communication and e- business. Students will also learn to identify appropriate Business processes, transfer skills between contexts, make informed decisions, make connections and develop Business arguments. It also aims to provide lifelong skills and opportunities for students to live a productive life as well as a career or pursuing further learning. In the 21st Century, it is important to recognise that Business has become part of the educational process for all age levels and should be viewed and taught as a tool for problem solving and decision- making. Students should be encouraged to analyse, synthesise and evaluate situations at home, and school, thereby, apply Business practices to complete tasks efficiently and effectively and be prepared for the future in the face of a constantly changing Business arena locally and globally.

Students' employability will be enhanced through the study and application of STEAM principles. STEAM is an integral component of the core curriculum. It is envisioned that the study of STEAM will motivate students to take up academic programs and careers in STEAM related fields. STEAM has been embedded in the Business Studies curriculum.

Teachers of Business Studies will plan and program their termly as per the Grade 9 Yearly Content Overview, hence the total coverage of learning Business Studies as a subject. The learning integration is more relevant including the STEAM approach to teach the essential knowledge, skills, values and attitudes, and processes.

Business Studies teacher guide must be used in close consultation with the Business Studies Grade 9 and 10 syllabuses. The Business Studies will be timetabled for 200 minutes per week in Junior High School.

Structure of the Teacher Guide

The Business Studies Teacher Guide comprises of four main sections that provide essential information that all teachers should know and do to effectively implement the Business Studies.

1. General Information of the Subject/Strand

The general information section of the Teacher Guide informs teachers on the Business Studies Strand under the following headings below;

- Introduction of the Strand Teacher Guide
- Structure of the Strand Teacher Guide
- Purpose of the Strand Teacher Guide
- How to use the Strand Teacher Guide

2. Teaching and Learning Section

The teaching and learning section of the Teacher Guide informs and guides teachers to apply the teaching and learning theories, principles, pedagogies and practices in planning, programing, teaching and assessing students. They are outlined in the headings bulleted below;

- Syllabus and Teacher Guide Alignment
- Learning and Performance Standards
- Core Curriculum
- Science Technology Engineering Arts Mathematics (STEAM)
- Curriculum Integration
- Essential Knowledge, Skills, Values and Attitudes
- Teaching and Learning Strategies
- Strands, Units and Topics
- Sample SBC Lesson Plans

3. Assessment Section

The assessment section of the Teacher Guide informs and guides teachers to plan and program assessment activities, formulate assessment rubrics and apply assessment strategies to assess studies. This section also guides teachers to monitor and report students' progress of learning and performances of the attainment of standards.

4. Glossary, References and Appendices Sections

These sections guide teachers to refer to; terms and definitions of the strand/subject content, references outlined to guide the development of this teacher guide and essential and supplementary information to guide teachers on the content and the delivery of this strand/subject.

Purpose of the Teacher Guide

This teacher guide describes what teachers should know and do to effectively plan, program, teach and Grade 9 Business Studies content to enable all students to attain the required learning and proficiency standards.

Ample information with thorough guidelines is provided for the teacher to use to achieve the essential Knowledge, Skills, Attitudes and Values (KSAV) embedded in the set national content standards and grade level benchmarks.

The overarching purpose of this teacher guide is to assist teachers to;

- understand the significance of aligning all the elements of standards-based curriculum (SBC) as the basis of achieving the expected level of education quality,
- effectively align all the components of SBC when planning, programming, teaching, and assessing students learning and levels of proficiency,
- effectively translate and align the Business Studies Syllabi and Business Studies subject teacher guides to plan, program, teach and assess different Business Studies Strand Teacher Guide units and topics, and the essential knowledge, skills, attitudes and values (KSAVs) described in the grade – level benchmarks,
- understand the Business Studies subject national content standards, grade-level benchmarks, and evidence outcomes,
- effectively make sense of the content (KSAVs) described in the Business Studies subjects national content standards and the essential components of the content described in the grade-level benchmarks;
- effectively guide students to progressively learn and demonstrate proficiency on a range of Business Studies subject skills, processes, concepts, ideas, principles, practices, values and attitudes,
- confidently interpret, translate and use Business Studies subject content standards and benchmarks to determine the learning objectives and performance standards, plan and program appropriately to enable all students to achieve these standards,
- embed the core curriculum in the Business Studies subject lesson planning, programming, instruction, and assessment to permit all students to learn and master the core knowledge, skills, values and attitudes required of all students,

- provide opportunities for all students understand how STEAM has and continues to shape the social, political, economic, cultural, and environment contexts and the consequences, and use STEAM principles, skills, processes, ideas and concepts to inquire into and solve problems relating to both the natural and physical worlds (human-made) as well as problems created by STEAM,
- integrate cognitive skills (critical, creative, reasoning, decision-making, and problem solving skills), high level thinking skills (analysis, synthesis and evaluation skills), values (personal, social, work, health, peace, relationship, sustain values), and attitudes in lesson planning, programming, instruction and assessment,
- meaningfully connect what students learn in Business Studies subject with what is learnt in other subjects to add values and enhance students learning so they can integrate what they learn and develop in-depth vertical and horizontal understanding of subject content,
- formulate effective SBC lesson plans using learning objectives identified for each of the topics,
- employ SBC assessment approaches to develop performance assessments to assess students' proficiency on a content standard or a component of the content standard described in the grade-level benchmark,
- effectively score and evaluate students' performance in relation to a core set of learning standards or criteria, and make sense of the data to ascertain status of progress towards meeting grade-level and nationally expected proficiency standards, and
- use evidence from the assessment of students' performance to develop effective evidence-based intervention strategies to help students making inadequate or slow progress towards meeting the grade-level and national expectations to improve their learning performances.

How to use the Teacher Guide

The Grade 9 Business Studies Teacher Guide is an expansion of the content in the Business Studies Syllabus. The syllabus contains the content standards, benchmarks and evidence outcomes which are expanded into teaching and learning Activities in the Teacher Guide. The Teacher Guide provides essential information about what the teacher needs to know and do to effectively plan, teach and assess students' learning and proficiency on learning and performance standards. It should be read in conjunction with the syllabus in order to understand what is expected of teachers and students to achieve the envisaged quality of education outcomes.

The first thing teachers should do is to read and understand each of the sections of the Teacher Guide to help them understand the key SBC concepts and ideas. A thorough understanding of these components will help teachers meet the teacher expectations for implementing the SBC curriculum. Based on this understanding, teachers should be able to effectively use the teacher guide.

The scope of learning is translated and programmed according to the four terms. The suggested teaching and learning strategies and the key or important instructions provided for teachers can be used to design and manage teaching and learning activities for the students in the classroom.

The assessment methods, assessment samples, reporting and recording strategies contained in this guide will assist teachers to plan assessment in Strands for the school year.

The strand teacher guide can be used for developing both classroom learning and professional development activities. The document is a useful resource for developing school and community based in-service programs.

Teachers must thoroughly read the contents of the Teacher Guide in order to develop an understanding and do the following by referring to the various sections in the Teacher Guide with further elaborations.

Determine Learning Objectives and Lesson Topics

The teaching and learning Standards are derived from the Content Standards and Benchmarks in the Syllabus. The Learning Objectives are extracted from the grade-level benchmarks and are used for teaching topics. And lesson objectives are derived from learning objectives and are used for teaching Lessons.

Identify and Teach Grade Appropriate Content

Grade appropriate content has been identified and scoped and sequenced using appropriate content organisation principles. The content is sequenced using the spiralling sequence principles. The strand, topics and lesson

concepts in the Teacher Guide can be spiralled and taught by Strand, by Topics or by lessons using the Benchmarks. Using the Benchmarks, Content Mapping in Programming will enable teacher to see the content from what the students have already learned in line with current to be taught and link to the next learning content.

Integrate the Core Curriculum in Lesson Planning, Instruction and Assessment

This sequencing of content will enable students to progressively learn the essential knowledge, skills, values and attitudes as they progress further into their schooling.

Integrate Cognitive, High Level, and 21st Century Skills in Lesson Planning, Instruction and Assessment

Lesson titles in the teacher guide were drawn out from the benchmarks. From the lesson titles outlined in the planning and programming section, the values, the attitude, the skills and the knowledge is identified.

Identify and Use Grade and Content Appropriate, Innovative, Differentiated and Creative Teaching and Learning Methodologies

Lesson titles in the teacher guide were drawn out from the benchmarks. From the lesson titles outlined in the planning and programming section, the values, the attitude, the skills and the knowledge are identified.

Integrate Business studies values and attitudes in Lesson Planning, Instruction and Assessment

When planning a lesson, it is important that, the values, attitudes, skills and knowledge of the lesson come out clearly in the teaching and learning activities as displayed in the sample guided lessons.

Identify and use Grade and Context Appropriate, Innovative, Differentiated and Creative Teaching and Learning Methodologies

At least one value, one attitude, one skill and one knowledge must be captured in a topic.

Integrate Science, Technology, Engineering, Arts and Mathematics (STEAM) Principles and Skills in Lesson Planning, Instruction and Assessment

STEAM principles and skills must be effectively taught and learned by students. Teachers should use the teacher guide to help them make informed decisions when selecting the types of teaching and learning methodologies to use in their teaching of the subject content, including STEAM principles and skills.

Plan and address the principles of Inclusive Teaching and Learning'

Teachers are obliged to create an inclusive learning environment to include students with special needs to promote learning for all. These special needs may include students who are gifted or disadvantaged physically, socially, emotionally and intellectually. Students may display combinations of any of these needs and therefore, the teaching and learning activities must have students with special needs in to participate to their fullest abilities. The different types of needs in students include;

- Intellectual disabilities
- Hearing impairment
- Sight-vision impairment
- Speech impairment
- Behavioural and emotional disorders

It is important that the learning activities for Business Studies are inclusive and foster the learning needs of all students.

Syllabus and Teacher Guide Alignment

The Grade 9 Business Studies Teacher Guide is closely aligned and complementary to Grade 9 Business Studies Syllabus.

They are the essential focal points for teaching and learning the essential knowledge, skills, values and attitudes.

Syllabus and Teacher Guide Alignment	
Syllabus	Teacher Guide
<p>Outlines the ultimate aim and goals, and what to teach and why teach it</p> <ul style="list-style-type: none"> • Overarching and SBC principles • Content overview • Core curriculum • Essential knowledge, skills, values and attitudes • Strands and units • Evidence outcomes • Content standards and grade-level benchmarks • Overview of assessment, evaluation, and reporting 	<p>Describes how to plan, teach, and assess students' performance</p> <ul style="list-style-type: none"> • Determine topics for lesson planning, instruction and assessment • Formulate learning objectives • Plan SBC lesson plans • Select teaching and learning strategies • Implement SBC assessment and evaluation • Implement SBC reporting and monitoring

The syllabus outlines the ultimate aim and goals of SBE and SBC, what is to be taught and why it should be learned by students, the underlying principles and articulates the learning and proficiency standards that all students are expected to attain. On the other hand, the teacher guide expands on what is outlined in the syllabus by describing the approaches or the how of planning, teaching, learning, and assessing the content so that the intended learning outcomes are achieved.

This teacher guide should be used in conjunction with the syllabus. Teachers should use these documents when planning, teaching and assessing Grade 9 Business Studies content.

Teachers will extract information from the syllabus (e.g., content standards and grade-level benchmarks) for lesson planning, instruction and is for measuring students' attainment of a content standard as well as progress to the next grade of schooling.

Learning and Performance Standards Alignment

Content Standards, Benchmarks and Evidence Outcomes are linked to Learning Objectives, Lesson Objectives and Performance Standards in the Teacher Guide. (see table). There is a close linear relationship between these standards. Students' performance on a significant aspect of a benchmark (KSVA) is measured against a set of performance standards or criteria to determine their level of proficiency using performance assessment. Using the evidence from the performance assessment, individual student's proficiency

on the aspect of the benchmark assessed and progression towards meeting the benchmark and hence the content standard are then determined.

Standards Alignment	
Standards in Syllabus	Standards in Teacher Guide
<ul style="list-style-type: none"> SBC Aims and Goals Content Standard Benchmarks Evidence Outcomes 	<ul style="list-style-type: none"> Learning Objectives Lesson Objectives Essential Knowledge, Skills, Values and Attitude Performance Standard

Standard Alignment

Standard Alignment shows the link between different standards in the Syllabus and Teacher Guide. It begins with SBC Aims and Goals which are National Standards in which the Syllabus Standard is derived from. The Content Standards or Subject Standard are expanded into Benchmarks which are Achievable Benchmarks for particular Grade Levels and are translated into the Teacher Guide as Teaching and Learning Standards and Assessment Standards. they become the components of Unit of Work (UOW).

The UOW consist of Achievable Standard for a particular Grade Level and is translated into Teaching and Learning Activities and Assessment Tasks.

It is essential that teachers know and can do standards alignment when planning, teaching, and assessing students' performance so that they can effectively guide their students towards meeting the grade-level benchmarks (grade expectations) and subsequently the content standards (national expectations).

Below is a diagram to show the relationship between Standards in the Syllabus and the Teacher Guide.

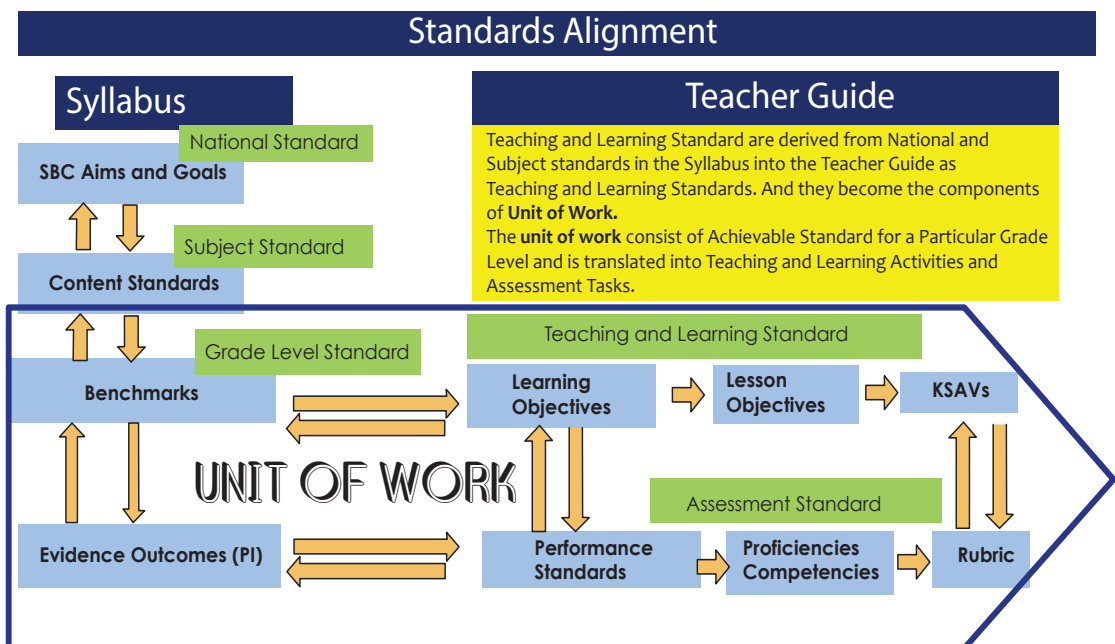


Figure 1 Standards Alignment that shows the alignment of standards in the syllabus and teacher guide

Learning and Performance Standards

Standards-Based Education (SBE) and SBE are underpinned by the notion of quality. Standards define the expected level of education quality that all students should achieve at a particular point in their schooling. Students' progression and achievement of education standard (s) are measured using performance standards or criteria to determine their demonstration or performance on significant aspects of the standards and their levels of proficiency or competency. When they are judged to have attained proficiency on a content standard or benchmark or components of these standards, they are then deemed to have met the standard(s) that is, achieved the intend level of education quality.

Content Standards

Content standards are evidence-based, rigorous and comparable regionally and globally. They have been formulated to target critical social, economic, political, cultural, environment, and employable skills gaps identified from a situational analysis. They were developed using examples and experiences from other countries and best practice, and contextualised to PNG contexts.

Content standards describe what **(content - knowledge, skills, values, and attitudes)** all students are expected to know and do **(how well students must learn and apply what is set out in the content standards)** at each grade-level before proceeding to the next grade. These standards are set at the national level and thus cannot be edited or changed.

Content Standards:

- are evidenced-based;
- are rigorous and comparable to regional and global standards;
- are set at the national level;
- state or describe the expected levels of quality or achievement;
- are clear, measurable and attainable;
- are linked to and aligned with the ultimate aim and goals of SBE and SBC and overarching and SBC principles;
- delineate what matters, provide clear expectations of what students should progressively learn and achieve in school, and guide lesson planning, instruction, assessment;
- comprise knowledge, skills, values, and attitudes that are the basis for quality education;
- provide teachers a clear basis for planning, teaching, and assessing lessons;
- provide provinces, districts, and schools with a clear focus on how to develop and organise their instruction and assessment programs as well as the content that they will include in their curriculum.

Benchmarks

Benchmarks are derived from the content standards and benchmarked at the grade-level. Benchmarks are specific statements of what students should know (*i.e.*, essential knowledge, skills, values or attitudes) at a specific grade-level or school level. They provide the basis for measuring students' attainment of a content standard as well as progress to the next grade of schooling.

Grade-level benchmarks:

- are evidenced-based;
- are rigorous and comparable to regional and global standards;
- are set at the grade level;
- are linked to the national content standards;
- are clear, measurable, observable and attainable;
- articulate grade level expectations of what students are able to demonstrate to indicate that they are making progress towards attaining the national content standards;
- provide teachers a clear basis for planning, teaching, and assessing lessons;
- state clearly what students should do with what they have learned at the end of each school-level;
- enable students' progress towards the attainment of national content standards to be measured, and
- enable PNG students' performance to be compared with the performance of students in other countries.

Learning Objectives

Learning or instructional Objectives are precise statements of educational intent. They are formulated using a significant aspect or a topic derived from the benchmark, and is aligned with the educational goals, content standards, benchmarks, and performance standards. Learning objectives are stated in outcomes language that describe- the products or behaviours that will be provided by students. They are stated in terms of measurable and observable student behaviour. For example, students will be able to identify all the main towns of PNG using a map.

Performance Standards

Performance Standards are concrete statements of how well students must learn what is set out in the content standards, often called the “**be able to do**” or “what students should know and be able to do.” Performance standards are the indicators of quality that specify how competent a student's demonstration or performance must be. They are explicit definitions of what students **must do to demonstrate proficiency or competency at a specific level on the content standards**. Performance standards:

- measure students' performance and proficiency (using performance indicators) in the use of a specific knowledge, skill, value, or attitude in real life or related situations.

- provide the basis (performance indicators) for evaluating, reporting and monitoring students' level of proficiency in use of a specific knowledge, skills, value, or attitude.
- are used to plan for individual instruction to help students not yet meeting expectations (desired level of mastery and proficiency) to make adequate progress towards the full attainment of benchmarks and content standards.
- are used as the basis for measuring students' progress towards meeting grade-level benchmarks and content standards.

Proficiency Standards

Performance Standards are concrete statements of how well students must learn what is set out in the content standards, often called the “**be able to do**” of “what students should know and be able to do.” Performance standards are the indicators of quality that specify how competent a students' demonstration or performance must be. They are explicit definitions of what students **must do to demonstrate proficiency or competency at a specific level on the content standards**. Performance standards:

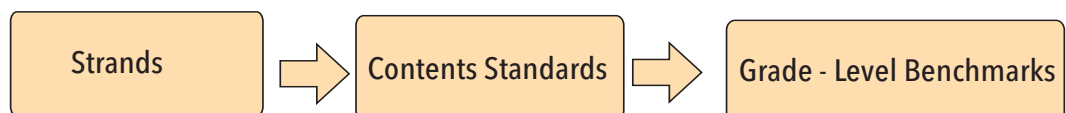
- measure students' performance and proficiency (using performance indicators) in the use of a specific knowledge, skill, value, or attitude in real life or related situations
- provide the basis (performance indicators) for evaluating, reporting and monitoring students' level of proficiency in use of a specific knowledge, skills, value, or attitude
- are used to plan for individual instruction to help students not yet meeting expectations (desired level of mastery and proficiency) to make adequate progress towards the full attainment of benchmarks and content standards
- are used as the basis for measuring students' progress towards meeting grade-level benchmarks and content standards

Proficiency Standards

Proficiency standards describe what all students in a particular grade or school level **can do** at the end of a strand, or unit. These standards are sometimes called evidence outcomes because they indicate if students can actually apply or use what they have learnt in real life or similar situations. They are also categorised as benchmarks because that is what all students are expected to do before exiting a grade or are deemed ready for the next grade.

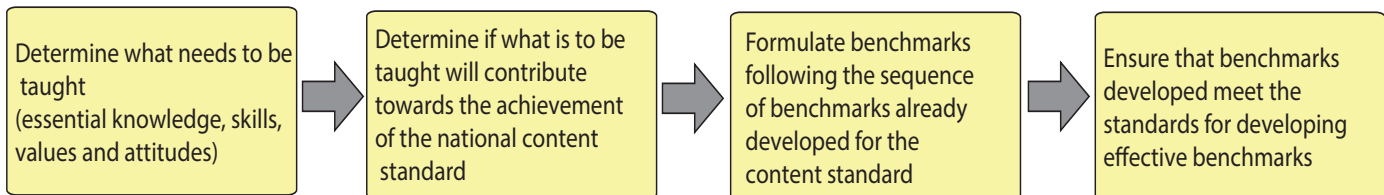
As per presented above, should teachers wish to develop additional benchmarks to cater for their students learning needs, you are encouraged to follow the process below to develop them.

Approach for Setting National Content Standards and Grade - Level Benchmarks



Development of Additional Benchmarks

Teachers should develop additional benchmarks to meet the learning needs of their students. They should engage their students to learn about local, provincial, national and global issues that have not been catered for in the grade-level benchmarks but are important and can enhance students' understanding and application of the content. However, it is important to note that these benchmarks will not be nationally examined as they are not comparable. Only the benchmarks developed at the national level will be tested. This does not mean that teachers should not develop additional benchmarks. An innovative, reflective, creative and reflexive teacher will continuously reflect on his/her classroom practice and use evidence to provide challenging, relevant, and enjoyable learning opportunities for his/her students to build on the national expectations for students. Teachers should follow the following process when developing additional grade-level benchmarks.



Core Curriculum

Core curriculum refers to a core set of common learnings (knowledge, skills, values, and attitudes) that are integrated into the content standards and grade-level benchmarks for all subjects. The core curriculum includes:

- Cognitive skills (critical and creative thinking);
- Reasoning, problem-solving and decision-making skills;
- High level thinking skills (analysis, evaluation and synthesis);
- 21st Century skills;
- STEAM principles and skills;
- Seven Principles for Teaching Procedural and Technical Skills (Plan ahead, Demonstration, Observation of learner in action, Provide specific feedback, Encourage self-evaluation, Allow learner practice, Prepare to modify approach);
- Working Diagrams (sketching and technical drawing);
- Reading, writing and communication skills, and
- Essential, knowledge, values and attitudes.

Business Studies teachers are expected to include the core learning's in their lesson planning, teaching and assessment of students in all their lessons. In addition to these are the essential core curriculums; entrepreneurship, financial literacy, e-commerce, accounting, communication and management. in Business Studies. Teachers may include other core curriculum concepts in relation to the subject to cater for students learning needs.

A practical example of integrating core curriculum in Teaching and Learning

Teachers can identify a set of core curriculum to teach in one lesson for example; in Business Studies, students may be posed with an opportunity to find solutions on how technology can be used to utilise one of the core concepts of business studies in their area. The core concepts include; marketing, sales, design and manufacturing, technology, services, operations and financial intermediation.

If students can be able to demonstrate mastery, proficiency and competency of core curriculum in such a manner, then the learning of core curriculum has been achieved.

Science, Technology, Engineering, Arts and Mathematics

STEAM education is an integrated, multidisciplinary approach to learning that uses science, technology, engineering, arts and mathematics as the basis for inquiring about how STEAM has and continues to change and impact the social, political, economic, cultural and environments contexts and identifying and solving authentic (real life) natural and physical environment problems by applying STEAM- based principles, processes, skills, values and attitudes to prepare them for careers, higher education and citizenship.

Business Studies utilises both the goals of STEAM rather than just the goal of problem-solving. This is to ensure that all students are provided opportunities to learn, and integrate and demonstrate proficiency on all essential STEAM principles, processes, skills, values and attitudes to prepare them for careers, higher education and citizenship.

Objectives:

Students will be able to:

- Examine and use evidence to draw conclusions about how STEAM has and continues to change the social, political, economic, cultural and environmental contexts.
- Investigate and draw conclusions on the impact of STEAM solutions to problems on the social, political, economic, cultural and environments contexts.
- Identify and solve problems using STEAM principles, skills, concepts, ideas and process.
- Identify, analyse and select the best solution to address a problem.
- Build prototypes or model of solutions to problems.
- Replicate a problem solution by building models and explaining how the problem was or could be solved.
- Test and reflect on the best solution chosen to solve a problem.
- Collaborate with others on a problem and provide a report on the process of problem solving used to solve the problem.
- Use skills and processes learnt from lessons to work on and complete STEAM related projects.
- Demonstrate STEAM principles, skills, processes, concepts and ideas through simulation and modeling.
- Explain the significance of values and attitudes in problem solving.

STEAM Problem-Solving Methods and Approaches

Problem-solving involves the use of problem- solving methods and processes to identify and define a problem, gather information to understand its causes, draw conclusions, and use the evidence to design and implement solutions to address it. Even though, there are many different problem-solving methods and approaches; they share some of the steps of problem-solving, for example:

- Identifying the problem;
- Understanding the problem by collecting data;
- Analyse and interpret the data;
- Draw conclusions;
- Use data to consider possible solutions;
- Select the best solution;
- Test the effectiveness of the solution by trialing and evaluating it, and
- Review and improve the solution.

STEAM problem - solving processes go from simple and technical to advanced and knowledge - based processes. However, regardless of the type of process used students should be provided opportunities to learn the essential principles and processes of problem solving and more significantly, to design and create a product that addressed a real problem and meets a human need.

Engineering Design Process

Technological fields used the engineering design process to choose the best solution to solve the problem.

It is an open-ended problem solving process that involves the full planning and development of products or services to meet identified needs. It involves the following sequence of steps:

- Analyse the context and background, and clearly define the problem.
- Conduct research to determine design criteria, financial or other constraints, and availability of materials.
- Generate ideas for potential solutions, using processes such as brainstorming and sketching.
- Choose the best solution.
- Build a prototype or model.
- Test and evaluate the solution.
- Repeat steps as necessary to modify the design or correct faults.
- Reflect and report on the process.

This sequential engineering design process steps described above are illustrated in the diagram below.

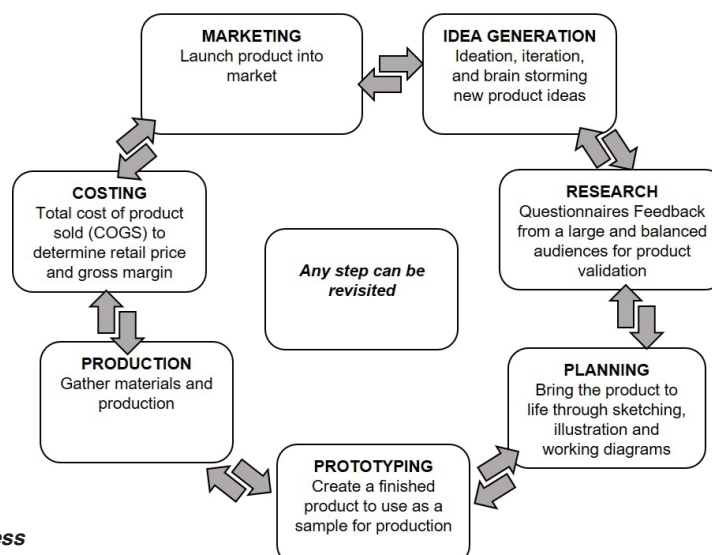


Figure 2: Engineering Design Process

Students should be guided through every step of the process so that they can explain it and its importance, and use the steps and the whole process proficiently to identify, investigate and solve problems. They should be provided with opportunities to practice and reflect on each step until they demonstrate the expected level of proficiency before moving on to the next one.

It involves the following sequence of steps;

- Step 1: IDEA GENERATION**
- Step 2: RESEARCH**
- Step 3: PLANNING (DESIGN BRIEF)**
- Step 4: PROTOTYPING**
- Step 5: PRODUCTION**
- Step 6: COSTING**
- Step 7: MARKETING**

Step 1: Idea Generation

- Ideation, iteration, and brain storming new product ideas

Students should be guided and provided opportunities to identify human made, natural and physical environment problems using their senses and describe what the problem is and its likely causes.

Example: *Irregularity of keeping records of stocks of goods and materials*

Step 2: Research

- Questionnaires feedback from a substantial and unbiased audience for product validation

After the problem is identified and described, several questions will be derived from a main issue question. The questionnaire will be formulated and then will be answered in the survey. This questionnaire will guide the researcher in conducting research and investigation for the appropriate solution to the problem.

The questions will be targeted towards the usefulness of the product and the interests to purchase the finished product.

Example: *Main Question 'How can records of stocks be kept efficiently and managed effectively?'*

Step 3: Planning (Design Brief)

- Bring the product to life through sketching, illustrations and working diagrams

Creating working sketches, illustrations and working diagrams helps the researcher to better understand his or her research problem, refine the research question and decide on investigation approach before the investigation is conducted.

Example: Description of an Authentic Situation

The researcher may look into the current practices of stock taking in schools, or other subject areas for tips or conduct online search on how to improve the records of stocks on relevant websites. The researchers may even analyse information and past practices or similar but better regarding the stock taking records keeping.

Step 4: Prototyping

- Create a finished prototype product to use as a sample for production.

The researcher will make or develop a prototype of the solution and test how it would be used to solve the problem.

- **Example: Prototype**

The illustration of sketches in the planning stage can be created in the MS Excel and its functions can be identified as the basic solution for Stocking Records.

Step 5: Production

- Gather materials and production

This step is the gathering of materials and producing of the product from the best prototype. This involves the identification of lists of materials, procedural steps with their respective tools or equipment to be used to produce the intended product.

Example: Producing the product

Step 6: COSTING

- Total cost of product sold (COGS) to determine retail price and gross margin

This stage is known as product pricing which involves the calculation of the costs of materials used, labour cost, markup and selling price.

The selling price may be influenced by responses to the questions in the survey due to the interest of the buyers which will determine the cost of the product.

The cost for producing the item are:

- 1) Material unit cost: K_____
- 2) Labour costs (No of Hours Spent X Your Rate): 10 hrs x K ____ = K_____
- 3) Selling/Marketing cost: K_____

A simple formula to calculate a good markup percentage for the project:

$$\text{MARKUP PERCENTAGE} = (\text{SELLING PRICE} - \text{UNIT COST}) / \text{UNIT COST} \times 100\%$$

Simply take the sales price minus the unit cost, and divide that number by the unit cost. Then, multiply by 100 to determine the markup percentage.

For example, if the project costs K50 to make and the selling price is K75, then the markup percentage would be 50%: $(K75 - K50) / K50 = 0.50 \times 100 = 50\%$.

Example: Pricing the product

Step 7: MARKETING

- **Launch product into market**

This stage involves the marketing of the finished product. The potential buyers of the product are the targeted audience that were used in the research.

The finished product can be promoted using flyers, put out on public places and market page can be created on social media networks.

STEAM- Based Lesson Planning

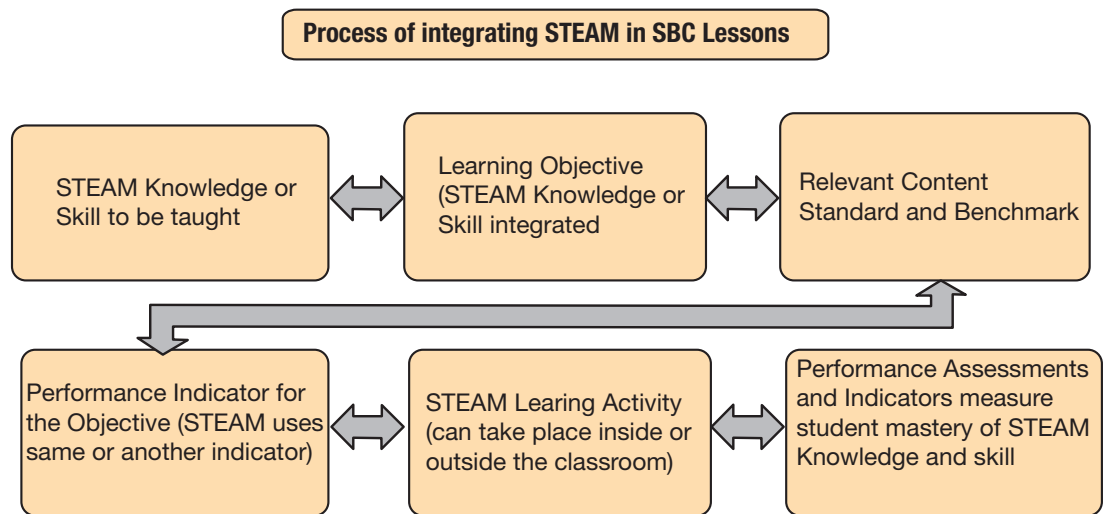
Effective STEAM lesson planning is the key to the achievement of the expected outcomes. STEAM Skills can be planned and taught using separate STEAM-based lesson plans or integrated into the standards- based lesson plans. To effectively do this, teachers should know how to write effective standards and STEAM-based lesson plans.

Developing STEAM-based Lesson Plans

An example of a standards-based lesson is provided below. Teachers should use this to guide them to integrate STEAM content and teaching, learning and assessment strategies into their standards-based lesson plans.

Integration of STEAM problem-solving skills into standards-based lesson plans

Process for Integrating STEAM Principles and Problem-Solving Skills into Standards-Based Lessons



Teachers should follow the steps given below when integrating STEAM problem-solving principles and skills into their standards-based lesson plans. (Refer to Appendices)

Step 1: Identify the STEAM knowledge or skill to be taught (From the table of KSAVs for each content standard and bench mark). **This could be already being captured in the learning objective stated in the standards-based lesson plan.**

Step 2: Develop and include a performance standard or indicator for measuring student mastery of the STEAM knowledge or skill (e.g. level of acceptable competency or proficiency) **if this is different from the one already stated in the lesson plan**

Step 3: Develop student learning activity (An activity that will provide students the opportunity to apply STEAM knowledge or skill specified by the learning objective and appropriate statement of standards). Activity can take place inside or outside the classroom and during or after school hours.

Step 4: Develop and use performance descriptors (standards or indicators) to analyze student STEAM related behaviors or products (results or outcomes), which provide evidence that the student has acquired and mastered the knowledge or skill of the learning objective specified by the indicator(s) of the standard(s).

STEAM-Based Assessment

STEAM-based assessment is closely linked to standards-based assessment where assessment is used to assess student's level of proficiency or competency of a specific knowledge, skill, value or attitude taught using a set of performance standards (indicators or descriptors). The link also includes the main components such as the purpose, the assessment principles and assessment strategies and tools.

In STEAM-based assessment, assessment is designed for what the students should know and be able to do. In STEAM learning students are assessed in a variety of ways including portfolios, project/problem-based assessment, backward designs, authenticity assessment, or other students centered approaches. When planning and designing the assessment, teachers should consider the authenticity of the assessment by designing an assessment that relates to a real world task or discipline specific attributes (such as simulation, role play, placement assessment, live projects, debates) should make the activity meaningful to the student, and therefore be motivating as well as developing employability skills and discipline specific attributes.

Effective STEAM-Based Assessment strategies

The following six sections describe six assessment tools and strategies shown to impact teaching and learning as well as help teachers foster a 21st Century learning environment in their classrooms.

- 1. Rubrics**
- 2. Performance-based assessment (PBAs)**
- 3. Portfolios**
- 4. Student self-assessment**
- 5. Peer-assessment**
- 6. Students response system (SRS)**

Although the list does not include all innovative assessment strategies, it includes what we think are the most common strategies, and ones that may be particularly relevant to the educational context of developing countries in this 21st Century. Many of the assessment strategies currently use fit under one or more of the categories discussed. Furthermore, it is important to note that strategies also connect in a variety of ways.

1. Rubrics

Rubrics are both a tool to measure students' knowledge and ability as well as an assessment strategy. A rubric allows teachers to measure certain skills and abilities not measurable by standardized testing systems that assess direct knowledge at a fixed moment in time. Rubrics are also frequently used as part of other assessment strategies (portfolios, performances, projects, peer-review and self-assessment), they will be discussing in those sections as well.

2. Performance - Based Assessments

Performance-Based Assessments (PBA), also known as authentic assessment are generally used as a summative evaluation strategy to capture not only what students know about a topic, but if they have the skills to apply that knowledge in a; 'real-world' situation by asking them to create an end product. PBA pushes students to synthesize their knowledge and apply their skills to a potentially unfamiliar set of circumstances that is likely to occur beyond the confines of a controlled classroom setting. The implementation of performance-based assessment strategies can also impact other instructional strategies in the classroom.

3. Portfolio Assessment

Portfolios are a collection of student work gathered over time that is primarily used as a summary evaluation method. The most salient characteristic of the portfolio assessment is that rather than being a snap shot of a student's knowledge at one point in time (like a single standardised test) it highlights student effort, development, and achievement over a period of time; portfolios measure as student's ability to apply knowledge rather than simply regurgitate. They are considered both student-centered and authentic assessment of learning.

4. Self-Assessment

Its main purpose is for students to identify their own strengths and weakness and to work to make improvements to meet specific criteria. Self-assessment occurs when students judge their own work to improve performance as they identify discrepancies between current and desired performance. In this way, self-assessment aligns well with standards-based education because it provides clear targets and specific criteria against which students or teachers can measure learning.

Self-assessment is used to promote self-regulation to help students reflect on their progress and to inform revisions and improvements on a project or paper. In order for self-assessment to be truly effective, four conditions must be in place, the self-assessment criteria, criteria is negotiated between the teachers and students, students are taught how to apply the criteria, students receive feedback on their self-assessments. Teachers then help students use assessment data to develop an action plan.

5. Peer Assessment

Peer assessment, much like self-assessment, is a formative assessment strategy that gives students a key role in evaluating learning. Peer assessment approaches can vary greatly but, essentially it is a process for learners to consider and give feedback to other learners about the quality or value of their work. Peer assessments can be used for a variety of products like papers, presentations, projects and or other skills behaviors. Peers assessment is understood as more than only a grading procedure and is also envisioned as teaching strategy since engaging in the process develops both the assessor and the assessee's skills and knowledge. The primary goal for using peer assessment is to provide feedback to the learners. This strategy may be particularly relevant in the classrooms with many students per teacher since student time will be more plentiful than teacher time, although any single student's feedback may not be rich or in-depth as teachers feedback, the research suggests that peer assessment can improve learning.

6. Students Response system

Students response system (SRS), also known as classroom response (CRS), audience response system (ARS) is a general term that refers to a variety of technology-based formative assessment tools that can be used to gather student-level data instantly in the classroom through the combination of hardware, (voice recorders, PC, internet connection, projector and screen) and software.

Teachers can ask students a wide range of questions (both closed and open ended), where students can respond quickly and anonymously, and the teacher can display the data immediately and graphically. The use of technology also includes a use of video which examines how a range of strategies can be used to assess students understanding. The value of SRS comes from the teachers analysing information quickly and then devising real-time instructional solutions to maximise students learning. This includes a suggested approach to help teachers and trainers assess learning.

Curriculum Integration

What is Curriculum Integration?

An integrated curriculum is described as one that connects different areas of study by cutting across subject-matter lines and emphasising unifying concepts. Integration focuses on making connections and linkages in content for students, allowing them to see the importance of all subjects in the curriculum. When students are able to see and understand the linkages between different subject matter, they engage in relevant, meaningful activities that can be connected to real life.

Teachers must develop intriguing curriculum by going beyond the traditional teaching of content based or fragmented teaching to one who is knowledge based and who should be perceived as a 21st Century innovative educator. Curriculum integration is a holistic approach to learning thus curriculum integration in SBC will equip students with the essential 21st Century knowledge, skills, values and attitudes.

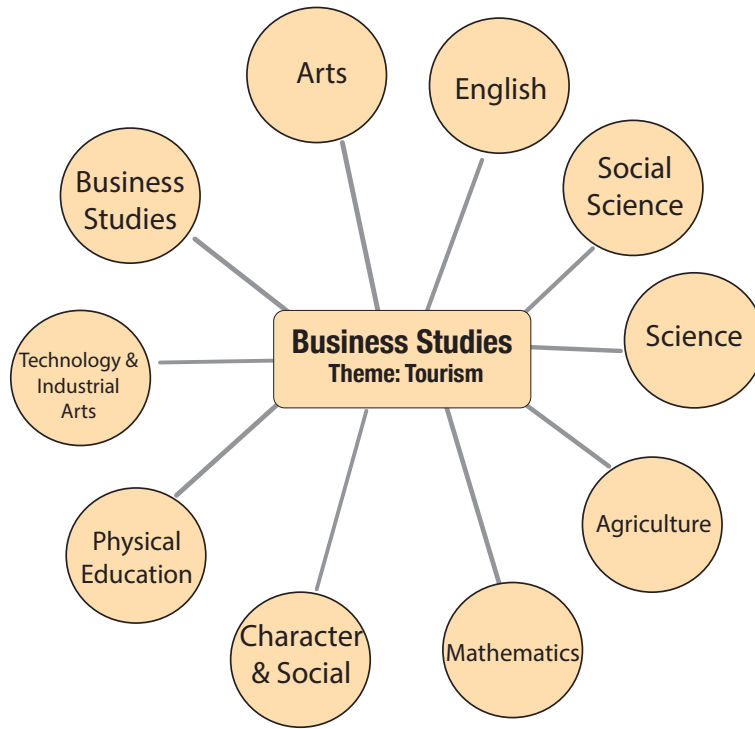
There are three approaches that SBC will engage to foster conducive learning for all children whereby they all can demonstrate proficiency at any point of exit. Adapting these approaches will have an immense impact on the lives of these children as they will not only see themselves as catalyst of change for a competitive PNG but also, comparable to the world standards as global citizens.

Engaging these three approaches in our curriculum will surely sharpen the knowledge and ability of each child, allowing them to see themselves as assets through their achievements and as agents of change contributing meaningfully to their country.

Integrated learning will bear a generation of knowledge-based populace who can solve problems and make proper decisions based on evidence. Thus, PNG can achieve its goals like the Medium Term Development Goals (MTDG) and aims such as the Vision 2050 for a happy, healthy and wealthy society whereby, all its citizens should have access and fair distribution to income, shelter, health, education and general goods and services improving the general standard of living for PNG in the long run.

(i) Multidisciplinary Approach

In this approach, learning involves a theme or concept that will be taught right across all subject area of study by students. For instance, if the theme is “Tourism”, all subject areas create lessons or project-based learning and assessment as per their subjects around this theme. The content of the theme “Tourism” will be taught right across all the different subjects through the different Benchmarks as shown in the diagram and table below.



Sample Curriculum Integration Outline of Linkages

THEME: "TOURISM"		
SUBJECT: BUSINESS STUDIES		GRADE: 9 and 10
STRAND 3: MARKETING		
UNIT 2: Marketing and Sales		
TOPIC: Utilities of Marketing		
Subject	Benchmark	Concept of focus to learn and assessed for the Theme
Business Studies	10.3.2.3. Identify and analyse the utilities of marketing (forms, place, possession, time).	Different services and efficacies that could be used for tourism
	10.4.2.2. Evaluate factors that influence the start of a business.	Factors of services and efficacies to start up a tourism business
Agriculture	9.1.1.2 Discuss soil topography and soil Profile	Determine the appropriate soil for plant nursery for tourism plant seedling sales
	10.1.1.2 Apply nursery principles and practices in construction of plant nurseries	Utilise appropriate practices and presentation for tourism sales in construction of plant nurseries
Arts	10.1.1.3 Demonstrate how to market Papua New Guinea music to the international community.	Local music performance for tourist entertainment
	10.1.2.3 Use musical performances to advocate a local or global issue affecting humanity and the environment.	Musical performance advocating human global issues to educate tourist
	10.1.4.1. Invent prototypes of ukuleles using available materials.	Local prototypes of ukuleles and other instruments made from various available materials for tourist souvenirs and collections
Character and Social Development	9.1.4.1. Communicate respectfully and effectively in diverse environments.	Employ respect in a diverse environment where tourism located
	10.1.4.1. Recognise the importance of mutual respect and interdependence in building and fostering a safe and a supportive national culture.	Display mutual respect and building independence when providing safety and care for tourism as a national culture in our respective localities.

<p>English</p>	<p>10.2.4.2: Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>10.2.6.1: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>10.5.3.1: Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.</p>	<p>Writing and developing pamphlets about a tourism hotspot</p> <p>Creating and publishing a platform page for tourism on a website</p> <p>Interpersonal communication in form of being a comedian for tourism entertainment</p>
<p>Mathematics</p>	<p>10.2.2.4 Solve right angled triangle problems including those involving direction and angles of elevation and depression.</p>	<p>Using the compass to find the direction and working the bearing of an intended tourism location</p>
<p>Physical Education</p>	<p>9.1.1.1 Explain and demonstrate the importance of warm up principles underpinning physical activities</p> <p>10.1.1.1 Analyse and demonstrate how to care and treat serious injuries and emergencies, applying action plan</p> <p>9.1.1.2 Analyse the potential impacts of injuries on individuals engaged in various physical activities and apply the use of first aid procedures when responding to injuries</p> <p>10.1.2.2 Evaluate the effectiveness of the development of personal health habits and strategies in reducing injuries.</p> <p>9.1.1.3 Identify and apply the appropriate components of fitness in a variety of physical activities</p> <p>10.1.1.3 Apply the FITT principle to develop components of fitness with appropriate and relevant activities</p>	<p>Identify the importance of warm up principles underpinning physical activities with tourism trekking and bush-walking</p> <p>How to care and treat serious injuries and emergencies, applying action plan during tourism trekking and bush-walking</p> <p>identify the injuries and the use of appropriate first procedures when responding to injuries in terms of tourism activities like surfing, trekking and bush-walking</p> <p>Develop personal health habits in tourism that may reduce injuries in tourism activities</p> <p>Application of fitness components in variety of tourism physical activities</p> <p>Develop a Tourism Guide of FITT principle for tourism activities</p>

Science	<p>10.4.1.3 Examine the formation of their island and region environment.</p> <p>10.4.1.4 Identify and investigate local examples of how living things affect the nonliving environment and vice versa.</p> <p>10.4.1.5 Evaluate human impact on local and regional environments.</p> <p>10.4.1.16 Investigate physical and chemical changes related to tides, waves, currents, sea level and ice cap variations, upwelling, and salinity variations.</p>	<p>Identify the types of island formation and its environment for tourism</p> <p>Identify site-seeing attraction in terms of living things and its effects on the environment and vice-versa.</p> <p>Derive tourism guides and regulations when interacting with the fanua and flora of the local environment</p> <p>Identify the influences of tides causing the waves, currents and upwells appropriate from surfing in their local areas</p>
Social Science	<p>9.1.2.3. Explain the relationship between climate and vegetation.</p> <p>10.1.2.3. Examine the relationship between physical geographic features and economic activities.</p>	<p>Identify and explain the types climate and vegetation that encourages tourism</p> <p>Determine the physical geographic features of PNG for economic activities like tourism</p>
TIA	<p>9.1.2.5 Apply the design process to respond to needs and opportunities in textile design projects</p>	<p>Design appropriate wear for swimming, trekking, leisure etc.</p>

Note: Assessment Project Planning for the theme

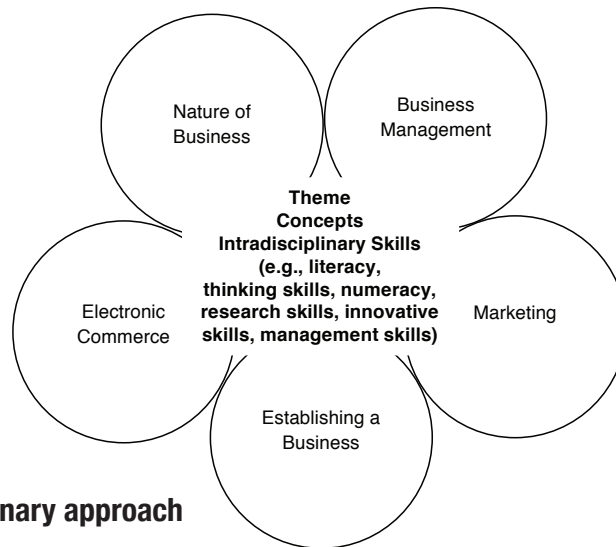
Planning for assessment will be a collaborative effort of all the subject teachers who wish their students to be part of the project with the Business Studies subject Teacher as the overall coordinator of the Project and leading the Team.

See the process of this assessment in the Assessment Section.

(ii) Interdisciplinary Approach

This approach addresses learning similarly to the multidisciplinary approach of integrated learning whereby learning takes place within the subject area. However, it is termed interdisciplinary in that the core curriculum of learning is interwoven into each subject under study by the students. For instance; in Social Science under the strand of geography students write essay on internal migration however, apart from addressing the issues of this topic, they are to apply the skill of writing text types in their essay such as argumentative essay, informative, explanatory, descriptive, expository and narrative essay while writing their essay. They must be able to capture the mechanics of English skills such as grammar, punctuation and so forth. Though these skills are studied under English they are considered as core skills that cut across all subjects under study. For example; if Science students were to write about human development in biology then the application of writing skills has to be captured by the students in their writing. It is not seen as an English skill but a standard essential skill all students must know and do regardless.

Therefore, essential knowledge, skills, values and attitudes comprising the core curriculum are interwoven and provide an essential and holistic framework for preparing all students for careers, higher education and citizenship in this learning.



2. Intradisciplinary approach

This approach involves teachers integrate sub disciplines within a subject area. For instance, within the subject Business Studies, the strands (disciplines) of Nature of Business, Business Management, Marketing, Establishing a Business and Electronic Business will all be captured studying theme concepts Interdisciplinary Skills in Business Studies. For example, under the management skills students will study the concepts of business management, business planning, marketing and sales, and electronic commerce. Thus, children's awareness of the importance skills for businesses, understand the issues surrounding the rapid changing technology in business management and can address it confidently at each level of learning.

3. Trans disciplinary Approach

In this approach learning goes beyond the subject area of study. Learning is organised around students' questions and concerns. That is, where there is a need for change to improve lives, students develop their own curriculum to effect these need.

The trans-disciplinary approach addresses real-life situations thus giving the opportunity to students to attain real life skills. This learning approach is more to do with Project-Based Learning also referred to as problem-based learning or place-based learning.

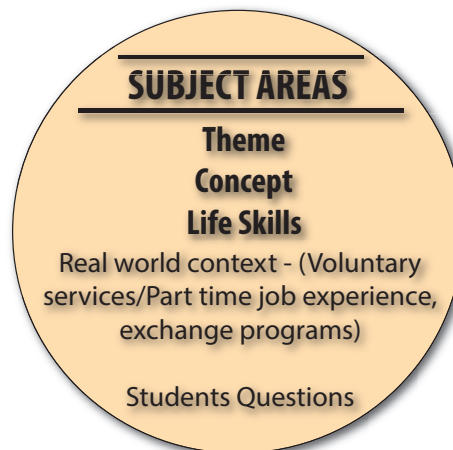
The three steps to planning project based curriculum (Chard 1998).

1. Teachers and students select a topic of study based on student interests, curriculum standards, and local resources.
2. The teacher finds out what the students already know and helps them generate questions to explore. The teachers will also provide resources for students and opportunities to work in the field.
3. Students share their work with others in a culminating activity. Students display the results of their exploration and review and evaluate the project.

For instance; students may come up with slogans for school programs such as 'Our culture - clean city for a healthier PNG'. The main aim could be to curb betel nut chewing in public areas especially around bus stops and local markets. Here, students draw up their own instructions and criteria for assessment which is they have to clean the nearest bus stop or local market once a week throughout the year. They also design and create posters to educate the general public as their program continues. They can also involve the town council and media to assist them especially to carry out awareness.

Studies (Susan M. Drake and Rebecca C. Burns) have proven that Project based-programs achievements have led to the following:

- Students go far beyond the minimum effort.
- Make connections among different subject areas to answer open-ended questions.
- Retain what they have learnt.
- Apply learning to real-life problems.
- Have fewer discipline problems.
- Lower absenteeism (Curtis, 2002).



Essential Knowledge, Skills, Values, and Attitudes

Students' level of proficiency and progression towards the attainment of content standards for Business Studies subject will depend on their mastery and application of essential knowledge, skills, values, and attitudes in real life or related learning experiences and situations across the secondary curriculum.

Examples of the different types of knowledge, skills, values and attitudes, including processes, that all students are expected to learn and master as they progress through the grades are provided in Business Studies syllabuses for grades 9 and 10 pages 23-26.

These knowledge, skills, values and attitudes have been integrated into the content standards, benchmarks and performance standards developed for Technology and Industrial Arts subject

Teachers are expected to plan and teach these in their lessons, and assess students' performance and proficiency, and progression towards the attainment of content standards.

Business Studies

Business Studies provides and instils in students the confidence to use a range of specific knowledge, skills, values and attitudes in various business concepts. The content in each grade of Business Studies encourage students to be proactive, competent, creative, responsible and reflective learners, enabling them to pursue career opportunities in respective fields of study in this subject.

Provided herein are recognised knowledge for the subject which are applicable across the subject.

1. Types of common knowledge for Business Studies

These are specific content knowledge for the subject. They include;	
<ul style="list-style-type: none"> • Creativity • Branding • Communication skills • Technical expertise • Industry expertise • Critical thinking • Information Technology skills • Innovation 	<ul style="list-style-type: none"> • Building and Engineering Knowledge. • Physical Strength and Stamina. • Mathematical formulas in Business Studies • Technology Language Coordination. • Technology Skills. • Problem Solving Skills. • Prototype

Business Studies knowledge and skills embraces all the commonly recognised skills which can be used across the subject content scope. Listed here for teachers' convenience are commonly recognised skills across the subject.

Business Studies

These are specific content Skills for the strand., They include;

- | | |
|---|--|
| <ul style="list-style-type: none"> • Creativity • Critical thinking • Technical knowledge • Research and data handling capacity • Critical analysis and interpretation of materials • Management skills • Organisational Skills. • Problem solving skills • Mathematical skills • Language Literacy skills • Leadership • Innovative skills • trans formational skills | <ul style="list-style-type: none"> • Focus Communication skills (approachability, circumstantial awareness, diligence, efficiency, thoroughness) • Multitasking skills • Attention to detail skills (multitasking, approachability, • Technical Skills • Decision making skills • information technology soft skills • logical thinking • collaboration • teamwork • software engineering • customer Service • Modelling |
|---|--|

2. Types of Values

Personal engagement and civic engagement strategies help young people to acquire and apply skills and dispositions that will prepare them to become competent and responsible citizens.

1. Personal Values (importance, worth, usefulness, etc

Core values	Sustaining values
<ul style="list-style-type: none"> • Sanctity of life • Truth • Aesthetics • Honesty • Human • Dignity • Rationality • Creativity • Courage • Liberty • Affectivity • Individuality 	<ul style="list-style-type: none"> • Self-esteem • Self-reflection • Self-discipline • Self-cultivation • Principal morality • Self-determination • Openness • Independence • Simplicity • Integrity • Enterprise • Sensitivity • Modesty • Perseverance

2. Social Values

Core Values	Sustaining Values
<ul style="list-style-type: none"> • Equality • Kindness • Benevolence • Love • Freedom • Common good • Mutuality • Justice • Trust • Interdependence • Sustainability • Betterment of human kind • Empowerment 	<ul style="list-style-type: none"> • Plurality • Due process of law • Democracy • Freedom and liberty • Common will • Patriotism • Tolerance • Gender equity and social inclusion • Equal opportunities • Culture and civilization • Heritage • Human rights and responsibilities • Rationality • Sense of belonging • Solidarity • Peace and harmony • Safe and peaceful communities

3. Types of Attitudes

Attitudes - Ways of thinking and behaving, points of view	
<ul style="list-style-type: none"> • Optimistic • Participatory • Critical • Creative • Appreciative • Empathetic • Caring and concern • Positive • Confident • Cooperative 	<ul style="list-style-type: none"> • Responsible • Adaptable to change • Open-minded • Diligent • With a desire to learn • With respect for self, life, equality and excellence, evidence, fair play, rule of law, different ways of life, beliefs and opinions, and the environment.

4. Types of Attitudes

Attitudes - Ways of thinking and behaving, points of view	
<ul style="list-style-type: none"> • Optimistic • Participatory • Critical • Creative • Appreciative • Empathetic • Caring and concern • Positive • Confident • Cooperative 	<ul style="list-style-type: none"> • Responsible • Adaptable to change • Open-minded • Diligent • With a desire to learn • With respect for self, life, equality and excellence, evidence, fair play, rule of law, different ways of life, beliefs and opinions, and the environment.

5. Processes in Business Studies

Types of Processes - Inquiry processes for Business Studies

Business Inquiry processes include:

- Gathering information
- Analysing information
- Evaluating information
- Making judgements
- Taking actions
- Instructional technology
- Integration process
- Project planning process
- Organization of learning experiences

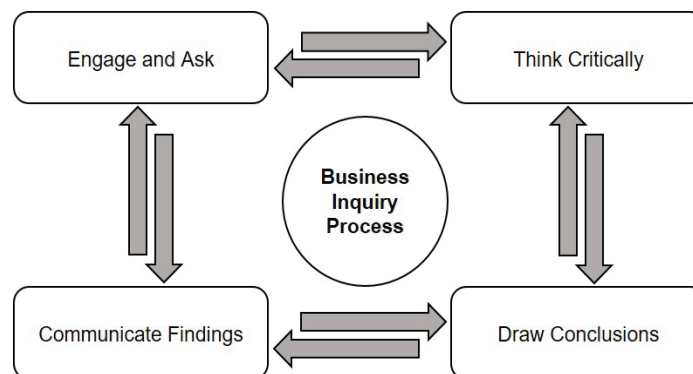
Business Studies Inquiry Processes

Engage and Ask	<p>How will I engage my students in the topic and prompt them to ask questions?</p> <ul style="list-style-type: none"> • Determine the enduring understandings about the topic being studied. • Engage your students with the topic by grabbing their interest with a hook connected to the enduring understandings. • Allow students to generate questions based upon the topic and hook. • Determine what questions will be essential to achieving the enduring understandings. (Student generated or teacher determined) • With students, determine what other information is needed in order to fully answer the questions.
Think Critically	<p>How will students access and analyse information about this topic?</p> <ul style="list-style-type: none"> • Have students think about where they can find answers to the questions posed about the topic. • Gather and organize multiple primary and secondary sources. • Ensure that sources used expose students to different perspectives and viewpoints about the topic. • Students should use sources to collect, analyse, and interpret data. • Ensure students are analysing sources for credibility, bias, and perspective in order to identify gaps in the research.

<p>Draw Conclusion</p>	<p>How will students synthesize ideas to answer the questions posed based on sources used?</p> <ul style="list-style-type: none"> • Students should engage in civic discussion to answer the questions posed while respecting diverse opinions. • Engage students in evaluating possible courses of action and their consequences. • Students should make and justify an informed decision or choice and/or design an action plan supported by evidence from sources. • Have students evaluate the consequences of a decision or choice. • Allow students to make revisions based on feedback and further study.
<p>Communicate Findings</p>	<p>How will students demonstrate what they have learned and take action on that learning?</p> <ul style="list-style-type: none"> • Determine how students will apply what they have learned and share their findings with others. • Explore appropriate audiences for students to present conclusions. • Determine if there is an opportunity for students to take action and influence others to make more informed decisions. • Have students develop strategies to persuade others, including policy makers when applicable. • Prepare students to defend their analysis against alternative.

Be specific as you make notes of the activities or prompts you will use to ensure students will have the opportunity to practice these skills as a requirement in the Grade 9 content standards.

Below is how the Business Studies Inquiry Process will be taught in the classroom. The Business studies inquiry process is problem solving based on an existing problem and ventures into possible evidently supported solutions to the problem. Each step in the process has been outlined below for comprehensive understanding and proper interpretation of each of the processes.



1. Determining Understanding of the Problem

a. Constructing Essential Questions

- Address essential questions that reflect an enduring problem in the field

b. Constructing Supporting Questions

- Explain how supporting questions contribute to an enquiry.

2. Critical Analysis of answers with their Sources**a. Determining and organising helpful primary and secondary solution sources**

- Develop new supporting and essential questions through investigations, collaboration and using diverse sources.

3. Utilising Solution Sources with their Evidence**a. Gathering and Evaluating Sources**

- Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context and corroborative value of the sources.

b. Developing Claims and Using Evidence

- Identify evidence that draws information from multiple sources to revise or strengthen claims.

4. Communicating Conclusions and Taking Informed Action**a. Communicating Conclusions**

- Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.
- Articulate persuasive explanations to a targeted audience in diverse setting.

b. Taking Informed Action

- Use interdisciplinary lenses to analyse the causes and effects of and identify solutions to local, regional or global concerns.
- Use deliberative processes and apply democratic strategies and procedures to address local, regional or concerns and take action in or out of school.

Types of Skills

There are different types of skills. These include:

1. Cognitive (Thinking) Skills

Thinking skills can be categorised into critical thinking and creative thinking skills.

i. Critical Thinking Skills**Types of Literacy Skills – Skills in basic literacy, digital literacy and financial literacy**

- | | |
|---|---|
| <ul style="list-style-type: none"> • Attributing • Comparing and contrasting • Grouping and classifying • Sequencing • Prioritising • Analysing | <ul style="list-style-type: none"> • Detecting bias • Evaluating • Metacognition (Thinking about thinking) • Making informed conclusions. |
|---|---|

Creative Thinking Skills

A person who thinks creatively has a high level of imagination, able to generate original and innovative ideas, and able to modify ideas and products. Creative thinking skills include;

- | | |
|---|--|
| <ul style="list-style-type: none"> • Generating ideas • Deconstruction and reconstruction • Relating • Making inferences • Predicting • Making generalizations • Visualising | <ul style="list-style-type: none"> • Synthesising • Making hypothesis • Making analogies • Invention • Transformation • Modeling • Simulating |
|---|--|

2. **Reasoning Skills** - Reason is a skill used in making a logical, just, and rational judgment.

Types of Literacy Skills – Skills in basic literacy, digital literacy and financial literacy

- Define and apply discipline-based conceptual vocabulary
- Describe people, places, and events, and the connections between and among them
- Arrange events in chronological sequence
- Differentiate fact from opinion
- Determine an author's purpose

3. **Decision-Making Skills** - Decision-making involves selection of the best solution from various alternatives based on specific criteria and evidence to achieve a specific aim.

4. **Problem Solving Skills** – These skills involve finding solutions to challenges or unfamiliar situations or unanticipated difficulties in a systematic manner.

5. Literacy Skills Need more elaboration

A strong emphasis must be placed on various types of literacy, from financial to technological, from media to mathematical, from content to cultural. Literacy may be defined as the ability of an individual to use information to function in society, to achieve goals and to develop her or his knowledge and potential. Teachers emphasise certain aspects of literacy over others, depending on the nature of the content and skills they want students to learn. The following literacy skills are intended to be exemplary rather than definitive;

- Determine and analyse similarities and differences
- Analyse cause and effect relationships
- Explore complex patterns, interactions and relationships
- Differentiate between and among various options
- The ability to locate, evaluate and use digital information.
- The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills
- The ability to effectively and critically navigate, evaluate and create information using a range of digital technologies.
- Making choices about personal finances and having the skills to make decisions that will have positive outcomes.
- Improves personal financial management skills
- Improves budgeting and investing skills
- Creates a savvy relationship with money application skills
- Creates a lifelong journey of learning for education is the key to success when it comes to money

Numeracy Skills

Numeracy skills refer to the ability to use, interpret and communicate mathematical information to solve real-world problems. These include the ability to understand basic math like addition, subtraction, division and multiplication. More advanced numeracy skills incorporate the use of graphical, spatial, statistical and algebraic concepts and the ability to interpret that data and apply it to real-world situations.

Types of Numeracy Skills – skills that are driven by the basic mathematical aspects

- Basic knowledge of numbers
- Calculation skills
- Budgeting
- Interpreting mathematical information
- Understanding the relationships between numbers
- Understanding trends
- Measurement and data analysis

6. High Level Thinking Skills

These skills include analysis, synthesis, and evaluation skills.

- i. Analysis Skills** – Analysis skills involve examining in detail and breaking information into parts by identifying motives or causes, underlying assumptions, hidden messages; making inferences and finding evidence to support generalisations, claims, and conclusions.
- ii. Synthesis Skills** – Synthesis skills involve changing or creating something new, compiling information together in a different way by combining elements in a new pattern proposing alternative solutions.
- iii. Evaluation Skills** – Evaluation skills involve justifying and presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on set criteria.

Key Words				
Analyse	Design	Find	Motivate	Separate
Appraise	Differences	Focus	Omit	Similar to
Arrange	Discover	Function	Order	Simplify
Assumption	Discriminate	Group	Organise	Take part in
Breakdown	Discussion	Highlight	Point out	Test for
Categorise	Distinction	In-depth	Produce	Theme webbing
Cause & effect	Distinguish	Inference	Recreate	
Choose	Dissect	Inspect	Research	
Classify	Divide	Isolate	Reproduce	
Comparing	Establish	Investigate	See	
Create	Examine	List	Select	

Teaching and Learning Strategies

Business Studies emphasises and embraces the use of cognitive, reasoning, decision-making, problem solving and higher level thinking skills to teach to enhance students' understanding of inter-disciplinary concepts and issues in relation to environment, geography, history, politics and economic within PNG and globally.

It aims to provide a meaningful pedagogical framework for teaching and learning essential and in demand knowledge, skills, values, and attitudes that are required for the preparation of students for careers, higher education and citizenship in the 21st Century.

Students must be prepared to gather and understand information, analyse issues critically, learn independently or collaboratively, organise and communicate information, draw and justify conclusions, create new knowledge, and act ethically.

Teaching and learning is a two-way interactive interaction between teacher and a student , a student to a student/students and occurs in any learning environment in or outdoors depending on the nature of teaching strategies learning activities and performance assessments that teachers plan to use in the delivery of the lesson.

Business Studies teaching and learning takes on a blended perception and practices of its content delivering with envisioning intentions to reinforce evidence based learning. It embraces these in the classrooms whereby each strand content in the form of content standards, benchmarks and performance standards direct or determine the planning of the types of learning situations and activities, assessments throughout the school year.

These standards, including the specific knowledge skills and attitudes, how they are planned for students learning and performance attainment purposes in the respective grade levels are through highly commended teaching, learning and assessing strategies. For example; using blended learning strategies. This is where/when the traditionally recognised strategies (teacher centred) is blended with using e-teaching/learning strategies (online using smart phones) to learn about features of e-marketing, in a Business Studies lesson.

Teaching strategies

Find listed for your convenience are identified teaching strategies commended for Business Studies subject lesson deliveries lessons. However, teachers can blend these in with the existing or current teaching practices using technology.

- use of multimedia for content research
- utilisation of social media for fact finding on particular technology
- using variety of resources for meaningful teaching.

Learning Strategies

These are suggested learning strategies that can be used across the learning of all the five content strands in Business Studies subject.

1. Using multiple types of instructional materials for learning.
2. Incorporate technology for reinforcement and motivation for learning.
3. Try new learning techniques for
4. Keep your traditional teaching methods
5. Vary your assessments
6. Mix up group work styles
7. Try a digital curriculum

Classroom assessment strategies

Find for your convenience suggested assessment strategies to assess technology curriculum content.

- Clarifying learning intentions and criteria for success.
- Engineer effective classroom-based questioning and discussions on performance tasks that provoke or draw out evidence of learning.
- Constantly provide feedback that move learners forward.
- Present or address students as instructional resources for each other,
- Computer assisted video-based test.

Computer assisted video-based test

All Teachers teaching Business Studies from grades 9-12 are encouraged to also add to this list for the ones that are good of their students learning.

Business Classroom

This classroom will be a learning environment prepared especially for the teaching and learning of BS subject. As we are moving through the 21st Century technology era, BS classrooms must reflect shadow image to encourage the teaching and learning of all the strands in the subject content.

It is suggested that teachers and students could work together to ensure that the classroom tips could be accommodated. These are;

- Regularly keep updates on new advancements in technology.
- Ongoing Effective Evaluation on an Ongoing Basis.
- Make Technology a Treat & Not an Expectation.
- Monitor closely usage of electronic devices .
- Set ground rules for all.
- Share knowledge on how to get technical support.
- Communicate with parents.
- Familiarise yourself with the Technology First aid.
- Use of Technology by students.

These teaching and learning strategies will help teachers to;

- familiarise themselves with different methods of teaching in the classroom,
- develop an understanding of the role of a teacher for application of various methods in the classroom.

Successful teachers always keep in view that teaching must “be dynamic, challenging and in accordance with the learner’s comprehension. He/she does not depend on any single method for making his/her teaching interesting, inspirational and effective”.

Different teaching and learning strategies

These strategies;

- make learning more engaging,
- make learning more effective,
- make learning fun,
- encourage higher motivational level,
- improve attention spans,
- develop higher order thinking and reflective skills,
- improve communication skills,
- develop the spirit of teamwork /collaboration,
- develop leadership skills and qualities, and
- encourage discovery learning.

Therefore, teachers are encouraged to utilise the suggested strategies as well as others.

Strands, Units and Topics

This section of the teacher guide contains the Business Studies content to be taught in grade 9. It consists of;

- a brief explanation of how the topics, learning objectives and lesson topics are derived.
- an overview of the content distributed according to the four terms in an academic year;
- the unit of work per strand

Business Studies is organised around five main strands - Nature of Business, Business Management, Marketing, Establishing a Business and Electronic Business

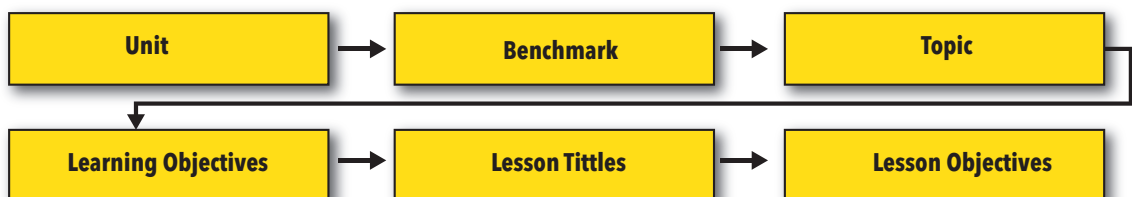
These strands embed the content that students are expected to learn and master at each grade and school level. National content standards are benchmarked at each grade level, which allows for essential KSAV's to be reinforced and expanded throughout the grades. Benchmarks show grade level expectations of what students are able to do to demonstrate that they are making progress towards attaining the content standard.

These grade-level benchmarks were then unpacked to identify the topics, learning objectives and the lesson topics. Below is a description of how topics were derived from the grade-level benchmarks.

Identifying topics from benchmarks

In order to identify the topic from the benchmark, we need to unpack the benchmark. When we unpack a benchmark, we are identifying what students will know and be able to do when they have mastered the benchmark.

1. Write out the benchmark that you want to unpack.
2. Write the verbs (skills/actions) – Higher order thinking skills.
3. Underline or highlight the big idea (content) in the benchmark.
The big idea (content) is the topic derived from the benchmark.
4. Write essential questions that would be engaging for students.
5. Develop sub-topics from the big idea (topic).
6. Write learning objectives according to the sub-topics.
7. Write lesson topics from the learning objectives.



Teaching and Learning Concepts and Contents

The table below provides the teachers with what will be taught under each of the five strands in a year. Teachers will use this to develop their own yearly programs by organising these into terms. A sample is provided for teachers to use.

TERM ONE		
STRANDS	UNITS	TOPICS (<i>Derived from the benchmarks</i>)
1. Nature of Business	1. Foundations of Business	• Business communication
		• Communication skills and strategies
		• Channel and structure of communication
		• Use of Communication Technology
		• Security and confidentiality of using communication technology
	2. Entrepreneurship and Business	• Characteristics of entrepreneurs
		• Categorising entrepreneurship ventures according to their purpose, size, features and functions
		• Different entrepreneurship venture and processes of going into entrepreneurship venture
		• Entrepreneurial financial skills and processes
		• Business reports
		• Economic Decision-making
		• Effects of Business ownerships, Government Regulations and Business Ethics
		• Business Environment
		2. Business Management
• Principles of Scientific Management Theory		
• Scope of the Scientific Management Theory		
• Application of Scientific Management Theory in business		
2. Accounting and Finance	• Demand, supply and specialisation	
	• Accounting and accounting framework and principles	
	• Purpose and functions of accounting	
• Importance of accounting in business operations		
TERM TWO		
		• Legal and ethical basis of accounting
		• Principles of Accountability, Transparency, Honesty and Compliance
		• Purpose of accounting and Accounting cycle
		• Documents used in recording financial decisions
		• Accounting processes using journals and ledgers
		• Values and attitudes towards accounting
	3. Human Resource Management	• Human Resource Management
		• Importance of human resources and management
		• Processes for recruiting cadre of workers by businesses
		• Managers Management Skills at different levels of a business
	4. Business Regulation	• Process and sources of law, and structure of court system
		• Importance of business laws in business regulation
		• Relationship between Business Ethics and Legal processes
		• Major government regulations of business organisations
		• Purpose of Business Laws, their intentions, Legal Principles
		• Impact of Business Laws on Business operations
		• Legal process available to individuals and businesses
		• Attitudes and values of individual and business organisation towards business laws.
	5. Information Technology	• Impact of information technology on society

		<ul style="list-style-type: none"> • Impacts of Business Technology on business • Current and emerging trends in information technology
TERM THREE		
	5. Information Technology	<ul style="list-style-type: none"> • Problems with various types of operating systems and utilities • Input technologies for entering and manipulating information appropriately • Using multimedia software for creation of media rich projects
3. Marketing	1. Foundations of Marketing	• Concepts of marketing
		• Methods for forecasting sales
		• Importance of the five (5) P's
		• Elements of marketing mix, their interrelationships and their usage in marketing process
		• Methods, costs, and importance of promoting goods and services
	2. Marketing and Sales	<ul style="list-style-type: none"> • Different types of market research • Process and steps in market research • Ethical issues relating to marketing research • Role of marketing research on consumer needs and wants, production, quality and pricing of goods and services • Process of marketing and sales and the steps in each process
4. Establishing a Business	1. Business Planning	• Business planning and its role in entrepreneurship
		• Principles of planning and their application in entrepreneurship
		• Process and steps of planning a business
		• Evidence and best practice in business planning
		• Business Goals and Targets
		• Monitoring and evaluating a business plan
	• Partnering in business planning	
1. Business Start-up and Operation	• Generating ideas and identifying business opportunities	
TERM FOUR		
	2. Business Start-up and Operation	<ul style="list-style-type: none"> • Procedures of market research • A business plan
4. Electronic Commerce	1. Electronic Business	• General e-commerce products and their marketing processes
		• Costing and pricing of online products and services compared to direct costing and pricing and their differences
		• Operational processes and functions of e-commerce and e-marketing
	2. Electronic Commerce Technology	• Functions of different e-commerce technology
		• Advantages and disadvantages of each technology
		• Usage of key websites for commercial purposes
		• Key websites access links to information from government, non-government, and commercial institutions
		• Process of marketing products and services on the Facebook, You Tube, WhatsApp, and similar applications
• Benefits of using applications to marketers, consumers, businesses and individuals		
• Advantages, disadvantages, and limitations of these applications		

		<ul style="list-style-type: none"> Utilisation of Facebook, You Tube, or WhatsApp for researching and marketing of a product
	3. Electronic Marketing	<ul style="list-style-type: none"> E-marketing and its characteristics
		<ul style="list-style-type: none"> Differences and similarities between e-marketing and traditional or conventional marketing
		<ul style="list-style-type: none"> Impact and benefits of e-commerce to business, society, producers, marketers, and consumers
		<ul style="list-style-type: none"> Advantages and disadvantages of using the internet for commercial purposes
		<ul style="list-style-type: none"> Process and steps of e-marketing
		<ul style="list-style-type: none"> Public and private organisations utilising range of e-commerce
		<ul style="list-style-type: none"> Elements of marketing mix in e-marketing

The Standards-Based lesson planning for all grade 9 Business Studies daily lessons, will be based on and drawn from the general outline of the pool of knowledge as structured below for each Strand and Content Standard in sequence by;

- Unit
- Topic
- Benchmark
- Learning Objectives
- Essential Questions
- Concepts
- Essential Knowledge, Skills and Values/Attitudes (KSAVs)
- Content Background

Grade 9

Business Studies

Teaching Content

Strand 1 : Nature of Business

Content Standard 1.1: Students will be able to explain and utilise communication, computation, and economic principles, concepts, processes, procedures, strategies and systems fundamental to business.

Units	Benchmarks	Topics	Lesson Titles
Unit 1 Foundations of Business	9.1.1.1: Explain the importance of communicating in a clear, courteous, concise and correct manner at personal and professional levels.	<ul style="list-style-type: none"> • Business communication 	<ul style="list-style-type: none"> • Business Communication • Principle of communication good and importance effective communication
	9.1.1.2 Examine communication skills accepted and used in the workplace.	<ul style="list-style-type: none"> • Communication skills and strategies 	<ul style="list-style-type: none"> • Communication skills – Telephone etiquette and Interview skills • Communication strategies
	9.1.1.3: Assess leadership and supervision techniques, customer service strategies and personal ethics standards needed for communicating effectively with various business constituencies.	<ul style="list-style-type: none"> • Channel and structure of communication 	<ul style="list-style-type: none"> • Types and channel of communication • Leadership and Supervision Technique • Personal Ethics in business communication and Customer Service Strategies
	9.1.1.4: Investigate and explain how communication technology is used to enhance the effectiveness of communication.	<ul style="list-style-type: none"> • Use of Communication Technology 	<ul style="list-style-type: none"> • Types of Communication Technology and its Uses
	9.1.1.5: Examine the importance of security and confidentiality in the use of communication technology.	<ul style="list-style-type: none"> • Security and confidentiality of using communication technology 	<ul style="list-style-type: none"> • Security and confidentiality of using communication technology

Strand 1 : Nature of Business

Unit 1: Foundations of Business

Content Standard 1.1: Students will be able to explain and utilise communication, computation, and economic principles, concepts, processes, procedures, strategies and systems fundamental to business.

Benchmark 9.1.1.1: Explain the importance of communicating in a clear, courteous, concise and correct manner at personal and professional levels.

Topic: Business communication

Learning Objectives: By the end of this topic students will be able to;

- Explain importance of principles of business communication methods and channel of communication used in business

Essential Questions

- What is business communication?
- Why is it important to follow the principles of business communication?
- What are some very important questions to answer for effective business communication?

Core Concepts: Importance of business communication and principles of business communication

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Business communication, Principles of good, communication, Benefits of effective communication
Skills	<ul style="list-style-type: none"> • Analyse principle of good communication, Describe benefit of effective communication
Attitudes	<ul style="list-style-type: none"> • Critical, Optimistic
Values	<ul style="list-style-type: none"> • Mutuality, Self- discipline, Sensitivity, Modesty

Content Background:

Business communication

Business Communication is defined as “the process of transmitting information within the business environment”.

Principles of communication

Good business communication must have a clear purpose and must be appropriate for the audience.

- Clear – the words used should be able to be understood by the reader or listener.
- Concise – it is better not to make the message too long.
- Correct – It is important that the message sent must be correct or true.
- Courteous – the communication should be respectful and not insulting.

Importance of effective communication

- There is no room for misunderstanding or alteration of messages
- Effective management
- It improves team building
- It boosts growth due to clarity and direction.
- It increases innovation

Communication process and methods

The sender “encodes” and sends the message, which is then carried through the communication channel to the receiver. The receiver then “decodes” the message, processes the information and sends an appropriate reply/feedback through the same communication channel.

Types of Communication

Communication methods can be either verbal or non-verbal.

Forms of communication

• Letter	• Circulars
• Telephone/ mobile phone	• Videoconferencing
• Memorandum	• Teleconferencing
• Presentation	• Networking
• Speeches	

- Business communication consists of
 - Internal communication and External communication

Forms of communication used for internal and external communication

Examples of internal communication.	Examples of external communication
• Minute	• Letter
• Memorandum	• Business reports (to shareholders and public)
• Circulars	

- Channel of Communication
 - Top-down communication
 - Up or vertically upward communication
 - Bottom –up communication

Barriers to effective communication

- people barriers
- language barriers
- listening barriers
- defects in communication equipment
- defective message
- Cultural barrier

References/Resources:

- T.Tindal, Trevor 2007, Business Studies for Melanesia-grade 9, Pearson, Australia Pty Ltd*
- <https://careeraddiction.com>, <https://www.stevenson.edu>, <https://www.ringcentral.com>
10/6/2021

Strand 1 : Nature of Business

Unit 1: Foundations of Business

Content Standard 1.1: Students will be able to explain and utilize communication, computation, and economic principles, concepts, processes, procedures, strategies and systems fundamental to business.

Benchmark 9.1.1.2 Examine communication skills accepted and used in the workplace.

Topic: Communication skills and strategies

Learning Objectives: By the end of this topic students will be able to;

- Explain communication skills used in workplace and types of communication strategies

Essential Questions:

- What are communication strategies?
- What are interview skills and telephone etiquette?
- What are the examples of communication strategies?

Core Concepts: communication skills, communication strategies

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Communication strategies, Communication skills, Telephone etiquette and interview skills
Skills	<ul style="list-style-type: none"> • Compare, Categorise, Telephone interview skills
Attitudes	<ul style="list-style-type: none"> • Self-discipline, Optimistic, Diligent
Values	<ul style="list-style-type: none"> • Mutuality, Integrity, Sensitivity, Modesty

Content Background:

Topic: Communication skills and strategies

A communication strategy has four major components: communication goals, target, audience, communication plan and channels.

Communication Skills-Telephone Etiquette

Interview

Interview is a meeting between an interviewer and an interviewee.

- Do's and Don'ts of an Interview

Types of Communication Strategies (Assertive, Aggressive and Passive)

References/Resources:

- <https://www.skillsyouneed.com/ips/communication-skills.html> 2/7/2021 2:20pm
- <https://www.robertwalters.com.au/career-advice/cv-and-interview-tips/top-five-interview-dos-and-donts.html> 2/7/2021: 2:50pm

Strand 1 : Nature of Business

Content Standard 1.1: Students will be able to explain and utilise communication, computation, and economic principles, concepts, processes, procedures, strategies and systems fundamental to business.

Units	Benchmarks	Topics	Lesson Titles
Unit 1 Foundations of Business	9.1.1.1: Explain the importance of communicating in a clear, courteous, concise and correct manner at personal and professional levels.	<ul style="list-style-type: none"> • Business communication 	<ul style="list-style-type: none"> • Business Communication • Principle of communication good and importance effective communication
	9.1.1.2 Examine communication skills accepted and used in the workplace.	<ul style="list-style-type: none"> • Communication skills and strategies 	<ul style="list-style-type: none"> • Communication skills – Telephone etiquette and Interview skills • Communication strategies
	9.1.1.3: Assess leadership and supervision techniques, customer service strategies and personal ethics standards needed for communicating effectively with various business constituencies.	<ul style="list-style-type: none"> • Channel and structure of communication 	<ul style="list-style-type: none"> • Types and channel of communication • Leadership and Supervision Technique • Personal Ethics in business communication and Customer Service Strategies
	9.1.1.4: Investigate and explain how communication technology is used to enhance the effectiveness of communication.	<ul style="list-style-type: none"> • Use of Communication Technology 	<ul style="list-style-type: none"> • Types of Communication Technology and its Uses
	9.1.1.5: Examine the importance of security and confidentiality in the use of communication technology.	<ul style="list-style-type: none"> • Security and confidentiality of using communication technology 	<ul style="list-style-type: none"> • Security and confidentiality of using communication technology

- Conflict resolution –successful in solving work related problems between workers and management, or individual issues

Some common personal ethics communication include: Integrity, Selflessness, Honesty, Loyalty, Equality and fairness, Empathy, Self-respect

Customer Service Strategy:

- Make customer satisfaction the priority of your company
- Identify all customer touch points
- Set goal for customer service
- Identify customer services KPIs (Key Performance Indicators)
- Build a customer driven service team
- Build a powerful customer service toolkit
- Give your customer service representative power
- Create a consistent feedback loop

References/Resources:

- <https://www.indeed.com/career-advice/career-development/customer-intimacy-strategy> 5/7/2021 1:56pm
- <https://thrivingskill.com/courses/techniques-of-supervision/> 5/7/2021 1:48pm
- <https://www.slideshare.net/mamtakujur7/principles-and-techniques-of-supervision> 6/7/2021 1:47pm

Strand 1 : Nature of Business

Content Standard 1.1: Students will be able to explain and utilise communication, computation, and economic principles, concepts, processes, procedures, strategies and systems fundamental to business.

Benchmark 9.1.1.4: Investigate and explain how communication technology is used to enhance the effectiveness of communication.

Topic: Use of Communication Technology

Learning Objectives: By the end of this topic students will be able to:

- Compare and discuss the function of various communication technology

Essential Questions:

- What is communication technology?
- What are the types of communication technologies?
- How communication technologies are effectively functioned?

Core Concepts: Communication Technology, Types of Communication technologies

Essential Knowledge, Skills Values and Attitudes	
Knowledge	<ul style="list-style-type: none"> • Use of communication technology in business
Skills	<ul style="list-style-type: none"> • Outline the types of communication technologies and their functions
Attitudes	<ul style="list-style-type: none"> • Eagerness to research the types of communication technologies and their functions
Values	<ul style="list-style-type: none"> • Optimistic, Creativity, Opened- minded

Content Background:

Communication Technology

Communication technology is a tool that can assist in the planning, organising, leading and controlling aspects of management.

Types and Uses of Communication Technology in Business

- Videoconferencing
- Teleconferencing
- Email
- Television
- Radio
- Internet

References/Resources:

- *M.C.Nowak, April 11 2019, Communication Technology: What is ICT and its component, www.learn.g2.com*

Strand 1 : Nature of Business

Unit 1: Foundations of Business

Content Standard 1.1: Students will be able to explain and utilise communication, computation, and economic principles, concepts, processes, procedures, strategies and systems fundamental to business.

Benchmark 9.1.1.5: Examine the importance of security and confidentiality in the use of communication technology.

Topic: Security and confidentiality of using communication technology

Learning Objectives: By the end of this topic students will be able to:

- Explain the importance of security and confidentiality in using communication technology.

Essential Questions:

- What is security and confidentiality in the use of communication technology?
- Why is confidentiality and security important in communication technology?

Core Concepts: security and confidentiality of using communication technology

Essential Knowledge, Skills Values and Attitudes	
Knowledge	<ul style="list-style-type: none"> • Importance of Security and Confidentiality in communication technology
Skills	<ul style="list-style-type: none"> • Analyse the importance of security and privacy of communication
Attitudes	<ul style="list-style-type: none"> • Responsible, Diligent, Positive minded, Critical
Values	<ul style="list-style-type: none"> • Mutuality, Self-disciplined, Modesty

Content Background:

Security and confidentiality in the use of communication technology

Confidentiality controls

Confidentiality is one of the core concepts of cyber security. It ensures that secret information is protected from unauthorised disclosure.

Security in IT

Refers to methods, tools and personnel used to defend an organisation's digital assets. Encryption Technology protects sensitive information stored on systems or those being transmitted over a network.

Importance of keeping communication confidential with the use of technology.

Businesses need to keep communication via technology confidential. It is crucial for a business to keep its information away from its competitors or from the public to avoid unwanted criticisms and attacks.

- Competitor stealing information/ideas and will have competitive advantage over the business
- Secrets of the business can be exposed and the organisation will lose business

References/Resources:

- <https://edtechmagazine.com/higher/article/2019/10/security-privacy-and-confidentiality-whats-difference> 7/7/2021 12.pm

Strand 1 : Nature of Business

Content Standard 1.2: students will be able to investigate and analyse the characteristics, contexts and functions of entrepreneurship ventures and businesses.

Unit	Benchmark	Topic	Lesson Topic
Unit 2: Entrepreneurship and Business	9.1.2.1. Identify and explain the characteristics of entrepreneurs and evaluate the degree to which one possesses those characteristics.	<ul style="list-style-type: none"> Characteristics of entrepreneurs and different characteristics of entrepreneurship 	<ul style="list-style-type: none"> Characteristics of Entrepreneurs and their factors of production Different Characteristics of Entrepreneurship
	9.1.2.2: Categorise entrepreneurship ventures according to their purpose, size, features and functions.	<ul style="list-style-type: none"> Categorising entrepreneurship ventures according to their purpose, size, features and functions 	<ul style="list-style-type: none"> Entrepreneurship Ventures Types of entrepreneurship venture
	9.1.2.3 Identify different entrepreneurship ventures and explain the process involved in starting up, operating and maintaining them.	<ul style="list-style-type: none"> Different entrepreneurship venture and processes of going into entrepreneurship venture 	<ul style="list-style-type: none"> Different entrepreneurship venture Processes of going into entrepreneurship venture
	9.1.2.4: Examine the financial skills, processes and strategies needed by entrepreneurs to make informed decisions.	<ul style="list-style-type: none"> Entrepreneurial financial skills and processes 	<ul style="list-style-type: none"> Book Keeping-Cash book and petty cash Source documents, Journals, ledgers and reports Banking and stock records Financial Reports
	9.1.2.5: Recognise that entrepreneurs must establish, maintain and analyse appropriate records to make business decisions.	<ul style="list-style-type: none"> Business reports 	<ul style="list-style-type: none"> Financial Reports and interested stakeholders Balance sheet and Income statement
	9.1.2.6: Use economic concepts when making decisions for entrepreneurship ventures.	<ul style="list-style-type: none"> Economic Decision-making 	<ul style="list-style-type: none"> Resources, Economic Problem and Choices Cost
	9.1.2.7: Analyse how business ownership, government regulations and business ethics affect entrepreneurship.	<ul style="list-style-type: none"> Effects of Business ownerships, Government Regulations and Business Ethics 	<ul style="list-style-type: none"> Effects of ownership on Entrepreneurship Effects of Government regulation on entrepreneurship Effects of ethics on entrepreneurship
	9.1.2.8: Examine the external and internal factors that impact on entrepreneurship ventures.	<ul style="list-style-type: none"> Business Environment 	<ul style="list-style-type: none"> Business Environment

Strand 1 : Nature of Business

Unit 2: Entrepreneurship and Business

Content Standard 1.2: students will be able to investigate and analyse the characteristics, contexts and functions of entrepreneurship ventures and businesses.

Benchmark 9.1.2.1. Identify and explain the characteristics of entrepreneurs and evaluate the degree to which one possesses those characteristics.

Topic: Characteristics of entrepreneurship

Learning Objectives: By the end of this topic, students will be able to:

- Discuss entrepreneurs and their characteristics.

Essential Questions

- What are the characteristics of entrepreneurs and usage in the factors of production?

Core Concepts: Factors of production, characteristics of entrepreneurship

Essential Knowledge, Skills Values and Attitudes	
Knowledge	<ul style="list-style-type: none"> • Characteristics of entrepreneurship • Factors of production
Skills	<ul style="list-style-type: none"> • Research the characteristics of entrepreneur and their factors of production • Analyse the characteristics of entrepreneurship in relation to the factors of production
Attitudes	<ul style="list-style-type: none"> • Desire to learn, Creative, Critical
Values	<ul style="list-style-type: none"> • Enterprise, Optimistic, Perseverance

Content Background:

Entrepreneurship

Entrepreneurship refers to the act of venturing into business by identifying a market opportunity and creating a business organisation to pursue that opportunity.

Factors that influence entrepreneurship

Entrepreneurship depends entirely on production of goods and services to meet the demands of people/a market. Entrepreneurs are the people who combine resources and convert them into goods and services.

Factors of production

The four factors of production are: **Land Labour Capital** and **Enterprise**

- Able to identify potential business opportunities.
- Vision
- Passion
- Product or service knowledge
- Seek outside help to supplement their skills, knowledge and ability.
- Ability to network
- Self confidence
- Risk management

References/Resources:

- Indeed career Guide, 11 June 2021, 10 entrepreneur characteristics that lead to success, www.in.deed.com

Strand 1: Nature of Business

Unit 2: Entrepreneurship and Business

Content Standard 9.1.2: students will be able to investigate and analyse the characteristics, contexts and functions of entrepreneurship ventures and businesses.

Benchmark 9.1.2.2: Categorise entrepreneurship ventures according to their purpose, size, features and functions.

Topic: Categorising entrepreneurship ventures according to their purpose, size, features and functions

Learning Objectives: By the end of the topic, the students will be able to:

- Discuss entrepreneurship venture and types of entrepreneurship ventures according to its purpose, size, and features and function

Essential Questions

- What is entrepreneurship venture purpose, function and features?
- What are the factors that determine the size of an entrepreneurship venture?
- What is entrepreneurship venture?

Core Concepts: Purpose, function and features of entrepreneurship ventures

Essential Knowledge, Skills Values and Attitudes	
Knowledge	<ul style="list-style-type: none"> • Types of Entrepreneurship venture ownerships • Types of Entrepreneurship venture according to size, purpose, function and features.
Skills	<ul style="list-style-type: none"> • Distinguish different categories of entrepreneurship • Research on types of entrepreneurship and their purpose, features and functions
Attitudes	<ul style="list-style-type: none"> • Optimistic, Compare, Distinguish, Appreciate
Values	<ul style="list-style-type: none"> • Creativity, Openness, Enterprise, Participate

Content Background:

Entrepreneurship venture

Is an organisation that places innovation and opportunism at its heart in order to produce economic or social value.

To gain a better understanding of entrepreneurship, investigate what motivates a person (or are reasons) to go into business.

- Be your own boss
- Financial security
- Social (to provide community services, education and health).

Types of entrepreneurship venture are identified by their size, purpose, features and functions.

- Social entrepreneurship – Non profit
- Financial entrepreneurship – profit oriented
- Innovative entrepreneurship (Research Technology and Science oriented)

Types of entrepreneurial venture ownership

i. Sole trader ii. Partnership iii. Company iv. Corporation v. Cooperatives

Features of Business venture

Entrepreneurs can start businesses of different sizes, features and functions. **Purpose** - refers to profit motivation. All businesses are engaged in business activities to make profit.

Size of an entrepreneurship venture can be determined by

- Independence of operation
- Level of employment
- Market share
- Sources of finance
- Level of economic activity
- Organisation and management
- Sales turnover (for most entrepreneurship ventures)

Two main functions of Entrepreneurship.

The two main entrepreneurial functions are risk taking and innovation.

References/Resources:

- *Business Organisation and Management for Queensland, Malisa Mylonas et al.2007,VCTA*
- *Newspaper Articles,*
- <https://www.preservation.com/2/7/2021/11.05am>
- <https://www.yourarticlelibrary.com/2/7/2021/11.06am>
- <https://www.yourarticlelibrary.com/entrepreneur/entrepreneurship-characteristicsimportance-types-and-functions-of-entrepreneurship/5228> 8/7/2021 3:24pm
- <https://www.businessmanagementideas.com/entrepreneur/functions-of-an-entrepreneur/functions-of-an-entrepreneur/19434> 9/07/2021 9.25am
- <https://www.g2.com/articles/types-of-business-ownership>
- <https://smallbusiness.chron.com/differentiate-between-entrepreneur-small-scale-business-owner-59415.html>

Strand 1: Nature of Business

Unit 2: Entrepreneurship and Business

Content Standard 1.2: students will be able to investigate and analyse the characteristics, contexts and functions of entrepreneurship ventures and businesses.

Benchmark 9.1.2.3 Identify different entrepreneurship ventures and explain the process involved in starting up, operating and maintaining them.

Topic: Different entrepreneurship venture and processes of going into entrepreneurship venture

Learning Objectives: By the end of this topic students will be able to:

- Explain the Different entrepreneurship venture and processes of going into entrepreneurship venture

Essential Questions

- Outline different entrepreneurship venture and the processes of starting up an entrepreneurship venture.

Core Concepts: Different entrepreneurship venture, process in starting up, operating and maintaining them.

Essential Knowledge, Skills Values and Attitudes	
Knowledge	• Different entrepreneurship ventures and their processes
Skills	• Analyse the process involve in entrepreneurship ventures.
Attitudes	• Optimistic, Creative, Desire to learn, Participate
Values	• Creativity, Self-disciplined, Critical, Diligent

Content Background:

Methods of establishing an entrepreneurship venture

There are several ways of an entrepreneurship venture (business).

- Starting a new business from scratch.
- Taking over family business
- Buying an existing business
- Going into franchising
- Joint venture
- Partnership
- Licensing (Trademark/Copy rights)
- Online platform (YouTube, e-bay, etc.)

References & Resources

- <https://www.indeed.com/career-advice/career-development/types-of-entrepreneurship> 9/7/2021 10: 37am
- <https://www.yourarticlelibrary.com/entrepreneur/entrepreneurship-characteristicsimportance-types-and-functions-of-entrepreneurship/5228> 8/7/2021 3:24pm

Strand 1: Nature of Business

Unit 2: Entrepreneurship and Business

Content Standard 1.2: students will be able to investigate and analyse the characteristics, contexts and functions of entrepreneurship ventures and businesses.

Benchmark 9.1.2.4: Examine the financial skills, processes and strategies needed by entrepreneurs to make informed decisions.

Topic: Entrepreneurial financial skills and processes

Learning Objectives: By the end of this topic students will be able to:

- Explain the process and purpose of bookkeeping-cash book, petty cash, ledgers, balance sheet, income statement or profit and loss statement, banking procedures and stock recording.

Essential Questions

- What is bookkeeping and its purpose in business?
- What does each of the following words/phrases mean; Source document, Cash book, Cash receipts journal, Cash payments journal, Petty cash and Stock card?
- What is the purpose of cash book, purchases and sales journals, stock cards and petty cash?
- What are journals, ledgers, balance sheet, cash flow, income statement or profit and loss statement?

Core Concepts: Important of banking process in businesses, bookkeeping-cash book, recording in journals

Essential Knowledge, Skills Values and Attitudes	
Knowledge	<ul style="list-style-type: none"> • Basic financial management skills and processes • Source documents, Book keeping, financial reports, banking and stock records
Skills	<ul style="list-style-type: none"> • Evaluate financial skills and processes
Attitudes	<ul style="list-style-type: none"> • Critical, Open minded
Values	<ul style="list-style-type: none"> • Creativity, Self-disciplined, Appreciate

Content Background:

Entrepreneurial financial skills and processes

Entrepreneurs must possess the skill of keeping financial records of the business or they can employ a skilled person who possesses this skill so that they can be able to determine profit and also make appropriate decisions on the financial flows of the business.

Bookkeeping

Bookkeeping is the process of recording financial transactions of a business, and is part of the process of accounting in business. The person who does the book keeping of a business is called a **bookkeeper**.

Purpose of book keeping

- Decision making
- Accountability

The two ways of keeping records of transactions in businesses are:

- Cash book
- Journals (Cash receipts journal and Cash payments journal)

Source documents are business documents that shows prove that a transaction has occurred.

Taking stock/stock taking

Stock refers to the goods a business has for sale. Stock can refer to raw materials or finished products. Stocktaking is a very important process as it enables the business to:

- Identify the quick selling goods and slow selling goods.
- Recognise the goods that needs be sold before others. (FIFO inventory method).
- Know if there is any disagreement of stock between the stock bought and the stock sold at any point in time.
- Have an audit of the existing stock.

A **stock card** is the document that records daily movement of stock.

Petty cash

- **Petty cash book** records of payments and receipts of petty cash.
- **Petty cash voucher** is the form that authorizes money to be paid out of petty cash.
- A **Petty cashier** is the person who manages petty cash.
- **Petty cash float** refers to the fixed amount of money a business/organization decides to put as petty cash.
- **Petty cash imprest system** is a petty cash operating system under which a fixed amount is given to the petty cashier and reimbursement of amount is done at regular intervals to bring the imprest to its original amount.

Banking

- This is to prevent theft and to enable trading efficiency in terms of the usage of cheque.
Deposit – is to put money into the account.
- A **deposit slip** has to be completed to authorize and show as prove that this sum of money is put into the account on this date.
- **Withdraw** – is to take out money of the account.
- A **withdrawal form** must be filled to withdraw money.
- **Bank statement** is produced and issued to the business owner to do check and balance with his/her business records every end of the month.
- The process of comparing a business's bank statement and its records is referred to as **bank reconciliation**.

References/Resources:

- *Gr.11 Accounting, PNG Upper Secondary, Lippy Ng Jiram et al,2013 OXFORD*

Strand 1: Nature of Business

Unit 2: Entrepreneurship and Business

Content Standard 1.2: students will be able to investigate and analyse the characteristics, contexts and functions of entrepreneurship ventures and businesses.

Benchmark 9.1.2.5: Recognise that entrepreneurs must establish, maintain and analyse appropriate records to make business decisions.

Topic: Business reports

Learning Objectives: By the end of this topic students will be able to:

- Explain the purpose of financial reports, a balance sheet and an income statement.

Essential Questions:

- What are business financial reports?
- What are the two types of business financial reports?
- How is a balance sheet difference from an income statement?

Core Concepts: Income statement, balance sheet, business reports, reasons for financial records/reports.

Essential Knowledge, Skills Values and Attitudes	
Knowledge	<ul style="list-style-type: none"> • Financial record keeping, Income statement, Balance sheet
Skills	<ul style="list-style-type: none"> • Evaluate financial reports
Attitudes	<ul style="list-style-type: none"> • Optimistic, Creative, Open minded
Values	<ul style="list-style-type: none"> • Creativity, Desire to learn

Content Background:

Financial Reports and the interested stake holders

Reports are made for the most important reason and that is for decision making purposes .People who will be interested in the financial reports are owners, managers, Banks and creditors, potential investors, general public, lenders and the government

Financial reports come in two forms:

- Balance sheet
- Income statement (Profit and loss statement)

References/Resources:

- *Gr.11 Accounting, PNG Upper Secondary, Lippy Ng Jiram et al,2013 OXFORD*

Strand 1: Nature of Business

Unit 2: Entrepreneurship and Business

Content Standard 1.2: students will be able to investigate and analyse the characteristics, contexts and functions of entrepreneurship ventures and businesses.

Benchmark 9.1.2.6: Use economic concepts when making decisions for entrepreneurship ventures.

Topic: Economic Decision-making

Learning Objectives: By the end of this topic students will be able to:

- Discuss the economic decision making choice such as opportunity cost

Essential Questions

- Why do entrepreneurs have to make choices in their business?
- What is opportunity cost?

Core Concepts: Economic decision-making, Choices, Opportunity cost

Essential Knowledge, Skills Values and Attitudes	
Knowledge	<ul style="list-style-type: none"> • Scarce resources, Economic problem, choices, Needs and wants, Opportunity cost
Skills	<ul style="list-style-type: none"> • Compare, Contrast, Analyse, Construct, Evaluate, Justify
Attitudes	<ul style="list-style-type: none"> • Cooperative, Responsible, Open minded, Rational, Diligent
Values	<ul style="list-style-type: none"> • Creativity, Rationality, Self-determination, Appreciative

Content Background:

Resources, economic problem and choices

- Resources are categorise into four factors of production such and land, labour, capital and entrepreneurship.

Since these resources are scarce and wants are unlimited, society is faced with an economic problem.

Due to scarce resources, organisation must answer 3 basic economic questions 'What to produce? How to produce? For whom to produce?'

Opportunity Cost

Opportunity cost is the loss of potential gain from other alternatives when one alternative is chosen. (For further explanation see lessons in economics strands in social science).

The following economic concepts covered in economics are used in making economic decisions

- i. Comparative and absolute advantage theory is used to make decision for specialization and trade
- ii. Scarcity of resources
- iii. Opportunity cost
- iv. Supply and demand
- v. Market structures
- vi. Risk and uncertainty
- vii. Return on Investment (optional)

References/Resources:

- https://www.rlacollege.edu.in/pdf/Eco_Presentations/3/The-PPC.pdf 13/07/2021 10:30 am
Gr.11 Economics
- *Gr.11 Economics, upper secondary. Panditha Bandara. Oxford University Press 2013.*

Strand 1: Nature of Business

Unit 2: Entrepreneurship and Business

Content Standard 1.2: Students will be able to investigate and analyse the characteristics, contexts and functions of entrepreneurship ventures and businesses.

Benchmark 9.1.2.7: Analyse how business ownership, government regulations and business ethics affect entrepreneurship.

Topic: Effect of Business ownerships, Government Regulations and Business Ethics

Learning Objectives: By the end of this topic students will be able to:

- Explain the effects of ownership, government regulation and business ethics on entrepreneurship.

Essential Questions

- What are the effects of ownerships, government regulation and business ethics on entrepreneurship?
- Which government regulation applies to a partnership, a company and a sole proprietorship?
- Which tax law is applied on each of the business ownership?

Core Concepts: Government regulation, effects of ownership on entrepreneurship.

Essential Knowledge, Skills Values and Attitudes	
Knowledge	<ul style="list-style-type: none"> • Effects of business ownerships, • Government Regulations and Business Ethics
Skills	<ul style="list-style-type: none"> • Compare, Contrast, Categorise, Survey
Attitudes	<ul style="list-style-type: none"> • Cooperative, Responsible, Open minded
Values	<ul style="list-style-type: none"> • Creativity, Rationality, Self determination

Content Background:

Effects of ownership on entrepreneurship venture.

Types of ownership	Legal entity	Source of finance	Taxation	Decision Making	Profit
Sole proprietor	Has one owner	Owner can borrow or from equity	Pays tax	Owners is responsible for all decision. Quick in decision making	Owner gets all
Partnerships	Two or more owners	Two or more owners, or borrow	Each owner pays tax after profit is divided	Which partner makes the decision depends on agreement they signed. Decision making is slower than sole proprietor	Divides profit
Business organized as private Company	Share holders	Share holders shares. It also borrows and sell stocks.	Tax on company profit Tax on Dividends	Decision making is based on rules set up by the owners.	Dividends to shareholders
Public Corporations/ companies	Share holders				Dividends to share holders

Effects of Government Regulation on Entrepreneurship

The factors such as taxation law, level of interest rate, level of government spending, minimum wages, subsidy, zoning laws (law on location of businesses), law on business registration, partnership Act regulates the way business operate.

Effects of business ethics on entrepreneurship

Ethics is a discipline dealing with what is good and bad and moral duty and obligation.

References/Resources:

- <https://smallbusiness.chron.com/differences-between-monetary-fiscal-policy-3867.html>
13/07/2021 1.00pm
- <https://smallbusiness.chron.com/decision-making-publicly-traded-vs-private-companies-36238.html> 13/07/2021 1.50pm
- Allissa Mylonas et al ,2007 *Business Organisation and management for Queensland, VCTA ,Australia.*
- *Business policy and strategic management, B Subarao 2nd edition 2010.*

Strand 1: Nature of Business

Unit 2: Entrepreneurship and Business

Content Standard 1.2: students will be able to investigate and analyse the characteristics, contexts and functions of entrepreneurship ventures and businesses.

Benchmark: 9.1.2.8: Examine the external and internal factors that impact on entrepreneurship ventures.

Topic: Business Environment

Learning Objectives: By the end of this topic students will be able to:

- Distinguish and explain in-depth the external and internal factors of business environment.

Essential Questions:

- What is business environment?
- What does an environment consist of?
- What are the internal and external factors of business environment?

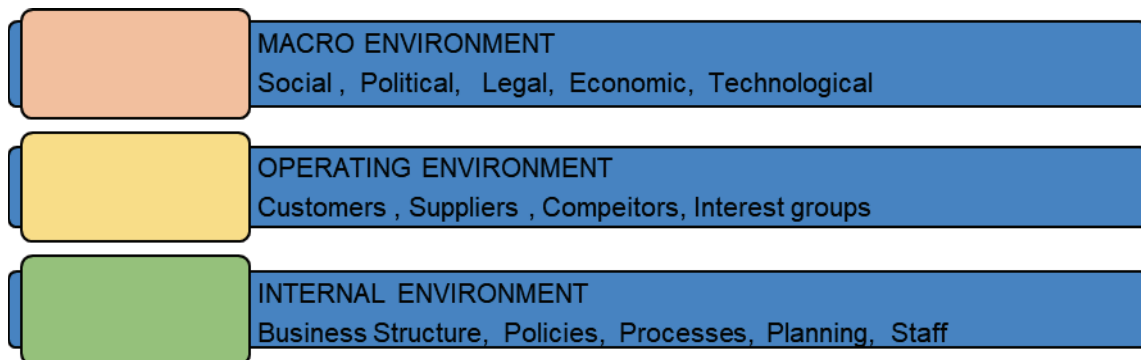
Core Concepts: Business environment, internal and external factors

Essential Knowledge, Skills Values and Attitudes	
Knowledge	<ul style="list-style-type: none"> • Factors that impact business environment
Skills	<ul style="list-style-type: none"> • Survey, classify, highlight, categorise
Attitudes	<ul style="list-style-type: none"> • Creative, open-minded, with the desire to learn
Values	<ul style="list-style-type: none"> • Creativity, enterprise, sustainability

Content Background:

Business environment

Business of all types and sizes operate in three environments: the macro environment and the operating environment- both are part of the external environment and the internal environment. Each of the three environments is made up of its own set of factors.



Internal factors

The internal environment includes those factors that exist 'inside' the business. The owner has more control of his environment than of the macro and operating environments.

1. Business Structure
2. The management
3. Policies employment practices.
4. Processes – a specific series of steps or a set of actions that will be taken to uphold the policy.
5. Planning
6. Staff

External factors

The macro environment is a range of broad and general factors that affect all businesses in some way. Business has little or no influence over the development of factors in this environment.

1. Social factors relates to people and groups in our society and the way they interact and behave towards each other.
2. Political and legal factors
3. Economic factors affect the income of the population and the standard of living.
 - Interest rates- the price of money
 - Taxes-charges levied by government such as GST.
 - Inflation-the rate of price increases
 - Employments levels and availability of labor
 - Distribution of wealth
4. Technological factors

Operating environment

The operating environment comprises of those factors that interact directly with a business.

- Customers
- Suppliers
- Competitors
- Interest groups

References/Resources:

- *Business Organisation and management for Queensland, Allissa Mylonas et al VCTA 200, Australia.*
- *Surbhi S. February 14 2020, Differences between Internal and External environment' www.keydifferences.com*

Strand 2: Business Management

Content Standard 2.1: Students will be able to examine and explain how management principles and practices are used to manage business functions.

Units	Benchmark	Topics	Lesson Titles
Unit 1: Management Principles and Practice	9.2.1.1 Examine the evolution of Scientific Management Theory.	<ul style="list-style-type: none"> The Evolution of Scientific Management Theory 	<ul style="list-style-type: none"> Concept of Scientific Management Theory Main reason and focus for Scientific Management Theory
	9.2.1.2 Students will be able to examine and explain how management principles and practices are used to manage business functions.	<ul style="list-style-type: none"> Principles of Scientific Management Theory 	<ul style="list-style-type: none"> Principles of Scientific Management Theory Applying Principles of Scientific Management Theory in business
	9.2.1.3 Analyse the strength, weakness and limitations of the Scientific Management Theory.	<ul style="list-style-type: none"> Scope of the Scientific Management Theory 	<ul style="list-style-type: none"> Advantages and Disadvantages of Scientific Management Theory Limitations on Scientific Management theory on business
	9.2.1.4 Investigate and report on the application of scientific management theory in one business.	<ul style="list-style-type: none"> Application of Scientific Management Theory in business 	<ul style="list-style-type: none"> Principles of Scientific Management Theory used by Henry Ford Advantages and disadvantages of Scientific Management Theory employed by Henry Ford
	9.2.1.5: Explain the business principles of supply and demand, and specialisation.	<ul style="list-style-type: none"> Demand, supply and specialisation 	<ul style="list-style-type: none"> Market dynamics Difference between Specialisation and Division of labour

Strand 2: Business Management

Unit 1: Management Principles and Practices

Content Standard: 9.2.1 Students will be able to examine and explain how management principles and practices are used to manage business functions.

Benchmark: 9.2.1.1 Examine the evolution of Scientific Management Theory.

Topic: The Evolution of Scientific Management Theory

Learning Objectives:

- Discuss the concept Scientific Management Theory and its main focus.

Essential Questions:

- What is Scientific Management Theory?
- Who developed the Scientific Management Theory?
- What are the main concepts of the Scientific Management Theory?

Core Concepts: Scientific Management Theory

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Evolution of Scientific Management Theory • Concepts of the Scientific Management Theory
Skills	<ul style="list-style-type: none"> • Examine the evolution of Scientific Management Theory • Analyse the processes and stages of Scientific Management Theory
Attitude	<ul style="list-style-type: none"> • Appreciation and Criticalness
Values	<ul style="list-style-type: none"> • Certainty and capability

Content Background

Scientific Management Theory (Taylorism)

- Fredrick W Taylor who is known as the father of the Scientific Management Theory in 1911
- Concept of Scientific Management:
 - a. Focuses on production and productivity
 - b. Is the application of scientific methods to improve the efficiency of worker in the production process?
 - c. Optimizing the way -getting one worker to build a car might take several months or weeks to build it for example ,train workers to be specialised in inserting the tyre of a car and another specialised putting the bolts of a tyre on the car, another responsible for pumping the air, etc...in an assembly line with greater speed.
- Work can be done by unskilled or skill worker and the job become simplified

Why did the Scientific Management Theory come about?

This concept came out to improve the efficiency and productivity of workers in factories.

- overworked their performance are slower as the day progress
- not specialist and therefore performed all the tasks

References/Resources:

- Lumen, 2019, plumanwaymaker, Scientific Management Theory, viewed 28th/11/2019, [https://course.lumanlearning.com/introduction to business/accounting ...](https://course.lumanlearning.com/introduction-to-business/accounting...)
- NetBA, 2012, NetBA, Frederick Scientific Management Theory, viewed 28th/11/2019, <https://www.netmba.com/mgmt./scientific/...>

Strand 2: Business Management

Unit 1: Management Principles and Practices

Content Standard: 9.2.1 Students will be able to examine and explain how Management principles and practices are used to manage business functions.

Benchmark: 9.2.1.2 Discuss the principles of the Scientific Management Theory and examine how they are used in actual practice in business

Topic: Principles of Scientific Management Theory

Learning Objectives:

- Outline the principles of the Scientific Management Theory and their application in business.

Essential Questions:

- What are the principles of the Scientific Management Theory?
- How will the principle of scientific management theory improve productivity in organisation?
- How can these principles be applied in businesses?

Core Concepts: Principles of the Scientific Management Theory

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Principles of the Scientific Management Theory • Application of the principles of Scientific Management Theory in business
Skills	<ul style="list-style-type: none"> • Explore and explain the principles of scientific theory • Examine how they are used in business practice
Attitude	<ul style="list-style-type: none"> • Appreciative and contemplative
Values	<ul style="list-style-type: none"> • Thoughtful and focus

Content Background

Principles of Scientific Management Theory

What are the Principles of Scientific Management Theory?

Principle of the Scientific Management Theory and its explanation
1. Replace working by the “Thumb Rule”.
2. Assign workers to just any job, match workers to their job based on capability and motivation, and train them to work at maximum efficiency
3. Monitor worker performance. Provide instructions and supervision to ensure that work is done efficiently.
4. Allocate the work between managers and workers.

What is meant by the term “thumb rule?”

It means working or doing a task and not told or given instruction on how to do it, using common sense over instructional.

How can this principle be applied by businesses in PNG?

Lead to rest between work (morning break, lunch break and afternoon break)
Led to increase in pay for different levels of pay (getting paid according to our qualification, experience, competence and level in the hierarchy)
Led to standardisation of work(Examples, same outfit,set-up,quantity and quality food)
Led to each level of the high hierarchy must have supervisors to supervise employee to maximise work.
Led to the creation of specialisation and division of labour in an organisation for workers (this concept will be explained in another topic)

References/Resources:

- Lumen, 2019, pluman waymaker, *Scientific Management Theory*, viewed 28th/11/2019, [https://course.lumanlearning.com/introduction-to-business/accounting ...](https://course.lumanlearning.com/introduction-to-business/accounting...)
- NetBA, 2012, NetBA, *Frederick Scientific Management Theory*, viewed 28th/11/2019, <https://www.netmba.com/mgmt./scientific/...>

Strand 2: Business Management

Unit 1: Management Principles and Practices

Content Standard: 9.2.1 Students will be able to examine and explain how Management principles and practices are used to manage business functions.

Benchmark: 9.2.1.3 Analyse the strength, weakness and limitations of the Scientific Management Theory

Topic: Scope of the Scientific Management Theory

Learning Objectives:

- Examine and discuss these advantages, disadvantages and limitations of the Scientific Management Theory on businesses

Essential Questions

- What are the strength (advantages), weakness (disadvantages) and limitations of the Scientific Management Theory?

Core Concepts: Scope of the Scientific Management Theory, Scientific Management Theory on business

Essential Knowledge, Skills Attitudes and Values	
Knowledge	• Management Concepts, Management ideas and principles
Skills	• Analyse business management skills, leadership skills, articulate and reasoning skills
Attitude	• Appreciation and Criticalness
Values	• Creativity and Decisiveness

Content Background

Strengths of the Scientific Management Theory

- Enhance team work – cooperation between different levels of the hierarchy (that is management to subordinates/worker or vice versa)
- Management can make observation and improve organisation
- Better planning and decision making
- Improve democracy in work force
- Rewarding system and correct wage improves moral and motivate employee to work
- Selecting employees for training can lead to efficiency and ultimately improve production
- Can reduce cost and bring about productivity

Weakness of the Scientific Management Theory

(Suitable for small organisation and not big organisation)

- Its focus was on individuals than of a group of people.
- Specialization and repetition of job to increase productivity can lead to reduce creativity and promotes monotony.
- It neglects human factors because it motivates workers to work for monetary benefits rather than human resources development.
- Job repetition might get workers frustrated.
- Managerial decision may be strict because of greater control over workplace, this can be stressful for managers.
- Worker may be pressured to perform. This could lead to de-motivation

Limitation of the Scientific Management Theory

- Exploit workers as the management did not share benefits of increase productivity and so economic welfare of workers does not increase.
- Workers are made to repeat the same operation daily.
- Unfair distribution of tasks allocation to workers.
- It revolves round at the problems at the operational levels
- Ignore human desire for job satisfaction
- workers were forced to work harder and faster thus exhausting workers

References/Resources:

- Lumen, 2019, plumanwaymaker, *Scientific Management Theory*, [https://course.lumanlearning.com/introduction to business/accounting ...](https://course.lumanlearning.com/introduction-to-business/accounting...)
- NetBA, 2012, NetBA, *Frederick Scientific Management Theory*, <https://www.netmba.com/mgmt./scientific/...>

Strand 2: Business Management

Unit 1: Management Principles and Practices

Content Standard: 9.2.1 Students will be able to examine and explain how Management principles and practices are used to manage business functions.

Benchmark: 9.2.1.4 Investigate and report on the application of scientific management theory for a business

Topic: Application of Scientific Management Theory in businesses

Learning Objectives:

- Examine and identify the application of scientific management theory principles used by Henry Ford

Essential Questions

- What are the concepts of the Scientific Management Theory used by Henry Ford?
- What are the advantages and disadvantages Scientific Management Theory that was used by Henry Ford?

Core Concepts: Principles of the Scientific Management Theory, Advantages and disadvantages of the Scientific Management Theory

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Application of scientific management theory management ideas and principles
Skills	<ul style="list-style-type: none"> • Research the principles of the Scientific Management Theory used by Henry Ford • Analyse advantages and disadvantages Scientific Management Theory
Attitude	<ul style="list-style-type: none"> • Inventive and Criticalness
Values	<ul style="list-style-type: none"> • Justification and determination

Content Background

Principles of that Scientific Management Theory applied by Henry Ford to improve his business

- Division of labour – dividing task among his workers
- Specialisation of worker – make his workers become specialised in doing a certain task
- Workers motivation by increasing pay K5 more – look after the workers wage as a source of motivation
- Allocation of task – assigning job task to workers
- Allocation of shift to speed up work – allowing workers to work shift
- Introduce man to work with machine to speed up production – conveyer-belt assembly line

Bad management style that Henry Ford Employ practiced on his workers

- Did not allow workers to join the union
- Employed people to spy on his workers – decreases trust and confidence for the workers
- Employees work were monotonous
- He had a complex, conflicting and strongly opinionated personality meaning he did like to hear people opinion but always taught that he was right

References/Resources:

- *Scientific Management Theory and Henry Ford*, viewed 28th/11/2019, <https://www.ukessays.com/essays/management/management-style-of-henry-fordmanagement-essay.php>
- Mylonas. A, Harvey. J, Hodges. J. (2007), VCTA Publishing, *Business Organization and Management for Queensland*, Macmillan Education Australia Pty Ltd, South Yarra

Strand 2: Business Management

Unit 1: Management Principles and Practices

Content Standard: 9.2.1 Students will be able to examine and explain how Management principles and practices are used to manage business functions.

Benchmark: 9.2.1.5: Explain the business principles of supply and demand, and specialisation.

Topic: Demand, supply and specialisation

Learning Objectives: By the end of the topic the students will be able to;

- Discuss the principles of demand and supply, and specialisation of labour

Essential Questions:

- What are the dynamics of how demand and supply works in a market?
- How can the division of labor contribute to specialisation?

Core Concepts: Demand and supply, specialisation

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Concepts of marketing, Laws of demand and supply, Concept of specialisation and division of labour
Skills	<ul style="list-style-type: none"> • Analyse the concepts of marketing and laws of demand and supply • Reason out the concept of specialisation and division of labour
Attitude	<ul style="list-style-type: none"> • Appreciation and eagerness to learn
Values	<ul style="list-style-type: none"> • Individuality and Rationality

Content Background

Demand and supply

- Demand and supply is the relationship between the commodity that producers wish to sell at various prices and the quantity that the consumers wish to buy.
- price determination
- Equilibrium price

Basic concepts and definition:

- Demand
- Supply
- Market
- Equilibrium
- Price
- Quantity

- **Law of demand and supply**

Specialisation and division of labour

The Scientific Management theory talks about dividing task and training **worker** to become specialist in performing certain task. Specialisation of work leads to division of labour and increase productivity.

- Specialisation can help businesses to become productive and profitable thus retaining its customer base.

Types of specialisation in business

- **Business specialisation** – goods and services specialisation
- **Other types of specialisation** – country specialisation and regional specialisation .

Division of labour

Refers to the separation of task in a community, organisation or company so that workers or member may be specialised in producing a particular task to improve productivity.

- Advantages of division of labour
- Disadvantages of division of labour

References/Resources:

- *Adam Augustyn, editor, 2019; demand and supply, Britannica encyclopedia, Britannica*
- *Market Business News, 2019, NetBA, What is specialization, viewed 29th/11/2019, <https://www.marketbusinessnews.com>*
- *Samuel. Getevsing. (2017) Advantages and disadvantage of division of labour, viewed 30th/11/2019 [https:// getrevising.co.uk](https://getrevising.co.uk) search division of labour*

Strand 2: Business Management

Content Standard 2.2: Students will be able to examine the concepts, principles, and practices of accounting, finance, and decision-making, and explain their application in the management of business.

Unit	Benchmark	Topic	Lesson Topic
Unit 2: Accounting and Finance	9.2.2.1 Explain the terminology of accounting, accounting framework and accounting principles.	<ul style="list-style-type: none"> Accounting and accounting framework and principles 	<ul style="list-style-type: none"> What is accounting? Accounting frameworks and Principles.
	9.2.2.2. Examine the purpose and function of accounting.	<ul style="list-style-type: none"> Purpose and functions of accounting 	<ul style="list-style-type: none"> Functions and Purpose of Accounting Users of Accounting information
	9.2.2.3 Justify the importance of accounting to business operations and the achievement of desired outcomes.	<ul style="list-style-type: none"> Importance of accounting in business operations 	<ul style="list-style-type: none"> Different users of Accounting information Importance of Accounting information
	9.2.2.4 Examine the legal and ethical bases of accounting.	<ul style="list-style-type: none"> Legal and ethical basis of accounting 	<ul style="list-style-type: none"> Legal environment of accounting in PNG Ethical practices on accounting
	9.2.2.5 Discuss the principles of accountability, transparency, honesty, compliance, and evidence-based decision making.	<ul style="list-style-type: none"> Principles of Accountability, Transparency, Honesty and Compliance 	<ul style="list-style-type: none"> Principles of Transparency and Accountability in PNG Evidence-based decision making
	9.2.2.6 Explain and justify each steps of the accounting cycle and explain the purpose of each step using a manual or computerised system.	<ul style="list-style-type: none"> Purpose of accounting and Accounting cycle 	<ul style="list-style-type: none"> Accounting cycle Purpose of each accounting step
	9.2.2.7 Investigate the different documents and electronic data used in the recording of financial transactions, income and expenditure, credits and loans, liabilities, and assets.	<ul style="list-style-type: none"> Documents used in recording financial transactions 	<ul style="list-style-type: none"> Examples of source documents in Accounting Main elements of accounting

	9.2.2.8 Examine the types of journals and ledgers used in accounting process.	<ul style="list-style-type: none">Accounting processes using journals and ledgers	<ul style="list-style-type: none">JournalsExamples of Journals and ledgers
	9.2.2.9 Investigate the values and attitudes of individuals and/or business organisations towards accounting.	<ul style="list-style-type: none">Values and attitudes towards accounting	<ul style="list-style-type: none">Values and attitudes towards accounting

Strand 2: Business Management

Unit 2: Accounting and Finance

Content Standard: 9.2.1 Students will be able to examine the concepts, principles, and practices of accounting finance, decision-making, and explaining their applications

Benchmark: 9.2.2.1 Explain the terminology of accounting, accounting framework and accounting principles.

Topic: Accounting and accounting framework and principles

Learning Objectives: By the end of the topic the students will be able to;

- Explain accounting, accounting frame works and principles that govern the accounting practices

Essential Questions:

- How can accounting be explained?
- How do the accounting principles and framework govern accounting practices?

Core Concepts: accounting, accounting framework and accounting principles

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Concepts and terminology of accounting • Frameworks of accounting
Skills	<ul style="list-style-type: none"> • Analyse the Concepts and terminology of accounting • Research and illustrate the Frameworks of accounting
Attitude	<ul style="list-style-type: none"> • Appreciative and understanding
Values	<ul style="list-style-type: none"> • Confidence and creativity

Content Background

Introduction to basic Accounting

Accounting is defined as the process of *identifying, recording, classifying, summarising, analysing* and *interpreting* financial information and *communicating* that financial information relating to the performance and position of a business to interested parties to assist them in decision making.

General process of accounting has 6 stages;

- Identifying financial records book keeping
- Recording financial records book keeping
- Classifying financial records accounting
- Summarising financial records accounting
- Analysing and interpreting financial records accounting
- Communicating financial records accounting

Accounting frameworks, principles and standards

- Accounting frameworks and principles
- Accounting standards
- Accounting Principles

Accounting principles can also be known as accounting concepts or accounting assumptions which contains principles, guideline and methods to be followed in the accounting process.

Accounting Principles/Concepts/Assumption	Descriptions
Business entity assumption	Assume that the business is distinct from its owner/s for accounting purposes
Historical cost assumption	Assumes that all transactions of a business entity are recorded at original cost to the business.
Period assumption	Assumes that the life span of a business can be divided into meaningful accounting periods.
Monetary Assumption	Assume that Kina will be the common currency in which economic activity can be measured and reported
Going concern Assumption	Assume that an entity will continue to operate and is unlikely to facilitate in the future.
Consistency principle	It's the concept where by accountants will use the same accounting methods to record information.
	Prescribes the use of the same accounting principles from one period of an accounting cycle.

References/Resources:

- www.accountingverse.com search various accounting topics
- www.britannica.com search various accounting and business management topics

Strand 2: Business Management

Unit 2: Accounting and Finance

Content Standard: 9.2.1 Students will be able to examine the concepts, principles, and practices of accounting finance, decision-making, and explaining their applications

Benchmark: 9.2.2.2. Examine the purpose and function of accounting.

Topic: Purpose and functions of accounting

Learning Objectives: By the end of the topic the students will be able to;

- Analyse the purpose of accounting, the functions of accounting and its importance to business

Essential Questions:

- What is the purpose of accounting?
- What are the functions of accounting information?

Core Concepts: Purpose of accounting, roles of accounting and significance of accounting in business

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Purpose of accounting • Functions of accounting
Skills	<ul style="list-style-type: none"> • Analyse the Purpose of accounting • Research and enumerate the Functions of accounting
Attitude	<ul style="list-style-type: none"> • Contemplative and confident
Values	<ul style="list-style-type: none"> • Thoughtfulness and understanding

Content Background

Purposes of Accounting

The purpose of accounting is to provide users with financial information about the financial performance of the organisation over a period of time to enable them to make appropriate decisions.

Users of financial information are interested in the financial statements of a business because;

- Profit and loss of the business
- Balance sheet to assess what the business owns and owes
- Income statement identifies the revenue stream of the entity and, major revenue and expenses of the business
- Cash flow statement identifies the monthly cash flow position of the business movement of money coming in and going out of the business.

Functions of Accounting

- Accounting is the medium of communications between business and user of accounting information (sort of like the language of Accounting)
- Accounting measure the financial performance and financial position of an entity
- Accounting in discharging the accountability of the management
- Accounting provides information for future planning
- Accounting is a control device of the resources that is entrusted to an entity
- Meeting legal requirements

References/Resources:

- *Bandara. P, (2009), SARA Publication, Accounting for Grade 11, SARA Publication, Kottawa*
- *Department of Education, (2008); Accounting Teachers Guide, Department of Education, Waigani*
- *Jiram, L. N, Dick. A, Dield. S, Frewen. W and Spurdle. R, (2013), Oxford Press; Save Buk, Accounting 11, PNG Upper Secondary, Oxford University Press, Sydney*
- *O'Neil. E and Wheeler. B, (1995), Dellasta; Accounting in Melanesia, Dellaste, Mount Waverley*
- *www.accountingverse.com search various accounting topics*
- *www.britannica.com search various accounting and business management topics*
- *en.m.wikipedia.org search various accounting and business management topics*
- *www.myaccountingcourse.com search various accounting topics*
- *www.mbacry stall.com search various accounting topics*

Strand 2: Business Management

Unit 2: Accounting and Finance

Content Standard: 9.2.1 Students will be able to examine the concepts, principles, and practices of accounting finance, decision-making, and explaining their applications

Benchmark: 9.2.2.3 Justify the importance of accounting to business operations and the achievement of desired outcomes.

Topic: Importance of accounting in business operations

Learning Objectives: By the end of the topic the students will be able to;

- Analyse the importance of accounting to organisations and the accounting information to its intended users

Essential Questions:

- Why is accounting important to business organizations?
- Who are users of accounting information?
- Why do these users need accounting information?

Core Concepts: Purpose and functions of accounting information.

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Different users of accounting information • Importance and purpose of Accounting
Skills	<ul style="list-style-type: none"> • Analyse and categorise the Different users of accounting information • Review and enumerate the Importance and purpose of Accounting
Attitude	<ul style="list-style-type: none"> • Critical and enthusiastic
Values	<ul style="list-style-type: none"> • Respect and sensitivity

Content Background

Users of accounting information

Here is a table showing users of accounting information and why they need this information to make decisions.

Users of accounting information	Reasons for information
Prospective investors	To assess return on investment or viability of investment before investing
Management/managers of business/organisation	To aid managers to make good decisions, evaluate the past and plan for the future.
Tax (IRC)	For tax proposes (that is if the business is paying the correct amount of tax due.)
Government	For the purpose of transparency and accountability of the public

	service.
Owners	To assess the performance of the business, weather the business is preforming (making profits/losses)
Creditor/Banks	To access the credit worthiness a business, ability of business to repay its loans.
Employee	For continuous employment
Customers	For continuous provision goods and services to customers
Suppliers/Creditors	Whether the business can repay its debts of goods purchases on credit
Lender	To access the viability of a potential customers for repayment schedules.
Business Analyst	Assess the economic and social impact of the business in the communities/environment

References/Resources:

- www.accountingverse.com search various accounting topics
- www.britannica.com search various accounting and business management topics
- en.m.wikipedia.org search various accounting and business management topics
- www.myaccountingcourse.com search various accounting topics
- www.mbacry stall.com search various accounting topics

Strand 2: Business Management

Unit 2: Accounting and Finance

Content Standard: 9.2.1 Students will be able to examine the concepts, principles, and practices of accounting finance, decision-making, and explaining their application

Benchmark: 9.2.2.4 Examine the legal and ethical bases of accounting.

Topic: Legal and ethical basis of accounting

Learning Objectives: By the end of the topic the students will be able to;

- Explain the legal environment of accounting in PNG and ethical practices on accounting

Essential Questions:

- Why are legal requirements necessary in accounting?
- Why are ethical practices important in accounting?

Core Concepts: Legal basis of accounting and ethical practices in accounting

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Concepts of legal and ethical practices in accounting
Skills	<ul style="list-style-type: none"> • Conceptualise the Concepts of legal and ethical practices in accounting
Attitude	<ul style="list-style-type: none"> • Critical and precise
Values	<ul style="list-style-type: none"> • Thoughtfulness and understanding

Content Background

Qualitative Characteristics of Accounting

The qualitative characteristics of accounting are attributes that make a good financial statement useful for intended users. As outlined by the international accounting standards, there are four qualitative characteristics, they are; *Understandability*, *Relevance*, *Reliability* and *Comparability*.

Qualitative Characteristics	Description
Understandability	A requirement that accounting information is presented in a simple and understandable manner – that is user friendly
Relevance	All information must be disclosed to enhance the ability of decision makers to make decision
Reliability	Accounting information must be reliable true, honest, fair and free from material error and mistakes.
Comparability	Users of accounting information can compare their statement with other entity of the same nature or compare the accounting information of the entry itself from previous year
Materiality	Refers to the importance of an item to the particular business

Legal requirements necessary in accounting

Professional accountants are governed by a wide variety of regulations. Legal requirements are necessary in accounting so that the financial statement that is produced follows the correct and legal process in terms of law and it shows a true and fair view of an entity, this is done so to determine fraud, corruption and other mal practices in the accounting profession.

The Papua New Guinea sources of accounting regulation are listed below:

- Company Act of 1997
- International financial reporting standards
- Accountants Act 1996
- Public finance Management Act (accounting for government and public management)
- Income tax Act and GST Act

Ethical practices important in Accounting

Ethics refers to the moral standards and values that are widely accepted or demanded by the profession/society/individuals.

Examples of unethical practices

Unethical Practices of Accounting
Benefiting from something through knowledge of entity's financial performance and financial position eg: Leaking of confidential information to a third party and benefiting from this arrangement
Manipulation of records to mislead tax authority (IRC) eg: tax evasion
Manipulation of accounting records to mislead stakeholders eg: inflating or deflating profit/loss figures which in turn misleads investors/stakeholders
Aiding and abetting unethical practices in an entity knowingly eg: knowingly helping either forcefully/un-forcefully to engage in fraudulent activities with others

References/Resources:

- www.accountingverse.com search various accounting topics
- www.britannica.com search various accounting and business management topics
- en.m.wikipedia.org search various accounting and business management topics
- www.myaccountingcourse.com search various accounting topics
- www.mbacry.com search various accounting topics

Strand 2: Business Management

Unit 2: Accounting and Finance

Content Standard: 9.2.1 Students will be able to examine the concepts, principles, and practices of accounting finance, decision-making, and explaining their application

Benchmark: 9.2.2.5 Discuss the principles of accountability, transparency, honesty, compliance, and evidence-based decision making.

Topic: Principles of Accountability, Transparency, Honesty and Compliance

Learning Objectives: By the end of the topic the students will be able to;

- Outline the principles of accountability, transparency, honesty, compliance and evidence-based decision making

Essential Questions:

- What are the principles of accountability, transparency, honesty and principles of compliance?
- How does accountability, transparency, honesty and compliance impact decision making?

Core Concepts: Principles of Accountability, Transparency, Honesty and Compliance

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Principles of accountability, Transparency, Honesty, Compliance, and evidence-based decision making
Skills	<ul style="list-style-type: none"> • Outline the principles of Transparency and Accountability • Differentiate the principles of Honesty and Compliance • Examine the evidence based decision making
Attitude	<ul style="list-style-type: none"> • Ambitious and Creative
Values	<ul style="list-style-type: none"> • Focus and decisiveness

Content Background

Principles of Accountability

The principles of accountability that relates (or instance they will be used) to accounting is trust worthy, honesty, integrity, faithfully, law abiding, etc

Principles of Transparency

The principles of transparency that relate (for instance they will be used) to accounting is auditing (allowing auditor to check the accounting system used in an organization), bank reconciliations, public showing financial statements for the public to consume.

Principles of Honesty

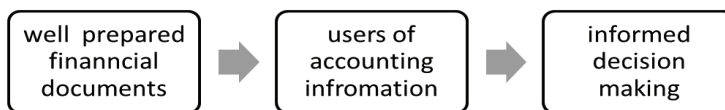
Being truthful in discharging your roles and responsibilities. The principles of honesty that relate (for instance they will be used) to accounting is truthfulness, creditability, fair and impartial etc...

Decision Making

Is when a person has made up his/her mind on something. In accounting decision making is the most important part as users of accounting information demands financial statements so that they can make informed decisions of their investments. For example: users of accounting information will be dependent on the information that is provided by accountants, thus the users will use that information to make decisions as to invest or not. If a financial information produced is reliable then it will help the users to make an informed decision.

Importance of ethical principles

First and for most accountants must always produce a true and fair financial statement of the business. By applying the above principles an accountant will maintain his/her integrity in relations to this. Basically because:



Teachers centre your lessons around the importance of factual accounting information [financial statement] to users for decision making, for example the IRC as a user's of accounting information might want to view accounting information to see if individuals or companies are paying the correct amount of tax that is due to the IRC.

References/Resources

- www.accountingverse.com search various accounting topics
- www.britannica.com search various accounting and business management topics
- En.m.wikipedia.org search various accounting and business management topics

Strand 2: Business Management

Unit 2: Accounting and Finance

Content Standard: 9.2.1 Students will be able to examine the concepts, principles, and practices of accounting finance, decision-making, and explaining their applications

Benchmark: 9.2.2.6 Explain and justify each steps of the accounting cycle and explain the purpose of each step using a manual or computerised systems.

Topic: Purpose of accounting and Accounting cycle

Learning Objectives: By the end of the topic the students will be able to;

- Examine the accounting cycle, each steps involved and their purposes in the accounting cycle

Essential Questions:

- What is the accounting cycle?
- What are the steps involved in the process of the accounting cycle?

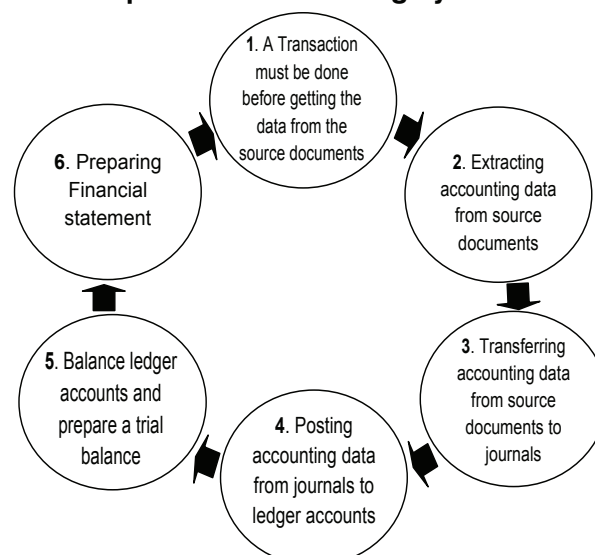
Core Concepts: Steps of accounting cycle, purpose of accounting cycle

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Qualitative characteristics of Accounting, Regulatory aspects of accounting, Ethical practices in accounting • Definition and Purpose of Accounting
Skills	<ul style="list-style-type: none"> • Derive the Qualitative characteristics of Accounting, Regulatory aspects of accounting and Ethical practices in accounting • Outline the Definition and Purpose of Accounting
Attitude	<ul style="list-style-type: none"> • Curiosity and innovative
Values	<ul style="list-style-type: none"> • Connection and consciousness

Content Background

Accounting Cycle

Steps in the accounting cycle



The Accounting cycle

Step	Procedures	Description of procedures
1	Transaction	A transaction must be done either buying or selling with cash or credit.
2	Extract accounting (business transaction) data from source document	Identifying and recording of financial source documents such as receipts, Cheque butts etc...
3	Analyse and record (business transactions) data from source documents to journals	Transfer data from source documents to journals (single entry accounting is used)
4	Posting (business transactions) data from journals to the ledger	Post all financial transaction from journals to various ledgers (double entry accounting is applied)
5	Balancing ledgers and preparing a trial balance	Balance all ledgers (Adjusting the trial balance at the end of the month to make sure that all debit and credit column balances if it does not then you will have to correct it again and readjust your balance again till the both debts and credit balances) Prepare a trial balance (from you ledgers)
6	Prepare financial statement	Create financial accounting report such as balance sheet and profit and loss statement

(NB: these six steps within the accounting cycle are summary of the main concepts in all other steps that may be found in other resources materials)

References/Resources:

- www.britannica.com search various accounting and business management topics
- en.m.wikipedia.org search various accounting and business management topics
- www.myaccountingcourse.com search various accounting topics

Strand 2: Business Management

Unit 2: Accounting and Finance

Content Standard: 9.2.1 Students will be able to examine the concepts, principles, and practices of accounting finance, decision-making, and explaining their application

Benchmark: 9.2.2.7 Investigate the different documents and electronic data used in the recording of financial decisions, income and expenditure, credits and loans, liabilities, and business assets.

Topic: Documents used in recording financial transactions

Learning Objectives: By the end of the topic the students will be able to;

- Compose and explain the examples of source documents in accounting and the five main elements of Accounting

Essential Questions

- What are sources documents?
- What are the elements of accounting?
- What is a chart of accounts?

Core Concepts: Documents used in the recording of financial transactions, income and expenditure, credits and loans, liabilities, and business asset

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Source documents in accounting • Main elements of accounting and Chart of accounts
Skills	<ul style="list-style-type: none"> • Compile the descriptions of Source documents in accounting • Communicate the Main elements of accounting and Chart of accounts
Attitude	<ul style="list-style-type: none"> • Competitive and convincing
Values	<ul style="list-style-type: none"> • Consistency and creativity

Content Background

Source documents

Source documents are documents that contain records of financial transactions between two parties. This source document can be anything that proves that a transaction has taken place.

Examples of source documents			
Cash receipts	Cheque butts	Invoice	Bank statements
Credit note	Cash register roll	Debit note	Air plane ticket receipt

Elements of Accounting

Elements of Accounting	Description of Account
Asset	Anything that is owned by the business that is used to make money eg: machinery, equipment, cash, car, debtors, etc...
Liabilities	Any money that is owed by the business to others eg: creditors, bank lenders, etc...
Owner's equity	The amount of interest the owner has in the business, it can come in the form of money and or resources eg, owner's capital, owner's partnership interest, owner's drawing, etc...
Revenue	The amount of money that is generated by the business through the provision of goods and services. eg: sale, receivables, interest from other investment, etc...
Expense	The amount of money that is going out of the business. That is the payment made to other to run the business. eg: rental, wages, salaries, tax, bills (water and power), etc...

Chart of accounts

The chart of accounts is an index to all ledgers accounts. As an index it contains the list of all accounting titles and its numbered according to the classification desired in the ledger.

The figure below is an example of Chart of accounts for **JGP trading**

Asset (001 – 100)
001 cash at bank
002 petty cash
003 debtors
004 land and building
005 delivery truck
006 office equipment
007 equipment and fitting
100 tractor

(NB: That all other elements of accounting for JGP trading, can be abstracted from the above Charts of accounts)

References & Resources:

- www.accountingverse.com search various accounting topics
- www.britannica.com search various accounting and business management topics
- en.m.wikipedia.org search various accounting and business management topics
- www.myaccountingcourse.com search various accounting topics
- www.mbacrystall.com search various accounting topics

Strand 2: Business Management

Content Standard: 9.2.1 Students will be able to examine the concepts, principles, and practices of accounting finance, decision-making, and explaining their application

Benchmark: 9.2.2.8 Examine the types of journals and ledgers used in accounting process.

Topic: Accounting processes using journals and ledgers

Learning Objectives: By the end of the topic the students will be able to:

- Differentiate types of journals and ledgers used in accounting process

Essential Questions

- What are journals and ledgers used for accounting process?
- What are the different types of journals and ledgers that are used in business?
- How are business transactions recorded and entered in to a journal and ledger?

Core Concepts: Journals and ledgers used in accounting process

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Accounting process using Ledgers and journals
Skills	<ul style="list-style-type: none"> • Abstract the types of Ledgers and journals used in accounting process
Attitude	<ul style="list-style-type: none"> • Active and cautious
Values	<ul style="list-style-type: none"> • Commitment and creativity

Content Background

Journal and Ledgers

Journal

In accounting a journal is a book containing a list of business transactions recorded chronologically from source documents. Journals will also contain all listing of source documents that are of the same nature. It contains the original entries.

Different types of journals in accounting

Depending on the size of the entity there may be a lot of different types of journal. There are two types that are commonly used by small to medium enterprises here in PNG.

Type of journals	Description of journals	Type of source documents used for this journals
Cash receipts journal	Record all cash receipts from sales of goods and service	Receipts/CRR Cash Register Rolls
Cash payments journal	Record all cash payments from buying of goods and service	Cheque butt
Purchases journal	Record purchases of goods and services on credit	Suppliers invoice
Sales journal	Record sales of goods and services on credit	Sale invoice

Recording of journals

Data collected from the source documents is entered into a journal describing the transactions that took place. It's also a linking concept to the accounting cycle. This is the first concept in the process of accounting performed by the book keeper as a book keeping task.

Account

Is a title that is given to record business transactions that are of the same nature. Every item that is record in the balance sheet or profit and loss statement has an account.

Ledger

Is a format in which accounting data gets recorded in. There are two type of ledger format, "T" ledger and columnar format, depending on the nature of the business the accountant will choose which type of ledger format to use. Ledgers contain the following information; *date*, *particular*, *debit* and *credit*. Each ledger format is assigned to an account to help with the process of identifying transactions and for recording transactions.

How are recording of business transaction done in a ledger

- Create an account
- Use 'T' format ledgers in that account
- Record business transaction in these ledgers
- Apply the effects of the accounting equation on transaction (i.e. $A + E = OE + L + R$)
- Use the principles of double entry accounting in ledgers
- Finally preform closing day balance on ledgers for Trial Balance.

References/Resources:

- www.accountingverse.com search various accounting topics
- www.britannica.com search various accounting and business management topics
- en.m.wikipedia.org search various accounting and business management topics
- www.myaccountingcourse.com search various accounting topics
- www.mbacry stall.com search various accounting topics

Strand 2: Business Management

Unit 2: Accounting and Finance

Content Standard: 9.2.1 Students will be able to examine the concepts, principles, and practices of accounting finance, decision-making, and explaining their application

Benchmark: 9.2.2.9 Investigate the values and attitudes of individuals and/or business organisations towards accounting.

Topic: Values and attitudes towards accounting

Learning Objectives: By the end of the topic the students will be able to:

- Distinguish the values and attitudes of individuals of business organisation towards accounting

Essential Questions

- What are values and attitudes?
- What are the expected values and attitudes towards accounting?

Core Concepts: Values and attitudes towards accounting

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Values and attitudes towards business accounting
Skills	<ul style="list-style-type: none"> • Outline significance of values and attitudes in business accounting
Attitude	<ul style="list-style-type: none"> • Curious and inventive
Values	<ul style="list-style-type: none"> • Discovery and decisiveness

Content Background

Accounting Value

The book value of a company is how much its assets are worth. The term book value and accounting value are often used interchangeably, and they basically mean the same thing.

What Is the Difference Between Market Value and Book Value? The market value is what the value of the company will be in the future.

What Is the Historical Cost of a Company?

For many companies, their accounting values will be the amount of money it took to acquire them. This is known as their historical costs. As the assets of a company age, they depreciate in value. This translates into the book value of the company decreasing.

Accounting for Value Creation and Encouraging the Rise of the Chief Value Officer

Value is created through knowledge and creativity.

In contrast to financial reporting, integrated reporting provides a broader foundation for accounting for value creation.

The more this integrated thinking is embedded into an organisation's activities, the better the connectivity of information flow into management, recording, reporting, analysis, and decision-making.

Attitude & Skills Needed to Succeed in the Accounting Profession

Autonomy-Preference with Communication Abilities

Accounting Ethics

References/Resources:

- <https://www.upcounsel.com/accounting-value-definition>
- <https://www.ifac.org/knowledge-gateway/preparing-future-ready-professionals/discussion/accounting-value-creation-and-encouraging-rise-chief-value-officer>
- <https://work.chron.com/attitude-skills-needed-succeed-accounting-profession-24652.html>

Strand 2: Business Management

Content Standard 2.3: Students will be able to assess the importance of human resources in the performance and sustainability of businesses, and the achievement of business purposes.

Unit	Benchmark	Topic	Lesson Titles
Unit 3: Human Resource Management	9.2.3.1: Explore and analyse Human Resource Management.	<ul style="list-style-type: none"> Human Resource Management 	<ul style="list-style-type: none"> Human Resource Management and its roles Function of Human Resource Management
	9.2.3.2: Explain the importance of human resource and management.	<ul style="list-style-type: none"> Importance of human resource and management 	<ul style="list-style-type: none"> Importance of Human Resources Managing Human Resources
	9.2.3.3: Explain the process involved in recruiting the cadre of workers required by businesses.	<ul style="list-style-type: none"> Processes for recruiting cadre of workers by businesses 	<ul style="list-style-type: none"> Recruitment and its processes Reasons behind recruitment
	9.2.3.4: Examine people management skills required of human resource managers at different levels of a business organisation.	<ul style="list-style-type: none"> Manages management skills at different levels of a business 	<ul style="list-style-type: none"> People management and elements of management Levels of management system in an organization

Strand 2: Business Management

Unit 3: Human Resource Management

Content standard 2.3: Students will be able to assess the importance of human resources in the performance and sustainability of businesses, and the achievement of business purposes.

Benchmark 9.2.3.1: Explore and analyse Human Resource Management.

Topic: Importance of Human Resource Management in Businesses

Learning Objectives: By the end of this topic students will be able to:

- Explain human resource management, the roles of human resource management, the recruitment process and the functions of Human Resource Manager

Essential Questions:

- What is Human Resource Management?
- What are some of the roles of the Human Resource Managers?
- Why do Human Resource Managers do recruitment?
- What are functions of Human Resource Management?

Core Concepts: Human Resource Management, Management skills, Importance of Human Resource Management

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Define Human Resource Management • Importance of Human Resource Management in organizations' • Roles of human resource management • Functions of Human Resource Management
Skills	<ul style="list-style-type: none"> • Identify effective Human Resource Management skills • Examine the roles of Human Resource Management • Identify the different types of training
Attitudes	<ul style="list-style-type: none"> • Desire to become good Human Resource Managers • Appreciate the importance of resource management
Values	<ul style="list-style-type: none"> • Determined to become Human Resource Managers • Analyse the effective human resource management skills

Content Background:

Human Resource Management

Human Resources Management is the strategic approach to nurturing and supporting employees and ensuring a positive workplace environment.

Roles of Human Resource Management

There are three major roles of HR management; Administrative, Operational and Strategic.

- Administrative role of HR focuses on clerical administration.

- Operational role includes attending to employee relations matter like complains, recruitment, job analysis, maintaining policies and records, ensuring compliance to policy within the organization, managing disciplinary and disputes.
- Human Resource Manager`s strategic role provides a framework linking people management and development practices to long-term business goals and outcomes.

Functions of Human Resource Management

Functions of Human Resource Management include:

- Managerial functions
- Operative Functions

Managerial function includes;

1. Planning
2. Organising
3. Directing
4. Controlling

Operative Function includes;

- Recruitment/Hiring
- Job Analysis and Design
- Performance Appraisal.
- Training & Development
- Salary Administration
- Employee Welfare
- Labour Relations

Personal Research

Research is vital. It is performed to keep a check on employee opinion about wages, promotions, work condition and other key issues.

Personal Record

Includes recording, maintaining and retrieving employee related information including employment history, work hours etc.

References/Sources:

- <https://www.techtarget.com/searchhrsoftware/definition/human-resource-management-HRM>
- <https://www.jotform.com/blog/functions-of-human-resource-management/>

Strand 2: Business Management

Unit 3: Human Resource Management

Content standard 2.3: Students will be able to assess the importance of human resources in the performance and sustainability of businesses, and the achievement of business purposes.

Benchmark 9.2.3.2: Explain the importance of human resources and management.

Topic: Importance of Human Resources and Management

Learning Objectives: By the end of this topic students will be able to;

- Outline the importance of Human Resources and Management

Essential Questions

- What is the importance of human resource and management?
- How does the human resource and management observed to be important in a business organisation?

Core Concepts: Human Resources, Management

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Human Resources Management • Skills of Human Resources Managers
Skills	<ul style="list-style-type: none"> • Outline importance of Human Resources Management • Communicate Human Management
Attitudes	<ul style="list-style-type: none"> • Eagerness to outline importance of Human Resources Management • Display creativeness to communicate process of managing human
Values	<ul style="list-style-type: none"> • Curiosity and awareness

Content Background:

Importance of Human Resource Management

HR Department is usually to effectively recruit and retain employees, improve and enhance the organisation maintaining a healthy, accepting workplace culture and environment.

Objectives of Human Resource Management

1. **Societal objectives:** Measures that responds to the ethical and social needs or challenges of the company and its employees. It includes legal issues(equal opportunity and equal pay for equal work)
2. **Organizational objectives:** Actions taken that help to ensure the efficiency of the organisation. This includes providing training, hiring the right number of employees for a given task or maintaining high employee retention rates.
3. **Functional objectives:** Guidelines used to keep HR functioning properly within the organisation as a whole. This includes making sure that all of HR's resources are being allocated to their full potential.

4. **Personal objectives:** Resources used to support the personal goals of each employee. This includes offering the opportunity for career development and maintaining employee satisfaction.

Effective strategies to manage firms' human resources effectively.

1. **Understand the necessary skills:**
 - Analyze skills are that are actually necessary for the project to facilitate resource planning.
 - Know about the kind of tasks required by the project and the mandatory skills for the project accomplishment.
2. **Lead & Organize team**

Ensure everyone understands about the project, their roles and its objectives. All employees has an allocated schedule and duty to play their part.
3. **Encourage participation**

Encourage employees to be part of the team during project planning and decision making. This adds their expertise to the process and benefits highly with improved commitments.
4. **Use PMS tools**

Using Project management software like Collatree – Project & Time Management Software could help in analysing and tracking workload and project progress.
5. **Providing feedback**

Providing feedback would help them to resolve issues if necessary in between the project while working closely optimise the project performance to a great extent.

References/Sources:

- <https://www.techtarget.com/searchhrsoftware/definition/human-resource-management-HRM>
- <https://www.collatree.com/5-strategies-to-manage-your-human-resources-efficiently/>

Strand 2: Business Management

Unit 3: Human Resource Management

Content standard 2.3: Students will be able to assess the importance of human resources in the performance and sustainability of businesses, and the achievement of business purposes.

Benchmark 9.2.3.3: Explain the process involved in recruiting the cadre of workers required by businesses.

Topic: Recruitment Process

Learning Objectives: By the end of this topic students will be able to

- Discuss the recruitment and the processes involved in recruiting the cadre of workers by businesses

Essential Questions

- What is recruitment?
- Why do business organisations do recruitment?
- How does a recruitment process take place?

Core Concepts: Recruitment process, method of recruitment

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • What is recruitment? • Processes involved in recruitment • Reasons behind recruitment
Skills	<ul style="list-style-type: none"> • Communication skills • Interpersonal and self-evaluation skills • Decision making skills
Attitudes	<ul style="list-style-type: none"> • Builds self-esteem • Install self-confidence
Values	<ul style="list-style-type: none"> • Build up courage for future employment • Learned process involved in interview

Content Background:

What is Recruitment?

Recruitment refers to the process of sourcing, screening, and selecting people for a job or vacancy within an organisation. The appointment of the right person at the right time at the right place is crucial to the success of any organisation and is a major activity of the human resource department.

Process Involved in Recruiting

There are five recruitment process:

1. Recruitment planning

Recruitment planning involves drafting a comprehensive job specification for the vacant position, outlining its major and minor responsibilities; (the skills, experience, qualifications needed; grading, level of pay; commencement date etc.)

2. Strategy Development:

Is to devise a suitable strategy for recruiting the candidates in the organisation.

Attracting job seekers to the organization. The two sources used to attract candidates

- i. Internal sources (promotion within, lateral transfers etc..)
- ii. External sources (advertisements. recruitment agencies, etc..)

4. Screening

Screening is the process of evaluating a job applications, scanning resumes and selecting suitable candidates that match with the job description.

5. Evaluation and Control

Is the effectiveness and the validity of process and methods assessed.

Stages of recruitment and selection:

The seven stages in recruiting and selecting a potential employee;

Stages	Explanation
Stage 1	Identify available vacant position and newly created positions in the organisations
Stage 2	Create job description and a person specification.
Stage 3	Decide on the recruitment model
Stage 4	Accept and save the CVs and make a short list.
Stage 5	Carry out selection by interview or test
Stage 6	Offer and acceptance, a contract of employment given to the successful candidate.
Stage 7	Hold Induction for the successful candidates.

Method of Recruitment

1. Direct Method
2. Indirect Method

Reasons for carrying out Recruitment

Is to attract and empower an ever increasing number of applications. Build positive impression of the recruitment process; create a talent pool of candidates enable the selection of best candidates for the organisation.

References/Sources:

- <https://www.smartrecruiters.com/resources/glossary/recruitment/>
- <https://www.sage.com/en-us/blog/glossary/what-is-recruitment/>

Strand 2: Business Management

Unit 3: Human Resource Management

Content standard 2.3: Students will be able to assess the importance of human resources in the performance and sustainability of businesses, and the achievement of business purposes.

Benchmark 9.2.3.4: Examine people management skills required of human resource managers at different levels of a business organisation.

Topic: Managing People at different Management Levels

Learning Objectives: By the end of this topic students will be able to;

- Analyse the management of people in different management levels of a business organisation

Essential Questions:

- What do we mean by people management?
- How many management levels do we have in an organisations?
- What are some of the functions of management?

Core Concepts: Managing People, managing People at different Management levels

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> Define people management Analyse different management levels in the organization Explore the different management functions
Skills	<ul style="list-style-type: none"> Communication skills Interpersonal and self-evaluation skills Decision making skills
Attitudes	<ul style="list-style-type: none"> Examine the different management levels in the organization Discover the different management functions
Values	<ul style="list-style-type: none"> Build up courage to be a HR manager in future Learned about different management levels

Content Background:

People Management

People management skills can include communication, leadership, delegation, motivation, training and even performance feedback.

It is an act of organising humans and other resources to achieve organisational goals.

Functions of Management

- Planning** is the element that links the policies, goals and objectives of an organisation to its operations.
- Organising** It creates a framework for the resources to be arranged logically.
- Direction** (Command)
When one person is made responsible to direct all organisational activities.
- Control** involves monitoring and adjusting the use of resources. Paper control systems enable an organisation to stay on course to achieve its aims and objectives.

5. **Lead** –articulating a vision energising employees , inspiring, motivating, influence, and persuade in effective communication.

Different levels of people management system in an organization

There are three levels of management within an organization, where managers at these levels have different roles to perform for the organization to allow a smooth performance. The levels are:

Low Level Management front-line managers)

Low-level managers focus on controlling and directing. They are task or process oriented, managing certain work or project.

Middle level Management (executor)

Middle managers focus on controlling and putting things together for all employees to work towards achieving the desired project.

Middle managers are accountable to top management for their departments function. They provide guidance to lower-level managers and inspire them to perform better

Top level Management (Administrative)

Top- level managers determine broad strategic goals/plans for the organization. The primary role of the top management team is to look at the organization as a whole and derive broad strategic plans.

References/Sources:

- *Gepul. Jeffry (2012), Tropical Publishers Mt Hagen, PNG; Create and Manage your Own Business – book 1.*
- <https://study.com>

Strand 2: Business Management

Content Standard 2.4: Students will be able to examine the different ways of regulating businesses and their impact on business operations.

Unit	Benchmark	Topic	Lesson Title
Unit 4: Business Regulation	9.2.4.1: Describe the process and sources of law, and structure of the court system.	<ul style="list-style-type: none"> Sources of law and structure of court system! 	<ul style="list-style-type: none"> Business Laws, process and sources of laws Structure of court system
	9.2.4.2: Rationalise the importance of business laws in business regulation.	<ul style="list-style-type: none"> Importance of business laws in business regulation! 	<ul style="list-style-type: none"> Importance of business law and its function Examples of business laws
	9.2.4.3: Analyse the relationship between Business Ethics and Legal processes.	<ul style="list-style-type: none"> Relationship between Business Ethics and Legal processes 	<ul style="list-style-type: none"> Business Ethics and Legal Process Principles for Business Ethics
	9.2.4.4: Describe the major government regulations of business organisations.	<ul style="list-style-type: none"> Major government regulations of business organisations 	<ul style="list-style-type: none"> Government regulation to business organisations Purpose and functions of business regulations
	9.2.4.5: Identify and categorise business laws according to their purpose, who or what they intend to protect and legal principles.	<ul style="list-style-type: none"> Purpose of Business Laws, their intentions, Legal Principles 	<ul style="list-style-type: none"> Categories and purposes of the business laws Protection under business laws
	9.2.4.6: Investigate the Impact of Business Laws on Business operations.	<ul style="list-style-type: none"> Impact of Business Laws on Business operations 	<ul style="list-style-type: none"> Impact of business laws on business operations Benefits of business laws on business operations
	9.2.4.7: Examine the Legal process available to individuals and businesses.	<ul style="list-style-type: none"> Legal process available to individuals and businesses 	<ul style="list-style-type: none"> Legal process Examples of legal processes
	9.2.4.8: Analyse attitudes and values of individual and business organisation towards business laws.	<ul style="list-style-type: none"> Attitudes and values of individual and business organisation towards business laws. 	<ul style="list-style-type: none"> Examples of Business Attitudes Examples of Business Values

Strand 2: Business Management

Unit 4: Business Regulation

Content Standard: 2.4. Students will be able to examine the different ways of regulating business and their impact on business operations.

Benchmark 9.2.4.1: Describe the process and sources of law, and structure of the court system.

Topic: Sources of Law and Court Systems

Learning Objectives: By the end of this topic, the students will be able to;

- Analyse the business law, the sources of business laws and the structure of court system

Essential Questions

- What is the legal process and the sources of law in PNG?
- Why do we have court systems existent in our country?
- What is Business law?

Core Concepts: legal process, structure of court system, sources of law, steps in legal process, legal process for business.

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Define Legal process • Examine Source of law • Analyse the Structure of court system
Skills	<ul style="list-style-type: none"> • Communication skills • Interpersonal skills • Decision Making skills
Attitudes	<ul style="list-style-type: none"> • Respectful to business laws • Self-discipline • Fear of law
Values	<ul style="list-style-type: none"> • Good citizen • Positive values

Content Background

Laws

The law is a set of rules, enforceable by the courts, which regulate the government of the state and govern the relationship between the state and its citizens and between one citizen and another.

Business Law cover key areas such as location, Marketing and selling efforts, trading hours, employment conditions, health and safety procedures, proper descriptions of product and taxation obligations. Before doing business, it is important to have some basic understanding of the relevant aspects of business laws applicable to business

The investment promotion authority (IPA) is the lead agency for business registration and regulation in PNG. It does provide useful information to those who need it. IPA can advise small business owners exactly on what licenses and permits are required before they start to operate.

Legal Processes and Sources of Law

Law is a system of rules that are created and enforced through social or governmental institution to regulate behavior.

Sources of Law

Most of the laws of our country are derived from **Constitutional Law**. The Parliament makes the law, the Government enforces and administers the law and the Judiciary (courts) interprets laws and resolves legal disputes.

Local law and custom must also conform to constitutional principles and must not be offensive to general principles of humanity.

Structure of Court System

The National Judicial System of Papua New Guinea comprises of two layers of court. The Higher Courts are The National and The Supreme Court and other layer of courts is the Lower Courts known as the District Courts.

Both the National and The Supreme Courts are created by the Constitution of the independent State of Papua New Guinea while the District Courts are creatures of Parliament Legislations.

Legal Process for Business and Individuals

The investment Promotion Authority (IPA) through the Companies Office is responsible for the administration of Papua New Guinea's business laws such as Companies Act, Business Names Act, Business Groups Incorporation Act and the Associations Incorporation Act. There are also other laws which will affect business especially investors.

References/Sources:

- <https://oxfordbusinessgroup.com/overview/proper-procedures-legislation-carrying-out-business-activity-country>

Strand 2: Business Management

Unit 4: Business Regulation

Content Standard: 2.4. Students will be able to examine the different ways of regulating business and their impact on business operations.

Benchmark: 9.2.4.2: Rationalise the importance of business laws in business regulation.

Topic: The Importance of Business Law in business regulation

Learning Objectives: by the end of this topic students will be able to:

- Analyse the importance of business law, its function and report on common examples of business laws

Essential Questions:

- Why is Business law important to businesses?
- What are some of the functions of business law?
- What are some examples of business law?

Core Concepts: Importance of Business Law, Examples of business law, Functions and purpose of business law

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Importance of Business Law • Different functions of Business Law • Intentions of Business law
Skills	<ul style="list-style-type: none"> • Examine business law compare to other laws • Explore the functions of business law
Attitudes	<ul style="list-style-type: none"> • Desire to know why business law is important • Explore the functions of business law
Values	<ul style="list-style-type: none"> • Have confident to follow the rule of law when doing business • Have clear picture of functions of law

Content Background:

Importance of Business Law

Business laws cover key areas such as location, marketing and selling efforts, trading hours, employment conditions, and health and safety procedures proper description of product and taxation obligations.

Laws and regulations are important to business for the following reasons:

- To conduct a legal business
- To conduct business in legal ways
- To avoid paying large amounts of compensation to aggrieved parties

- To settle disputes

Business Laws

- **Business location**

Land is allocated for private and public use through zoning laws. Zoning laws govern land and the size, type, and number of structures that may be built on the land.

- **Industrial Pollution**

Pollution has a harmful impact on human health..

- **Trading Licenses**

All business that trade must apply for trading license to operate legally

Consumer Protection Laws

Consumer laws are enacted or passed by the government to protect the health and safety of consumers. These laws protect consumers against the sale of poor quality or damaged goods.

- The consumer protection law - Price Regulations, Maximum mark-up, Standard procedures in business, control of sale, and health and safety procedures.

Functions and purpose of Business Law

The purpose and functions of business law includes maintaining order, protecting rights and liberties, establishing standards and resolving disputes when it comes to businesses and their interactions with individuals, government agencies and other business.

The four core functions of law are:

- Establishing standards identifies what types of behaviour are and are not accepted in society.
- Maintaining order is necessary for a civilized society
- Resolving disputes allows for the mitigating of issues that arise between those with different want, needs, views and values.
- Protecting liberties and rights ensure each individual is allowed his or her constitutional rights, including freedom of speech and so forth.

References/Sources:

- <https://business.gov.au/planning/new-businesses/legal-essentials-for-business>
- <https://oxfordbusinessgroup.com/overview/proper-procedures-legislation-carrying-out-business-activity-country>

Strand 2: Business Management

Unit 4: Business Regulation

Content Standard: 2.4. Students will be able to examine the different ways of regulating business and their impact on business operations.

Benchmark 9.2.4.3: Analyse the relationship between Business Ethics and Legal processes.

Topic: Relationship between Business Ethics and Legal Process

Learning Objectives: By the end of this lesson students should be able to;

- Explain the relationship between business ethics and legal processes.

Essential Questions

- What is Business Ethics?
- What are some of the roles of ethics in business?
- How are Business Ethics and Legal process related?

Core Concepts: Business ethics and legal processes, Principles of business ethics, Ethics and laws

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Business Ethics • Roles of Ethics • Principals of Ethics • Relationship between business Ethics and legal process
Skills	<ul style="list-style-type: none"> • Examine business ethics • Analyse the Principle of business ethics
Attitudes	<ul style="list-style-type: none"> • Wish to know more about Business Ethics • Eager to explore the difference between Business Ethics and legal law
Values	<ul style="list-style-type: none"> • Follow business ethics • Have a fair idea of legal process

Content Background:

Business Ethics and Legal Process

Business Ethics is the study of appropriate business policies and practices regarding potentially controversial subjects including corporate governance, insider trading, bribery, discrimination, corporate social responsibility and other responsibilities.

Business ethics are the moral standards or values that a business adheres to in its daily dealings with the world.

Ethics refer to the moral principles that govern how humans conduct themselves at work and outside. This includes how they deal with employees, customers, competitors and others. In simple terms *business ethics boils down to knowing the difference between right and wrong and choosing to do what is right.*

Principles of Business Ethics

The Principles for Business Ethics include the following;

- Honesty-
- Integrity
- Promise Keeping & Trust Worthiness
- Loyalty
- Fairness
- Respect and Concern for others

Example of unethical behaviors;

- Not genuine in spending time, providing quality services and preparing truthful reports
- Reporting sick to take a day off when one is not sick
- Stealing company materials and supplies
- Doing personal business on company time

Examples of ethical behaviors;

- Being honest
- Enable customers to make free and informed choice
- Provide the customer with valid data about the product and service

Ethics and law

Ethical behavior is behaviour required by law; the law may be seen as a reflection of what society thinks are minimum standards of conduct and behavior. Both law and ethics have to do with what is deemed right or wrong.

Roles of Ethics in Business

The main role of ethics in business is to make sure the employees make better decisions in less time with business ethics as a guiding principal, this increases productivity and overall employee morale.

References/Sources:

- <https://www.universalclass.com/articles/business/your-legal-and-ethical-responsibilities-as-a-manager.htm>
- <https://www.investopedia.com/terms/b/business-ethics.asp>

Strand 2: Business Management

Unit 4: Business Regulation

Content Standard: 2.4. Students will be able to examine the different ways of regulating business and their impact on business operations.

Benchmark 9.2.4.4: Describe the major government regulations of business organisations.

Topic: Government Regulations of Business organisations

Learning Objectives: By the end of this topic students should be able to:

- Examine the major types of government regulations of business organisations

Essential Questions:

- What are government regulations?
- What are the main purpose and functions of government regulation?
- How do government regulations affect business operations?

Core Concepts: Government regulations, government regulations of business organizations, functions of government regulations

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Government Regulations • Impacts of government regulations on business • Purpose and functions of government regulations
Skills	<ul style="list-style-type: none"> • Examine government regulations • Analyse the impacts of government regulations
Attitudes	<ul style="list-style-type: none"> • Desire to explore more on government regulations • Keen to examine different government regulations for various businesses
Values	<ul style="list-style-type: none"> • Follow government regulations • Have a fair idea on government regulations concerning various businesses

Content Background:

Government Regulations to Businesses

Statutory laws- laws that have been made by National, Provincial or Local Governments. These laws can be Regulations, Acts or By-Laws.

It should regulate firms to make sure that:

- Goods and service produced are safe enough for general public
- Prices charged are reasonable to ordinary people
- Workers' rights are protected
- Minimum wages of workers are maintained
- Business activities are licenced

Purpose and Functions of Government Regulations

The Purpose of government regulations is to provide protection to individual's right (employee and consumers) and hold organisations accountable for the amount of power they have in business-driven society.

Types of Government Regulations

- **Business Name and Company Registrations**

By law, every business operating in PNG, whether big or small should be registered. Business are required to register with Investment Promotion Authority (IPA).

- **Licensing Regulations**

License must be obtained in order to sell certain items like, meat, liquor, firearms, petrol medicine etc.

- **Price Control**

The price controller's office does not fix a minimum price for goods which retailers must charge instead; it decides on the maximum mark-up a store may add to the cost-into-store of goods'. Cost into store covers cost price plus freight costs.

References/Sources:

- <https://oxfordbusinessgroup.com/overview/proper-procedures-legislation-carrying-out-business-activity-country>

Strand 2: Business Management

Unit 4: Business Regulation

Content Standard: 2.4. Students will be able to examine the different ways of regulating business and their impact on business operations.

Benchmark 9.2.4.5: Identify and categorise business laws according to their purpose, who or what they intend to protect and legal principles.

Topic: Categorising Business Laws

Learning Objectives: By the end of this topic students should be able to:

- Categorise business laws according to their purpose, who or what they intend to protect and legal principles

Essential Questions:

- What are the categories and purposes of the business laws?
- Whom or what do the business laws intend to protect?
- What are examples of Taxation laws?

Core Concepts: Business laws according to their purpose, categorising Business Laws

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Categories and Purposes of the business laws • Protection under business laws • Legal principles of business
Skills	<ul style="list-style-type: none"> • Examine the purposes and categories of the business laws • Analyse the protection provided under the business laws
Attitudes	<ul style="list-style-type: none"> • Appreciate laws and their intended purposes
Values	<ul style="list-style-type: none"> • Follow all legal requirements when operating business

Content Background

Business Law

Business law consist of many different areas taught in schools including; Contracts, The Law of Corporations and other Business organisation, Securities laws, Intellectual Property, Tax, Commercial Paper, Immigration Law, Labour, etc.

Legal Principles of Businesses

- **Taxation: as an example of Categories of Business Laws**

By law all companies that operate in the country must pay tax to the government of the day (Company Tax Act). Individuals and companies must pay income tax. Business are liable for various taxes, the nature of the business activities determines the kind of taxes it pays. Goods and services tax (GST), customs Duty, Excise Duty, salary or wages tax, and income tax to name a few. Taxes are classified as Direct Tax and Indirect Tax. Direct tax- paid by the tax payer and he/she bears the burden of the tax. Indirect tax- is usually paid upfront by business, which later recoup the cost of the tax from the consumers by building it into the mark-up on goods.

The main purposes of taxation are:

- **Revenue**
- **Redistribution**
- **Re-pricing**

1.1 Examples of tax that the government imposes on business or individuals;

Goods and Services Tax (GST)

Goods and Services Tax is levied on goods and services sold by business in accordance with the Goods and Services Act 2003. Currently, a flat rate of 10% is levied irrespective of the nature of goods and services involved. For example; Yetika decided to buy a volley ball at a cost of K50.00

Total amount that she would pay: cost Price + 10% GST

$$K50 \times 10/100 = K5.00$$

Total amount of money that Yetika would pay:

$$\text{Cost Price} + \text{Value Added Tax} = K50 + K5.00 = K55.00$$

1.2 Customs Duties

Customs duties are levied when goods pass through the border, either as exports or as imports. Customs duty is charged in accordance with the Customs Tariff Act 1990.

Export Duty- when customs duty are charged on exports

Import Duty- All imports are subject to import duty

1.3 Excise Duty

2 Business Licenses

Professional organisations such as the Certified Practicing Accountant of Papua New Guinea (CPA PNG), Legal Society of PNG, Medical Board etc. also issues license for members to practice.

References/Sources:

- [https://uk.practicallaw.thomsonreuters.com/w-0071171?transitionType=Default&contextData=\(sc.Default\)&firstPage=true](https://uk.practicallaw.thomsonreuters.com/w-0071171?transitionType=Default&contextData=(sc.Default)&firstPage=true)
- <https://oxfordbusinessgroup.com/overview/proper-procedures-legislation-carrying-out-business-activity-country>

Strand 2: Business Management

Unit 4: Business Regulation

Content Standard: 2.4. Students will be able to examine the different ways of regulating business and their impact on business operations.

Benchmark 9.2.4.6: Investigate the Impact of Business Laws on Business operations.

Topic: Impact of Business Laws on Business operations

Learning Objectives: By the end of the topic students will be able to;

- Outline the impacts and benefits of business laws on business operations

Essential Questions

- In what ways will the business laws impact business operations
- Which laws are there to protect business interest?

Core Concepts: Impact of Business Laws on Business, advantages and disadvantages of business laws, benefits of business laws

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Impact of business law on businesses • Benefits of Business law
Skills	<ul style="list-style-type: none"> • Outline the impact of business law on business • Analyse the benefits of business on business operations
Attitudes	<ul style="list-style-type: none"> • Aspire to learn more about Business law and its effect • Keen to discover more the benefits of business law
Values	<ul style="list-style-type: none"> • Appreciateness of business laws and its benefits

Content Background:

Impact of Business Law

These laws protect consumers and also preserve competition between businesses. Businesses that do not obey with any of the business laws will face fines.

Change in Business laws means changes in the way businesses operate. Taxation policy is one of the government policies that affect business. Business laws affect employer to employee relationships and vice-versa.

How does a Business Law affect business operations?

Governments impose different rules and regulations on businesses and some of these rules and regulations apply to both small and big business.

Rules and regulations that might affect business:

- **Change in business laws** means changes in the way business operate. Taxation policy is one of the government policies that affect business directly because taxation is based on the amount of money earned by all businesses.
- **Business laws affects employer** to employee relationships and vice-versa.
- **International Trade**, business laws are imposed to operators and operation in international trade.
- **Government imposes business rules and regulations** to ensure that all businesses are in line with codes of ethics, good health and safety of the consumers.

The government Laws and Rules in relation to business

The Independent Consumer and Competition Commission (ICCC) is the principle economic regulator and consumer watch dog. ICCC derives its powers and functions primarily from the Independent Consumer and Competition Commission Act 2002, and is also empowered to administer the other legislation listed below.

Primary Registrations:

- Independent Consumer and Competition Commission Act 2002
- Price Regulations Act
- Telecommunications Industry Act, 1996
- Electricity Industry Act
- Motor Vehicles (Third Party Insurance) act.
- And many more acts.

Impact of business law on business operations

Business firms that do not comply with the laws face fines, penalties and in consequences fail to run. So therefore, knowing business laws are important for business to operate a business. The purpose of this dissertation is to investigate how business laws will improve or effect daily business operations.

References/Sources:

- [https://uk.practicallaw.thomsonreuters.com/w-007-1171?transitionType=Default&contextData=\(sc.Default\)&firstPage=true](https://uk.practicallaw.thomsonreuters.com/w-007-1171?transitionType=Default&contextData=(sc.Default)&firstPage=true)
- <https://oxfordbusinessgroup.com/overview/proper-procedures-legislation-carrying-out-business-activity-country>

Strand 2: Business Management

Unit 4: Business Regulation

Content Standard: 2.4. Students will be able to examine the different ways of regulating business and their impact on business operations.

Benchmark 9.2.4.7: Examine the Legal process available to individuals and businesses.

Topic: Legal Processes available to Individuals and Business

Learning Objectives: By the end of this topic students will be able to:

- Analyse the legal process available to the individuals and the business organisations for the enumeration of minimum wages

Essential Questions:

- What is Legal Process
- What are some examples of Legal Process?
- What are the processes involved in calculating minimum wages?

Core Concepts: Legal Process, legal Processes in Business

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Define legal process • Analyse the process involved in deciding minimum wages • Provide examples of a legal process
Skills	<ul style="list-style-type: none"> • observe the legal process in calculating minimum wages • Analyse the steps involved in deciding minimum wages
Attitudes	<ul style="list-style-type: none"> • Loyal and being considerate on information on legal processes in Business (minimum wages) • Keen to apply generously all the steps in legal processes
Values	<ul style="list-style-type: none"> • Observe and experience all the legal process in business calculating minimum wages

Legal Processes in Business

The Investment Promotion Authority (IPA) through the Companies Office is responsible for the administration of Papua New Guinea's business laws such as Companies Act, Business Names Act, Business Groups Incorporation Act and the Associations Incorporation Act.

Function

IPA maintains a national registry of all companies, associations, business groups and business names in Papua New Guinea..

Certification of Foreign Enterprises

The business registration and Certification division is also responsible for facilitating investments in Papua New Guinea, in line with Section 28 of the Investment Promotion Act,1992.All Foreign Enterprises wishing to conduct business in PNG must apply for formal IPA certificate and be certified by the authority before they proceed to conduct business in the country.

Laws and employment of workers

The government has set the conditions of employment for workers. Conditions of employment include many things such as wages, leave entitlements, wages rates and overtime rates. Some of these common laws are.

i. Wages Rate

Wage rate is set by the employer most of the time. Sometimes wage rate can be negotiated between the employee and employer. The minimum wage rate is set by the national government and is reviewed regularly. Minimum wage is the lowest allowable wage that an employer can pay an employee. The government has set the minimum wage levels for workers in both rural and urban area of Papua New Guinea. Minimum wages are set for unskilled workers.

- ii. **Recreational Leave-** this leave may be taken when an employee has completed a eighteen-month service with the same employer.
- iii. **Sick leave-** this type of leave is granted to employees who have worked for the same employer for at least three months.
- iv. **Long service leave-** this type of leave is granted to employees who have worked for the same employer for fifteen years.

References/Sources:

- <https://oxfordbusinessgroup.com/overview/proper-procedures-legislation-carrying-business-activity-country>
- https://www.dentons.com/en/insights/guides-reports-and-out-whitepapers/2017/february/6/~/_media/cdde8edefac54f3c95046de986088d50.ashx
- <https://www.ilo.org/dyn/travail/docs/1097/Employment%20Act%201978.pdf>

Strand 2: Business Management

Unit 4: Business Regulation

Content Standard: 2.4. Students will be able to examine the different ways of regulating business and their impact on business operations.

Benchmark 9.2.4.8: Analyse attitudes and values of individual and business organisation towards business laws.

Topic: Individual attitudes and values, and business laws

Learning Objectives: By the end of this topic students will be able to:

- Examine attitudes and values of individual and business organisation towards business laws.

Essential Questions:

- What are examples of attitudes of individual and business in business laws.
- What are examples of values of individual and business organisation towards business laws?

Core Concepts: Business Attitudes, Business Values

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Examples of Business Attitudes • Examples of Business Values
Skills	<ul style="list-style-type: none"> • Analyse the business attitudes and values towards business laws
Attitudes	<ul style="list-style-type: none"> • Display curiosity to learn about business attitudes and values towards business laws
Values	<ul style="list-style-type: none"> • Observe and experience all the legal process in business calculating minimum wages

Content Background

1. Business Attitude

A business attitude reflects feelings, beliefs and values. The attitude you project in your encounters with people throughout the business day can determine the degree of success of those encounters.

Trust

Observing rules of business etiquette reveals self-control and promotes trust in staff, vendors, clients and potential clients.

Customers

Exercising proper etiquette with customers leaves a lasting favorable impression about your business mission and vision.

- **Staff**

When owners and management treat workers courteously, labor troubles diminish, which translates into improved customer service.

- **International**

In international business relationships, do your homework; know time zones, working hours, religious and secular holidays, and table manners.

2. Business values

The business values should be at the core of every business. They're what your business stands for, your principles or philosophy.

A clear set of values, agreed and understood by management and employees, are often behind most successful organisations.

Developing business values

1. Map your personal principles, beliefs and values under categories
2. Reflect on the meaning of each value
3. Translate your values into a set of guiding principles and standards of behaviour

This step helps you turn a value into action. Here's an example:

Value: Respect

Principle: I am open in my dealings with people and expect others to be open with me.

Behaviour: If I have a disagreement with someone I'll try to resolve it directly with them, rather than involve colleagues.

References/Sources:

- <https://www.bartleby.com/essay/The-Attitudes-and-Values-on-the-Part-P39VPA57KU4Z>
- <https://smallbusiness.chron.com/business-attitude-etiquette-25198.html>
- <https://www.business.qld.gov.au/starting-business/planning/business-planning/values>
- <https://www.business.qld.gov.au>

Strand 2: Business Management

Content Standard 2.5: Students will be able to explain the information technology concepts and examine the systems and tools needed to gather, access, analyse, synthesise, evaluate, manage, and disseminate information.

Unit	Benchmark	Topic	Lesson Titles
Unit 5: Information Technology	9.2.5.1: Analyze the impact of information technology on society.	<ul style="list-style-type: none"> Impact of information technology on society 	<ul style="list-style-type: none"> Types of Information Technology Impacts of Information Technology
	9.2.5.2: Examine the impacts of Business Technology on business.	<ul style="list-style-type: none"> Impacts of Business Technology on business 	<ul style="list-style-type: none"> Types of business technologies Impact of technology on business
	9.2.5.3: Discuss current and emerging trends in information technology.	<ul style="list-style-type: none"> Current and emerging trends in information technology 	<ul style="list-style-type: none"> Current and emerging information technology Emerging trends impacting information technology
	9.2.5.4: Identify, evaluate, select, install, use, upgrade, customize and diagnose and solve problems with the various types of operating systems and utilities.	<ul style="list-style-type: none"> Types of operating systems and utilities 	<ul style="list-style-type: none"> Types of operating systems and utilities Functions of operating systems and utilities
	9.2.5.5: Use various input technologies to enter and manipulate information appropriately.	<ul style="list-style-type: none"> Input technologies for entering and manipulating information appropriately 	<ul style="list-style-type: none"> Input technologies Input technologies for manipulating information
	9.2.5.6: Explain how multimedia software can be used to create media rich projects.	<ul style="list-style-type: none"> Using multimedia software for creation of media rich projects 	<ul style="list-style-type: none"> Types of multimedia software Procedures in creating rich projects with multimedia software

Strand 2: Business Management

Unit 5: Information Technology in Business

Content Standard 9.2.5: Students will be able to explain the information technology concepts and examine the systems and tools needed to gather, access, analyse, synthesis, evaluate, manage and disseminate information.

Benchmark 9.2.5.1: Analyse the impact of information technology on society.

Topic: Impacts of Information Technology on Society

Learning Objectives: By the end of this topic students will be able to:

- Discuss the impacts of information technology on society

Essential Questions

- What is information technology?
- What are the types of information technologies?
- What are the impacts of information technology on society?

Core Concepts: Impact of information technology, types of information technology

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Information Technology • Types of information technology • Impacts of information technology on society
Skills	<ul style="list-style-type: none"> • Analyse and evaluate the impacts of information technology
Attitude	<ul style="list-style-type: none"> • Appreciate the importance of information technology in their lives
Values	<ul style="list-style-type: none"> • Develop creativity in using information technologies

Content Background

The purpose of technology is to assist or replace human effort. Technology refers to tools or machines that make our lives easy.

What is Information Technology?

Information technology is defined as the study, design, implementation, support or management of computer-based information systems. (Floridatechonline.com)

Types of Information Technology

Information technology typically includes hardware, software, database and networks that deals with the computer.

- Hardware refers to the devices (computer screen, keyboard and mouse)
- Software refers to the programs that the computer operates
- Database refers to an organized collection of data, generally stored and accessed electronically from a computer system.

Network is a group of computer systems and other computing hardware devices that are linked together through communication channels to facilitate communication and resource sharing among a wide range of users.

The table below lists only a few types of information technologies.

Types			
1. Accounting Packages	6. Data Integration	11. Information Visualization	16. Procurement Software
2. Algorithms	7. Data mining	12. Infrastructural Asset Management	17. Project Management Tools
3. Analytics	8. Decision Algorithms	13. Infrastructure Management	18. Reporting Tools
4. Architecture Software	9. Decision support system	14. Inventory Management	19. Reputation systems
5. Artificial Intelligence	10. Design Tools	15. Knowledge Management	20. Virtual Reality

Impacts of information technologies on society

Advantages	Disadvantages
<ul style="list-style-type: none"> Communication between people in different parts of the world has become an easy and fast process via different ways 	<ul style="list-style-type: none"> It has created a kind of alienation (isolation) and divergence within the family.
<ul style="list-style-type: none"> Transforms the world from vast continents separating people and relatives to a very small village encompassing the entire world's population, called globalization. 	<ul style="list-style-type: none"> Poor language proficiency. The increasing amount of information on the web, Internet users may come across inaccurate information and this leads to misinformation or even slightly skewed (twisted) way of thinking.

References/Sources:

- Floridatechonline.com*
- <https://simplicable.com/new/types-of-information-technology>

Strand 2: Business Management

Unit 5: Information Technology in Business

Content Standard 9.2.5: Students will be able to explain the information technology concepts and examine the systems and tools needed to gather, access, analyse, synthesis, evaluate, manage and disseminate information.

Benchmark 9.2.5.2: Examine the impacts of Business Technology on business.

Topic: Impacts of Business Technology on Business

Learning Objectives: By the end of this topic students will be able to:

- Analyse the types of technologies and their impacts on business

Essential Questions

- What is business technology?
- What are the types and examples of business technologies?
- What are the impacts of business technology on business?

Core Concepts: Impacts of Business Technology on business

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Business Technology • Types of business technology • Examples of business technology • Impacts of business technology
Skills	<ul style="list-style-type: none"> • Analyse and evaluate the impacts of business technology on business
Attitude	<ul style="list-style-type: none"> • Appreciate the importance of business technology in their lives
Values	<ul style="list-style-type: none"> • Nurture a desire for enterprising for self-sustenance

Content Background:

What is Business Technology?

Business technology is a strategy for organising and coordinating technology management across the entire enterprise. It is a set of management practices, tools, organisational structures and technology governance designed to ensure that the use of technology is optimized across the enterprise with the overarching aim of satisfying customers' needs and expectations.

Enterprise refers to a venture that reflects an initiative or high risk taking ability that connotes something bigger and far-reaching than a simple occupation.

Type of Business Technology (7 most common types of business technology)

Types of Business Technology	Uses
1. Computers	Computers are equipped with software that enables them to perform all sorts of tasks such as analysing financial information, sending and receiving emails and designing sales presentations.
2. Software	Computers use different kinds of programs and operating information, known as software, to do specific tasks.
3. Networking	It is used to interact with groups of people to share information and documents, to store information and to communicate using email.
4. Telephone Communication	Provides a fast, efficient and one-on-one personal connection with others.
5. Accounting System	Accounting systems are software that enables businesses to manage their expenses and revenue.
6. Inventory Control System	It is used to handle all inventories (stock) of a business.
7. Customer Relationship Management Systems (CRM)	It helps to moves business forward by keeping track of customer interactions by collecting and storing information about them.(CRM software packages- Hubspot & sales force)

Impacts of business technology on business

1. Cloud Computing	It utilizes information technology to capitalize on its ability to provide improved speed
2. Automation of Business Processes	It improves efficiency and increases workflow
3. Working Remotely	It provides the ability for businesses to remotely access company's network
4. Mobile Technology	It is convenient, is efficient and has speed
5. Protecting information	It provides the right resources to store business and client information in a way that ensures maximum protection
6. Providing Customer Satisfaction	Information technology provides the best tools for communicating with customers and solving their problems in real time. It has unlocked the facilities like Email, social media and other messaging platforms for this purpose.
7. Management Resources	Information technology plays a vital role in managing these resources effortlessly by introducing a wide range of feasible solutions.
8. Open Source software	Information technology has paved the way for various open source software that allow free usage of certain tools for various organizations.

References/Sources:

- <https://www.zimegats.com/the-7-most-common-types-of-business-technology/>
- <https://smallbusiness.chron.com/impact-technological-change-business-activity-2191.html>
- <https://www.gomodus.com/blog/eight-ways-technology-changing-business>

Strand 2: Business Management

Unit 5: Information Technology in Business

Content Standard 9.2.5: Students will be able to explain the information technology concepts and examine the systems and tools needed to gather, access, analyse, synthesis, evaluate, manage and disseminate information.

Benchmark 9.2.5.3: Discuss current and emerging trends in information technology.

Topic: Current and Emerging Trends in Information Technology

Learning Objectives: By the end of the topic students will be able to;

- Evaluate the impacts of current and emerging trends in information technology

Essential Questions

- What are the current trends in information technology?
- What are the emerging trends of information technology?
- What are the impacts of emerging trends in information technology?

Core Concepts: Trends in Information Technology

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Current trends in information technology • Emerging trends in information technology • Impacts of emerging trends in information technology
Skills	<ul style="list-style-type: none"> • Identify and discuss current and emerging trend in information technology
Attitude	<ul style="list-style-type: none"> • Being open-minded on the changing trends in information technology
Values	<ul style="list-style-type: none"> • Be adaptable to changes in the world of technology

Content Background

Current Trends in Information Technology

Current trends in Information Technology	Functions
1. Cloud Computing	Cloud computing is a network of resources a company can access, and this method of using a digital drive increases the efficiency of organizations.
2. Mobile Computing and Application	Mobile usage and the number of applications generated have both skyrocketed in recent years.

3. Big Data Analytics	Big data is a trend that allows businesses to analyze extensive sets of information to achieve variety in increasing volumes and growth of velocity
4. Automation	Automated processes can collect information from vendors, customers, and other documentation. This increases organisation-wide productivity, allowing employees to use their valuable time wisely, rather than wasting it on tedious work.

Emerging trends in information technology

Emerging trends in Information Technology	Functions
1. Artificial Intelligent (AI) and Smart Machines	Artificial intelligence harnesses algorithms (procedure for solving problems) and machines learn to predict useful patterns humans normally identify. Smart machines take human decision-making out of the equation so intelligent machines can instigate changes and bring forward solutions to basic problems.
2. Virtual Reality	Technology that includes virtual (computer-generated) reality is becoming prevalent. The software of virtual reality is making many industries prepared for various scenarios before entering them.
3. Augmented Reality	Augmented reality is a more versatile (multipurpose) and practical version of virtual reality, as it does not fully immerse individuals in an experience
4. Block chain Data	Block chain data is a secure method that will continue to grow in popularity and use in 2019 (like the new cryptocurrency Bitcoin). This system allows you to input additional data without changing, replacing, or deleting anything
5. Cyber-Privacy and Security	Cybersecurity is a concentration of IT that will help secure clouds and improve the trust between businesses and their vendors.
6. Internet of Things (IoT)	It is an emerging movement of products with integrated Wi-Fi and network connectivity abilities. It allows people to turn music hands-free with a simple command or lock and unlock their doors even from a distance.

Impacts of emerging trends in information technology

Advantages	Disadvantages
1. It allows you to express ideas so that others can learn from you (blogs)	1. It is very difficult to remove anything from the internet completely, and thus, once an idea is online, it can usually be traced back to you.
2. It connects you with people who are very far away (Skype)	2. Use of emerging technology. It can lead to identifying theft if the user does not protect their virtual image.
3. It allows you to receive information almost instantaneously (Twitter or Dropbox)	3. It takes away the personal aspect of life especially if learning is done online
4. It allows you to learn in a more fun way, especially with games	4. It is difficult to use emerging technology to teach because students tend to surf the internet instead of paying attention.

References/Sources:

- <https://www.vistacollege.edu/blog/careers/it/trends-in-information-technology-for-2019/>

Strand 2: Business Management

Unit 5: Information Technology in Business

Content Standard 9.2.5: Students will be able to explain the information technology concepts and examine the systems and tools needed to gather, access, analyse, synthesis, evaluate, manage and disseminate information.

Benchmark 9.2.5.4: Identify, evaluate, select, install, use, upgrade, customise and diagnose and solve problems with the various types of operating systems and utilities.

Topic: Types of Operating Systems and Utilities in Information Technology

Learning Objectives: By the end of the topic the students will be able to;

- Explain functions of operating systems and benefits of utilities in information technology

Essential Questions

- What are operating systems and utilities in information technology?
- What are functions of operating systems and benefits of utilities in information technology?

Core Concepts: Operating Systems in Information Technology, Operating Utilities in Information technology, Operating systems and benefits of utilities in information technology

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Operating systems and utilities in information technology • Types of operating systems and utilities in information technology
Skills	<ul style="list-style-type: none"> • Analyse and evaluate the operating systems and utilities in information technology
Attitude	<ul style="list-style-type: none"> • Appreciate the importance of operating systems and utilities in information technology
Values	<ul style="list-style-type: none"> • Develop a desire for enterprising for self-sustenance using operating systems and utilities in information technology

Content Background:

What are operating systems?

An operating system (OS) is a software that manages computer hardware and software. It supplies an interface (crossing point) for the user and important utilities for managing the computer. It controls the general operations of a computer, and provides an easy way for us to interact with computers and run application. The few common operating systems are;

- Mac OSX
- Linux
- Windows
- Android (based on Linux)
- iOS

Functions of the operating systems

Functions	Explanations
Interface	provides a user interface (crossing point) so it is easy to interact with the computer
Manages the CPU	runs the applications and executes and cancels processes
Multi-tasks	allows multiple applications to run at the same time
Manages memory	transfers programs into and out of memory, allocates free space between programs and keeps track of memory usage
Manages peripherals	opens, closes and writes to peripheral devices such as storage attached to the computer
Organizes	creates a file system to organize files and directories
Security	provides security through users account and passwords
Utilities	provides tools for managing and organizing hardware

What are utilities?

Utilities software according to techterm.com refers to software programs that add functionality to your computer or help your computer perform better. These include;

- Antivirus
- Backup
- Disk repair
- File management
- Security
- Network programs

Utilities can also be applications such as;

- Screensavers,
- Font and icon tools
- Desktops enhancement

The benefits of utilities are;

- Some utility programs help keep your computer free from unwanted software such as viruses or spyware.
- They add functionality that allows you to customise (modify) your desktop and user interface.
- In general, they help make your computer better.

References/Sources:

- <https://www.managementnote.com/functions-operating-system/>
- <https://www.toppr.com/guides/computer-science/computer-fundamentals/software-concepts/utility-software/>
- <https://www.techjockey.com/blog/top-10-utility-software-tools>

Strand 2: Business Management

Unit 5: Information Technology in Business

Content Standard 9.2.5: Students will be able to explain the information technology concepts and examine the systems and tools needed to gather, access, analyse, synthesis, evaluate, manage and disseminate information.

Benchmark 9.2.5.5: Use various input technologies to enter and manipulate information appropriately.

Topic: Uses of Input Technologies

Learning Objectives: By the end of the topic the students will be able to;

- Analyse the input technologies to enter and manipulate information

Essential Questions

- What are input technologies?
- What are the types of input technologies used to manipulate information?

Core Concepts: Input technologies, various input technologies

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> Input technologies The types of input technologies
Skills	<ul style="list-style-type: none"> Identify and use the various input technologies
Attitude	<ul style="list-style-type: none"> Appreciate the use of input technologies
Values	<ul style="list-style-type: none"> Responsible user for these technologies

Content Background:

An input device can be defined as an electromechanical device that allows the user to feed information or data into the computer for analysis, storage and give command to the computer. Input devices accept data and instructions from the user. Generally input devices are manual or direct data entry devices.

Examples of input devices and their uses.



Input devices (technologies)	Uses
1. Keyboard	A keyboard is the most common input device. Generally standard keyboard has 104 keys.
2. Mouse	A mouse is an electro mechanical, hand held device . It is used as a pointer. It can perform functions like selecting menu commands, moving icons, resizing windows, starting programs, and choosing options.
3. Light pen	An input device that utilises a light-sensitive detector to select objects on a display screen.
4. Optical scanner	These devices are used for automatic data collection. The devices of this category completely eliminate manual input of data.
5. Touch screen	Touch panel displays and pads are now being offered as alternatives to keyboard.
6. Microphone for voice as input	Microphone is an input device, which takes voice as input. There are two types of microphones available: Desktop Microphone and Hand held Microphone.
7. Trackball	A pointing device is a mouse lying on its back. To move the pointer, you rotate the ball with your thumb, your fingers, or the palm of your hand. The advantage of trackballs over mouse is that the trackball is stationary so it does not require much space to use it.
8. Joystick	It consists of a stick that pivots on a base and reports its angle or direction to the device it is controlling. They are often used to control video games.
9. Camera	A device that takes pictures (photographs).
10. Web cam (PC video camera)	Receives images generated by whatever it is pointed at (input) and sends those images to a computer.

References/Sources:

- <https://www.examplesof.net/2017/08/10-examples-of-input-devices-of-computer.html?m=1>
- <https://digitalthinkerhelp.com/input-devices-of-computer-types-examples-functions-uses/>

Strand 2: Business Management

Unit 5: Information Technology in Business

Content Standard 9.2.5: Students will be able to explain the information technology concepts and examine the systems and tools needed to gather, access, analyse, synthesis, evaluate, manage and disseminate information.

Benchmark 9.2.5.6: Explain how multimedia software can be used to create media rich projects.

Topic: Multimedia software

Learning Objectives: By the end of the lesson, the students will be able to;

- Outline procedures to create media rich projects using multimedia software

Essential Questions

- What is multimedia software?
- What are the types of multimedia software?

Core Concepts: Multimedia software, types of multimedia software

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Multimedia software • Process of creating media rich projects using multimedia software
Skills	<ul style="list-style-type: none"> • Create resource rich media projects using multimedia software
Attitude	<ul style="list-style-type: none"> • Appreciate the importance of multimedia software in business
Values	<ul style="list-style-type: none"> • Develop a desire to be creative in using multimedia software

Content Background:

Multimedia refers to a combination of text, graphics, sound, animation and video. It is an essential element in many of the other software applications. For example; word processing and desktop publishing documents can be enhanced with graphics, photos and charts.

Multimedia software

Multimedia software is a type of software with which you can combine texts, videos, audio and image files.

Benefits of multimedia software

Multimedia software is helpful because you can enhance any type of text document if you add some interesting photos, graphics, animations or charts.

It can be very useful in the fields of science and technology, health and medicine, history, geography, sports, arts and much more.

Types of multimedia software and their functions

Types of Multimedia Software	Functions
Photo Editing	Alter images and gives a user the ability to manipulate photos in countless ways including changing its colors, removing objects and tweaking the features of people and objects.
Music Media Players	They are digital music player that often allows a user to rename and organize song titles and information and play the official music video or a substitute.
Video Editing Programs	Users can manipulate digital video like deleting scenes and slowing or speeding the video up in certain parts.
Presentation Software	To aid communication in meetings and it contains some elements of a graphics software

Project: Creating media rich projects using multimedia software

How do you create multimedia presentations?

To create these presentations you need the software (often called the 'authoring tool') that allows you to build the presentation. If you want to create a PowerPoint presentation you need the PowerPoint program. To create multimedia based web sites; you can do it with HTML and a few files that you can embed into the HTML page turning it into a multimedia experience.

Turning your web page into a multimedia presentation

Probably the easiest way to create multimedia rich web pages these days is using Flash. Flash files are linked to your HTML (Hyper Text Mark-javvJavap Language) page and though they look to be an integrated part of the web page.

To transform your web page into a spectacular multimedia presentation, use file types that your browser knows because it doesn't require special multimedia plug-ins like the Flash player.

For example:

- **Use links to MP3 files to add sound to your page or links to QuickTime and Windows Media files for movies**
- **Use DHTML**

To make DHTML easier, Macromedia Dreamweaver packaged up several DHTML scripts that you can simply point and click to create.

Use the right technology for the job

- Simple office presentation / slide shows: Microsoft PowerPoint
- Web delivered multimedia presentations: Flash or Director
- Simple sound or video only presentations: Link to specific media elements

References/Sources:

- www.killersites.com/articles/articles_CreatingMultimediaContent%20.htm
- www.Killersites.com
- www.quora.com/What-are-some-examples-of-multimedia-software

Strand 3: Marketing

Content standard: 3.1: Students will be able to examine and explain the essential concepts, processes, and principles of marketing.			
Units	Benchmark	Topics	Lesson Titles
Unit 1: Foundation of Marketing	9.3.1.1. Examine the concepts of market, market research, market mix, market positioning, market penetration strategy, market segmentation, market share, target market, and customer profile survey.	<ul style="list-style-type: none"> • Concepts of marketing 	<ul style="list-style-type: none"> • Concepts of market, market research, market mix, market positioning market • Penetration strategy, market segmentation, market share, target market, and customer profile survey
	9.3.1.2. Discuss the methods for forecasting sales.	<ul style="list-style-type: none"> • Methods for forecasting sales 	<ul style="list-style-type: none"> • Sales forecasting • Factors impacting sales forecasting
	9.3.1.3. Assess the importance of the five (5) P's of the marketing mix: Product, Place, Price, Promotion, and Packing.	<ul style="list-style-type: none"> • Importance of the five (5) P's 	<ul style="list-style-type: none"> • Five (5) P's of the marketing mix • Channel of distribution
	9.3.1.4. Analyse the elements of the marketing mix, their interrelationships and how they are used in the marketing process.	<ul style="list-style-type: none"> • Elements of marketing mix, their interrelationships and their usage in marketing process 	<ul style="list-style-type: none"> • The Five (5) Ps and their interrelationship • The uses of 5 Ps in the Market Process
	9.3.1.5. Discuss methods, costs, and importance of promoting goods and services (e.g., publicity, public relations, press release, community events, advertising, and internet).	<ul style="list-style-type: none"> • Methods, costs, and importance of promoting goods and services 	<ul style="list-style-type: none"> • Importance of promotion • Promotion Methods

Strand 3: Marketing

Unit 1: Foundations of Marketing

Content standard: 3.1: Students will be able to examine and explain the essential concepts, processes, and principles of marketing.

Benchmark: 9.3.1.1. Examine the concepts of market, market research, market mix, market positioning, market penetration strategy, market segmentation, market share, target market, and customer profile survey.

Topic: Concepts of marketing

Learning Objectives: By the end of the topic, students will be able to:

- Analyse the different marketing concepts used in the field of marketing

Essential Questions

- What are the contributing factors as to why some popular products still stays in the market?
- How can different producer know the demand of their product in the market?
- What are the processes in which new market can take in order to draw/ attract customers to buying their product?

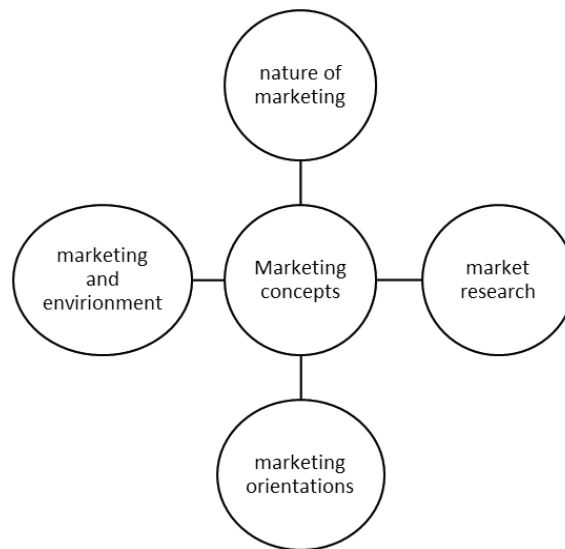
Core Concepts: Marketing concepts, concepts of marketing, concepts of selling, marketing environment

Essential Knowledge, Skills, Values and Attitudes	
Knowledge	<ul style="list-style-type: none"> Marketing and selling, market environment, market research, market positioning, market penetration, strategy market segmentation, market share, target market and customer profile survey
Skills	<ul style="list-style-type: none"> Examine different marketing concepts Analyse the concepts of marketing and selling Discuss marketing environment Analyse market research
Value	<ul style="list-style-type: none"> Being Creative, Being Confident and Being responsible
Attitudes	<ul style="list-style-type: none"> Creative, Confident, Responsible

Content Background:

Marketing Concepts

Marketing plays an important role in business organisations whether they be large or small. The ability to promote the business, identify customer needs, raise awareness about the organisation and its products and services and the distribution of these can have major impact on the ultimate success of the business.



The Nature of marketing

Marketing is often thought of as just advertising and selling but is actually much more than that. The term 'marketing' refers to a range of activities which, taken together are designed to achieve the goals of an organisation. These activities include, in addition to advertising and selling:

- Identifying customer needs
- Packaging the product
- Setting the price for the product
- Distributing products to customers

Marketing is the total process, by which a business or an organization **plans, produces, prices, promotes and distributes** a product to the consumer. The concept of marketing is applicable to profit and non-profit organisations. The term 'product' means any item that is designed, produced and offered to a target market, including goods, services and ideas.

- Goods are tangible things such as computers, books, cars etc..
- Services are intangible such as plumbing, cleaning, banking services etc....
- Ideas including concepts, discoveries and pieces of knowledge, some of which are sold for money and some of which are promoted for the purpose of changing behavior.

Marketing Functions

Like all other aspects of an organisation, the function or purpose of marketing must be linked closely with an organisation's goals and objectives so that all its resources are pulling in the same direction. Increase brand awareness will hopefully lead to consumers choosing to make purchase, which means increase product sales and an impact on the business **market share**.

The functions of marketing within an organisation involve the following activities:

- understanding the environment in which the business operates
- **segmenting the market** to choose the target market
- identifying opportunities
- understanding why consumers purchase what they do
- develop products to sell to **target markets**
- pricing and distributing products
- promoting products
- measuring results and evaluating success
- improve products and develop new ones

Selling and marketing:

Selling is part of the marketing activity. **Selling is defined as exchanging of a product for an agreed sum of money. And marketing is the process of meeting and satisfying the customer's needs.**

The main difference between marketing and selling is that marketing focuses on the needs of the customer where the profit is made through the customers' satisfactions while selling focuses on the needs of the seller where the seller profits from the sales volume.

Distinction between selling and marketing:

No	SELLING	MARKETING
1	Emphasis is on the product	Emphasis is on the customer's wants
2	Company first determines the product then figure out a way to sell it.	Company first determines customer's wants and then figure out to market it.
3	Management is based on volume oriented	Management is based on profit oriented
4	Planning is short- run – oriented regarding today products and markets	Planning is long- run – oriented regarding new products and tomorrow markets and new growth
5	Profit through Sales Volume	Profit Through Customers Satisfactions
6	Let the buyer be ware	Let the seller be ware
7	Product first then customers	Customer first then product

Marketing Environment:

Marketing environment refers to all the forces that affect the market both directly and indirectly. There are two type of marketing environment and they are Micro – Environment and Macro – Environment.

Micro Environment refers to factors that affect the market within the company (business) and can be controlled. While Macro Environment refers to forces that affect the market from outside and they cannot be control by the firm (cultural practices, competitions, government policies, demographic and technology)

Market Research:

Market Research is the process of collecting, processing, analysing and interpreting market data in order to make good market decisions. Market research identifies:

- what customers wants
- customers satisfaction about the product
- effectiveness of the product against the other competitors and marketing strategies
- new products and markets.

The two methods of market research known and used are primary (field research) and secondary research (desk research). Primary research brings new information about the product. They provide up to date information and too they are very expensive to conduct. Example of such research is *questionnaire, interviews, online surveys, observations and consumer panels*. Secondary research is less expense and can be obtained quickly.

Reference/ Source:

- <https://mu-bit.com.blog.selling>

Strand 3: Marketing

Unit 1: Foundations of Marketing

Content standard: 3.1: Students will be able to examine and explain the essential concepts, processes, and principles of marketing.

Benchmark: 9.3.1.2. Discuss the methods for forecasting sales.

Topic: Methods for forecasting sales

Learning Objectives: By the end of the topic, students will be able to

- Analyse methods of forecasting sales.

Essential Questions

- Why does a producer, a wholesaler or a retailer charge their product differently to a consumer whether it is at a local or international market?
- How can the business identify the behaviour patterns of their customers?
- Why is it important for a producer to feel more responsible in marketing its product to the consumers?

Core Concepts: Sales forecast, Importance of sales forecast, Factors of sales forecast, Methods of sales forecast

Essential Knowledge, Skills, Values and attitudes	
Knowledge:	<ul style="list-style-type: none"> Sales forecast Importance of sales forecast Factors of sales forecast Methods of sales forecast Consumer behaviour and consumer rights.
Skills:	<ul style="list-style-type: none"> Analyse different sales and their methods Investigate the Importance of sales forecast
Value:	<ul style="list-style-type: none"> Curiousness, responsibility
Attitudes	<ul style="list-style-type: none"> Being critical, responsible and open- minded

Content Background:

Sales Forecasting

A sales forecast predicts what a salesperson, team, or company will sell weekly, monthly, quarterly, or annually. Managers use reps' sales forecasts to their business estimate business. Directors use team forecasts to anticipate department sales. The VP of Sales uses department forecasts to project organization sales. These reports are typically shared with company leadership, along with board members and/or stockholders.

Importance sales forecasting

Sales forecasts allow spotting potential issues while there's still time to avoid or mitigate them. Maybe your competitor has started an aggressive new discounting campaign, or your new **sales compensation plan** unintentionally encourages bad behavior.

Sales help every business make better business decisions. It helps;

- In overall business planning, budgeting and risk management.
- Predict the future and allocate resources for future growth and manages its cash flow

Wildly inaccurate results are problematic — but if you're using clean data and have chosen the right method (which we'll get to), your sales forecast will help you both plan and drive growth.

Factors that can impact your sales forecast

1. Hires and Fires
2. Policy Changes
3. Territory Shifts
4. Competitive Changes
5. Economic Conditions
6. Market Changes
7. Industry Changes
8. Legislative Changes
9. Product Changes
10. Seasonality
11. Sales Forecasting Methods [+ Examples]

Sales forecasting methods**(a) Opportunity stage forecasting**

The opportunity stage sales forecasting method accounts for the various stages of the sales process each deal is in.

-Reporting period — usually month, quarter, or year, depending on the length of your sales cycle and your sales team's quota — you simply multiply each deal's potential value by the probability it will close.

An opportunity stage sales forecast also may rely too heavily on historical data.

(b) Length of sales cycle forecasting

The length of the sales cycle forecasting method uses the *age* of individual opportunities to predict when they're likely to close.

(c) Intuitive Forecasting

Some sales managers simply ask their reps to estimate the likelihood of closing. The salesperson might say, *"I'm confident they'll buy within 14 days, and the deal will be worth X."* This is intuitive sales forecasting.

This method is most valuable in the very early stages of a company or product when there's close to zero historical data.

(d) Historical Forecasting

A quick and dirty way to predict how much you'll sell in a month, quarter, or year is to look at the matching time period and assume your results will be equal to or greater than those results.

(e) Multivariable Analysis Forecasting

The most sophisticated sales forecasting method — multivariable analysis forecasting — uses predictive analytics and incorporates several of the factors mentioned, such as average sales cycle length, probability of closing based on opportunity type, and individual rep performance.

This forecast tends to be the most accurate.

(f) Pipeline Forecasting

The pipeline sales forecasting method can take some time — maybe too much time — if you don't have a program in place to handle your calculations. It reviews each opportunity currently sitting in your pipeline and calculates its chances of closing based on unique company variables including the rep's win rate and opportunity value.

This forecasting method relies on your ability to provide high-quality data.

An example of Pipeline Forecasting

1. Establish a sales process for your team.
2. Set individual and team quotas.
3. Invest in a customer relationship management (CRM) tool.
4. Choose a sales forecasting method.
5. Keep your sales team informed and accountable.

Reference/ Source:

- <https://www.saleshacker.com/sales-forecasting-101/>
- <https://saleslovesmarketing.co/blog/importance-of-sales-forecasting/>
- <https://www.economicdiscussion.net/sales/sales-forecasting-methods/32270>

Strand 3: Marketing

Unit 1: Foundations of Marketing

Content standard: 3.1: Students will be able to examine and explain the essential concepts, processes, and principles of marketing.

Benchmark: 9.3.1.3. Assess the importance of the five (5) P's of the marketing mix: Product, Place, Price, Promotion, and Packaging.

Topic: Importance of marketing mix (The 5Ps)

Learning Objective: By the end of the topic, students will be able to

- Examine the concepts of marketing mix and their importance in relation to marketing locally or internationally.

Essential Questions

- Why is it necessary to have a proper product package system?
- How do we get new or existing customers into buying that product the business produces on a daily basis?
- How does the business calculate the price of the product before distributing it to the customers?
- What are the modes of transports used in the delivery of these products from its producer to the consumer?

Core Concepts: Marketing Mix; Product, packaging, promoting, Pricing, Placement

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> Marketing Mix Product, packaging, promoting, Pricing, Placement
Skills:	<ul style="list-style-type: none"> Analyzing Skills, problem- solving skills, decision- making skills
Attitudes	<ul style="list-style-type: none"> Appreciate the channel of distribution in our society
Values	<ul style="list-style-type: none"> Be creative and critical

Content Background

Marketing Mix (5Ps)

The 5 Ps includes factors like Product, Packaging, Promotion, Pricing and Placement.

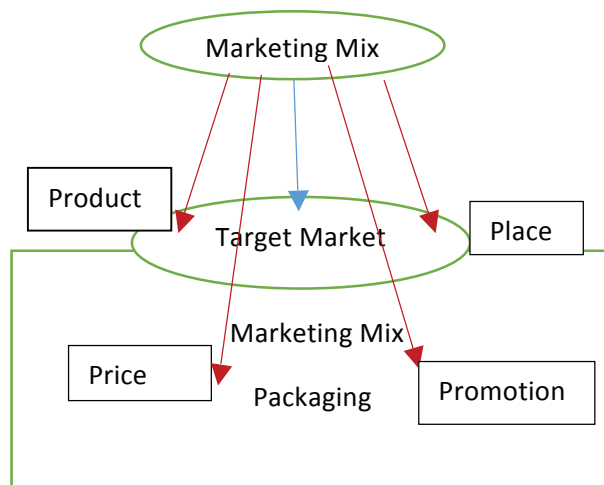


Figure 1.2 the Five Ps of the Marketing Mix

1. Product:

A Product refers to a good and service provided by the firms to be sold to the consumer. In an effort to market the product, the producer needs to identify the level of demand for a particular product by knowing its targeted customer. The target consumer refers to the people whom the business is trying to sell its product to. For example: *The Toys factory manufacture dolls basically for children. So here the targeted customers are the children.*

2. Promotion

This is defined as an activity undertaken by the producer which communicates the merits of the product and persuades and/or convinces people into buying the product.

3. Packaging

The Products produced by the producer are properly wrapped in a packet and/or put into containers before it is sold away. **Packaging refers to materials used to wrap, contain and safely protect the products**

4. Price

Pricing refers to the act of fixing or calculating an amount of money at which a product can be bought or sold. Pricing is an important activity of marketing. It is important because it will determine whether or not a business is profitable for the product it produces or sell. When the business price its product, there are important factors to consider and they are **cost, competition, supply and demand and Government Pricing Regulations.**

5. Placement

It refers to the delivery of the product to the consumer/customer. The product needs to be distributed or transported to the consumers for consumptions through a process called *the chain of distribution.*

1) -> wholesaler -> Retailer -> Consumer

Three level Channel

2) -> wholesaler -----> Consumer

Two level Channel

3) -----> Retailer -> Consumer

One level Channel

4) -----> Consumer

Zero level Channel

References/Sources:

- <https://inhousemarketing.co.nz/the-marketing-mix-5-ps-helping-you-choose-the-right-strategies/>
- <https://rockcontent.com/blog/5-ps-of-marketing/>

Strand 3: Marketing

Unit 1: Foundations of Marketing

Content standard: 3.1: Students will be able to examine and explain the essential concepts, processes, and principles of marketing.

Benchmark: 9.3.1.4. Analyse the elements of the marketing mix, their interrelationships and how they are used in the marketing process.

Topic: Marketing mix and their interrelationship in the marketing process

Learning Objectives: By the end of the topic, students will be able to;

- Examine the five Ps and explain their relationships and uses in the marketing process.

Essential Questions

- How are the elements of marketing related to each other?
- What roles do the elements of marketing play in the marketing process?

Core Concepts: Elements of the marketing mix, elements of marketing process

Essential Knowledge, Skills, Attitudes and Values	
Knowledge:	<ul style="list-style-type: none"> • Marketing mix; Product, packaging, price, place, promotion
Skills:	<ul style="list-style-type: none"> • State the elements of marketing mix • Analyse the elements of marketing mix in the process of marketing process.
Attitudes	<ul style="list-style-type: none"> • Consider elements of marketing mix
Values:	<ul style="list-style-type: none"> • Be creative and critical

Content Background

The Five (5) Ps and their interrelationship.

Marketing Mix (product, place, price, promotion and packaging) refers to the combinations of factors (forces) that normally influence sales and can be controlled by a business firm. Marketers must manage the 5 Ps in such a way that customer's satisfaction level is much higher than the competitors.

The uses of 5 Ps in the Market Process

A good quality product may be better than its competitor easily. However a good product also needs to be complemented with a good price and a great promotion. A deep understanding of these elements and their inter-relationship helps achieve bigger sales revenue. After all the aim is to make profits for the goods and service brand sold to the consumers.

The Product is the central element in the market strategy. The success of the product depends upon the image and the quality of the brand which can beat the other rival competitor.

Packaging: The finished product has to be safely packed before it is marketed and further transported out as handling of such product over long distances in a long time can cause damage to the product in the process.

Price: A reasonable selling or market price should be determined; otherwise there is no use if the market does not get the product sold out in the end. The target market and the competition are important factors to keep in mind before pricing the product.

Promotion: The producer/business must advertise its product and make it known to its consumers so that the customers have a better glimpse of the product and its features and quality. Even if a product is of a higher quality it doesn't necessarily fully guarantee its complete sales success because of the competitions involved. A smart promotion is still needed to reach the target market and help the consumer to know and understand the brand and its value proposition much better.

Place: Finding a convenient place to set up a production facility or a market requires both planning and consideration of certain things like pollution to the environment from waste dumping, smoke etc. from a factory. Such issues are carefully considered in the preplanning stages, consideration claims, easy accessibility to wharfs and sea ports etc. if you want your product to sell, you must place it where your customer segment is or lives like in towns. Otherwise you can encounter struggles and incur more costs added to your product cost.

References/Sources:

- <https://www.thebalancesmb.com/marketing-mix-what-is-it-and-how-to-use-it-1794425>
- <https://yourbusiness.azcentral.com/explanation-relationship-between-product-price-place-promotion-4308.html>

Strand 3: Marketing

Unit 1: Foundations of Marketing

Content standard: 3.1: Students will be able to examine and explain the essential concepts, processes, and principles of marketing.

Benchmark: 9.3.1.5. Discuss methods, costs, and importance of promoting goods and services (e.g., publicity, public relations, press release, community events, advertising, and internet).

Topic: Methods, costs and importance of promoting goods and services

Learning Objective: By the end of the topic, students will be able to

- Examine the various methods of promotions used in promoting the product at a reasonable cost that brings in good profits

Essential questions

- Why is promotion very important for all business?
- What are the four methods of promotions in the business environment?
- Which method of promotion used is the most appropriate and cost-effective mode to gain the maximum benefits from its advertising budget?

Core Concepts: Methods, costs and importance of promoting goods and services

Essential Knowledge, Skills, Attitude and Values	
Knowledge	<ul style="list-style-type: none"> • Methods of promotions • Importance of promoting a product • Cost of promoting a product
Skills:	<ul style="list-style-type: none"> • Examine the various methods of promotions • Explain the importance of promotion
Values:	<ul style="list-style-type: none"> • Appreciative, enterprise,
Attitudes	<ul style="list-style-type: none"> • Creative, perseverance

Content Background

Promotion is defined as an activity which communicates the merits of the product and persuades and/or convinces people into buying the product. Promotion of a product is done by or through the following ways:

- Displaying product in a very prominent and eye-catching place.
- Offering special cash discounts
- By giving “Free gives” or give away items
- Coming up with lucky draws so prizes can be won in a competition
- Giving out sponsorships to students.
- Advertising the product in the mass media like newspapers, Televisions or mobile phones network.

Importance of Promotion

Promotion is a way in which a business can make its product known to its customers. The main purposes of promotions are to:

- Inform current and potential customers about the existence of such a product in the market.
- Explain the potential benefits of using that product.
- Persuade/convince the customers into buying the new or existing product.
- Help differentiate that product from other similar products produced by other businesses.
- Help develop and maintain the brand.
- Provides some reassurance to the customers that they have made the right choice.

Promotional Methods (Promotional Mix)

There are different approaches a business can take to get the message across to the consumers. These approaches are known as the methods of promotion. They are:

- Advertising
- Publicity through public relations and sponsorships.
- Personal interactions.
- Direct Marketing.
- Sales Promotions.

Cost of Promotions

Businesses must be mindful of the promotional costs involved. If the cost of promotion is greater than the revenues earned from the sales, the business has performed ineffectively in terms of promotions. Therefore, before selecting a media for promotion, the marketer must consider the factors:

- The costs of advertising,
- the targeted consumers,
- the coverage zone(s),
- the form of media used by other competitors
- The nature of the product.

Some examples of low-cost promotions are: -

- off peak radio, TV advertising
- Classified advertisements in newspapers
- Regional radio stations
- Banners
- Flyers and public noticeboards
- Word of mouth

References/Sources:

- <https://opentextbc.ca/businessopenstax/chapter/promotion-strategy/>
- <https://www.extension.iastate.edu/agdm/wholefarm/html/c5-43.html>

Strand 3: Marketing

Content standard 3.2: Students will be able to examine and explain the processes, functions, utilities, modes, and factors of marketing			
Units	Benchmark	Topics	Lesson Titles
Unit 2: Marketing and Sales	9.3.2.1: Identify and interpret the different types of market research.	<ul style="list-style-type: none"> • Different types of market research 	<ul style="list-style-type: none"> • Market Research • Types of Market Research
	9.3.2.2: Explain the market research process and examine each step.	<ul style="list-style-type: none"> • Process and steps in market research 	<ul style="list-style-type: none"> • Marketing research process • Formulation of the research design
	9.3.2.3. Explore ethical issues relating to marketing research.	<ul style="list-style-type: none"> • Ethical issues relating to marketing research 	<ul style="list-style-type: none"> • Ethical issues in marketing research • The use of deceptive practices
	9.3.2.4: Analyse the role of marketing research in decisions about consumer needs and wants, production, quality and pricing of goods and services.	<ul style="list-style-type: none"> • Role of marketing research on consumer needs and wants, production, quality and pricing of goods and services 	<ul style="list-style-type: none"> • Significance and function of the market research • Method of data collection
	9.3.2.5. Analyse the process of marketing and sales, and the steps involved in each process.	<ul style="list-style-type: none"> • Process of marketing and sales and the steps in each process 	<ul style="list-style-type: none"> • Marketing process • Sales process

Strand 3: Marketing

Unit 2: Marketing and Sales

Content standard 3.2: Students will be able to examine and explain the processes, functions, utilities, modes, and factors of marketing and sales.

Benchmark: 9.3.2.1: Identify and interpret the different types of market research.

Topic: Types of market research

Learning Objectives: Students will be able to;

- Explain the different types of market research with supporting relevant examples

Essential Questions:

- What is a market research?
- What is the purpose of a market research?
- How many types of market research are there?

Core Concepts: Different types of market research

Essential Knowledge, Skills, Attitude and Values	
Knowledge	<ul style="list-style-type: none"> • Marketing research, • types of marketing research, • purpose of each type of marketing research.
Skills	<ul style="list-style-type: none"> • Marketing research (interview, questionnaire, data analysis, data tabulation, observation)
Attitudes	<ul style="list-style-type: none"> • Critical, Vigilant and creative
Values	<ul style="list-style-type: none"> • Logical analysis, evident based recommendations

Content Background:

Marketing Research

The Marketing Research is the systematic process of collecting, recording and analysing the information relevant to finding solutions to a problem in the field of marketing.

Types of Marketing Research

There are different types of marketing research classified on the basis of the research objective for which the study is to be carried out and the sources of data used to gather the information. The widely used classification of marketing research is based on the functional objectives of the research and are identified as:



Exploratory Market Research: The researcher uses the exploratory research when he has a very little information about the research problem and needs to gain insights about it before finding the solutions to it. This can be done by using the secondary data, i.e. information available both inside and outside the organisation, conducting observational studies, consulting experts, and processing feedback from the marketplace and surveys.

Descriptive Market Research: The descriptive research is concerned with testing the hypothesis to find out the accurate answers of the research problem. Such as, who are the prospective buyers of the product? How the products are consumed? What fraction of the population uses the product? What is the demand forecast? And who are the potential competitors? The objective of the descriptive market research is to measure the frequency with which the things occur and the extent to which the variables under study are correlated. What is the price of the competitors?

Causal Market Research: The causal market research is conducted to establish the cause-and-effect relationship between the variables, such as if the packaging of the product is changed then what will be its effect on the product durability? Thus, this research is carried out to explain the facts that why a certain change in one variable is observed due to the change in the other.

Predictive Market Research: As the name suggests, the predictive research is conducted to forecast or predict certain market variable for which the research is designed. Such as predicting the future sales, projection of growth, test market to predict the success of a new product, defining of firm's product line, etc.

The marketing research can be further classified on the basis of the type of data generated and the degree of mathematical accuracy required as:

- **Qualitative Market Research**
- **Quantitative Market Research**

Thus, there are several types of marketing research that an organisation adopts on the basis of its pursued objectives and the form of data generated.

References/Sources:

- <https://businessjargons.com/types-of-marketing-research.html>

Strand 3: Marketing

Unit 2: Marketing and Sales

Content standard 3.2: Students will be able to examine and explain the processes, functions, utilities, modes, and factors of marketing and sales.

Benchmark 9.3.2.2: Explain the market research process and examine each step.

Topic: The market research process

Learning Objectives: Students will be able to:

- Outline each step in the process of market research with relevant illustrations

Essential Questions:

- What is marketing research process?
- What are the steps in the marketing research process?

Core Concepts: Market research processes

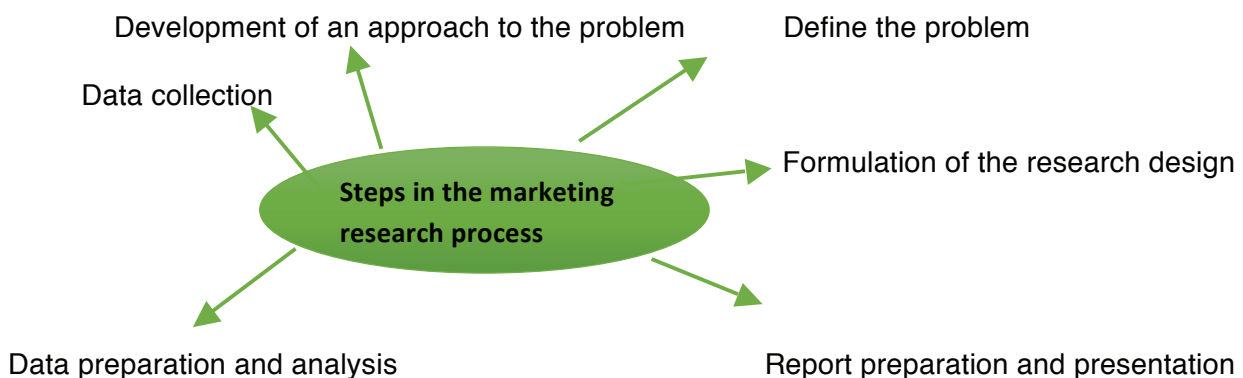
Essential Knowledge, Skills, Attitude and Values	
Knowledge	<ul style="list-style-type: none"> • Marketing research process, • Marketing research process steps
Skills	<ul style="list-style-type: none"> • Marketing research
Attitude	<ul style="list-style-type: none"> • Logical, critical, orderly, systematic
Values	<ul style="list-style-type: none"> • Logical sequencing, chronological ordering

Content Background:

Marketing research process focuses on collecting insights from your target audience to evaluate current products or new products to improve them.

Involves researching your customers, competitors, industry and market environment.

Steps in the marketing research process:



1. **Define the problem.** In defining the problem, the researcher should take into account the *purpose of the study, relevant background information and all necessary data*, and how the information gathered will be used in decision making. Problem definition involves discussion with the decision makers, interviews with industry experts, analysis of secondary data, and, perhaps, some qualitative research, such as focus groups

2. **Development of an approach to the problem** is the second step. This includes formulating an objective or theoretical framework, constructing analytical models, generating research questions, hypotheses, and identifying characteristics or factors that can influence the research design. This

process is guided by discussions with management and industry experts, case studies and simulations, analysis of secondary data, qualitative research and pragmatic considerations.

3. Formulation of the research design which is the framework or blueprint for conducting the marketing research project. It details the procedures necessary in obtaining the required information, and its purpose is to design a study that will test the hypotheses of interest, determine possible answers to the research questions, and provide the information necessary for decision making. Formulating the research design involves the following steps:

1. Secondary data analysis
2. Qualitative research
3. Methods of collecting quantitative data (survey, observation, and experimentation)
4. Definition of the information needed
5. Measurement and scaling procedures
6. Questionnaire design
7. Sampling process and sample size
8. Plan of data analysis

4. Data collection which involves manpower/staff members who operate either in the field, as in the case of personal interviewing (in-home, mall intercept, or computer-assisted personal interviewing), from an office by telephone (telephone or computer-assisted telephone interviewing), or through mail (traditional mail and mail panel surveys with pre-recruited households). Proper selection, training, supervision, and evaluation of staff members helps minimize data-collection errors.

5. Data preparation and analysis is editing, coding, transcription, and verification of data. Each questionnaire or observation form is inspected, or edited, and, if necessary, corrected. The data from the questionnaires are transcribed or key-punched on to magnetic tapes, or disks or inputted directly into the computer

Analysed data gives meaning to the information that has been collected. Univariate techniques are used for analysing data when there is a single measurement of each element or unit in the sample, or, if there are several measurements of each element, each RCH variable is analysed in isolation.

6. Report preparation and presentation. The findings must be in a comprehensible format so that they can be readily used in the decision making process. In addition, an oral presentation should be made to management using tables, figures, and graphs to enhance clarity and impact.

References/Resources:

- <https://www.business.qld.gov.au/starting-business/planning/market-customer-research/market-research/process>
- <https://courses.lumenlearning.com/suny-marketing-spring2016/chapter/reading-the-marketing-research-process/>

Strand 3: Marketing

Unit 2: Marketing and Sales

Content standard 3.2: Students will be able to examine and explain the processes, functions, utilities, modes, and factors of marketing and sales.

Benchmark 9.3.2.3. Explore ethical issues relating to marketing research.

Topic: Ethical issues in marketing research

Learning Objectives: Students will be able to:

- Explain ethical issues in relation to marketing research;

Essential Questions:

- What is ethical issue?
- What are the ethical issues relating to marketing research?
- How do they affect the business?

Core Concepts: Ethical issues relating to marketing research

Essential Knowledge, Skills, Attitude and Values	
Knowledge	<ul style="list-style-type: none"> • Ethical issues, • Ethical issues relating to marketing research
Skills	<ul style="list-style-type: none"> • Marketing research, critical analysis,
Attitude	<ul style="list-style-type: none"> • Critical,
Values	<ul style="list-style-type: none"> • Honesty, transparency, respect

Content Background:

Marketing Research

Ethical issues relating to market research

The Use of Deceptive Practices

The ease with which a company can access and gather data about its customers can lead to deceptive practices and dishonesty in the company's research methods. This type of ethical problem can run in the extent — from not telling customers that information is being collected when they visit a website to misrepresenting research results by using faulty data. At no time should a researcher ever coerce or pressure a respondent to give a particular answer. Any action that uses lies and deception to find out or establish information about consumer opinions falls under this category.

Another deceptive technique is known as **SUGGING**, the practice of selling under the guise of research. With this method, a salesman contacts an individual by phone posing as a market researcher. As they ask questions, supposedly in the name of research, they are in fact gaining information about a potential sales lead or even leading the person toward developing a bias for a particular product.

Invasion of Privacy

One of the most serious ethical considerations involved in market research is invasion of privacy. Companies have an unprecedented ability to collect, store and match information relating to customers that can infringe on a person's right to privacy. In many instances, the customer does not know or understand the extent of the company's infiltration into his life. The company uses this information to reach the customer with targeted advertising, but the process of targeting can have a chilling effect on personal freedom. Recent laws such as the EU's GDPR have increased punishments and fines for data privacy violations. Similarly, California has adopted a new law granting greater protections to resident consumers as well.

Breaches of Confidentiality

Another significant ethical consideration involved in market research involves breaches of confidentiality. Companies regularly share information about customers with partners and affiliates, requiring the customer to opt-out of the sharing if he doesn't want to be involved. (US and EU have different standards.) Some companies sell information they have gathered on customers to outside companies. Ethically, any unauthorised disclosure of customer information is problematic.

Undertaking Objective Market Research

Marketing and advertising have a significant impact on public perceptions. Market researchers have an ethical obligation to conduct research objectively, so that available data allows for the development of a balanced or reality-based picture. Researchers who allow their own prejudices to skew their work tend to contribute to the perpetuation of stereotypes in advertising, the development of destructive social constructs and the enabling of unjust profiting from poverty. For example, a market researcher with a one-dimensional view of minorities could do a fair amount of harm if allowed to shape an advertising campaign based on skewed data collection.

References/Sources:

- <https://smallbusiness.chron.com/ethical-considerations-marketing-research-43621.html>,
- *Ethical Considerations of Marketing Research*, by Terry Masters; Reviewed by Elisa Shoenberger, M.B.A.; Updated March 01, 2019

Strand 3: Marketing

Unit 2: Marketing and Sales

Content standard 3.2: Students will be able to examine and explain the processes, functions, utilities, modes, and factors of marketing and sales.

Benchmark 9.3.2.4: Analyse the role of marketing research in decisions about consumer needs and wants, production, quality and pricing of goods and services.

Topic: The role of marketing research

Learning Objectives: Students will be able to:

- Examine how marketing research influences consumers purchasing decisions, production, quality and pricing of goods and services.

Essential Questions:

- What is the role of marketing research on decisions of consumer needs and wants?
- What are the factors considered in the marketing research of production of goods and services?
- What is the role of marketing research in quality and pricing of goods and services?

Core Concepts: Role of marketing research, how marketing research influences decisions

Essential Knowledge, Skills, Attitude and Values	
Knowledge	<ul style="list-style-type: none"> • The role of marketing research in decisions about consumer needs and wants, production, quality and pricing of goods and services
Skills	<ul style="list-style-type: none"> • Analyse marketing research and business decision making
Attitude	<ul style="list-style-type: none"> • Open-minded, logical, firm
Values	<ul style="list-style-type: none"> • Evidenced based decision-making

Content Background:

Role of market research

Research is essential to collect facts and statistics about a company's customers, employees and competitors. A good research mechanism is essential, irrespective of the size of the company and its client base. Research is imperative for staying competitive in the market.

Significance

A business is able to make knowledgeable decisions because of research. In the research process, the company is able to obtain information about key business areas, analyse it, develop a strategy and distribute business information. Reports, provided to the top management, often include information on consumer and employee preferences and all the available routes for sales, marketing, finance and production. Management uses this information to decide the best strategy. Research is a prerequisite at all stages and phases of business operations.

Function

By conducting business research, the organization ascertains what its customers want and then takes steps to prepare a product meeting those desires. Research also helps determine whether a product is accepted in the market. Research aids expansion into new markets identifying location for the markets.

Methods of Data Collection

There are two ways organizations typically collect data.

One is primary data collection from your immediate consumers. To gain this information, an interviewer asks the customer to provide views on how the company can modify the existing product to satisfy his needs better. The interviewer uses surveys and questionnaires to collect and record data. This method is helpful for gaining insight about a company's particular merchandise. Observation can also be used to collect primary data.

The second method is secondary data collection, which uses data that has already been printed over the Internet and in magazines and journals from National Statistic Office (NSO). This is predominantly useful in gauging the broad market scenarios.

Consideration a Consultant

Conducting research involves cost and time. The organization must weigh the pros and cons before hiring consultants to conduct research. Consultants must be made fully aware of what the organisation is looking for from the research.

Advantages

The primary benefit to business research is that the organisation is able to learn more about consumer choices and preferences. Research provides information on the product features that lure customers and flaws in the product or marketing that contribute to slow sales. Research helps the organisation fix problems and cash in on the strengths. Research also contributes to a company's ability to clearly identify the customer demographics and target demographic, including age, gender, and monthly income of the household and educational levels. Research mitigates business risks and can help increase demand and sales. Research helps identify weaknesses of competitors which a company can turn into their strength.

References/Sources:

- <https://specialties.bayt.com/en/specialties/q/199562/what-is-the-role-of-marketing-research-in-decision-making/>
- <https://www.fao.org/3/w3241e/w3241e02.htm>
- <https://www.yourarticlelibrary.com/marketing/4-major-roles-of-marketing-research/48906>

!

Strand 3: Marketing

Unit 2: Marketing and Sales

Content standard 3.2: Students will be able to examine and explain the processes, functions, utilities, modes, and factors of marketing and sales.

Benchmark 9.3.2.5. Analyse the process of marketing and sales, and the steps involved in each process.

Topic: Processes of marketing and sales

Learning Objectives: Students will be able to:

- Explain the process and steps in marketing and sales.

Essential Questions:

- What is the process of marketing?
- What are the steps involved in marketing?
- What is the process of sales?
- What are the steps involved in sales?

Core Concepts: Process of marketing and sales, steps involved in marketing

Essential Knowledge, Skills, Attitude and Values	
Knowledge	<ul style="list-style-type: none"> • Process of marketing and steps in the marketing process • Sales process and steps in the sales process
Skills	<ul style="list-style-type: none"> • Create a mock market and its sales
Attitude	<ul style="list-style-type: none"> • Creative, vigilant, friendly, persuasive
Values	<ul style="list-style-type: none"> • Creativity, genuine persuasiveness

Content Background:

Marketing process

The marketing process refers to all the steps a company takes to analyze market opportunities, identify a target customer, and create a multifaceted marketing strategy to interact with those customers and qualify leads for the sales team.

The goal of the marketing process is to make potential customers aware of the company's existence and build the brand's identity so that the company can sell to those customers.

The four marketing phases:

1. Defining the brand
2. Creating a customer profile
3. Developing a strategy
4. Evaluating and adjusting the strategy

Sales Process: A roadmap to better sales performance

A sales process is a set of repeatable steps that a sales person takes to take a prospective buyer from the early stage of awareness to a closed sale.

Typically, a sales process consists of 5-7 steps: Prospecting, Preparation, Approach, Presentation, Handling objections, Closing, and Follow-up.

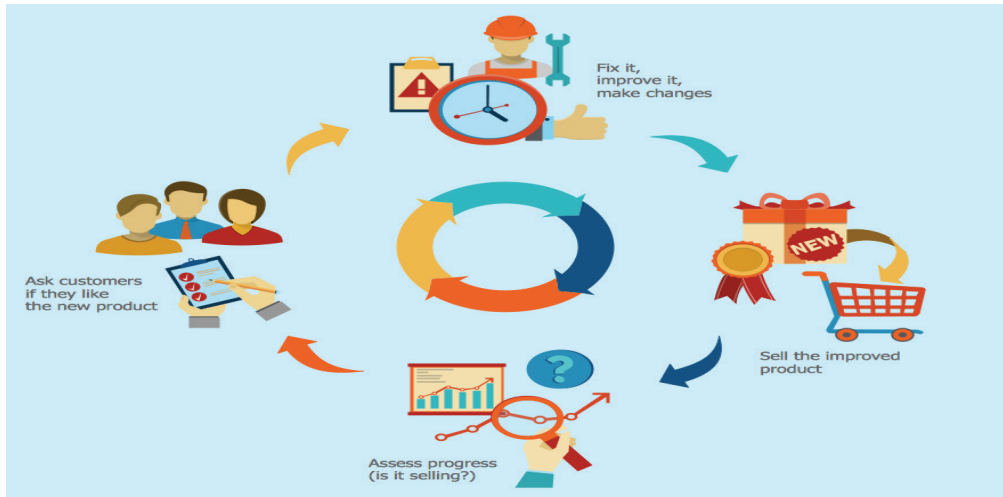


Marketing versus Sales comparison chart

	Marketing	Sales
Definition	Marketing is the systematic planning, implementation and control of business activities to bring together buyers and sellers	A sale is a transaction between two parties where the buyer receives goods (tangible or intangible), services and/or assets in exchange for money.
Approach	Broader range of activities to sell product/service, client relationship etc.; determine future needs and has a strategy in place to meet those needs for the long- term relationship.	Make customer demand match the products the company currently offers.
Focus	Overall picture to promote, distribute, price products/services; fulfill customer's wants and needs through products and/or services the company can offer.	Fulfill sales volume objectives
Scope	Market research; Advertising; Sales; Public relations; Customer service and satisfaction.	Once a product has been created for a customer need, persuade the customer to purchase the product to fulfill her needs
Horizon	Longer term	Short term
Strategy	Pull	Push
Priority	Marketing shows how to reach to the Customers and build long lasting relationship	Selling is the ultimate result of marketing
Identity	Marketing targets the construction of a brand identity so that it becomes easily associated with need fulfillment	Sales is the strategy of meeting needs in an opportunistic, individual method, driven by human interaction. There's no premise of brand identity, longevity or continuity. It's simply the ability to meet a need at the right time.

The typical goal of marketing is to generate interest in the product and create leads or prospects. Marketing activities include:

- **consumer research** to identify the needs of the customers
- **product development** – designing innovative products to meet existing or latent needs
- **advertising** the products to raise awareness and build the brand.
- **pricing** products and services to maximize long-term revenue.
- **Market research**



References/Sources:

- <https://www.fool.com/the-ascent/small-business/email-marketing/articles/marketing-process/>
- <https://www.bing.com/images/search?q=sales+process&qvvt=sales+process&form=IGRE&first=1&cw=1129&ch=543>
- <https://www.diffen.com/difference/category:marketing>
- <http://www.ebizradio.com/wp-content/uploads/2014/08/sales-pitch.jpg>
- <https://www.superoffice.com/blog/sales-process/>

Strand 4: Establishing a Business

Content Standard 4.1: Students will be able analyse the principles of planning and examine their significance and application in entrepreneurship and business.

Units	Benchmark	Topics	Lesson Titles
Unit 1: Business Planning	9.4.1.1. Identify business planning and examine its role in entrepreneurship and business.	<ul style="list-style-type: none"> • Business planning and its role in entrepreneurship 	<ul style="list-style-type: none"> • Business Planning • Entrepreneurial process and business planning
	9.4.1.2 Analyse the principles of planning and evaluate their application in entrepreneurship and business	<ul style="list-style-type: none"> • Principles of planning and their application in entrepreneurship 	<ul style="list-style-type: none"> • Principles of Business Planning • Application in entrepreneurship
	9.4.1.3: Examine the process of planning and analyse each step of the process.	<ul style="list-style-type: none"> • Process and steps of planning a business 	<ul style="list-style-type: none"> • Business planning process
	9.4.1.4 Justify the use of evidence and best practice in the development of plans.	<ul style="list-style-type: none"> • Evidence and best practice in business planning 	<ul style="list-style-type: none"> • Evidence in Business planning • Practices in Developing plan
	9.4.1.5 Discuss the importance of setting clear, measureable, observable and attainable goals and targets.	<ul style="list-style-type: none"> • Business Goals and Targets 	<ul style="list-style-type: none"> • Business Goals • Goal Setting
	9.4.1.6. Justify the importance of monitoring and evaluating the implementation of plans.	<ul style="list-style-type: none"> • Monitoring and evaluating a business plan 	<ul style="list-style-type: none"> • Implementation Plan • Monitoring Indicators
	9.4.1.7. Assess the role of leaders, stakeholders and implementers in the development, and implementation of business plans.	<ul style="list-style-type: none"> • Partnering in business planning 	<ul style="list-style-type: none"> • Implementation Plan • Support for Implementation

Strand 4: Establishing a Business

Unit 1: Business Planning

Content Standard 4.1: Students will be able to analyse the principles of business planning and examine their significance, and application in entrepreneurship and business

Benchmark: 9.4.1.1. Identify business planning and examine its role in entrepreneurship and business.

Topic: Business planning and its role in entrepreneurship

Learning Objectives: By the end of this topic, the students will be able to:

- Explain business planning and its role in the entrepreneurship process.

Essential Questions:

- What is a business plan?
- How does planning assist businesses?

Core Concepts: Business planning, Role of entrepreneurship

Essential Knowledge, Skills, Values and Attitudes	
Knowledge	<ul style="list-style-type: none"> • Business planning, • Entrepreneurship, • Generating business ideas
Skills	<ul style="list-style-type: none"> • Analyze the process in Business planning • Identify major areas of business planning
Attitudes	<ul style="list-style-type: none"> • Being responsible, making right choices and being a successful entrepreneur
Values	<ul style="list-style-type: none"> • Being creative, taking calculated risks, and working honestly

Content Background

Business Planning

Business plan is a road map that provides directions so a business plans its future and helps it avoid problems that can lead to business failure. It is a written document which states the goals of the business and the steps that will be taken to achieve these goals. A business plan allows the entrepreneur to think through and plan out the future of the business prior to starting it. When the business is up and running, the entrepreneur can match his or her performance against the plan and evaluate the performance of the business.

Planning is an important business management function. In order for an effective planning, it requires the use of evidence to help decide the potential of an enterprise or business. Evidence can be obtained from sources such as opportunity costs, projection of income inflows and outflows and profits, demand, viability, factors of production, market forces and others.

Business plans typically covers several major areas:

- Executive summary.
- Business description.
- Market analysis. Structure and management.
- Marketing.
- Finances.

The entrepreneurial process and business planning

The starting point in the business startup process is the business idea. Planning is the process of organizing on paper the resources needed to start the business. A market research is then conducted to confirm if there is indeed a market available for this business idea. If the research confirms the availability of a market, then the planner goes on to develop the structure of the business and lists the resources that are required to operate the business.

The application of a business plan

Once completed the business plan is ready for the next stage, which is implementation. A properly written out business plan makes implementation very smooth and exciting to a plan that is faithfully implemented can increase the chances of business success. However, we must also understand that plans are only an estimation of what will occur in the future, but in reality things don't always go as planned. That is why flexibility is required of the owner to adjust where needed in order to steer the business through uncertain and rough times.

References & Resources

- *Create and Manage your own business – Book 1*, Jeffery W. Gepul, Tropical Publishers, Mt Hagen, PNG, 2012
- *Business Organization and Management for Queensland*, Aliisa Mylonas, (2007) Jill Harvey and Jacky Hodges, MacMillan Education, Australia

Strand 4: Establishing a Business

Unit 1: Business Planning

Content Standard 4.1: Students will be able to analyse the principles of business planning and examine their significance, and application in entrepreneurship and business

Benchmark: 9.4.1.2 Analyse the principles of planning and evaluate their application in entrepreneurship and business

Topic: Principles of planning and their application in entrepreneurship

Learning Objectives: By the end of this topic, the students will be able to:

- Explain the principles of planning and their application process in entrepreneurship

Essential Questions

- What are the principles of business planning?
- Why are principles important for business planning?
- How can you tell if a business plan is not based on any of the required principles?

Core Concepts: Principles of business planning, application of principles in entrepreneurship

Essential Knowledge, Skills, Values and Attitudes Essential Knowledge,	
Knowledge	<ul style="list-style-type: none"> • Principles of business planning, • Application in entrepreneurship
Skills	<ul style="list-style-type: none"> • Analyse the principles of business planning
Attitudes	<ul style="list-style-type: none"> • Critical observation
Values	<ul style="list-style-type: none"> • Self-determination, creativity

Content Background

Principles of Business Planning

Business planning is guided by some principles to ensure that the process is undertaken with purpose. The following principles of business planning apply especially to small, startup business ventures. However, they are also relevant for existing businesses.

Principle	Description
Keep it small	Go forward with small steps. Start with a basic plan and grow it only as needed over time.
Continuity	Planning is a continuous process. Keep the plan simple but review and revise it often.
Embrace change	Change is ongoing. Change can be managed through ongoing business plan reviews.
Empower accountability	Good business planning promotes accountability. It establishes specific responsibilities, dates, deadlines, activities, and performance metrics.
Educated forecasts	Financial projections in business planning are educated guesses, summarised to improve their use in decision-making, tracking and managing. They are not statements, but projections.

Benefits of Business Planning

Business planning offers serious benefits for everybody in business. Listed below are the specific benefits of business planning.

- Test whether the business idea is viable or not
- Guide the actions to be undertaken during the running of the business.
- Capture likely problems that could arise when running the business.
- Measure actual performance against what has been planned.
- Source funding from lenders such as banks and finance companies.

Application of a business plan

Entrepreneurship plays a key role in every economy. Entrepreneurs who take the risk are rewarded with profit, success and fame. But business failure remains as a constant risk in any economy. In a country like PNG where small business failure is very high, business planning has to be undertaken. It is noted by many sources and experts in the country that lack of business planning is the major cause of small business failure. Planning takes some time and effort but in the end it can save potential business failures. It is also noted that a simple and well-researched business plan is also easy to implement.

PNG needs many SMEs to contribute towards economic growth and social development. The political support from the all levels of government is there now. SMEs loan support schemes are also promoted by the banks and other financial institutions as well. This level of support indicates that the country is serious about SMEs. That is why we have to emphasis more on proper and detailed planning.

References & Resources

- *Create and Manage your own business – Book 1, Jeffery W. Gepul, Tropical Publishers, Mt Hagen, PNG, 2012*
- *Business Organization and Management for Queensland, Aliisa Mylonas, Jill Harvey and Jacky Hodges, MacMillan Education, Australia Pty Ltd, 2007*

Strand 4: Establishing a Business

Unit 1: Business Planning

Content Standard 4.1: Students will be able to analyse the principles of business planning and examine their significance, and application in entrepreneurship and business

Benchmark: 9.4.1.3: Examine the process of planning and analyse each step of the process.

Topic: Process and steps of planning a business

Learning Objectives: By the end of this topic, the students will be able to:

- Explain the process of planning a business and the steps in the process by actually going through a sample of a business plan

Essential Questions

- What are the main steps involved in the business planning process?
- What might happen if some steps of the planning process is/are omitted?

Core Concepts: Business planning process, procedures of planning

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Business planning process, • Steps of planning
Skills	<ul style="list-style-type: none"> • Decision making
Attitudes	<ul style="list-style-type: none"> • Self-determination, creativity
Values	<ul style="list-style-type: none"> • Critical observation

Content Background

Business planning process

Business planning can be compared to a never ending journey. It is unrealistic to expect a final business plan to be written on the first attempt. Rather, a plan is result of a series of drafts and logical steps. It should, therefore, be treated as an ongoing process.

While the steps of planning remain unchanged, the information under each step changes over time as both the internal and external business environments change. That is why it is referred to as an ongoing process.

Procedures of business planning

Business plans are normally prepared just before the beginning of the financial year (in the case of an existing business), and as a 'blue print' in the case of a new business. All business plans must be developed through a step by step approach. Each of these steps is briefly outlined below.

1. Set preliminary goals

All entrepreneurs have a vision of what they want to achieve, and what business they want to be in.

2. Conduct initial secondary research

Using the preliminary goals, the entrepreneur must now collect information from existing data sources that can provide more details on the state of the current industry.

3. Confirm goals

. Initial research should allow an entrepreneur to either proceed or cancel the original goals.

4. Conduct subsequent detailed planning

The entrepreneur can now collect detailed information from as many sources as possible for detailed elements of the plan such as marketing, operations and finances.

5. Develop draft business plan

The entrepreneur must prepare an initial draft plan, covering all the key areas of business.

6. Critically assess the proposed idea

The entrepreneur should set the plan aside briefly before returning to critically review it. Does the document read well? Are all elements integrated well? Are there any weaknesses which must be revised?

7. Implement

After completing steps 1 to 6 the business plan must be implemented. The entrepreneur must stick to the business goals stated in the business plan while implementing it.

8. Evaluate the plan

At the end of the planning period, it is important to review the plan and draw up a new set of forecasts for the future.

References & Resources

- *Create and Manage your own business – Book 1*, Jeffery W. Gepul, Tropical Publishers, Mt Hagen, PNG, 2012

Strand 4: Establishing a Business

Unit 1: Business Planning

Content Standard 4.1: Students will be able to analyse the principles of business planning and examine their significance, and application in entrepreneurship and business

Benchmark: 9.4.1.4 Justify the use of evidence and best practice in the development of plans.

Topic: Evidence and best practice in business planning

Learning Objectives: By the end of this topic, the students will be able to:

- Evaluate the evidence in business planning and some practices used by businesses to develop their business plans

Essential Questions

- What is the evidence in business planning?
- How can students be well versed with the practices of business planning?
- What are the practices in developing business plan?

Core Concepts: Evidence in business planning, practices in developing business plan

Essential Knowledge, Skills, Values and Attitudes	
Knowledge	<ul style="list-style-type: none"> • Business planning, • Developing a business plan
Skills	<ul style="list-style-type: none"> • Assess a business plan and its practices
Values	<ul style="list-style-type: none"> • Self-determination, creativity
Attitudes	<ul style="list-style-type: none"> • Critical observation

Content Background

Evidence in business planning

Evidence based business planning results in informed decisions based on available evidence and guided by the business plan. Planning is a very important activity and one that can lead to business success or failure in the absence of it. Therefore, the plan must be accurate, backed up by reliable information and supported by key stakeholders.

Evidence of past successful practices can be drawn upon when planning for either a new enterprise or an existing one. Financial records, for instance, provides evidence about cash flow and profitability of the business. Apart from finance, other resources require similar level of attention if the business plan is to achieve success. Therefore, planning and researching go hand in hand.

Business planning best practices

There are several ways of approaching the writing of a business plan according to who writes it and their level of expertise. Here are some best practices that are commonly used.

Target your problems.

The importance of a business plan to an entrepreneur begins by identifying the likely problems and challenges. Anticipating likely problems is like being forewarned so that steps can also be put in place in case the anticipated problems do arise.

Get better advice

A plan should evolve through consultation with all key stakeholders in the business as well as business partners and professional business advisers. Other sources like the library and the internet can also be used.

Organise your resources

The plan helps by prioritising those areas that are critical for business success so that they can receive better attention from management.

Approach investors

A business plan can often be the single most important document for likely investors to consult when deciding whether or not to invest in the business.

Create milestones

A business plan is also a plan of action. By laying out milestones, you now have targets to shoot for in the short, mid and long term. These goals also mean that you can 'course correct' with greater agility if you have targets and realise that you may need to make some changes in order to meet them.

References & Resources:

- *Business in Melanesia, Book 1, Jeffery G. Wama and Yuwak Tau, Kim publishers, Goroka, PNG, 2008*
- *Business in Melanesia, Book 2, Jeffery Wama Gepul, Tropical Publishers, Mt Hagen, PNG, 2013*

Strand 4: Establishing a Business

Unit 1: Business Planning

Content Standard 4.1: Students will be able to analyse the principles of business planning and examine their significance, and application in entrepreneurship and business

Benchmark: 9.4.1.5 Discuss the importance of setting clear, measurable, observable and attainable goals and targets.

Topic: Business Goals and Targets

Learning Objectives: By the end of the topic, students will be able to:

- Discuss the term 'goal', its reasons to be specific and the way they are set.

Essential Questions

- What is goal setting?
- What factors influence goal setting?
- What are some measuring yardsticks used in goal setting?

Core Concepts: Goal setting, target setting, yardstick, influencing factors

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Importance of goal or target setting • Purpose of goal or target setting
Skills	<ul style="list-style-type: none"> • Outline the reasons for the goals to be specific • Interpret and explain importance of business targets
Attitudes	<ul style="list-style-type: none"> • Positively view the goal setting process • Be responsible
Values	<ul style="list-style-type: none"> • Be an observant • Appreciate

Content Background:

Business goals

Business goals are objectives tied to the vision of the business owner and the results to be accomplished. Goals have to be SMART. This acronym stands for: 'specific', 'measurable', 'achievable', 'relevant', and 'time-bound'.

Specific. When setting a goal, it is important to know exactly what you hope to accomplish and what actions you must take to reach your objective.

Measurable. Measurable goals use metrics such as dates and numerical values to track your progress toward your goal. This approach helps you evaluate how your efforts are helping you accomplish your objectives, which can help you stay motivated.

Achievable. For a goal to be achievable, it must be realistic. Even though your goals should require you to expend extra effort, they should be reachable.

Relevant. A relevant goal is one that matters to your business – it should make sense and meet your business's needs.

Time-bound. A time-bound goal has a deadline for the work you intend to do. When there isn't a time limit, it's hard to measure your progress. Deadlines can push you to action and help you work toward your goals efficiently.

Goal setting

Goals are vital because they give you and your business direction. Without them, you may stagnate or fail to perform at your best. A goal which is set as a target comes with clear guidelines regarding what is to be achieved, when it is to be achieved and how much of it.

Without goals, it is hard to measure your business' success, which makes it difficult to recognize what aspects of your business are doing well and where growth is needed.

Examples of business goals

Knowing what a good goal looks like can help you model your own for your small business. Let's say you want to increase revenue through the introduction of a new service or product. This goal is beneficial to your company because it would help you better serve your clients and improve customer satisfaction. It would also mean taking on more responsibility for the launch of your new product, so you would need to prepare for the time and resources that entails.

References & Resources:

- *Business in Melanesia, Book 1, Jeffery G. Wama and Yuwak Tau, Kim publishers, Goroka, PNG, 2008*
- *Business in Melanesia, Book 2, Jeffery Wama Gepul, Tropical Publishers, Mt Hagen, PNG, 2013*

Strand 4: Establishing a Business

Unit 1: Business Planning

Content Standard 4.1: Students will be able to analyse the principles of business planning and examine their significance, and application in entrepreneurship and business

Benchmark: 9.4.1.6. Justify the importance of monitoring and evaluating the implementation of plans.

Topic: Monitoring and evaluating a business plan

Learning Objectives: By the end of the topic, students will be able to:

- Discuss the importance of monitoring and evaluating a business plan

Essential Questions

- What is the purpose of monitoring and evaluation in business planning?
- How is monitoring and evaluation of a business plan undertaken?
- Why is it necessary to evaluate the implementation of a business plan?

Core Concepts: Monitoring and evaluating are an integral part of any project, significance of monitoring and evaluation in implementation of business plans

Essential Knowledge, Skill , Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Importance of business plan implementation • Importance of business plan implementation and evaluation
Skills	<ul style="list-style-type: none"> • Evaluate the importance of business plan implementation • Compare and contrast the importance of business plan implementation and evaluation
Attitudes	<ul style="list-style-type: none"> • Be appreciative of planning and implementation • Assessing a plan objectively
Values	<ul style="list-style-type: none"> • Be considerate when implementing the plan • Critiquing considerately

Content Background:

Implementation plan

An implementation plan is a guide to implementation and a basis for monitoring. When different people are involved in planning and implementation, this plan serves as a blue print or guide. It therefore helps to:

- Undertake activities on time and in proper sequence
- Do the right things in the right order;
- Identify who will be responsible for what activity; and
- Determine when certain tasks are implemented.

Monitoring indicators are quantitative and qualitative signs (criteria) for measuring or evaluating the achievement of activities and objectives as planned. Monitoring and evaluating indicators are of four types, namely;

- Input indicators: describe what goes on in
- Output indicators: describe the project activity
- Outcome indicators: describe the product of the activity
- Impact indicators: measure change which results from implementation of the plan

Implementation and monitoring

Implementation is the stage where all the planned activities are put into action. By operating the business the plan is being implemented on an ongoing basis. Monitoring is important at this implementation phase to ensure that the plan is implemented well. It is a continuous process that should be put in place before the implementation. Problems associated with implementation can be corrected when there is good monitoring going on.

Evaluation of Business Plan Implementation

If you want to know how well your business is doing, you need to look at two things:

- (1) What you planned for and,
- (2) How closely you followed your plan.

The basic elements used for business plan evaluation.

1. **Business goals achievement.** Check to see whether you have accomplished your business goal or not.
2. **Market.** Most of your business decisions will depend on the market conditions.
3. **Industry.** Every industry has its own unique characteristics.
4. **Marketing strategy.** How are you setting up your prices, promotions and distributions? All of these have an influence on your sales, current processes, and management.
5. **Sales achievement.** Your current sales numbers will impact your profitability, cash flow, type of marketing activities, employment, etc.
6. **Profit (loss).** Is your profit/loss statement same as you have planned to be in your current business plan? This is an important question for the business to move in the right direction.
7. **Cash flow.** Is your cash flow as you have planned it to be?
8. **SWOT.** Are your strengths, weaknesses, opportunities and threats the same as you noted in your plan?

References & Resources:

- *Business in Melanesia, Book 1, Jeffery G. Wama and Yuwak Tau, Kim publishers, Goroka, PNG, 2008*
- *Business in Melanesia, Book 2, Jeffery Wama Gepul, Tropical Publishers, Mt Hagen, PNG, 2013*

Strand 4: Establishing a Business

Unit 1: Business Planning

Content Standard 4.1: Students will be able to analyse the principles of business planning and examine their significance, and application in entrepreneurship and business

Benchmark: 9.4.1.7. Assess the role of leaders, stakeholders and implementers in the development, and implementation of business plans.

Topic: Partnering in business planning

Learning Objectives: By the end of the topic, students will be able to:

- Analyse the significance of partnership in the business planning process and the resources needed to undertake a successful business implementation.

Essential Questions

- Who is responsible for writing up business plan?
- Why is it important to establish the necessary conditions prior to implementing the business plan?
- What skills are needed in developing business plans?

Core Concepts: Business plan, implementation, preconditions, support system

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Business planning processes, strategies in development and implementation of business plans
Skills	<ul style="list-style-type: none"> • Explain business planning processes • State the business planning and implementation stages • Outline the roles of leaders, stakeholders and implementers of business plans
Attitudes	<ul style="list-style-type: none"> • Appreciate business planning processes • Adapt the strategies in the development and implementation of business plans • Be responsive in using the development and implementation of business plans
Values	<ul style="list-style-type: none"> • Value all skills used in the development and implementation of business plans • Develop a desire for creative business planning

Content Background:

Support for business plan implementation

The key resources needed for business plan implementation are as discussed below.

People

The first stage of implementing your plan is to make sure you have the right people onboard. These people must have the necessary skills, knowledge and competencies required for the implementation process. Without that you will either shoulder all responsibilities or abandon the plan altogether because of the heavy workload.

Resources

The required resources such as money and other assets must be in place before implementation of the business plan. You also need time to implement. A realistic timeframe must be established for successful implementation.

Structure

There must be a suitable organizational structure in place for delegation of duties and authority. Lines of communication must also be clearly established because it is that important. Reward systems must be built into the structure as well so that people are aware of what is in it for them as they offer their valuable time towards the implementation process.

System

Management and technology as well as other systems and services such as telephone, electricity, water, fire safety, etc. are necessary requirements for specific business models. Internal systems must also be set up to facilitate the implementation of the business plan.

Avoiding the Implementation Pitfalls

- **Lack of ownership:** Despite how good it is; a plan will fail if people don't take ownership of it.
- **Lack of communication:** The plan doesn't get communicated to employees, and they don't understand how they contribute towards its achievement.
- **Getting stuck in the day-to-day:** Owners and managers, consumed by daily operating problems, lose sight of long-term goals.
- **An over loaded plan:** The goals and actions involved in the plan are too much for the people to understand and implement in time.
- **No progress report:** There's no method to track progress, and the plan only measures what's easy, not what's important.
- **No accountability:** Suspicion creeps in when implementation is not open and visible for all to see, feel and assess.
- **Lack of empowerment:** Employees must be given various responsibilities so that they become engaged or involved in the process.

References & Resources:

- *Create and Manage, Your Own Business –Book 1 Jeffery W. Gepul*

Strand 4: Establishing a Business

Content Standard 4.2: Students will be able to analyse and explain the processes, enabling factors, and challenges of starting and operating a business.

Unit	Benchmark	Topic	Lesson Topic
Unit 2: Business Start-up and Operation	9.4.2.1 Analyse the processes of generating ideas and identifying business opportunities.	<ul style="list-style-type: none"> Generating ideas and identifying business opportunities 	<ul style="list-style-type: none"> Business Idea Generating Ideas
	9.4.2.2. Analyse procedures of market research.	<ul style="list-style-type: none"> Procedures of market research 	<ul style="list-style-type: none"> Market Research Methods Market research procedures
	9.4.2.3 Examine a business plan.	<ul style="list-style-type: none"> A business plan 	<ul style="list-style-type: none"> Business Plan Structure of Business Plan

Strand 4: Establishing a Business

Unit 2: Business Start Up and Operation

Content Standard 4.2: Students will be able to analyse and explain the processes, enabling factors, and challenges of starting and operating a business.

Benchmark: 9.4.2.1 Analyse the processes of generating ideas and identifying business opportunities.

Topic: Generating ideas and identifying business opportunities

Learning Objectives: By the end of the topic, students will be able to:

- Discuss business idea, process of generating business ideas and the criteria for identification of business opportunity.

Essential Questions

- What is a business idea?
- How is a business idea generated?
- What is a business opportunity?

Core Concepts: Business idea, generating business ideas, identifying business opportunities

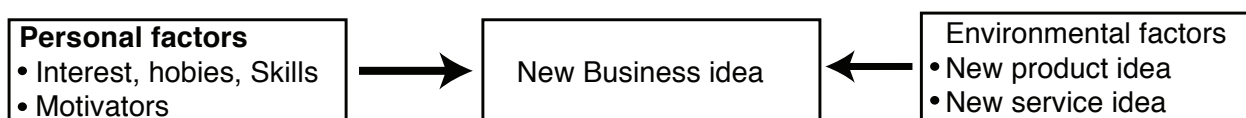
Essential Knowledge, Skills, Attitudes and Values		Knowledge, Skills, Values and	
Knowledge	<ul style="list-style-type: none"> • Business idea • Business idea generation • Business opportunities 		
Skills	<ul style="list-style-type: none"> • Illustrate business idea • Examine the process of generating business ideas • Outline the business opportunities 		
Values	<ul style="list-style-type: none"> • Cultivate self-esteem through business idea generation • Openness in identifying business opportunities 		
Attitudes	<ul style="list-style-type: none"> • Critically analyse business ideas • Appreciate the role of business ideas in venture creation 		

Content Background:

Generating Ideas

A business idea is a product of the mind and can only be produced through creative thinking and observation. It takes an individual to think creatively to generate a good business idea.

Apart from creative thinking, finding a niche or spot in the market place can itself generate successful business ideas. Ideas can range from a new product or service, to improving on what is already available in the market place. The generation of successful business ideas depend on both personal factors as well as environmental factors as illustrated below in the diagram:



Business opportunities

A market gap, usually referred to as a business opportunity, is a demand for a particular product or service by a particular group of consumers. To be successful someone must identify a market gap. Finding a market gap is a big challenge for people. Only those who enjoy challenges can tap into a market gap.

How to identify a market gap

- **Observation.**
- **Using Questionnaires**
- **Practical Consultation.**
- **Knowing through reading.**

References & Resources:

- *Business in Melanesia, Book 1, Jeffery G. Wama and Yuwak Tau, Kim printers, Goroka, PNG, 2008*
- *Business in Melanesia, Book 2, Jeffery Wama Gepul, Tropical Publishers, Mt Hagen, PNG, 2013*

Strand 4: Establishing a Business

Unit 2: Business Start Up and Operation

Content Standard 4.2: Students will be able to analyse and explain the processes, enabling factors, and challenges of starting and operating a business.

Benchmark: 9.4.2.2. Analyse procedures of market research.

Topic: Procedures of market research

Learning Objectives: By the end of the topic, students will be able to:

- Explain the procedures of market research and the market research methods.

Essential Questions

- What are the procedures of undertaking a market research?
- What are the common market research methods?

Core Concepts: Market research, market research methods

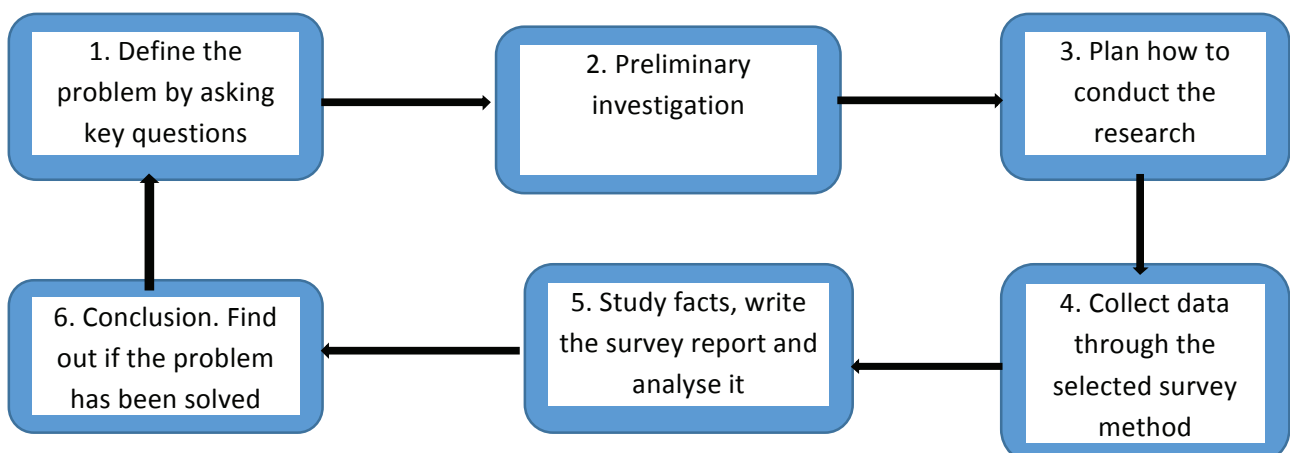
Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Market research • Market research procedures
Skills	<ul style="list-style-type: none"> • Outline procedures of market research
Attitudes	<ul style="list-style-type: none"> • Appreciate the procedures of market research
Values	<ul style="list-style-type: none"> • Openness in the procedures of market research • Self- confidence in the research methods

Content Background:

Market research procedures

Market research will help a business person know if a market exists or not. Several steps are involved in undertaking a market research. Both new and existing businesses can undertake market research to know basic information about demand, location, price, type of customers, process of delivery, etc.

The flow chart showing the procedures in market research



Market research methods

Various market research methods can be used to collect data. This data can then be processed into information and used for further marketing plans and decisions.

In – house research

Existing businesses have a store house of information on past sales figures, location, customer details and demand trends. Such information will assist the business to plan its production in order to meet the demand in the market place.

Primary data collection

Primary data is normally collected directly from the consumers. It is an important method of collecting data about consumer preferences. There are three common methods of collecting primary data. These are experimental testing, surveys and questionnaires and in-depth research.

Secondary data

Secondary data comes from sources other than the customer. These indirect sources may be:

- publications by the government and its organisations
- previous market research information
- reports and other records from the past

References & Resources:

- *Business in Melanesia, Book 1, Jeffery G. Wama and Yuwak Tau, Kim printers, Goroka, PNG, 2008*
- *Business in Melanesia, Book 2, Jeffery Wama Gepul, Tropical Publishers, Mt Hagen, PNG, 2013*

Strand 4: Establishing a Business

Unit 2: Business Start-up and Operation

Content Standard 4.2: Students will be able to analyse and explain the processes, enabling factors, and challenges of starting and operating a business.

Benchmark: 9.4.2.3 Examine a business plan.

Topic: Business Planning

Learning Objectives: By the end of the topic, students will be able to:

- Explain a business plan, the structure of a business plan and its various components.

Essential Questions

- What is a business plan?
- What are the main components of a business plan?

Core Concepts: Business plan, parts of business plan

Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Business plan • Structure of a business plan
Skills	<ul style="list-style-type: none"> • Identify business plan • Examine the structure of a business plan
Attitudes	<ul style="list-style-type: none"> • Appreciate a business plan • Be engaged in planning
Values	<ul style="list-style-type: none"> • Courage in undertaking a business plan • Participate creatively

Content Background

Business plan

Planning is very important for any business regardless of their size or the industry they are involved in.

The business plan captures the owner's dreams and aspirations and converts them into actionable tasks. On the contrary business failure can occur due to a lack of business planning.

Planning avoids risks of business failure and recognises risks and put in place corrective or counter measures.

Business planning is an ongoing thing for every business. Planning is necessary because the business environment always changes and new strategies and goals are needed to remain competitive in business.

The overall purpose of a business plan is to assist the entrepreneur or manager to achieve the highest possible return from the business operation. It forces the entrepreneur or manager to:

- Document and quantify his or her business dream
- Directly face the uncertainties of the new business venture

Business plans can be of any length and complexity, but they all incorporate common elements. These are:

- marketing
- financial
- production
- management
- human resource

Structure of a Business Plan

A well written business plan serves as a good guide for the business owner. The table below briefly outlines the main parts of a business plan.

Title and Executive summary	The title or cover page is followed by the content page. After that is the executive summary which captures the main elements of the business plan in less than one page.
Mission or vision statement	Briefly states what the business is about
SWOT Analysis	Covers the strengths and weaknesses of a business and identifies opportunities and threats present in a business environment
Marketing Market analysis Sales forecast Marketing strategies	Includes a marketing plan that help promote sales, target market, pricing policy, sales targets, promotion, advertising policy and distribution methods Analyses the survey results (if a survey was conducted).
Operations Description of the product Personnel requirements and skills	Covers the day-to-day operations and other issues to do with products and organizational structure and staffing, insurance and security needs, legal issues and equipment.
Finance Requirements Forecasts Records	Financial information that supports the financial forecasts. Startup capital and source of finance.

References & Resources:

- *Business in Melanesia, Book 1, Jeffery G. Wama and Yuwak Tau, Kim printers, Goroka, PNG, 2008*
- *Business in Melanesia, Book 2, Jeffery Wama Gepul, Tropical Publishers, Mt Hagen, PNG, 2013*

Strand 5: Electronic Commerce

Content Standard 5.1: Students will be able to examine how goods and services are produced, promoted, distributed, regulated, priced, and purchased using electronic technology.

Units	Benchmark	Topics	Lesson Titles
Unit 1: Electronic Business	9.5.1.1 Examine general e-commerce products and their marketing processes.	<ul style="list-style-type: none"> • General e-commerce products and their marketing processes 	<ul style="list-style-type: none"> • Online Store • Variety of media sources for online marketing
	9.5.1.2 Compare costing and pricing of products and services online as opposed to direct costing and pricing and state the differences.	<ul style="list-style-type: none"> • Costing and pricing of online products and services compared to direct costing and pricing and their differences 	<ul style="list-style-type: none"> • Pricing • Pricing factors and Strategies
	9.5.1.3 Examine the operational processes and functions of e-commerce and e-marketing.	<ul style="list-style-type: none"> • Operational processes and functions of e-commerce and e-marketing 	<ul style="list-style-type: none"> • Function of an e-Commerce System

Strand 5: Electronic Commerce

Unit 1: Electronic Business

Content Standard 5.1 Students will be able to analyse and explain the processes and requirements for establishing and managing an e- business.

Benchmark: 9.5.1.1 Examine general e- commerce products and their marketing processes.

Topic: General E- commerce Products and Marketing processes

Learning Objectives: By the end of the topic, students will be able to;

- Discuss different process and types of online goods and services by using a variety of media sources

Essential Questions:

- What is electronic commerce?
- What are electronic products and how are they marketed?
- How are online goods different from traditional market goods?
- How goods and services are marketed and purchased using the internet?
- What are online stores and how are they different from physical stores?

Core Concepts: Electronic goods and services, marketing processes, online goods and services

Essential Knowledge, Skills Values and Attitudes	
Knowledge	<ul style="list-style-type: none"> • Electronic commerce • Electronic commerce products, marketing processes
Skills	<ul style="list-style-type: none"> • Outline procedures to utilise variety of media sources for online marketing of goods and services
Attitudes	<ul style="list-style-type: none"> • Appreciative media used for online marketing process
Values	<ul style="list-style-type: none"> • Optimistic, creative, enterprise

Content Background

Electronic Commerce/Business

It refers to companies and individuals that buy and sell goods and services over internet.

Online Store

It is a business that was established to retail a wide range of products to a wide range of customers that cut across different countries?

Online retailing involves of a wide range of products from world class brands and comes under the following product categories:

- Beverages & Cigarettes
- Children
- Computing
- Events & Tickets
- Fashion
- Home Appliance

- Mobile Phones
- Weddings
- Academics Sales.

Examples of online goods(tangible goods)

Food, clothes, cosmetics, books and cars (tangible)

Examples of online services

Electricity and gas (intangible), plumbing, cleaning, education, medical services are some online services provided electronically

How to market electronic goods:

- Build your niche market
- Personalise marketing
- Have an e-commerce site
- Get your products reviewed
- Create a buzz on social media

Online products are goods and services bought and sold over the internet. The traditional market goods are not marketed online.

Physical stores are physical commercial establishments by which sales are carried out within actual premises of a real estate.

References/Sources:

- <https://dr6j45jk9xcmk.cloudfront.net/documents/435/medi-booklet-e-commerce-accessible-e-final.pdf>
- http://www.gov.pe.ca/photos/original/IPEI_ebiz_ecomm.pdf
- <https://www.investopedia.com/terms/e/ecommerce.asp>

Strand 5: Electronic Commerce

Unit 1: Electronic Business

Content Standard 5.1 Students will be able to analyse and explain the processes and requirements for establishing and managing an e- business.

Benchmark: 9.5.1.2 Compare costing and pricing of products and services online as opposed to direct costing and pricing and state the differences.

Topic: Pricing factors and strategies

Learning Objectives: By the end of the topic, students will be able to;

- Explore costing and pricing of products and services online as opposed to direct costing and pricing and state the differences

Essential Questions:

- What are the strategies to follow when determining the costing and pricing of online and direct costing and pricing of goods?
- How are prices of online goods decided and what strategies are needed to determine the costing and pricing of online goods?
- How direct costing of goods is decided and is there any other influences?
- What factors influence costing and pricing of online and direct costing and pricing of goods?

Core Concepts: Pricing of online goods and services, direct market goods and services

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Pricing factors and strategies, • Online costing and pricing of goods and services, • Direct pricing and costing of goods and services
Skills	<ul style="list-style-type: none"> • Compare online and direct pricing and costing of goods and services • Distinguish the differences between online and direct pricing and costing of goods and services • Classify goods and services online and direct
Attitudes	<ul style="list-style-type: none"> • Be open minded to adopt and adapt to online pricing and costing of goods and services
Values	<ul style="list-style-type: none"> • Sustainability, creativity, enterprise

Content Background:

Pricing

Pricing your products is one of the most challenging things in e-commerce. It will affect how much you sell, your margins and even your brand. There are lots of different pricing strategies however there is no one-fits- all formula that will work for every different type of e-commerce business

Pricing factors and strategies

One foremost factor to look for when pricing is how much the product cost you. When you are calculating the cost of the product you must consider the following:

- Production/buying cost
- Labour costs
- Promotional costs
- Support costs that can be associated with the product
- The return rates
- Traditional commerce pricing strategies
- Customer attraction- Attracts customers to store via marketing and SEO
- Order placement- Customer places order using sites shopping cart
- Payment processing- Payment gateway securely secures payment
- Order completion- Order confirmation sent to merchant and customer
- Warehouse fulfillment-Merchant/manufacturer filled the order for shipping
- Shipment- order shipped out to customer address

Pricing Strategy is based on your target audience, how much they are willing to pay, and what your competitors charge for similar products.

References/Sources:

- <https://www.smartcompany.com.au/business-advice/five-factors-to-consider-when-pricing-products-or-services/>
- <https://www.profitwell.com/recur/all/pricing-strategy-guide/>

Strand 5: Electronic Commerce

Unit 1: Electronic Business

Content Standard 5.1 Students will be able to analyse and explain the processes and requirements for establishing and managing an e- business.

Benchmark: 9.5.1.3 Examine the operational processes and functions of e-commerce and e-marketing.

Topic: Operational processes and functions of electronic commerce and e- marketing

Learning Objectives: By the end of the topic, students will be able to;

- Differentiate between operational processes, and functions of e-commerce and e-marketing.

Essential Questions

- What are e commerce operations?
- What are the functions of e commerce?
- How does e commerce operate?
- What are the features of e commerce?
- Differentiate e commerce from e marketing

Core Concepts: e-commerce operations, functions of e-commerce, e-commerce and its features, e- marketing and its features

Essential Knowledge, Skills Values and Attitudes	
Knowledge	<ul style="list-style-type: none"> • e-commerce operations, • functions of e-commerce, • e-commerce and its features
Skills	<ul style="list-style-type: none"> • Examine e- commerce operational processes, features of e- commerce and e- marketing
Attitudes	<ul style="list-style-type: none"> • Have a desire to learn the operational processes, features of e-commerce and e- marketing
Values	<ul style="list-style-type: none"> • Have self- disciplined and be critical in applying the functions of e-commerce and e- marketing in e- business

Content Background:

E-commerce operations are the culmination of the inner workings required to sell products online.

Functions of an E-Commerce System

These are the typical functions of an e-commerce system available both on back office and front office:

- Registration
- Product Management
- VAT and shipping costs
- Basket
- Orders management
- Payment

1. Registration

In order to make payments register with the site, providing all the information needed for shipping and billing. The data will be stored on a database and will be available from the back office.

2. Basket

The basket is a tool that, like a shopping basket, allows users to select the products they want and then go to the checkout for payment. Managing the basket means:

- summarising user requests within the possibilities offered by the catalogue
- checking the basket and possibly cancel/modify the items placed in it
- starting the payment process for the selected products

3. Payment

The payment system is a mechanism that facilitates dialogue between the parties involved in financial transactions: the bank, the store and you with your credit card.

4. Product Management

This is the main part of the e-commerce system and provides all the features required for product placement, order fulfillment, etc., key to the management of online sales. In detail the features in the system are:

Product management: this makes it possible to define a product via a set of standard fields:

- product code
- category
- subcategory
- product name
- description
- image, zoom
- sizes available
- price in euros/dollars
- 'pieces' in stock

The products can be searched by category and subcategory.

5. Order management:

The order is the card that summarises all the delivery and order information to enable correct delivery. It includes:

- list of products purchased
- user information
- details of place of delivery
- delivery time information
- payment information

Managing the order means crossing the information on the registration database, the data in the basket, the delivery information and verification data relating to the payment credit rating. All this information is summarised in a form identified by a number or reference code (order number).

Listing orders and customer details

From the back office of the site you can search and sort orders by:

- customer
- order status
- date
- payment

6. GST and shipping costs

In addition to the cost of products purchased, the system manages the GST and the shipping charges. The e-commerce module is able to manage GST rates in countries within and outside PNG. Shipping costs both fixed and variable are based on the weight and volume of the shipment.

Discounts

Discounts and promotions are managed for a single product or product category

How e-commerce operates

A customer come to the website or online market place and purchase products using electronic payments upon receiving the money, the merchant ships the goods or provides the service.

Features of e-commerce

- Ubiquity
- Global reach
- Universal standards
- Interactivity
- Information density
- Richness
- Personalisation

E-commerce refers to buying and selling online. E-marketing is a process of planning, executing, disturbing, promoting and pricing of goods and services in a networked environment.

References/Sources:

- <https://www.three-brains.com/e-commerce/functions-of-e-commerce/>
- <https://commercemates.com/functions-of-e-commerce-business/>

Strand 5: Electronic Commerce

Content Standard 5.2: Students will be able to identify and examine the different e-commerce technology and explain how they are used for producing, promoting, distributing, regulating, marketing, and purchasing different goods and services.

Unit	Benchmark	Topic	Lesson Titles
Unit 2: Electronic Commerce Technology	9.5.2.1. Identify and explain the functions of different e-commerce technology.	<ul style="list-style-type: none"> • Functions of different e-commerce technology 	<ul style="list-style-type: none"> • E-commerce (electronic commerce) • E-commerce businesses and functions
	9.5.2.2. Analyse the advantages and disadvantages of each technology.	<ul style="list-style-type: none"> • Advantages and disadvantages of each technology 	<ul style="list-style-type: none"> • Disadvantages of modern technology • Advantages of modern technology
	9.5.2.3. Search for and locate key websites that are used for commercial purposes.	<ul style="list-style-type: none"> • Usage of key websites for commercial purposes 	<ul style="list-style-type: none"> • Examples of e-commerce websites • Login commercial websites
	9.5.2.4. Use the links provided by key websites to access the information provided by government, non-government, and commercial institutions.	<ul style="list-style-type: none"> • Key websites access links to information from government, non-government, and commercial institutions 	<ul style="list-style-type: none"> • Link building • Importance of link building
	9.5.2.5. Investigate and explain the process of marketing products and services on the Facebook, You Tube, WhatsApp, and similar applications.	<ul style="list-style-type: none"> • Process of marketing products and services on the Facebook, You Tube, WhatsApp, and similar applications 	<ul style="list-style-type: none"> • Electronic products and services • E-Product and Services marketing
	9.5.2.6. Analyse the benefits of using these applications to marketeers, consumers, businesses and individuals.	<ul style="list-style-type: none"> • Benefits of using applications to marketeers, consumers, businesses and individuals 	<ul style="list-style-type: none"> • Website Application • Using website application
	9.5.2.7. Analyse the advantages, disadvantages, and limitations of these applications.	<ul style="list-style-type: none"> • Advantages, disadvantages, and limitations of these applications 	<ul style="list-style-type: none"> • Use of Website Application • Advantages and disadvantages and limitations of using web application
	9.5.2.8. Research and market a product using the Facebook, You Tube, or WhatsApp.	<ul style="list-style-type: none"> • Utilisation of Facebook, You Tube, or WhatsApp for researching and marketing of a product 	<ul style="list-style-type: none"> • Online Marketing • Online Applications

Strand 5: Electronic Commerce

Unit 2: Electronic Commerce Technology

Content Standard 5.2. Students will be able to identify and examine the different e-commerce technology and explain how they are used for producing, promoting, distributing, regulating, marketing and purchasing different goods and services.

Benchmark 9.5.2.1. Identify and explain the functions of different e-commerce technology.

Topic: E-commerce technologies and their functions.

Learning Objectives: By the end of the topic, students will be able to;

- Examine the functions of different e-commerce technology.

Essential Questions

- What are the different e-commerce technology?
- What are the functions of each e-commerce technology?

Core Concepts: Technology that enhances e-commerce?

Knowledge, Skills Values and Attitudes	
Knowledge	<ul style="list-style-type: none"> • Different e-commerce technologies and their functions
Skills	<ul style="list-style-type: none"> • Outline the different e-commerce technologies • Explain the different functions of e-commerce technologies • Demonstrate use of e-commerce technologies
Attitudes	<ul style="list-style-type: none"> • Have the desire to learn about e-commerce technologies and its functions • Be optimistic to apply the different functions of e-commerce in real application.
Values	<ul style="list-style-type: none"> • Being creative in using e-commerce technologies, • self-disciplined, Being diligent in the use of e-commerce technologies

Content Background:

The e-commerce technologies and their functions

1. M-Commerce or Mobile Commerce Technology

For instance, mobile money transfer, mobile ticketing, mobile vouchers, coupons and loyalty cards, content purchase and delivery, location-based services, information services, mobile banking, mobile brokerage, auctions, mobile browsing, mobile investment, in-application mobile phone payments, mobile marketing, and advertising.

2. Electronic Funds Transfer (EFT) Technology

For instance, direct debit or deposit for payments or withdrawals, credit and debit cards, e-bill payments, and instant payments are a bouquet of e-payment options, which determine our concurrent financial activities.

3. Supply Chain Management (SCM) Technology

The role of supply chain management technology has become more evident in the field of e-Commerce and given birth to various online portals for B2B, B2C, C2B, and C2C like-business models. SCM covers both phases, pre-production, and post-production to ease the flow on the one hand and efficiency on the other hand.

4. Online Transaction Processing (OLTP) or Payment Gateway Technology

Digital wallets are one of the best and highly used examples of the advancement of OLTP technologies. It is because our internet is not restricted to the wired network. We have Wi-Fi and Bluetooth wireless network options to explore. Mobile networks are another option in the market. Digital wallets have made payment quick, simple, and secure for everyone.

5. Electronic Data Interchange (EDI) or Order Management Technology

Electronic data interchange technology helps e-Commerce to accomplish communicating information that a business does on-paper in traditional ways. For instance, e-Commerce merchants and shoppers both enjoy automatically placing orders, creating invoices, and tracking the entire shipment process through various integrations of other systems or software.

6. Inventory Management Technology

The modern inventory management software comes with many attractive features. Out of those, some essential features are:

- Reorder points
- Asset tracking
- Service management
- Product identification
- Inventory optimisation

References/Sources:

- <https://www.jeffbullas.com/ecommerce-technologies/>

Strand 5: Electronic Commerce

Unit 2: Electronic Commerce Technology

Content Standard 5.2. Students will be able to identify and examine the different e-commerce technology and explain how they are used for producing, promoting, distributing, regulating, marketing and purchasing different goods and services.

Benchmark 9.5.2.2. Analyse the advantages and disadvantages of e-commerce technology.

Topic: Advantages and disadvantages of e-commerce technology

Learning Objectives: By the end of the topic, students will be able to:

- Investigate the advantages and disadvantages of e-commerce technology.

Essential Questions:

- What are the advantages of e-commerce technology?
- What are the disadvantages of e-commerce technology?

Core Concepts: Technology for commercial purposes, advantages and disadvantages of using technology for commercial purposes

Essential Knowledge, Skills Values and Attitudes	
Knowledge	<ul style="list-style-type: none"> • Advantages and disadvantages of e-commerce technology
Skills	<ul style="list-style-type: none"> • Distinguish and differentiate the advantages and disadvantages of using technology for commercial purposes
Attitudes	<ul style="list-style-type: none"> • Being open minded to accommodate for the advantages and suggest improvements for disadvantages in the use of technology
Values	<ul style="list-style-type: none"> • Have the affection to use technology for commercial purposes

Content Background

1. Advantages of E-Commerce

The biggest advantages are the low costs, the flexibility and speed, and the high levels of data.

i. Low Costs

Opening a business online, on the other hand, is much less expensive, compared to opening a store which is expensive due to its related costs.

ii. Flexibility and Speed

- An e-commerce website, on the other hand, can be up and running in just a few days if you use a hosted solution.
- An e-commerce site is extremely flexible which allows to and lets you adapt to the changes needed for customers and the changing demands of the business environment.
- Enables working from anywhere with an Internet connection.
- No need to have office space; you can work from home.

iii. Data

- Enables the collection of data on how long your customers stay on your site, what they look at, and how they go about making purchases.
- Gives you direct insight into what is making them click “Buy” or what is stopping them.

2. Disadvantages of E-Commerce

i. Navigation

- Losing customers who cannot find your business location or business profile.

ii. Simplicity

- If your website is not clear and user-friendly, and that means it's not simple.
- The fewer times your customers have to click to make a purchase, the easier it is for them to do and the more likely they'll go through with it.

iii. Stability

- If your site is not stable – that means it does crash or take forever to load.
- If your site is not technically sound, your customers will hit a virtual brick wall.
- If you do not check the functionality of your cart and payment sections, the transactional components will not be flawless and smooth.

iv. Security

- If customers do not feel secure when they make an online purchase and are not reassured that their financial information will not be shared or compromised.
- If steps are not taken to protect customer data and personal information without regularly changing your passwords on your site to discourage breaches and closely monitoring your reports and data to identify any security risks.
- Not remaining vigilant and being proactive, you cannot protect your site, which in turn protects your customers and builds trust and loyalty.
- A security breach can cost you your whole business.

v. Credibility

- Creating good customer relationships can be more challenging in the e-commerce world because of the lack of face-to-face communications.
- No aim for professionalism and credibility in your website and online marketing.
- Not obtaining customer testimonials so customers can identify with others and their experiences.
- Not giving an excellent experience to customers to make sure you stand out knowing that customers have a lot of choices when they are shopping online,

References/Sources:

- <https://aofund.org/resource/e-commerce-advantages-and-disadvantages/>
- <https://blog.apruve.com/e-commerce-advantages-and-disadvantages>

Strand 5: Electronic Commerce

Unit 2: Electronic Commerce Technology

Content Standard 5.2. Students will be able to identify and examine the different e-commerce technology and explain how they are used for producing, promoting, distributing, regulating, marketing and purchasing different goods and services.

Benchmark 9.5.2.3. Search for and locate key websites that are used for commercial purposes.

Topic: Key Websites used for commercial purposes

Learning Objectives: By the end of the topic the students will be able to;

- Examine key websites that are used for commercial purposes.

Essential Questions:

- What are some of the key website used for commercial purposes?
- Where can you find the key website used for commercial purposes?

Core Concepts: Websites used for commercial purposes

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Key websites used for commercial purposes
Skills	<ul style="list-style-type: none"> • Explore different types of websites • Categorise the websites into their uses
Attitudes	<ul style="list-style-type: none"> • Have the desire to learn about websites • Being optimistic on the use of websites and its purpose
Values	<ul style="list-style-type: none"> • Value the significance of websites in commercial purposes

Content Background:

Examples of e-commerce websites

Note that these examples are only a few of the many licensed and open source software e-commerce products available on the Internet. You should investigate whether these products are suitable for your needs. There are general directories that reference e-commerce products such as www.wikipedia.com, www.opensourcecms.com (open source products), and www.cmsmatrix.org. You may also want to look at various blogs and forums for product comparisons and reviews.

Examples of e-commerce website products

Licensed e-commerce solutions

- **Fortune 3** - www.fortune3.com
can choose a number of features – shopping cart software, program to design e-commerce websites. 30 day free trial. Will also provide hosting services.
- **Volusion** - www.volusion.com
A more complete e-commerce package. Allows setting up of a whole e-commerce website.
- **Shopify** - www.shopify.com
A hosted application that allows you to set up an online store to sell your goods. It lets you organize your products, customize your storefront, accept credit card payments, track and respond to orders.

- **ClicShop** - www.clicshop.com
Products and services to help you build your online catalogue and shopping cart solutions. All packages include e-commerce hosting services.
- **Canada Post Sell Online** -
www.canadapost.ca/cpo/mc/business/solutions/sellonlinedetails.jsf
Solutions for building online stores, adding shopping carts to online stores, and adding shipping to online store.
- **osCommerce Online Merchant** - www.oscommerce.com
It features a set of off the shelf online shopping cart functionality so that storeowners can setup, run, and maintain online stores.
- **Zen Cart** - www.zen-cart.com
Free shopping cart software with a variety of features.
- **AgoraCart** - www.agoracart.com
Free shopping cart software with a variety of features.
- **NOP shopping Cart** - www.nopdesign.com/freecart/
Free shopping cart software.
- **PayPal** - www.paypal.com
The most popular third party payment processor. Processing payments examples
- **BeanStream** - www.beanstream.com
- **InternetSecure** - www.internetsecure.com
- **Psigate** - www.psigate.com
Provides payment processing solutions with respect to merchant Accounts, payment gateway, and fraud protection.
- **Level Ten** - www.leveltendesign.com/services/ecommerce-websites
A processing payments option through credit cards. Allows for real time transactions.

References/Sources:

- <https://www.wikipedia.com>
- <https://www.fortune3.com>
- <https://www.clicshop.com>
- <https://www.zen-cart.com>
- <https://www.agoracart.com>
- <https://www.nopdesign.com/freecart/>
- <https://www.paypal.com>
- <https://www.internetsecure.com>
- <https://www.leveltendesign.com/services/ecommerce-websites>

Strand 5: Electronic Commerce

Unit 2: Electronic Commerce Technology

Content Standard 5.2. Students will be able to identify and examine the different e-commerce technology and explain how they are used for producing, promoting, distributing, regulating marketing and purchasing different goods and services.

Benchmark: 9.5.2.4. Use the links provided by key websites to access the information provided by government, non-government, and commercial institutions.

Topic: Research using links

Learning Objectives: By the end of the lesson the students will be able to:

- Research and collect information using links provided by the key websites used for commercial purposes.

Essential Questions

- What are website links?
- What are the links delivered by key websites?
- Why are links given or provided by the key websites used for commercial purposes?

Core Concepts: Links delivered by websites, website links, accessing information using the websites

Essential Knowledge, Skills, Attitudes and values	
Knowledge	<ul style="list-style-type: none"> • Links provided by key websites used for commercial purposes
Skills	<ul style="list-style-type: none"> • Create, compare, contrast, outline, design
Attitudes	<ul style="list-style-type: none"> • Optimistic, creative, desire to learn
Values	<ul style="list-style-type: none"> • Creativity, self- disciplined, critical diligent

Content Background

What is a Hyperlink (or Link)?

In a website, a hyperlink (or link) is an item like a word or button that points to another location. Clicking on a link will take you to the target of the link, which may be a webpage, document or other online content.

Websites use hyperlinks as a way to navigate online content. Hyperlinks can point to web content that is part of that website, or it can point to web content that is part of external websites. **URL**, an address system that keeps track of Web documents

- **HTTP**, a transfer protocol to find documents when given their URLs
- **HTML**, a document format allowing for embedded hyperlinks

In the three pillars, everything on the Web revolves around documents and how to access them. The Web's original purpose was to provide an easy way to reach, read, and navigate through text documents.

Types of links

- **Internal link**

A link between two webpages, where both webpages belong to the same website, is called an internal link.

External link

A link from your webpage to someone else's webpage.

- **Incoming links**

A link from someone else's webpage to your site. It is the opposite of an external link. Note that you don't have to link back when someone links to your site.

Lists website links provided for commercial purposes

There is an easy way to improve your local search engine optimization (SEO). All you have to do is list your business in online business directories such as Yellow Pages, Manta, and more. This is called building citations, and it's a critical piece of a local marketing strategy.

Make sure your business listing has the following information once you add it to a directory:

- **Consistent NAP, A link to your website, A company description and Multimedia:**

Free Business Listings	
1. Facebook	7. MapQuest
2. Apple Maps	8. HubSpot
3. Google My Business	9. Super Pages
4. LinkedIn Company Directory	10. YellowBook.com
5. Bing	11. Thumbtack
6. Yelp	12. MapQuest

References/Sources:

- https://developer.mozilla.org/en-US/docs/Learn/Common_questions/What_are_hyperlinks
- <https://www2.unbc.ca/sites/default/files/sections/web/links.pdf>
- <https://blog.hubspot.com/blog/tabid/6307/bid/10322/the-ultimate-list-50-local-business-directories.aspx>

Strand 5: Electronic Commerce

Unit 2: Electronic Commerce Technology

Content Standard 5.2. Students will be able to identify and examine the different e-commerce technology and explain how they are used for producing, promoting, distributing, regulating, marketing and purchasing different goods and services.

Benchmark: 9.5.2.5. Investigate and explain the process of marketing products and services on Facebook, You Tube, WhatsApp, and similar applications.

Topic: Processes of marketing products via internet

Learning Objectives: By the end of the lesson the students will be able to:

- Examine the process of marketing products and services on the Facebook, You Tube, WhatsApp, and similar applications.

Essential Questions

- What processes are involved in marketing products and services on Facebook similar to that of WhatsApp and You Tube?

Core Concepts: Electronic products marketing processes

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Online marketing processes using Facebook, You Tube, WhatsApp, and similar applications.
Skills	<ul style="list-style-type: none"> • Illustrate a marketing process of a products or service using Facebook, You Tube, WhatsApp, and similar applications.
Attitudes	<ul style="list-style-type: none"> • Optimistic, creative, desire to learn
Values	<ul style="list-style-type: none"> • Creativity, self- disciplined, critical diligent

Content Background

Selling online using the website - Setting up an online store using Facebook

This section describes what is involved in selling online vis-à-vis your own website. In order to process an online sales transaction three things are needed:

1. Shopping cart
2. Secure server
3. Payment processing

1. Shopping carts

Shopping cart software keeps track of what the user selects to buy from the website before proceeding to the "checkout". An online shopping cart consists of three parts:

(Product catalogue, Shopping list, Checkout system)

2. Secure server

The secure server helps provide protection against the loss or modification of personal information. Secure Socket Layer (SSL) is the most commonly used technology for secure online transactions. SSL encrypts (or codes) all data between the shop's server and the customer's computer.

Protecting transaction information (how do you protect transaction information)

Look for the following:

- A URL address that begins with <https://> as opposed to <http://>
- A browser that notifies you that you are on a secure site. Many browsers use a symbol (e.g. lock icon) or a message

What is YouTube marketing?

YouTube marketing is the practice of promoting a brand, product, or service on YouTube. It can involve a mix of tactics, including (but not limited to):

- Create a YouTube marketing strategy in 10 steps

WhatsApp for business or personal

It is because:

- It's free, It's reliable, It's widely available, It's not just about texting

How to use WhatsApp for business

WhatsApp Business was built specifically with the small business owner in mind and offers specialized solutions that can help you connect with your customers.

How to create a WhatsApp Business account

References/Sources:

- <https://ecommerce-platforms.com/ecommerce-selling-advice/how-to-create-a-facebook-shop-page>
- <https://blog.hootsuite.com/youtube-marketing/>
- <https://www.hubspot.com/youtube-marketing>
- https://blog.hootsuite.com/whatsapp-marketing/#How_to_use_WhatsApp_for_business
- <https://sendpulse.com/support/glossary/whatsapp-marketing>

Strand 5: Electronic Commerce

Unit 2: Electronic Commerce Technology

Content Standard 5.2. Students will be able to identify and examine the different e-commerce technology and explain how they are used for producing, promoting, distributing, regulating, marketing and purchasing different goods and services.

Benchmark: 9.5.2.6. Analyse the benefits of using these applications to marketeers, consumers, businesses and individuals.

Topic: Benefits of marketing products and services online

Learning Objectives: By the end of the topic the students will be able to:

- Discuss the benefits of using WhatsApp, YouTube, Facebook and other applications for marketers, consumers, businesses and individuals.

Essential Questions

- How do marketeers, consumers, businesses and individuals benefits from online marketing using Facebook, WhatsApp, etc..?

Core Concepts: Web application, benefits of using web, use of web application

Essential Knowledge, Skills Attitudes Values	
Knowledge	<ul style="list-style-type: none"> • Ways marketeers, consumers, businesses and individuals benefit from online marketing through WhatsApp, YouTube, Facebook and other applications
Skills	<ul style="list-style-type: none"> • Outline the ways marketeers, consumers, businesses and individuals benefit from online marketing through WhatsApp, YouTube, Facebook and other applications
Attitudes	<ul style="list-style-type: none"> • Optimistic, creative, desire to learn
Values	<ul style="list-style-type: none"> • Creativity, self- disciplined, critical diligent

Content Background

Benefits of Social Media Marketing

Social media is online communication that allows you to interact with your customers and share information in real time. You can use social media to:

- reach your customers better
- create online networks
- sell and promote your products and services.

However, there is risk in using social media for your business. Tread carefully and learn both the pros and cons before you start.

Social media can help your business to:

- attract customers, get customer feedback and build customer loyalty
- increase your market reach, including international markets
- do market research and reduce marketing costs
- increase revenue by building customer networks and advertising
- develop your brand
- exchange ideas to improve the way you do business
- recruit skilled staff, for example through job networking sites like LinkedIn
- increase traffic to your website and improve its search engine ranking
- keep an eye on your competitors.

References/Resources:

- <https://business.gov.au/online/social-media-for-business>
- <https://blog.hootsuite.com/social-media-for-business/>
- <https://www.webfx.com/social-media/learn/social-media-benefits/>

Strand 5: Electronic Commerce

Unit 2: Electronic Commerce Technology

Content Standard 5.2. Students will be able to identify and examine the different e-commerce technology and explain how they are used for producing, promoting, distributing, regulating, marketing and purchasing different goods and services.

Benchmark: 9.5.2.7. Analyse the advantages, disadvantages and limitations of these applications.

Topic: Advantages, disadvantages and limitations of using web applications

Learning Objectives: By the end of the topic, students will be able to;

- Examine the advantages, disadvantages and limitations of using online marketing applications

Essential Questions

- What are the advantages and limitations of using online marketing applications?
- What are the disadvantages and limitations of using online marketing applications?

Core Concepts: Advantages of web applications, Disadvantages of web applications
Limitations of web applications

Essential Knowledge, Skills Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Advantages and disadvantages of using online marketing applications
Skills	<ul style="list-style-type: none"> • Compare and contrast advantages and disadvantages of using online marketing applications
Attitudes	<ul style="list-style-type: none"> • Optimistic, creative, desire to learn
Values	<ul style="list-style-type: none"> • Creativity, self- disciplined, critical diligent

Content Background

Advantages of social media marketing

- **Increased brand awareness**
Almost every person owns a smartphone, desktop, or laptop, and they spend a lot of time on social media sites, doing any sort of social media marketing if implemented correctly should at worst increase brand recognition for your business.
- **Better customer satisfaction**
Followers will like, comment, and share these posts, and before long prospective customers will ask questions relating to your products and services, and they expect a quick reply. It is this immediacy of contact that improves customer satisfaction.
- **Cost effective**
Social media marketing can be cost-effective when you know how to do it well. The initial creating of a new profile and signing in is free for almost every social media platform so getting set up is not a huge investment or risk.

- **Increased inbound traffic**
Online marketing should increase inbound traffic to your website. With SMM, when the campaign is expertly crafted with a one-click action from the channel to your website and ideally the product page, visitors will come and stay on your site if they like what they see and read.
- **Gain market insight**
For any business to succeed, it must know its customers really well. What are their needs, opinions and interests? This is called personalised data that is the insight of customer expectations and desires from current digital marketing initiatives.
- **Customer data analysis**
Sites like Facebook have third-party providers specialising in software and services for data segmentation and businesses using the data get the reward with their social media marketing adverts been seen by their intended customers.

Disadvantages of social media marketing

Social media may not suit every business. If you launch your social media presence without planning, you could end up wasting valuable time and money.

Disadvantages of social media include:

- needing additional resources to manage your online presence
- social media is immediate and needs active daily monitoring
- you may get unwanted or inappropriate behaviour on your social media site
- the risk of getting negative feedback, information leaks or hacking
- the risk of having false or misleading claims made on your social media (by your business or a customer). These claims can be subject to consumer law. For example, if a customer or fan posts misleading or deceptive information, particularly about competitor products or services, you might receive a fine.

References/Resources:

- <https://business.gov.au/online/social-media-for-business>
- <https://www.businessblogshub.com/2018/06/top-5-advantages-and-disadvantages-of-social-media-marketing/>

Strand 5: Electronic Commerce

Unit 2: Electronic Commerce Technology

Content Standard 5.2. Students will be able to identify and examine the different e-commerce technology and explain how they are used for producing, promoting, distributing, regulating, marketing and purchasing different goods and services.

Benchmark: 9.5.2.8. Research and market a product using the Facebook, You Tube, or WhatsApp.

Topic: Online Marketing (Facebook, YouTube and WhatsApp)

Learning Objectives: By the end of the topic, students will be able to;

- Market products using the Facebook, YouTube and WhatsApp and other similar applications.

Essential Questions

- How do you market product effectively using Facebook, WhatsApp and etc...?

Core Concepts: Online marketing, online applications, Facebook, your tube and what's App

Essential Knowledge, skills, attitudes and values	
Knowledge	<ul style="list-style-type: none"> • Online marketing using online applications like Facebook, YouTube and WhatsApp
Skills	<ul style="list-style-type: none"> • Compare and contrast the effectiveness of using Online marketing applications
Attitudes	<ul style="list-style-type: none"> • Optimistic, creative, desire to learn
Values	<ul style="list-style-type: none"> • Self- disciplined, critical diligent

Content Background:

Facebook Shops and Marketplace

As social commerce gains popularity for online shoppers, it will be an advantage for retailers to learn how to sell on Facebook on top of having an online store. Selling on Facebook can be done through Facebook Shops and Facebook Marketplace.

Facebook Shops

Helps small businesses set up a single online store for their customers to access on both Facebook and Instagram.

Facebook Marketplace

Individuals and businesses can use this feature. If you have a Facebook business page and a Facebook Shop with checkout, you can sell as a business on Marketplace (currently limited to US merchants).

How to create a WhatsApp Business account

How to create a WhatsApp Business account

YouTube

While creating videos to market your online video website, the goal should be to promote your content, catch the viewer's interest, and ultimately send them to your website.

7 Types of YouTube Video Viewers-Marketing Strategies

There are a range of video formats you can create to promote your VOD website on YouTube.

- 1. Website Trailers**
- 2. Video Teasers and Previews**
- 3. Product Reviews**
- 4. Expert advice**
- 5. Interviews with industry leaders**
- 6. Events**
- 7. Free content**

References/Resources:

- <https://fitsmallbusiness.com/how-to-sell-on-facebook-shop/>
- <https://blog.hootsuite.com/whatsapp-marketing/>
- <https://www.uscreen.tv/blog/sell-videos-on-youtube/>
- <https://www.ecwid.com/blog/how-to-sell-using-youtube.html>

Strand 5: Electronic Commerce

Content Standard 5.3. Students will be able to examine how goods and services are produced, promoted, distributed, regulated, priced, and purchased using electronic technology.

Unit	Benchmark	Topic	Lesson Tittles
Unit 3: Electronic Marketing	9.5.3.1. Define e-marketing and analyse its characteristics.	<ul style="list-style-type: none"> E-marketing and its characteristics 	<ul style="list-style-type: none"> Electronic Marketing Characteristics of e-marketing E-commerce
	9.5.3.2. Investigate the differences and similarities between e-marketing and traditional or conventional marketing.	<ul style="list-style-type: none"> Differences and similarities between e-marketing and traditional or conventional marketing 	<ul style="list-style-type: none"> Trends in marketing Traditional and e-marketing practices Advantages and disadvantages of e-marketing.
	9.5.3.3 Evaluate the impact and benefits of e-commerce to business and society.	<ul style="list-style-type: none"> Impact and benefits of e-commerce to business and society. 	<ul style="list-style-type: none"> Benefits of e-commerce Impacts of e-commerce
	9.5.3.4. Analyse the advantages and disadvantages of using the internet for commercial purposes.	<ul style="list-style-type: none"> Advantages and disadvantages of using the internet for commercial purposes 	<ul style="list-style-type: none"> Advantages of using internet for commercial purposes Disadvantages of using the internet for commercial purposes
	9.5.3.5. Explain the process of e-marketing and evaluate each step.	<ul style="list-style-type: none"> Process and steps of e-marketing 	<ul style="list-style-type: none"> Electronic marketing process Steps to create a marketing plan
	9.5.3.6. Identify and examine the range of e-commerce used by public and private organisations.	<ul style="list-style-type: none"> Public and private organisations utilising range of e-commerce 	<ul style="list-style-type: none"> E-commerce Types of e-commerce
	9.5.3.7. Analyse the elements of marketing mix and how they are used in e-marketing.	<ul style="list-style-type: none"> Elements of marketing mix and their utilisation in e-marketing 	<ul style="list-style-type: none"> Electronic marketing mix Adapting the product element on internet

Strand 5: Electronic Commerce

Unit 3: Electronic Marketing

Content Standard 5.3. Students will be able to examine how goods and services are produced, promoted, distributed, regulated, priced, and purchased using electronic technology.

Benchmark: 9.5.3.1. Define e-marketing and analyse its characteristics.

Topic: Introduction to e-marketing and its characteristics.

Learning Objectives: By the end of the topic, students will be able to;

- Distinguish e-marketing and their characteristics.

Essential Questions

- What is e-marketing?
- What are the characteristics of e-marketing.

Core Concepts: The concept of Electronic marketing, Characteristics of e-marketing, types of e-marketing

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	• Electronic marketing and its characteristics
Skills	• Create, compare, contrast, outline, design
Attitudes	• Optimistic, creative, desire to learn
Values	• Creativity, self- disciplined, critical diligent

Content Background:

What is Electronic Marketing?

Electronic Marketing is the process of marketing a product, service or brand using the Internet.

E-Marketing:

- is the future of shopping today, as it has contributed to changing the ways of buying and selling services and products.
- is every activity that is done on the Internet to reach a potential or target customer, in order to market a product, service, or content and achieve the highest level of sales and profit.
- relies mainly on the emergence of e-commerce, which helps to reduce the apparent gap between the manufacturer and the consumer.
- manages to achieve the satisfaction of a large number of customers because it provides many options for buying online.
- The advertisement of services and products by using the internet the Internet, through the use of websites and e-mail.
- is a relatively new field and it has witnessed significant growth and development during the past few years. It is an area that is constantly evolving.
- is not just a branch of marketing in general, but it represents the nature of a technological age in which we live now.
- Contributed greatly to the development and formation of the concept of marketing in general.

Characteristics of Electronic Marketing

There are many characteristics that distinguish e-marketing, the most important of which are:

Addressability: the ability of the Internet by providing assistance to agencies in order to determine their customers purchase. The role of digital technology is to provide multiple options for website users to determine their requirements.

Interactivity: Interactivity is the ability of customers to express their desires directly to enterprises, through their response and interaction with the marketing communications issued by these institutions.

Memory: It is the ability of electronic marketing to access databases that contain information about customers and their purchase dates.

Agencies can use customer information in a timely manner in order to provide marketing offers to them.

Control: Customers are able to control all the information provided to them and what they want, and without forcing them to provide any confidential information.

Accessibility: This provides more detailed information to customers about the business products and prices, while activating the ability to compare a group of products. Therefore, commercial business seeks to develop their products based on their customers and interest and in an effort to reach new customers.

References/Resources:

- <https://www.scientificworldinfo.com/2020/02/electronic-marketing-characteristics-types-and-methods.html>
- https://en.wikipedia.org/wiki/Digital_marketing

Strand 5: Electronic Commerce

Unit 3: Electronic Marketing

Content Standard 5.3. Students will be able to examine how goods and services are produced, promoted, distributed, regulated, priced, and purchased using electronic technology.

Benchmark: 9.5.3.2. Investigate the differences and similarities between e-marketing and traditional or conventional marketing.

Topic: Difference and similarities of e-marketing and traditional marketing.

Learning Objectives: By the end of the topic, students will be able to;

- Analyse the differences and similarities between traditional and e-marketing
- Examine the advantages and disadvantages of e-marketing.

Essential Questions:

- What is the traditional or conventional marketing?
- How is a traditional market different from an electronic market?
- What are the advantages and disadvantages of e-marketing
- What are the disadvantages of online shopping?

Core Concepts: Trends in marketing, Traditional or conventional marketing and disadvantages and advantages of e-marketing

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Traditional versus e- marketing practices • Advantages and disadvantages of e-marketing
Skills	<ul style="list-style-type: none"> • Create, compare, contrast, outline, design
Attitudes	<ul style="list-style-type: none"> • Optimistic, creative, desire to learn
Values	<ul style="list-style-type: none"> • Creativity, self- disciplined, critical diligent

Content Background:

Comparison table of the differences between the traditional marketing and e-marketing

Basis for Comparison	Traditional Marketing	e-Marketing
Meaning	Traditional Marketing refers to the marketing that uses traditional channels or media, for the purpose of marketing communication.	e-Marketing implies the marketing of products and services via digital channels, such as the internet, smartphone, display ads, and other digital medium.

Nature	Static	Dynamic
Conversion	Slow	Comparatively fast
Engagement	Low	Comparatively high
Return on Investment	Cannot be measured easily.	Can be measured easily.
Effectiveness and expensiveness	Less effective more expensive	Less expensive more effective
Tracking	Not possible	Possible
Targeting	Standardised	Customised
Tweaking	Not possible once the ad is placed.	Can be performed anytime, even after the ad is placed.
Reach	Local	Global
Results	Delayed results	Quick and real-time results
Interruptions	Consumers cannot skip the ads, as they are bound to see them.	Allows the consumers to avoid or skip the ads which do not interest them.
Communication	One-way Communication	Two-way Communication

Advantages of e-marketing

Following are the major advantages of using e-marketing for your products and services and brands.

- Less Risky
- Cost Reduction by Automation
- Fast Response
- Easy Data Collection & Evaluation
- Personalization
- More Interactions
- More Exposure
- Global Accessibility

Disadvantages of E-marketing

Below are the disadvantages of using e-marketing for your products and services.

- Relying on Technology
- Privacy & Security Issues
- Maintenance Cost
- Higher Price Competition

References/Resources:

- <https://keydifferences.com/difference-between-traditional-marketing-and-digital-marketing.html>
- <https://www.marketingtutor.net/advantages-and-disadvantages-of-e-marketing/>

Strand 5: Electronic Commerce

Unit 3: Electronic Marketing

Content Standard 5.3. Students will be able to examine how goods and services are produced, promoted, distributed, regulated, priced, and purchased using electronic technology.

Benchmark: 9.5.3.3 Evaluate the impact and benefits of e-commerce to business and society.

Topic: Impacts and benefits of e-commerce to business and society.

Learning Objectives: By the end of the topic, students will be able to:

- Explain the impacts and the benefits of e-commerce to business and society.

Essential Questions:

- How has e-commerce impacted the society, producers, marketers and consumers?
- What are the benefits of e-commerce to business and societies?

Core Concepts: Benefits and impacts of electronic commerce to business and society

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Impacts of e-commerce on business, society, producers and consumers
Skills	<ul style="list-style-type: none"> • Create, compare, contrast, outline, design
Attitudes	<ul style="list-style-type: none"> • Optimistic, creative, desire to learn
Values	<ul style="list-style-type: none"> • Creativity, self-disciplined, critical diligent

Content Background:

The Impact of Electronic Commerce on Business

E-Commerce and E-Business are not solely the Internet, websites or dot com companies. It is about a new business concept that incorporates all previous business management and economic concepts.

Impacts on e-business and e-commerce on areas of business discipline.

- 1. Management Information Systems** – Analysis, design and implementation of e-business systems within an organization; issues of integration of front-end and back-end systems
- 2. Human Resource Management** – Issues of on-line recruiting, home working and ‘Entrepreneurs’ works on a project by project basis replacing permanent employees.
- 3. Finance and Accounting** – On-line banking; issues of transaction costs; accounting and auditing implications where ‘intangible’ assets and human capital must be tangibly valued in an increasingly knowledge based economy.
- 4. Economics** – The impact of e-commerce on local and global economies is to understand the concepts of a digital and knowledge-based economy and how this fits into economic theory
- 5. Production and Operations Management** –The impact of on-line processing has led to reduced cycle times.

- 6. Marketing** – Issues of on-line advertising, marketing strategies and consumer behavior and cultures.
- 7. Computer Sciences** – Development of different network and computing technologies and languages to support e-commerce and e-business
- 8. Business Law and Ethics** – The different legal and ethical issues that have arisen as a result of a global 'virtual' market issues such as copyright laws, privacy of customer information, legality of electronic contracts etc.

The Benefits of E-Commerce to Business and Society

The benefits of e-commerce can be seen to affect three major stakeholders: Business Organizations, Consumers and Society.

1. Benefits of E-Commerce to Business

- a) International Marketplace** - What used to be a single physical market place located in a geographical area has now become a borderless market place including national and international markets? By becoming e-commerce enabled, businesses now have access to people all around the world. In effect all e-commerce businesses have become virtual multinational corporations.
- b) Operational Cost Savings** - The cost of creating, processing, distributing, storing and retrieving paper-based information has decreased.
- c) Mass Customization** - E-commerce has revolutionised the way consumers buy goods and services. The processing allows for products and services to be customised to the customer's requirements.
- d) Lower Telecommunications Cost** - The Internet is much cheaper than value added networks (VANs) which were based on leasing telephone lines for the sole use of the organisation and its authorised partners. It is also cheaper to send a fax or e-mail via the Internet than direct dialing.
- e) Digitization of Products and Processes** - Particularly in the case of software and music/video products, this can be downloaded or e-mailed directly to customers via the Internet in digital or electronic format. f) No more 24-hour -time Constraints - Businesses can be contacted by or contact customers or suppliers at any time.

3. Benefits of E-Commerce to Society

- a) Enables more Flexible Working Practices** - This enhances the quality of life for a whole host of people in society, enabling them to work from home. Not only is this more convenient and

provides happier and less stressful working environments, it also potentially reduces environmental pollution as fewer people have to travel to work regularly.

b) Connects People - Enables people in developing countries and rural areas to enjoy and access products, services, information and other people which otherwise would not be so easily available to them.

c) Facilitates Delivery of Public Services - For example, health services available over the Internet (on-line consultation with doctors or nurses) filing taxes over the Internet through the Inland Revenue website.

References/Resources:

- <https://www.linkedin.com/pulse/impact-electronic-commerce-business-organization-kiran-m>

Strand 5: Electronic Commerce

Unit 3: Electronic Marketing

Content Standard 5.3. Students will be able to examine how goods and services are produced, promoted, distributed, regulated, priced, and purchased using electronic technology.

Benchmark: 9.5.3.4. Analyse the advantages and disadvantages of using the internet for commercial purposes.

Topic: Advantages and Disadvantages of using the internet

Learning Objectives: By the end of the topic, students will be able to:

- Examine the advantages and disadvantages of using internet for commercial purposes.

Essential Questions:

- Why is internet essential for commercial purposes?
- What are the advantages of using internet for commercial purposes?
- What are the disadvantages of using internet for commercial purposes?

Concepts: internet use for commercial purposes, advantages of use of internet, Disadvantages of use of internet

Knowledge, skills, attitudes and values	
Knowledge	Advantages and disadvantages of using internet for commercial purposes
Skills	Compare and contrast the advantages of using internet and disadvantages of using internet for commercial purposes
Attitudes	Optimistic, creative, desire to learn
Values	Creativity, self- disciplined, critical, diligent

Content Background:

The explosion of the internet has irrevocably changed the face of business. Although it can seem like the internet is the be-all and end-all of business activities, it is always best to take into account the needs of your business and to weigh the advantages and disadvantages of including the internet in your business model.

Advantages of using the Internet for Business Activity

1. Potential Access to a Global Market

The internet is an excellent tool for increasing the visibility of your business. The internet overlooks physical borders, thereby giving your products and services heightened exposure to a global audience.

2. Reduced Marketing Costs

With the rise of the internet, there has been a huge increase in various social media platforms. These platforms that are designed to connect people with one another become powerful, relatively low-cost marketing channels that can be utilised by both large and small enterprises.

3. Reduced Building Overhead

Many jobs and business functions can be performed online. This means that incorporating the internet into your business functions could open up an opportunity to have remote staff who can work from home, thereby reducing the cost of having an office building.

4. Automated Systems and Resource Sharing

The internet has enabled a million and one ways you can make your life easier as a business owner. You can do your bookkeeping and customer service care online, and get bespoke solutions that automate how customers purchase your goods and services.

Disadvantages of using the Internet for Business Activity

1. Potentially Lower Profit Margins

If you conduct your business on the internet, prepare to lose sales if customers can find the same product on the market at a lower cost.

2. Reduced Physical Interactions

While the internet has succeeded in connecting people to one another in a superficial way, it cannot adequately replicate the human interactions of interacting face-to-face with colleagues and customers.

3. Negative Reviews

People are more likely to complain than they are to compliment a business, and this can damage the reputation of a company.

References/Resources:

- <https://smallbusiness.chron.com/multiple-retailing-15965.html>
- <https://khatabook.com/blog/advantage-disadvantage-of-online-business/>

Strand 5: Electronic Commerce

Unit 3: Electronic Marketing

Content Standard 5.3. Students will be able to examine how goods and services are produced, promoted, distributed, regulated, priced, and purchased using electronic technology.

Benchmark: 9.5.3.5. Explain the process of e-marketing and evaluate each step.

Topic: E-marketing process

Learning Objectives: By the end of the topic, students will be able to;

- Outline the internet marketing processes involved in marketing online

Essential Questions

- What are the steps involved in e-marketing?
- How important is each step in e-marketing?

Core Concepts: Electronic marketing processes, Steps to follow in the marketing process

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Electronic marketing processes
Skills	<ul style="list-style-type: none"> • Expound, describe, compare, evaluate
Attitudes	<ul style="list-style-type: none"> • Optimistic, critical, creative
Values	<ul style="list-style-type: none"> • Enterprise, self-determination, self-discipline

Content Background:

Some powerful tips that can help you harness the full power of internet marketing to grow your business.

1) Know Your Niche

Many companies conduct consumer and market research so that they can understand the mindset, preferences, and buying patterns of their target buyers.

2) Create an Internet Marketing Plan

An internet marketing plan informs all your decision and activities at every stage of the way. It also helps you develop and implement sound strategies and evaluate the outcome or the results of your activities.

3) Know Your Competitors

If you want to grow your business and remain on top of your internet marketing niche, then you have to know your competitors particularly their respective strengths and weaknesses.

4) Create a Professional Website and Optimize it

Your website should reflect your company values and provide adequate answers to new customers so that they can make quick decisions.

5) Carry Out SEO and SEM

For increased visibility, you have to carry out on-page and off-page SEO. Make sure that you use targeted keywords in your pages and posts to increase your search engine rankings. You should also bolster your SEM campaigns with relevant forms of Advertising Internet Marketing such as PPC ad campaigns, webinars, and podcasts.

6) Make Use of Social Media

You should create corporate profile pages and social media accounts for your business in LinkedIn, Twitter, and Facebook and use them to engage existing and new followers.

7) Embrace Email Marketing

It is much easier to send promotional e-mails to existing customers and prospects than to use direct mail for the same purpose. There is several e-mails Software as Service providers (such as Benchmark, Mailchimp, and GetResponse) who provide high end features that guarantee better click through rates and marketing success.

8) Monitor and Analyse Web Data

If you want to grow your business then you have to monitor and analyse the following things: web traffic sources, traffic flow, page views, offer response rates, ROI, brand awareness, click throughs and lead generation/opt-in.

9) Create a Unified and Consistent Brand Message

Your brand is reflected in several ways from the user-interface of your website, your responses and even customer care experience, and the way you engage customers or followers in social media.

10) Watch Your Reputation Online

Your reputation is not just about what other people say about your business in social media spaces, but about how you relate with your customers and audience.

References/Resources:

- <https://www.coxblue.com/the-10-step-plan-to-successful-internet-marketing/>
- <https://imarkguru.com/7-steps-of-e-marketing-plan/>

Strand 5: Electronic Commerce

Unit 3: Electronic Marketing

Content Standard 5.3. Students will be able to examine how goods and services are produced, promoted, distributed, regulated, priced, and purchased using electronic technology.

Benchmark: 9.5.3.6. Identify and examine the range of e-commerce used by public and private organisations.

Topic: Range of e-commerce

Learning Objectives: By the end of the topic, students will be able to:

- Analyse the range of e-commerce used by public and private organisations.

Essential Questions:

- What are the ranges of e-commerce used by public and private organisations?

Core Concepts:

E-commerce, ranges of e-commerce, features of e-commerce

Knowledge, skills, attitudes and values	
Knowledge	Ranges of e-commerce used by public and private organisations
Skills	Analyse, examine, research, evaluate
Attitudes	Optimistic, appreciative, diligent
Values	Betterment of human kind, self-determination

Content Background:

E- Commerce

E-commerce is “the buying and selling of goods or services using the internet.” The definition also requires that a transfer of money and information take place online.

What is lost in this definition is the implication of what is not considered e-commerce. Just because a business exists online doesn't mean they're involved in e-commerce.

At the same time, an e-commerce transaction doesn't require a business at all, just two parties that are completing a transaction online. E-commerce can mean anything from a retail sale to drop shipping.

Different types of e-commerce

1. Business- to - Business
2. Business to Consumer (B2C)
3. Mobile Commerce (M- Commerce)
4. Facebook Commerce (F- Commerce)
5. Customer –to Customer (C2C)
6. Customer-to-Business (C2B)
7. Business –to Administration (B2A)
8. Consumer–to – Administration (C2A)
9. The Impact of E- Commerce on Business

References/Resources

- <https://www.linkedin.com/pulse/impact-electronic-commerce-business-organization-kiran-m>
- <https://www.investopedia.com/terms/e/ecommerce.asp>

Strand 5: Electronic Commerce

Unit 3: Electronic Marketing

Content Standard 5.3. Students will be able to examine how goods and services are produced, promoted, distributed, regulated, priced, and purchased using electronic technology.

Benchmark: 9.5.3.7. Analyse the elements of marketing mix and how they are used in e-marketing.

Topic: Electronic marketing mix

Learning Objectives: By the end of the topic, students will be able to;

- Examine and outline all elements of e-marketing mix and state how each contributes to achieving market objectives

Essential Questions

- What is electronic marketing mix?
- What are the elements of electronic marketing mix?
- How are they used in e-marketing to achieve market objectives?

Core Concepts: Elements of Electronic marketing mix

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Elements of e-marketing mix • Electronic marketing mix
Skills	<ul style="list-style-type: none"> • Analyse, highlight, illustrate, breakdown
Attitudes	<ul style="list-style-type: none"> • Appreciative, creative, confident
Values	<ul style="list-style-type: none"> • Creativity, mutuality, empowerment

Content Background:

Marketing Mix

Marketing Mix refers to the set of actions, or tactics, that a company uses to promote its brand or product in the market. The 5Ps make up a typical marketing mix - Price, Product, Promotion, Place and Packaging.

Description: What are the 5Ps of marketing?

Price, Product, Place, Promotion and Packaging

Importance of the marketing mix

All the elements of the marketing mix influence each other. They make up the business plan for a company and handled right, can give it great success. But handled wrong and the business could take years to recover.

Digital Marketing Mix

Digital marketing mix is fundamentally the same as Marketing Mix, which is an adaptation of Product, Price, Place, Promotion and Packaging into digital marketing aspect. Digital marketing can be commonly explained as 'Achieving marketing objectives through applying digital technologies

Product

Product has been redefined as 'virtual product' in the digital marketing aspect, which is regarded as the combination of tangibility and intangibility. Through the form of digital, a product can be directly sent from manufacturers to customers. For example, customers could buy music in the form of an MP3 rather than buy it in the form of a physical CD. As a result, when a company is making strategy for Internet marketing, it is necessary to understand how to vary their products in the online environment.

Here are some indications to adapt the product element on the Internet

Modifying the core product:

It refers to the products that can be remodeled into digital forms including movies, music, books and other publishing etc. Take Netflix as an example. The wide use of Internet has changed its form of products from selling and renting DVDs through retail stores into selling and renting video online.

Providing digital products: In order to gain market shares in the Internet, companies need to widen its product range. For example, a psychological counseling could offer online consultation via video calls.

Building the whole product:

Apart from selling products online, Amazon.com also provides a paid subscription service called Amazon Prime, with which customers could enjoy free delivery and videos on Amazon.

Conducting online research:

The Internet offers a low-cost and convenient way of making marketing researches, which is helpful for companies to find out what products or services do customers prefer.

Price

Price concerns about the pricing policies or pricing models from a company. As for the suppliers, they can adjust prices in the real-time and provide higher degree of price transparency with customers. Besides, the Internet is more likely to ease the pressure on price because online-producers do not have to put budget on renting a physical store. Hence, making new or adjusting pricing strategies is essential for the company that wants to enter the Internet market.

Place

Place is playing an increasingly important role in promoting consumption since the Internet and the physical channels become virtual. The major contribution from the Internet to the business is not only making it possible to selling products online, but also enabling companies to build relationships with customers. Furthermore, since the convenience of navigating from one site to another, place from the digital marketing perspective is always linked with promotion, which means retailers often uses third-party websites such as *Google search engine* to guide customers to visit their websites.

Promotion

Promotion refers to select the target markets, locate and integrate various communications tools in the marketing mix. Unlike the traditional marketing communication tools, tools in digital marketing aim at engaging audiences by putting advertisements and contents on the social media, including display ads, pay-per-click (PPC), search engine optimization (SEO) etc.

- Searching marketing, including search engine optimisation, (SEO), pay-per-click (PPC).
- Online public relation enlarging good comments on one's products or services while reducing negative comments.
- Adverse comments.
- Online partnerships, building relationships between third-party webs to promote products or services.
- Interactive advertising

- Opt-in e-mail advertising
- Social media marketing, starting and participating in customer to customer, customer to company interaction through social media

References/Resources:

- <https://www.thebalancesmb.com/marketing-mix-what-is-it-and-how-to-use-it-1794425>
- <https://www.towermarketing.net/blog/digital-marketing-mix-4ps/>
- <https://www.learnmarketing.net/emarketing.htm>

Planning and Programming

The 8 steps in Planning and Programming Process

1. Identify the number of Strands and Units in the subject Syllabus
2. Identify the total number of Content Standards, Benchmarks and Number of Topics (Syllabus and Teacher Guide)
3. Consider the Facts and Considerations in the Planning and Programming Process (subject related)
4. Distribute the Content evenly across the 4 school terms in a Matrix (Proposed Template)
5. Expand and plot the distributed content into the complete Yearly Content Overview for the subject for the grade (Proposed Template)
6. Develop the Termly Programs (Proposed Template)
7. Develop the Weekly Teaching Program (Proposed Template) Daily Lesson Plan (SBC Template)
8. Review, Evaluate and Re-plan the yearly, termly, weekly Programs

Planning and Programming Process involves 8 steps. The steps are outlined and described with samples provided to assist and guide you.

It is important to first identify the strand and unit names for familiarization and also the number of strands and units in the Grade 9 Business Studies subject.

Business Studies has 5 strands and 14 Units

Table of Strands and Units

The table below outlines the strands and units for grade 9 Business Studies subject. This helps teachers understand how to deal with units per strand when they are expanded into evidence outcomes and benchmarks at each grade.

The strands and units of content standards explain the progression from Grade 9 to Grade 10, linking to senior high school Business Studies content. The order and linkage of units signifies what the students will achieve from one grade to the next.

Business Studies is organised around five strands – Nature of Business, Business Management, Construction Technology, Communication Technology and Computer Technology. These strands are comparable with the strands used internationally. The Content Standard of each Strand is based on units. The Strands, Units and Content Standards are outlined in the table:

Step 1: Identify the number of Strands and Units in the subject Syllabus
(Grades 9&10 BS Syllabus Page 31)

Strands	Units
Nature of Business	Foundations of Business
	Entrepreneurship and Business
Business Management	Management Principles and Practices
	Accounting and Finance
	Human Resource Management
	Business Regulation
	Information Technology
Marketing	Foundations of Marketing
	Marketing and Sales
Establishing a Business	Business Planning
	Business Start-up and Operation
Electronic Commerce	Electronic Business
	Electronic Commerce Technology
	Electronic Marketing

Step 2: Identify the total number of Content Standards, Benchmarks and Number of Topics (Syllabus and Teacher Guide)

- Use the Syllabus to derive the total number of Content Standards and total number of Benchmarks.
- Use the unpacking tool to derive your topics and the total number of topics.
- Place or slot them in a matrix as in the sample shown below so you are knowledgeable and made aware of the total number of content standards, benchmarks and topics that you will be working with in the planning and programming of teaching and learning for the subject in a school year for that grade.

Grade 9 Business Studies Content Matrix

Consult the Grade 9 Business Content Matrix showing the total number of strands, units, content standards, Benchmarks and topics to be covered in Grade 9. Note that this would be in the teacher Guide but because the teacher guides are not available, we have provided this matrix for you to use to program.

Total Number Of Strands	Total Number Of Units	Total Number of Content Standards	Total Number Of Benchmarks	Total Number Of Topics
1	2	2	13	13
2	5	5	32	32
3	2	2	10	10
4	2	2	10	10
5	3	3	18	18
Totals	14	14	83	83

Step 3: Consider the Facts and Considerations in the Planning and Programming Process (subject related)

It is important to consider and analyse facts that are worth considering if these facts will help or if these facts will pose a challenge to the planning and programming process.

Facts and Considerations

1. As per the Matrix, there are a total of **83** Benchmarks and Topics which must be programmed and taught in a school year.
2. **83** Benchmarks divided by the **4** Terms in a year gives us **20.75** Benchmarks/topics which is approximately **21** Benchmarks/ **21** Topics in a Term.
3. Time Allocation for Grade 9 Business Studies is **200** minutes per week which means it has **5** periods/5 lessons a week.
4. In a term, there are about **8** weeks of actual teaching weeks which gives us **40** periods/**40** lessons of actual teaching in a term (**5** periods a week x **8** actual teaching weeks in a term).
5. Teachers have the liberty to use their discretion to plan and program a Unit of Work according to the number of weeks per time.
6. The teaching content outweighs the teaching weeks and therefore considerations must be made on teaching and learning approaches for example; integration, project-based learning, *etc.*

Step 4: Distribute the Content evenly across the 4 school terms in a Matrix (Proposed Template)

Using these facts and considerations, we have provided a sample Business Studies Grade 10 Sample Yearly Content Overview

Grade 9 Business Studies Term 1- 4 Content distribution

Term (Text)	Strands (Text)	Units (Text)	Content Standards (Coding)	Benchmarks (Coding)	No of Benchmarks per Terms
1	Nature of Business	Foundations of Business	9.1.1	9.1.1.1, 9.1.1.2, 9.1.1.3, 9.1.1.4, 9.1.1.5,	21
		Entrepreneurship and Business	9.1.2	9.1.2.1, 9.1.2.2, 9.1.2.3, 9.1.2.4, 9.1.2.5, 9.1.2.6, 9.1.2.7, 9.1.2.8,	
	Business Management	Management Principles and Practices	9.2.1	9.2.1.1, 9.2.1.2, 9.2.1.3, 9.2.1.4, 9.2.1.5	
		Accounting and Finance	9.2.2	9.2.2.1, 9.2.2.2, 9.2.2.3	
2	2. Business Management	2.Accounting and Finance	9.2.2	9.2.2.4, 9.2.2.5, 9.2.2.6, 9.2.2.7, 9.2.2.8, 9.2.2.9,	21
		Human Resource Management	9.2.3	9.2.3.1, 9.2.3.2, 9.2.3.3, 9.2.3.4	
		Business Regulation	9.2.4	9.2.4.1, 9.2.4.2, 9.2.4.3, 9.2.4.4, 9.2.4.5, 9.2.4.6, 9.2.4.7, 9.2.4.8	
		Information Technology	9.2.5	9.2.5.1, 9.2.5.2, 9.2.5.3,	
3	2. Business Management	Information Technology	9.2.5	9.2.5.4, 9.2.5.5, 9.2.5.6,	21
	Marketing	Foundations of Marketing	9.3.1	9.3.1.1, 9.3.1.2, 9.3.1.3, 9.3.1.4, 9.3.1.5	
		Marketing and Sales	9.3.2	9.3.2.4, 9.3.2.5	
	Establishing a Business	Business Planning	9.4.1	9.4.1.1, 9.4.1.2, 9.4.1.3, 9.4.1.4, 9.4.1.5, 9.4.1.6, 9.4.1.7,	
		Business Start-up and Operation	9.4.2	9.4.2.1	
4	Establishing a Business	Business Start-up and Operation	9.4.2	9.4.2.2, 9.4.2.3	20
	Electronic Business.	Electronic Business	9.5.1	9.5.1.1, 9.5.1.2, 9.5.1.3,	
		Electronic Commerce Technology	9.5.2	9.5.2.1, 9.5.2.2, 9.5.2.3, 9.5.2.4, 9.5.2.5, 9.5.2.6, 9.5.2.7, 9.5.2.8	
		Electronic Marketing	9.5.3	9.5.3.1, 9.5.3.2, 9.5.3.3, 9.5.3.4, 9.5.3.5, 9.5.3.6, 9.5.3.7	

Grade 9 Sample Yearly Content Overview

The Yearly overview outlines the Strands, Units, Content Standards, Benchmarks and Topics to be taught in a year.

The Benchmarks were distributed evenly across 4 terms for an equal number of content being taught.

TERM ONE				
STRANDS	UNITS	CONTENT STANDARDS	BENCHMARKS	TOPICS (Derived from the benchmarks)
Nature of Business	3. Foundations of Business	C.D.9.1.1: Students will be able to explain and utilise communication, computation, and economic principles, concepts, processes, procedures, strategies and systems fundamental to business.	9.1.1.1: Explain the importance of communicating in a clear, courteous, concise and correct manner at personal and professional levels.	<ul style="list-style-type: none"> Business communication
			9.1.1.2 Examine communication skills accepted and used in the workplace.	<ul style="list-style-type: none"> Communication skills and strategies
			9.1.1.3: Assess leadership and supervision techniques, customer service strategies and personal ethics standards needed for communicating effectively with various business constituencies.	<ul style="list-style-type: none"> Channel and structure of communication
			9.1.1.4: Investigate and explain how communication technology is used to enhance the effectiveness of communication.	<ul style="list-style-type: none"> Use of Communication Technology
			9.1.1.5: Examine the importance of security and confidentiality in the use of communication technology.	<ul style="list-style-type: none"> Security and confidentiality of using communication technology

Entrepreneurship and Business	C.S.9.1.2: students will be able to investigate and analyse the characteristics, contexts and functions of entrepreneurship ventures and businesses.	9.1.2.1. Identify and explain the characteristics of entrepreneurs and evaluate the degree to which one possesses those characteristics.	<ul style="list-style-type: none"> • Characteristics of entrepreneurs and different characteristics of entrepreneurship
		9.1.2.2: Categorise entrepreneurship ventures according to their purpose, size, features and functions.	<ul style="list-style-type: none"> • Categorising entrepreneurship ventures according to their purpose, size, features and functions
		9.1.2.3 Identify different entrepreneurship ventures and explain the process involved in starting up, operating and maintaining them.	<ul style="list-style-type: none"> • Different entrepreneurship venture and processes of going into entrepreneurship venture
		9.1.2.4: Examine the financial skills, processes and strategies needed by entrepreneurs to make informed decisions.	<ul style="list-style-type: none"> • Entrepreneurial financial skills and processes
		9.1.2.5: Recognise that entrepreneurs must establish, maintain and analyse appropriate records to make business decisions.	<ul style="list-style-type: none"> • Business reports
		9.1.2.6: Use economic concepts when making decisions for entrepreneurship ventures.	<ul style="list-style-type: none"> • Economic Decision-making
		9.1.2.7: Analyse how business ownership, government regulations and business ethics affect entrepreneurship.	<ul style="list-style-type: none"> • Effects of Business ownerships, Government Regulations and Business Ethics
		9.1.2.8: Examine the external and internal factors that impact on entrepreneurship ventures.	<ul style="list-style-type: none"> • Business Environment

Business Management	Management Principles and Practices	C.S.9.2.1: Students will be able to examine and explain how management principles and practices are used to manage business functions.	9.2.1.1 Examine the evolution of Scientific Management Theory.	<ul style="list-style-type: none"> The Evolution of Scientific Management Theory
			9.2.1.2 examine and explain how Management principles and practices are used to manage business functions.	<ul style="list-style-type: none"> Principles of Scientific Management Theory
			9.2.1.3 Analyse the strength, weakness and limitations of the Scientific Management Theory.	<ul style="list-style-type: none"> Scope of the Scientific Management Theory
			9.2.1.4 Investigate and report on the application of scientific management theory in one business.	<ul style="list-style-type: none"> Application of Scientific Management Theory in business
			9.2.1.5: Explain the business principles of supply and demand, and specialisation.	<ul style="list-style-type: none"> Demand, supply and specialisation
	Accounting and Finance	C.S.9.2.2: Students will be able to examine the concepts, principles, and practices of accounting, finance, and decision-making, and explain their application in the management of business.	9.2.2.1 Explain the terminology of accounting, accounting framework and accounting principles.	<ul style="list-style-type: none"> Accounting and accounting framework and principles
			9.2.2.2. Examine the purpose and function of accounting.	<ul style="list-style-type: none"> Purpose and functions of accounting
			9.2.2.3 Justify the importance of accounting to business operations and the achievement of desired outcomes.	<ul style="list-style-type: none"> Importance of accounting in business operations

TERM TWO				
		C.S.9.2.2: Students will be able to examine the concepts, principles, and practices of accounting, finance, and decision-making, and explain their application in the management of business.	9.2.2.4 Examine the legal and ethical bases of accounting.	<ul style="list-style-type: none"> Legal and ethical basis of accounting
			9.2.2.5 Discuss the principles of accountability, transparency, honesty, compliance, and evidence-based decision making.	<ul style="list-style-type: none"> Principles of Accountability, Transparency, Honesty and Compliance
			9.2.2.6 Explain and justify each steps of the accounting cycle and explain the purpose of each step using a manual or computerised systems.	<ul style="list-style-type: none"> Purpose of accounting and Accounting cycle
			9.2.2.7 Investigate the different documents and electronic data used in the recording of financial decisions, income and expenditure, credits and loans, liabilities, and business assets.	<ul style="list-style-type: none"> Documents used in recording financial decisions
			9.2.2.8 Examine the types of journals and ledgers used in accounting process.	<ul style="list-style-type: none"> Accounting processes using journals and ledgers
			9.2.2.9 Investigate the values and attitudes of individuals and/or business organisations towards accounting.	<ul style="list-style-type: none"> Values and attitudes towards accounting
	Human Resource Management	C.S.9.2.3: Students will be able to assess the importance of human resources in the performance and sustainability of businesses, and the achievement of business purposes	9.2.3.1: Explore and analyse Human Resource Management.	<ul style="list-style-type: none"> Human Resource Management
			9.2.3.2: Explain the importance of human resources and management.	<ul style="list-style-type: none"> Importance of human resources and management
			9.2.3.3: Explain the process involved in recruiting the cadre of workers required by businesses.	<ul style="list-style-type: none"> Processes for recruiting cadre of workers by businesses
			9.2.3.4: Examine people management skills required of human resource managers at different levels of a business organisation.	<ul style="list-style-type: none"> Managers Management Skills at different levels of a business

	Business Regulation	C.S.9.2.4: Students will be able to examine the different ways of regulating businesses and their impact on business operations.	9.2.4.1: Describe the process and sources of law, and structure of the court system.	<ul style="list-style-type: none"> Process and sources of law, and structure of court system
			9.2.4.2: Rationalise the importance of business laws in business regulation.	<ul style="list-style-type: none"> Importance of business laws in business regulation
			9.2.4.3: Analyse the relationship between Business Ethics and Legal processes.	<ul style="list-style-type: none"> Relationship between Business Ethics and Legal processes
			9.2.4.4: Describe the major government regulations of business organisations.	<ul style="list-style-type: none"> Major government regulations of business organisations
			9.2.4.5: Identify and categorise business laws according to their purpose, who or what they intend to protect and legal principles.	<ul style="list-style-type: none"> Purpose of Business Laws, their intentions, Legal Principles
			9.2.4.6: Investigate the Impact of Business Laws on Business operations.	<ul style="list-style-type: none"> Impact of Business Laws on Business operations
			9.2.4.7: Examine the Legal process available to individuals and businesses.	<ul style="list-style-type: none"> Legal process available to individuals and businesses
			9.2.4.8: Analyse attitudes and values of individual and business organisation towards business laws.	<ul style="list-style-type: none"> Attitudes and values of individual and business organisation towards business laws.
	Information Technology	C.S.9.2.5: Students will be able to explain the information technology concepts and examine the systems and tools needed to gather, access, analyse, synthesise, evaluate, manage, and disseminate information.	9.2.5.1: Analyse the impact of information technology on society.	<ul style="list-style-type: none"> Impact of information technology on society
			9.2.5.2: Examine the impacts of Business Technology on business.	<ul style="list-style-type: none"> Impacts of Business Technology on business
			9.2.5.3: Discuss current and emerging trends in information technology.	<ul style="list-style-type: none"> Current and emerging trends in information technology

TERM THREE

TERM THREE				
		<p>C.S.9.2.5: Students will be able to explain the information technology concepts and examine the systems and tools needed to gather, access, analyse, synthesise, evaluate, manage, and disseminate information.</p>	<p>9.2.5.4: Identify, evaluate, select, install, use, upgrade, customise and diagnose and solve problems with the various types of operating systems and utilities.</p>	<ul style="list-style-type: none"> Problems with various types of operating systems and utilities
			<p>9.2.5.5: Use various input technologies to enter and manipulate information appropriately.</p>	<ul style="list-style-type: none"> Input technologies for entering and manipulating information appropriately
			<p>9.2.5.6: Explain how multimedia software can be used to create media rich projects.</p>	<ul style="list-style-type: none"> Using multimedia software for creation of media rich projects
Marketing	Information Technology Foundations of Marketing	<p>C.S.9.3.1: Students will be able to examine and explain the essential concepts, processes, and principles of marketing.</p>	<p>9.3.1.1. Examine the concepts of market, market research, market mix, market positioning, market penetration strategy, market segmentation, market share, target market, and customer profile survey.</p>	<ul style="list-style-type: none"> Concepts of market, market research, market mix, market positioning, market penetration strategy, market segmentation, market share, target market, and customer profile survey
			<p>9.3.1.2. Discuss the methods for forecasting sales.</p>	<ul style="list-style-type: none"> Methods for forecasting sales
			<p>9.3.1.3. Assess the importance of the five (5) P's of the marketing mix: Product, Place, Price, Promotion, and People.</p>	<ul style="list-style-type: none"> Importance of the five (5) P's of the marketing mix: Product, Place, Price, Promotion, and People
			<p>9.3.1.4. Analyse the elements of the marketing mix, their interrelationships and how they are used in the marketing process.</p>	<ul style="list-style-type: none"> Elements of marketing mix, their interrelationships and their usage in marketing process
			<p>9.3.1.5. Discuss methods, costs, and importance of promoting goods and services (e.g., publicity, public relations, press release, community events, advertising, and internet).</p>	<ul style="list-style-type: none"> Methods, costs, and importance of promoting goods and services

	Marketing and Sales	C.S.9.3.2: Students will be able to examine and explain the processes, functions, utilities, modes, and factors of marketing	9.3.2.1: Identify and interpret the different types of market research.	<ul style="list-style-type: none"> • Different types of market research
			9.3.2.2: Explain the market research process and examine each step.	<ul style="list-style-type: none"> • Process and steps in market research
			9.3.2.3: Explore ethical issues relating to marketing research.	<ul style="list-style-type: none"> • Ethical issues relating to marketing research
			9.3.2.4: Analyse the role of marketing research in decisions about consumer needs and wants, production, quality and pricing of goods and services.	<ul style="list-style-type: none"> • Role of marketing research on consumer needs and wants, production, quality and pricing of goods and services
			9.3.2.5: Analyse the process of marketing and sales, and the steps involved in each process.	<ul style="list-style-type: none"> • Process of marketing and sales and the steps in each process

Establishing a Business	Business Planning	C.S.9.4.1: Students will be able analyse the principles of planning and examine their significance and application in entrepreneurship and business.	9.4.1.1. Identify business planning and examine its role in entrepreneurship and business.	<ul style="list-style-type: none"> Business planning and its role in entrepreneurship and business
			9.4.1.2 Analyse the principles of planning and evaluate their application in entrepreneurship and business	<ul style="list-style-type: none"> Principles of planning and their application in entrepreneurship and business
			9.4.1.3: Examine the process of planning and analyse each step of the process.	<ul style="list-style-type: none"> Process of planning and each step of the process
			9.4.1.4 Justify the use of evidence and best practice in the development of plans.	<ul style="list-style-type: none"> Using evidence and best practice in development of plans
			9.4.1.5 Discuss the importance of setting clear, measureable, observable and attainable goals and targets.	<ul style="list-style-type: none"> Importance of setting clear, measureable, observable and attainable goals and targets
			9.4.1.6. Justify the importance of monitoring and evaluating the implementation of plans.	<ul style="list-style-type: none"> Importance of monitoring and evaluating the implementation of plans
			9.4.1.7. Assess the role of leaders, stakeholders and implementers in the development, and implementation of business plans.	<ul style="list-style-type: none"> Roles of leaders, stakeholders and implementers in the development, and implementation of business plans
	Business Start-up and Operation	C.S.9.4.2: Students will be able to analyse and explain the processes, enabling factors, and challenges of starting and operating an entrepreneurial venture and business.	9.4.2.1 Analyse the processes of generating ideas and identifying business opportunities.	<ul style="list-style-type: none"> Processes of generating ideas and identifying business opportunities

TERM FOUR

TERM FOUR				
Electronic Commerce	Business Start-up and Operation	C.S.9.4.2: Students will be able to analyse and explain the processes, enabling factors, and challenges of starting and operating an entrepreneurial venture and business.	9.4.2.2. Analyse procedures of market research.	<ul style="list-style-type: none"> Procedures of market research
			9.4.2.3 Examine a business plan.	<ul style="list-style-type: none"> A business plan
	Electronic Business	C.S.9.5.1: Students will be able to examine how goods and services are produced, promoted, distributed, regulated, priced, and purchased using electronic technology	9.5.1.1 Examine general e- Commerce products and their marketing processes.	<ul style="list-style-type: none"> General e-Commerce products and their marketing processes
			9.5.1.2 Compare costing and pricing of products and services online as opposed to direct costing and pricing and state the differences.	<ul style="list-style-type: none"> Costing and pricing of online products and services compared to direct costing and pricing and their differences
			9.5.1.3 Examine the operational processes and functions of e-Commerce and e-Marketing.	<ul style="list-style-type: none"> Operational processes and functions of e-Commerce and e-Marketing

Electronic Commerce Technology	C.S.9.5.2: Students will be able to identify and examine the different e-Commerce technology and explain how they are used for producing, promoting, distributing, regulating, marketing, and purchasing different goods and services.	9.5.2.1. Identify and explain the functions of different e-Commerce technology.	<ul style="list-style-type: none"> • Functions of different e-Commerce technology
		9.5.2.2. Analyse the advantages and disadvantages of each technology.	<ul style="list-style-type: none"> • Advantages and disadvantages of each technology
		9.5.2.3. Search for and locate key websites that are used for commercial purposes.	<ul style="list-style-type: none"> • Usage of key websites for commercial purposes
		9.5.2.4. Use the links provided by key websites to access the information provided by government, non-government, and commercial institutions.	<ul style="list-style-type: none"> • Key websites access links to information from government, non-government, and commercial institutions
		9.5.2.5. Investigate and explain the process of marketing products and services on the Facebook, You Tube, WhatsApp, and similar applications.	<ul style="list-style-type: none"> • Process of marketing products and services on the Facebook, You Tube, WhatsApp, and similar applications
		9.5.2.6. Analyse the benefits of using these applications to marketeers, consumers, businesses and individuals.	<ul style="list-style-type: none"> • Benefits of using applications to marketeers, consumers, businesses and individuals
		9.5.2.7. Analyse the advantages, disadvantages, and limitations of these applications.	<ul style="list-style-type: none"> • Advantages, disadvantages, and limitations of these applications
		9.5.2.8. Research and market a product using the Facebook, You Tube, or WhatsApp.	<ul style="list-style-type: none"> • Utilisation of Facebook, You Tube, or WhatsApp for researching and marketing of a product

	Electronic Marketing	C.S.9.5.3. Students will be able to examine how goods and services are produced, promoted, distributed, regulated, priced, and purchased using electronic technology.	9.5.3.1. Define e-Marketing and analyse its characteristics.	<ul style="list-style-type: none"> e-Marketing and its characteristics
			9.5.3.2. Investigate the differences and similarities between e-Marketing and traditional or conventional marketing.	<ul style="list-style-type: none"> Differences and similarities between e-Marketing and traditional or conventional marketing
			9.5.3.3 Evaluate the impact and benefits of e-Commerce to business, society, producers, marketers, and consumers.	<ul style="list-style-type: none"> Impact and benefits of e-Commerce to business, society, producers, marketers, and consumers
			9.5.3.4. Analyse the advantages and disadvantages of using the internet for commercial purposes.	<ul style="list-style-type: none"> Advantages and disadvantages of using the internet for commercial purposes
			9.5.3.5. Explain the process of e-Marketing and evaluate each step.	<ul style="list-style-type: none"> Process and steps of e-Marketing
			9.5.3.6. Identify and examine the range of e-Commerce used by public and private organisations.	<ul style="list-style-type: none"> Public and private organisations utilising range of e-Commerce
			9.5.3.7. Analyse the elements of marketing mix and how they are used in e-Marketing.	<ul style="list-style-type: none"> Elements of marketing mix in e-Marketing

Step 6: Develop the Termly Programs (Proposed Template)

Use the **Number Identification** for the **Strands, Units, Content Standards, Benchmarks** and the **Topics** to do your termly programs. From your **Benchmarks** unpack your **Learning Objectives, Knowledge, Skills, Attitudes** and **Values** for the term program. Below is a sample template that you can use as a guide to do your termly programs.

Business Studies Teaching Program

Term: One

Year: 2023

Grade: 9

Week	Strands	Units	Content Standards	Benchmarks	Topics	Knowledge	Skills	Attitude/ Value	Lesson
One	1. Nature of Business	1. Foundations of Business	C.D.9.1.1:	9.1.1.1:	<ul style="list-style-type: none"> Business communication 	<ul style="list-style-type: none"> Business communication 	<ul style="list-style-type: none"> Analyse 	<ul style="list-style-type: none"> Critical Sensitivity 	<ul style="list-style-type: none"> Business Communication Principle of good and importance communication
Two			C.D.9.1.1:	9.1.1.2:	<ul style="list-style-type: none"> Communication skills and strategies 	<ul style="list-style-type: none"> Communication skills and strategies 	<ul style="list-style-type: none"> Compare & Categorise 	<ul style="list-style-type: none"> Self-discipline 	<ul style="list-style-type: none"> Communication skills –Telephone etiquette and Interview skills Communication strategies
Two			C.D.9.1.1:	9.1.1.3:	<ul style="list-style-type: none"> Channel and structure of communication 	<ul style="list-style-type: none"> Channel and structure of communication 	<ul style="list-style-type: none"> Analyse 	<ul style="list-style-type: none"> Responsible Integrity 	<ul style="list-style-type: none"> Types and channel of communication Leadership and Supervision Technique Ethics in business communication Customer Service Strategies
			C.D.9.1.1:	9.1.1.4:	<ul style="list-style-type: none"> Use of Communication Technology 	<ul style="list-style-type: none"> Use of Communication Technology 	<ul style="list-style-type: none"> Outline 	<ul style="list-style-type: none"> Show eagerness 	<ul style="list-style-type: none"> Types of Communication Technology and its Uses
Three			C.D.9.1.1:	9.1.1.5:	<ul style="list-style-type: none"> Security and confidentiality of using communication technology 	<ul style="list-style-type: none"> Security and confidentiality of using communication technology 	<ul style="list-style-type: none"> Analyse 	<ul style="list-style-type: none"> Diligent Mutuality 	<ul style="list-style-type: none"> Security and confidentiality of using communication technology

Step 7: Develop the Weekly Teaching Program (Proposed Template) Daily Lesson Plan (SBC Template)

1. How to plan a Week's Lessons from the Term Program.

- 1.1 According to the above Termly Program, a **Week's Lessons Outline** can be extracted and laid out in a sample **Weekly Lessons Outline** as the one in the table below.
- 1.2 Each week's lessons can be either drawn out of the **Learning Objectives** or the **Knowledge** of the **Topics** listed for each week.
- 1.3 The sample below shows the following;
 - The **Weekly Lessons Outline** is introduced by its reference **Term** of the year, the **Week** in the term, the **Subject**, the **Grade**, **Strand** number and name, the **Unit** number and name, the **Content standard** number and its description and **Benchmark** number and description.
 - **Lesson Titles** are unpack from the **Learning Objectives** to be learnt by the students from each **Topics** with the
 - **Lesson Objectives** that *guide what the students are expected to do in the lesson's*
 - **Activities (Teaching/Learning)** and *determine what is expected to be learnt by the students at the end of the lesson.*
 - The **Assessment** briefly describes how the **Knowledge, Skills, Attitudes and Values** will be assessed at the *during* or *as* or *for learning*.

Term: One	Week: One	Grade: 9	Class: 9A		
Strand: 1. Nature of Business		Units: 1. Foundation of Business			
Content Standards: 1.1. Students will be able explain and utilize communication, computation, and economic principles, concepts, processes, procedures, strategies, and systems fundamental to business.					
Benchmarks: 9.1.1.1. Explain the importance of communicating in a clear, courteous, concise and correct manner at personal and professional levels.					
Learning Objectives: By the end of the topic, the students should be able to;					
<ul style="list-style-type: none"> • Explain importance of principles of business communication and methods of communication used in business 					
Topic	Knowledge	Skills	Attitude/ Value	Lessons	Assessment
• Business communication	• Business communication	• Analyse	• Critical • Sensitivity	• Business Communication	• Assessment for learning based on a knowledge checklist
				• Principle of good and importance communication	• Assessment for learning based on a values/ attitudes checklist

Benchmarks:

9.1.1.2. Examine communication skills accepted and used in the workplace.

Learning Objectives: By the end of the topic, the students should be able to;

- Explain communication skills used in workplace and types of communication strategies

Topic	Knowledge	Skills	Attitude/ Value	Lessons	Assessment
<ul style="list-style-type: none"> • Communication skills and strategies 	<ul style="list-style-type: none"> • Communication skills and strategies 	<ul style="list-style-type: none"> • Compare • Categorise 	<ul style="list-style-type: none"> • Self-discipline 	<ul style="list-style-type: none"> • Communication skills –Telephone etiquette and Interview skills • Communication strategies 	<ul style="list-style-type: none"> • Assessment for learning based on skills/ knowledge checklist • Assessment for learning based on a values-Attitudes/ Knowledge Checklist • Assessment of learning based a knowledge assignment rubric criteria detailing the task description for principles and communication methods used in business

Standards-Based Lesson Planning

What are Standards-Based Lessons?

In a Standards-Based Lesson, the most important or key distinction is that, a student is expected to meet a defined standard for proficiency. When planning a lesson, the teacher ensures that the content and the methods of teaching the content enable students to learn both the skills and the concepts defined in the standard for that grade level and to demonstrate evidence of their learning.

Planning lessons that are built on standards and creating aligned assessments that measure student progress towards standards is the first step teacher must take to help their students reach success. A lesson plan is a step-by-step guide that provides a structure for an essential learning.

When planning a standards-based lesson, teacher instructions are very crucial for your lessons. How teachers instruct the students is what really points out an innovative teacher to an ordinary teacher. Teacher must engage and prepare motivating instructional activities that will provide the students with opportunities to demonstrate the benchmarks. For instance, teacher should at least identify 3-5 teaching strategies in a lesson; teacher lectures, ask questions, put students into groups for discussion and role play what was discussed.

Why is Standards-Based Lesson Planning Important?

There are many important benefits of having a clear and organized set of lesson plans. Good planning allows for more effective teaching and learning. The lesson plan is a guide and map for organizing the materials and the teacher for the purpose of helping the students achieve the standards. Lesson plans also provide a record that allows good, reflective teachers to go back, analyse their own teaching (what went well, what didn't), and then improve on it in the future.

Standards-based lesson planning is vital because the content standards and benchmarks must be comparable, rigorous, and measurable and of course evidence based and be applicable in real life that we expect students to achieve. Therefore, teachers must plan effective lessons to teach students to meet these standards. As schools implement new standards, there will be much more evidence that teachers will use to support student learning to help them reach the highest levels of cognitive complexity. That is, students will be developing high-level cognitive skills.

Components of a Standards-Based Lesson Plan

An effective lesson plan has three basic components;

- aims and objectives of the course;
- teaching and learning activities;
- assessments to check student understanding of the topic.

Effective teaching demonstrates deep subject knowledge, including key concepts, current and relevant research, methodologies, tools and techniques, and meaningful applications.

Planning for under-achievers

Who are underachieving students?

Under achievers are students who fail or do not perform as expected. Underachievement may be caused by emotions (low self-esteem) and the environment (cultural influences, unsupportive family)

How can we help underachievement?

Underachievement varies between students. Not all students are in the same category of underachievement.

Given below is a suggested strategies teachers may adopt to assist underachievers in the classroom.

- Examine the Problem Individually

It is important that underachieving students are addressed individually by focusing on the student's strengths.

- Create a Teacher-Parent Collaboration

Teachers and parents need to work together and pool their information and experience regarding the child. Teachers and parents begin by asking questions such as;

- In what areas has the child shown exceptional ability?
- What is the child's preferred learning styles?
- What insights do parents and teachers have about the child's strengths and problem areas?
- Help student to plan every activity in the classroom.
- Help students set realistic expectations.
- Encourage and promote the student's interests and passions.
- Help children set short and long-term academic goals.
- Talk with them about possible goals.
- Ensure that all students are challenged (but not frustrated) by classroom activities.
- Always reinforce students.

Standards-Based Lesson Planning

To help teachers plan effective lessons, there are sample lessons from the five strands provided. Teachers are encouraged to study the layout of the different components of these lessons and follow this design in their preparation and teaching of each lesson. Planning a good lesson helps the teacher in maintaining a standard teaching pattern and does not let the class deviate from the topic.

Sample of Standards-Based Lesson Planning

The following sample lesson can help teachers to plan effective lessons. Teachers are encouraged to study the layout of the different components of these lessons and follow this design in their preparation and teaching of each lesson. Planning a good lesson helps the teacher in maintaining a standard teaching pattern which should not deviate students' learning of the concept from the topic.

Strand 1: Nature of Business

Unit 1: Foundations of Business

Content Standard 1.1: Students will be able to explain and utilize communication, computation, and economic principles, concepts, processes, procedures, strategies and systems fundamental to business.

Benchmark 9.1.1.1: Explain the importance of communicating in a clear, courteous, concise and correct manner at personal and professional levels.

Topic: Business communication

Learning Objectives: By the end of this topic students will be able to;

- Explain importance of effective communication and principles of business communication
- Discuss business communication and methods of communication used in business

Essential Questions

- What is business communication?
- Why is business communication important in business?
- Why is it important to follow the principles of business communication?
- What are some very important questions to answer for effective business communication?

Core Concepts: Importance of business communication and principles of business communication

Essential Knowledge, Skills, Attitudes and Values	
Knowledge	<ul style="list-style-type: none"> • Business communication, Principles of good, communication, Benefits of effective communication
Skills	<ul style="list-style-type: none"> • Analyse principle of good communication, Describe benefit of effective communication
Attitudes	<ul style="list-style-type: none"> • Critical, Optimistic
Values	<ul style="list-style-type: none"> • Mutuality, Self- discipline, Sensitivity, Modesty

Content Background:

Topic: Business communication

Communication is the process of passing/transmitting of information from one person to another. Communication plays a very important role in the smooth flow of business operations. Business Communication is defined as “the process of transmitting information within the business environment”. Employees explaining things to customers are examples of business communication. For example, a supplier or an employee explaining to customer how to use a product. All businesses are profit motivated and in order to achieve, the systems and strategies in place can be executed through effective communication.

Principles of communication

Communication occurs daily in a business. Good business communication must have a clear purpose and must be appropriate for the audience.

A good communicator will always be aware of the receiver of the communication, and takes responsibility for what is being communicated and how well it is being communicated. Rather than blaming the receiver for not understanding, a good communicator can ask the following questions:

- Why do we want to communicate? What is the purpose?
- What is the key message?
- Who is our audience? What do we need to know about our audience?
- What information is relevant to our purpose and audience?
- How much depth and breadth of information will be included. What is the context of the communication? What are the social, cultural and personal factors that will influence the effectiveness of the communication?
- Of all the various methods of communication available to us, and given our answers to all the above questions, which are going to be most effective?
- Communication at any level from individual to professional level, it must always be:
- Clear – the words used should be able to be understood by the reader or listener. There should be no confusion as to the meaning
- Concise – it is better to not make the message too long. Meaning can get lost in the long message.
- Correct-It is important that the message sent must be correct or true. A person’s reputation for being honest or efficient depends on this.
- Courteous – the communication whether written or spoken should be respectful and not insulting.

Importance of effective communication

- There is no room for misunderstanding or alteration of messages
- Strong management – when managers are strong and good communicators, they are better able to manage their team.
- It improves team building
- It boosts growth due to clarity and direction.
- It increases innovation

Communication process and methods

Communication process includes several elements. The sender “encodes” and sends the message, which is then carried through the communication channel to the receiver. The receiver then “decodes” the message, process the information and sends an appropriate reply/feedback through the same communication channel.

Communication methods can be either verbal or non-verbal, although we usually combine both of these when we communicate in any form. Verbal means communication through words. Verbal refers to both written and oral forms of communication. “Non-verbal” includes forms of communication such as body language and visual techniques.

Forms of communication; Message can be transmitted through different forms.

• Letter	• Circulars
• Telephone/ mobile phone	• Videoconferencing
• Memorandum	• Teleconferencing
• Presentation	• Networking
• Speeches	

Teaching and learning strategies

Teacher Activities	Student Activities
(a) Introduction (time in minutes)	
Ask questions in relation to the lesson topic. <ul style="list-style-type: none"> • Do you know what a business is? • How many types of business are there? • Does all business perform the same function? Build on the answers given by students to ask more relating questions about business unit’s processes and functions. Tell the students the importance of learning about business.	Listen carefully and answer questions (possible answers) <ul style="list-style-type: none"> • Yes, I do because my family owns a pig farm • Yes, I do because there are big shops operating all around town • There many businesses operating in PNG • Different business operates differently and do not sell the same products.
(c) Lesson Body (time in minutes)	
<i>(b) Lesson Body</i> Modeling	
Name a type of business and identify the type of business unit it falls under.	Listen and observe
<i>(b) Lesson Body</i> Guided Practice	
Ask students to name a type of business and which category it falls under and its functions and processes.	Listen and answer question

(b) Lesson Body **Independent Practice**

- | | |
|--|--|
| <ul style="list-style-type: none"> • Give students handouts showing pictures and names of different kinds of businesses and categories they fall under. • Ask students to use the handout to identify and write the names of the type of category and functions. • Draw a table with two columns titled 'type of business' & 'category' on the board. • Write the names of types of businesses in column 1 • Ask students to write the name of the business category or unit in column 2. | <ul style="list-style-type: none"> • Work in mixed groups. • Use the handout to identify the type of business and category it falls under • Name and outline functions of different businesses • Observe, listen and write the name of the type of business unit besides the type of business. |
|--|--|

(c) Lesson Conclusion (time in minutes)

(c) Lesson conclusion **Summary**

- | | |
|--|-------------------------|
| <ul style="list-style-type: none"> • Sum up by matching the type of business with the category it falls under and state its function and contributions to business. | <p>Listen carefully</p> |
|--|-------------------------|

(c) Lesson conclusion **Assessment**

Formative Assessment: Checklist

Core Concept: Forms of communication and Principles of communication

For all student responses; place a Tick (✓) below the Correct Answers and place a Cross (✗) below the Wrong Answers.

Questions

- From the forms of communication learnt, how of them requires information to be written?
- What are the four principles of communication at any level from individual to professional level?

7	6	5	4
Clear	Concise	Correct	Courteous

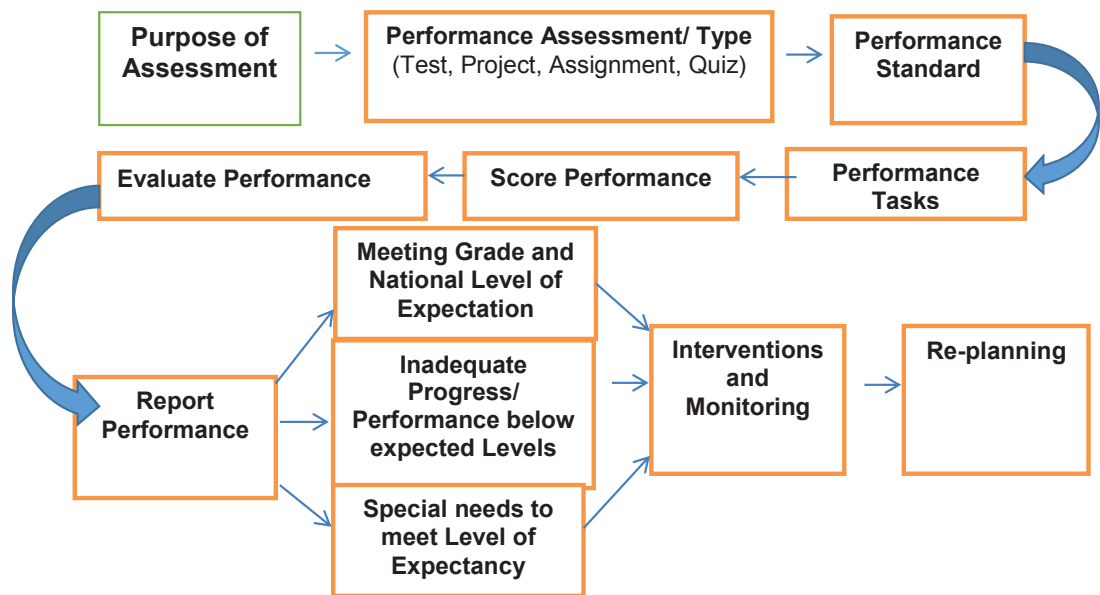
Assessment, Monitoring and Reporting

What is Standards-Based Assessment (SBA)?

Standards-Based Assessment is an on-going and a systematic process of **assessing, evaluating, reporting and monitoring** students' performance and progression towards meeting grade and national level expectations. It is the measurement of students' proficiency on a learning objective of a content standard and progression towards the attainment of that content standard and benchmark.

Standards-Based Assessment Cycle

The Standards-Based Assessment Cycle begins with the purpose to assess learning. Teachers must always clearly define the purpose and expectations of the assessment tasks or activities before starting the assessment. The cycle consist the delivery of the assessment, scoring of performance, monitoring or learning, evaluating learning and performance, reporting of achievement and underachievement, developing interventions for underachievers and advance learners and replanning assessment as demonstrated below;



Purpose of Standards-Based Assessment

Standards-Based Assessment (SBA) serves different purposes. These include instruction and learning purposes. The primary purpose of SBA is to improve student learning so that all students can attain the expected level of proficiency or quality of learning.

Enabling purposes of SBA is to:

- measure students' proficiency on well-defined content standards, benchmarks and learning objectives

- ascertain students' attainment or progress towards the attainment of specific component of a content standard
- ascertain what each student knows and can do and what each student needs to learn to reach the expected level of proficiency
- enable teachers to make informed decisions and plans about how and what they would do to assist weak students to make adequate progress towards meeting the expected level of proficiency
- enable students to know what they can do and help them to develop and implement strategies to improve their learning and proficiency level
- communicate to parents, guardians, and relevant stakeholders the performance and progress towards the attainment of content standards or its components
- compare students' performances and the performances of other students

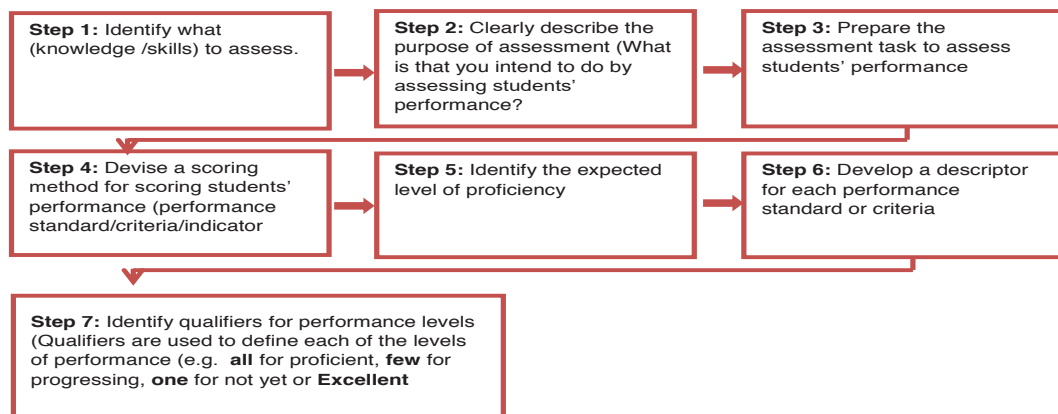
Principles of Standards-Based Assessment

The principle of SBA is for assessment to be;

- emphasizing on tasks that should encourage deeper learning
- be an integral component of a course, unit or topic and not something to add on afterwards
- a good assessment requires clarity of purpose, goals, standards and criteria
- of practices that should use a range of measures allowing students to demonstrate what they know and can do
- based on an understanding of how students learn
- of practices that promote deeper understanding of learning processes by developing students' capacity for self-assessment
- improving performance that involves feedback and reflection
- on-going rather than episodic
- given the required attention to outcomes and processes
- be closely aligned and linked to learning objectives, benchmarks and content standards

Standards-Based Assessment Process

Teachers are required to use the steps outlined below when planning assessment. These steps will guide you to develop effective assessments to improve student's learning as well as evaluating their progress towards meeting national and grade –level expectations.



Authentic Assessment

Authentic Assessments in Standards-based (SBA) Assessment directly measure student's performance through "real life tasks" or "situations" that resemble "real life situations."

Authentic assessment;

- Is performed in a real life context that approximates as much as possible, the use of a skill or concept in the real world.
- Is based on the development of a meaningful *product, performance or process*
- Students develop and demonstrate the application of their knowledge, skills, values and attitudes in real life situations which promote and support the development of deeper levels of understanding.
- Is mostly associated with assessment as or while learning and assessment for learning but occasionally or contextually in summative learning.
- includes assessment activities such as demonstrations, debates, field work, simulations, problem solving, project-based learning, Poster Presentations, Research, Laboratory work, Reflections, Problem-based activities, Role Play, Report/Essay, Field experience, Field report, Recounts etc.

Advantages of Authentic Activities

- Empower students to take ownership in their learning
- Appreciates Learning experience
- enables and encourages the Learning experiences to be used as a basis of learning
- Meaningful, relevant, practical
- Assess the actual learning experience which means; you do not need to "teach" and then assess, rather you assess actual learning experience while it is actually happening

Authentic Assessment Criteria

In SBA, teachers are encouraged to step out of their traditional assessment and explore authentic assessment. The criteria in authentic assessment;

- Looks at students actively engaged in completing a task that represents the achievement of a learning objective or standard
- Takes place in real life situations
- Asks students to apply their knowledge, skills, values and attitudes in real life situations
- Students are given the criteria against which they are being assessed

A Comparison of Authentic and Traditional Assessment

Authentic Assessments	Traditional Assessments
<ul style="list-style-type: none"> • Portfolios, demonstrations, field work, case studies, assignments, lab reports • Students take an active role in process • Qualitative • Interpretive • Focuses on performance, process and product • High level thinking • Use of rubric • Use of criterion levels evaluation • Part of teaching and learning Process • Shows mastery and learning performance • Generally extends over time 	<ul style="list-style-type: none"> • Multiple choice tests, true-false, fill in the blanks, sentence completion, matching, diagram completions • External - (teacher driven - assessing performance of teacher rather than the student) • Teacher-centered (what is appropriate and convenient for the teacher and what teacher thinks is good for students and decides what should be and should not be learnt) • Quantitative (driven to collect marks) • Objective • End product (only looking for the end product and not concerned about the performance and process) • Standardized or norm referenced • Isolated facts • Low level content • Generally occurs in “one setting

Standards-Based Assessment Types

In SBA, there are three broad assessments types.

1. Formative Assessment

Formative assessment includes ‘assessment *for* and *as*’ and is conducted during the teaching and learning of activities of a topic.

Purposes of assessment for Learning

- On-going assessment that allows teachers to monitor students on a day-to-day basis.
- Provide continuous feedback and evidence to the teachers that should enable them to identify gaps and issues with their teaching, and improve their classroom teaching practice.
- Helps students to continuously evaluate, reflect on, and improve their learning

Purposes of assessment as Learning

- Occurs when students reflect on and monitor their progress to inform their future learning goals
- Helps students to continuously evaluate, reflect, and improve their own learning
- Helps students to understand the purpose of their learning and clarify learning goals

2. Summative Assessment

Summative assessment focuses on ‘*assessment of learning*’ and is conducted after or at the conclusion of teaching and learning of activities or a topic.

Purposes of assessment of Learning

- Help teachers to determine what each student has achieved and how much progress he/she has made towards meeting national and grade-level expectations
- Help teachers to determine what each student has achieved at the end of a learning sequence or a unit.
- Enable teachers to ascertain each student’s development against the unit or topic objectives and to set future directions for learning.
- Help students to evaluate, reflect on, and prepare for next stage of learning.

Performance Assessment

Performance assessment is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. For example, a student may be asked to explain historical events, generate scientific hypotheses, solve math problems, converse in a foreign language, or conduct research on an assigned topic. Teachers, then judge the quality of the student’s work based on an agreed-upon set of criteria. It is an assessment which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something.

Types of performance assessment;

I. Products-Oriented

This refers to concrete tangible items that students create through either the visual, written or auditory media such as;

- Creating a health/physical activity poster
- Video a class game or performance and write a broadcast commentary
- Write a speech to be given at a school council meeting advocating for increased time for health and physical education in the curriculum
- Write the skill cues for a series of skill photo’s
- Create a brochure to be handed out to parents during education week
- Develop an interview for a favourite sportsperson
- Write a review of a dance performance
- Essays
- Projects

Performance Assessment

Performance assessment is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. For example, a student may be asked to explain historical events, generate scientific hypotheses, solve math problems, converse in a foreign language, or conduct research on an assigned topic. Teachers, then judge the quality of the student’s work based on an agreed-upon set of criteria. It is an assessment which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something.

Types of performance assessment;

II. Products-Oriented

This refers to concrete tangible items that students create through either the visual, written or auditory media such as;

- Creating a health/physical activity poster
- Video a class game or performance and write a broadcast commentary
- Write a speech to be given at a school council meeting advocating for increased time for health and physical education in the curriculum
- Write the skill cues for a series of skill photo's
- Create a brochure to be handed out to parents during education week
- Develop an interview for a favourite sportsperson
- Write a review of a dance performance
- Essays
- Projects

III. Performances-Oriented

It deals with observable affective or psycho-motor behaviours put into action such as;

- Skills check during game play
- Role plays
- Officiating a game
- Debates
- Performing dance/gymnastics routines
- Teaching a skill/game/dance to peers

Performance Standards

Performance standards are measurement standards that are observed through evidence outcomes and performance indicators. Evidence outcomes and Performance Indicators are used to measure students' performances, proficiency, competency, progression and achievement of the desired grade or level of expectation.

Performance Standards are concrete statements of how well students must learn what is set out in the content standards and benchmarks, often called the "be able to do" or "what students should know and be able to do." Performance standards indicate the quality that specifies how competent a students' demonstration or performance must be. They include explanations of how well students must demonstrate the content, explaining "how good is good enough."

Performance standards:

- measure students' performance and proficiency (using performance indicators) in the use of a specific knowledge, skill, value, or attitude in real life or related situations
- provide the basis (performance indicators) for evaluating, reporting and monitoring students' level of proficiency in use of a specific knowledge, skills, value, or attitude
- are used to plan for individual instruction to help students not yet meeting expectations (desired level of mastery and proficiency) to make adequate progress towards the full attainment of benchmarks and content standards
- are used as the basis for measuring students' progress towards meeting grade-level benchmarks and content standards

- A stem statement for *Performance Standard* will begin with....”Students will be able to.....”
- A stem statement for *Performance Indicator* will begin with....”Students can be able to.....”

Assessment Strategies

It is important for teachers to know that, assessment is administered in different ways. Assessment does not mean a test only. There are many different ways to find out about student’s strengths and weaknesses. Relying on only one method of assessing will not reflect student’s achievement.

Provided in the appendices is a list of suggested strategies you can use to assess student’s performances. These strategies are applicable in all the standards-based assessment types.

Action Verbs to Assessment Strategies		
Cognitive Learning	Action Verbs	Assessment Strategies
Knowledge - to recall or remember facts without necessarily understanding them	Arrange, define, duplicate, label, memorize, name, order, recognize, relate, recall, reproduce, list, tell, describe, identify, show, label, collect, examine, tabulate, quote	<ul style="list-style-type: none"> • Prior knowledge inventory, misconception/preconception check • Focused listing, empty outlines • Pre-post test, quiz, quick poll
Comprehension – to understand and interpret learned information	Classify, describe, discuss, explain, express, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, translate, review, restate, locate, recognize, report	<ul style="list-style-type: none"> • Minute paper, muddiest (or clearest) point • Observe and evaluate a student artifact or performance task using a rubric • Directed paraphrasing • Pre-post test, quiz • Interviews
Application – to put ideas and concepts to work in solving problems	Apply, choose, demonstrate, dramatise, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, calculate, complete, show, examine, modify, relate, change, experiment, discover	<ul style="list-style-type: none"> • Observe and evaluate a student artifact, performance, or task using a rubric • Directed paraphrasing, real-world application (apply learning in a new context) • Test, quiz • Job/internship evaluation, skill ratings
Analysis – to break information into its components to see interrelationships and ideas	Analyse, appraise, calculate, categorise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test, separate, order, connect, classify, arrange, divide, infer	<ul style="list-style-type: none"> • Pro and con grid, categorizing grid, compare and contrast, concept maps • Observe and evaluate a student artifact, performance, or task using a rubric • Journaling • Job/internship evaluation, skill ratings

Evaluation – to judge the value of information based on established criteria	Appraise, argue, assess, attach, defend, judge, predict, rate, support, evaluate, recommend, convince, judge, conclude, compare, summarize	<ul style="list-style-type: none"> • Reflection component of a portfolio or experience • Journaling • Peer evaluation
Affective Learning	appreciate, accept, attempt, challenge, defend, dispute, join, judge, praise, question, share, support	<ul style="list-style-type: none"> • Reflection component of a portfolio or experience • Journaling • Observe and evaluate group work • Surveys, interviews, focus groups

Assessment Strategies

Strategy	Description
Analogies	Students create an analogy between something they are familiar with and the new information they have learned. When asking students to explain the analogy, it will show the depth of their understanding of a topic.
Classroom Presentations	A classroom presentation is an assessment strategy that requires students to verbalize their knowledge, select and present samples of finished work, and organize their thoughts about a topic in order to present a summary of their learning. It may provide the basis for assessment upon completion of a student's project or essay.
Conferences	A conference is a formal or informal meeting between the teacher and a student for the purpose of exchanging information or sharing ideas. A conference might be held to explore the student's thinking and suggest next steps; assess the student's level of understanding of a particular concept or procedure; and review, clarify, and extend what the student has already completed
Discussions	Having a class discussion on a unit of study provides teachers with valuable information about what the students know about the subject. Focus the discussions on higher level thinking skills and allow students to reflect their learning before the discussion commences.
Essays	An essay is a writing sample in which a student constructs a response to a question, topic, or brief statement, and supplies supporting details or arguments. The essay allows the teacher to assess the student's understanding and/or ability to analyse and synthesize information.
Exhibitions/ Demonstrations	An exhibition/demonstration is a performance in a public setting, during which a student explains and applies a process, procedure, etc., in concrete ways to show individual achievement of specific skills and knowledge.
Interviews	An interview is a face-to-face conversation in which teacher and student use inquiry to share their knowledge and understanding of a topic or problem, and can be used by the teacher to explore the student's thinking; assess the student's level of understanding of a concept or procedure and gather information, obtain clarification, determine positions, and probe for motivations.
Learning Logs	A learning log is an ongoing, visible record kept by a student and recording what he or she is doing or thinking while working on a particular task or assignment. It can be used to assess student progress and growth over time.
Observation	Observation is a process of systematically viewing and recording students while they work, for the purpose of making programming and instruction decisions. Observation can take place at any time and in any setting. It provides information on students' strengths and weaknesses, learning styles, interests, and attitudes.

Peer Assessment	Assessment by peers is a powerful way to gather information about students and their understanding. Students can use set criteria to assess the work of their classmates.
Performance Tasks	During a performance task, students create, produce, perform, or present works on “real world” issues. The performance task may be used to assess a skill or proficiency, and provides useful information on the process as well as the product.
Portfolios	A portfolio is a collection of samples of a student’s work, and is focused, selective, reflective, and collaborative. It offers a visual demonstration of a student’s achievement, capabilities, strengths, weaknesses, knowledge, and specific skills, over time and in a variety of contexts.
Questions And Answers (Oral)	In the question–and-answer strategy, the teacher poses a question and the student answers verbally, rather than in writing. This strategy helps the teacher to determine whether students understand what is being, or has been, presented, and helps students to extend their thinking, generate ideas, or solve problems.
Quizzes, Tests, Examinations	A quiz, test, or examination requires students to respond to prompts in order to demonstrate their knowledge (orally or in writing) or their skills (e.g., through performance). Quizzes are usually short; examinations are usually longer. Quizzes, tests, or examinations can be adapted for exceptional students and for re-teaching and retesting.
Questionnaires	Questionnaires can be used for a variety of purposes. When used as a formative assessment strategy, they provide teachers with information on student learning that they can use to plan further instruction.
Response Journals	A response journal is a student’s personal record containing written, reflective responses to material he or she is reading, viewing, listening to, or discussing. The response journal can be used as an assessment tool in all subject areas.
Selected Responses	Strictly speaking a part of quizzes, tests, and examinations, selected responses require students to identify the one correct answer. The strategy can take the form of multiple-choice or true/false formats. Selected response is a commonly used formal procedure for gathering objective evidence about student learning, specifically in memory, recall, and comprehension.
Student Self-Assessments	Self-assessment is a process by which the student gathers information about, and reflects on, his or her own learning. It is the student’s own assessment of personal progress in terms of knowledge, skills, processes, or attitudes. Self-assessment leads students to a greater awareness and understanding of themselves as learners.

Scoring Methods for Performance Assessment

Assessment can be scored during or after the students have completed the assessment task. However, it is best done during a lesson- using a checklist, rating scales & rubrics.

A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. Rubrics have two major aspects: coherent sets of criteria and descriptions of levels of performance. Rubrics include;

- (1) Descriptions of the of task
- (2) The scales to be used
- (3) The dimensions of the task
- (4) The description of each dimension on the scale

A Rubric

- is a scoring guide that helps teachers evaluate student performance, based on a range of criteria.
- A rubric lists the criteria, or characteristics, that student work should exhibit and describes specific quality levels for those criteria.
- Rubrics are a great way to improve communication, learning, and grading fairness.
- Knowing how to create and use rubrics gives you a better understanding of assessment and another option for assessing student performance.
- are descriptive and not evaluative.
- Of course, rubrics can be used to evaluate, but the operating principle is to match the performance to the description rather than “judge” it.
- Thus rubrics are as good or bad as the criteria selected and the descriptions of the levels of performance under each.
- Effective rubrics have appropriate criteria and well-written descriptions of performance

Purpose of Rubrics

Like any other evaluation tool, rubrics are useful for certain purposes and not for others. *The main purpose of rubrics is to assess performances.* For some performances, you observe the student in the process of doing something, like using an electric drill or discussing an issue. For other performances, you observe the product that is the result of the student's work, like a finished bookshelf or a written report.

1. Support authentic assessment

While traditional tests measure how well students recall content, rubrics measure how well students can apply knowledge to authentic contexts or real-world tasks.

2. Clearly communicate expectations

Because rubrics define student “quality” in terms of objective criteria and standards, they clearly communicate how instructors will evaluate student performance.

3. Improve performance

Rubrics lead to better student performance. When students understand assignments and expectations before they begin, they are more likely to fulfil them. They know what specific criteria and standards of excellence will be used to rate their performance.

4. To inspire fairness

Because rubrics have detailed assessment information, students don't feel that grades are assigned subjectively or arbitrarily. Also, when you have more than one grader, a rubric allows all graders to apply the same criteria in the same way.

Although rubrics have many benefits--and make grading faster and easier--a good rubric takes time, effort and patience to construct. You'll probably need to change (change, not add to) your grading and assessment methods, based on what you believe about learning assessment. Rubrics are best for critical assessments, major projects, and other assignments that require a multi-dimensional performance evaluation. The trick is to know what type of rubric to create for your situation.

Reasons for Creating Rubrics/Marking schemes

Rubrics or marking schemes are created for;

1. Categories to assess-different components or elements that will assess
 - Factual information
 - Application
 - Analysis
 - Writing Skills
2. Criterion for assessment
 - Accuracy
 - Completeness
 - Length or number of examples
 - Supported with research
 - Range of answer
 - Description and support
3. Levels or points 3-5 levels
 - Exemplary, Proficient, acceptable, not acceptable
 - Excellent, good, fair, poor
 - 10 points, 5 points, 1 point

Parts of a Rubric

- A rubric is a matrix of criteria and their descriptors.
- The left side of a rubric matrix lists the **criteria (performance standards)** for the expected product or performance.
- Across the top of the rubric matrix is the **rating scale** that provides a set of values for rating the quality of performance for each criterion.
- **Descriptors** under the rating scale provide examples or concrete indicators for each level of performance.
- The dimensions of the task that **qualifies** the achievement

Performance Standard/Criteria	Advanced	Proficient	Progressing	Not Yet
Identify reasons for developing caring relationships	Identify and explain all the reasons for developing caring relationships	Identify all the reasons for developing caring relationships	Identify only a few of the reasons for developing caring relationships	Identify only one reason for developing caring relationships
Explain the reasons for developing caring relationships	Explain all the reasons for developing caring relationships and provide an in-depth justification for some of the reasons	Explain all the reasons for developing caring relationships	Explain only a few of the reasons for developing caring relationships	Explain only one reason for developing caring relationships

Types of Rubrics

1. Analytical Rubric

Analytic rubrics describe work on each criterion separately. For most classroom purposes, analytic rubrics are best. Focusing on the criteria one at a time is better for instruction and better for formative assessment because students can see what aspects of their work need what kind of attention. Focusing on the criteria one at a time is good for any summative assessment (grading) that will also be used to make decisions about the future - for example, decisions about how to follow up on a unit or decisions about how to teach something next year.

Template for Analytic Rubrics

Criteria	Beginning	Developing	Accomplished	Exemplary	Score
Criteria 1	Description reflecting beginning	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	

Criteria 2	Description reflecting beginning level performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	
Criteria 3	Description reflecting beginning level performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	
Criteria 4	Description reflecting beginning level performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	

Holistic Rubrics

Holistic rubrics describe the work by applying all the criteria at the same time and enabling an overall judgment about the quality of the work. Holistic rubrics are based on criteria for good work and on observation of how the work meets those criteria.

One classroom purpose for which holistic rubrics are better than analytic rubrics is the situation in which students will not see the results of a final summative assessment and you will not really use the information for anything except a grade. Some high school final examinations fall into this category. Grading with rubrics is faster when there is only one decision to make, rather than a separate decision for each criterion.

Decide on type of rubric to be used (Holistic or Analytic)

1. When to use Holistic Rubric

- There is no single correct answer/response to a task
- The focus has no the overall quality, proficiency, or understanding of a specific content or skills.
- You are assessing large numbers (eg. 150 portfolios)

Holistic Rubric						
Score	5	4	3	2	1	0
Description	Demonstrate complete understanding of the problem. All requirements of task are included in response .	Demonstrate considerate understanding of the problem. All requirements of task are included .	Demonstrate partial understanding of the problem. Most requirements of task are included .	Demonstrate little understanding of the problem. Many requirements of task are missing .	Demonstrate no understanding of the problem.	No response/ not attempted task

2. When to use Analytic Rubric

- Several subjects are assessing the student work.
- Description promote consistent scoring.
- Stakeholders will be examining the rubric scores.
- Substantial feedback to students or the subjects is desired.
- Outlines of specific strengths/weaknesses are anticipated.

Analytic Rubric				
Criteria	4	3	2	1
Criteria # 1	Description reflecting highest level of performance.	Description reflecting mastery level of performance.	Description reflecting movement towards mastery level of performance.	Description reflecting beginning level of performance.
Criteria # 2	Description reflecting highest level of performance.	Description reflecting mastery level of performance.	Description reflecting movement towards mastery level of performance.	Description reflecting beginning level of performance.
Criteria # 3	Description reflecting highest level of performance.	Description reflecting mastery level of performance.	Description reflecting movement towards mastery level of performance.	Description reflecting beginning level of performance.
Criteria # 4	Description reflecting highest level of performance.	Description reflecting mastery level of performance.	Description reflecting movement towards mastery level of performance.	Description reflecting beginning level of performance.

General Rubric Matrix

This is a sample of a general rubric matrix that can be used for projects or other assessment. The table presents information that you can use or choose from to develop your own rubrics.

Criteria	Performance Standards (Descriptors)
Beyond	Beyond Standard (s) -Advanced in Performance and Understanding
	Consistently demonstrates advanced conceptual problem-solving understandings Consistently generates tasks that make connections between and among problem-solving ideas Consistently applies strategies to unique situations Consistently demonstrated confidence to approach tasks beyond the proficiency level for grade Consistently initiates problem-solving investigations
Consistent	Meet Standard (s)-Proficient in Performance and Understanding
	Consistently demonstrates understanding of mathematical standards and cluster at the grade level Consistently demonstrated conceptual understanding Consistently applies multiple strategies flexibly in various situations Understands and fluently applies procedures with understanding Consistently demonstrates perseverance and precision Constructs logical problem-solving arguments of thinking and reasoning Uses problem-solving skills correctly and appropriately
Inconsistent	Progressing-Not Yet Proficient in Performance and Understanding
	Inconsistently uses tools appropriately and strategically Demonstrates inconsistent understanding of key problem-solving ideas at grade level Demonstrates inconsistent conceptual understanding of key problem-solving ideas at grade level Inconsistent in understanding and application of grade level appropriate strategies Depends upon assistance of teacher and/or peers to understand and complete tasks Needs additional time to complete tasks Applies models of problem-solving ideas inconsistently
Seldom	Not Yet -Limited Performance and Understanding
	Exhibits minimal understanding of key problem-solving ideas at grade level Rarely demonstrates conceptual understanding Seldom provides precise response Seldom use appropriate strategies Consistently requires assistance and alternative instruction Use tools inappropriately to model problem-solving ideas

Steps to use the general matrix to develop rubrics

Here is a description of the process on how to use the above table and develop the rubric for an assessment.

1. Organise the criteria and qualifier in a four (4) pointer scale as shown below:

Criteria	Beyond	Consistent	Inconsistent	Seldom

Note: The qualifiers Beyond, Consistent, Inconsistent and Seldom are taken from the general matrix.

2. Refer to the general matrix and select an appropriate descriptor under each of the qualifiers to suit your assessment and place it in the table as shown below.

Criteria	Beyond	Consistent	Inconsistent	Seldom
1	Consistently demonstrates advanced conceptual mathematical understandings	Consistently demonstrates understanding of mathematical standards and cluster at the grade level	Inconsistently uses tools appropriately and strategically	Exhibits minimal understanding of key mathematic ideas at grade level

Note: The descriptors are taken from the general matrix. The descriptors do not have to be in the order as they appear in the general matrix.

3. If the assessment tasks consist more than one criteria (performance tasks) the appropriate descriptors from the general matrix can be used in the rubrics

Criteria	Beyond	Consistent	Inconsistent	Seldom
1	Consistently demonstrates advanced conceptual mathematical understandings	Consistently demonstrates understanding of mathematical standards and cluster at the grade level	Inconsistently uses tools appropriately and strategically	Exhibits minimal understanding of key mathematic ideas at grade level
2	Consistently generates tasks that make connections between and among mathematical ideas	Consistently demonstrated conceptual understanding	Demonstrates inconsistent conceptual understanding of key mathematical ideas at grade level	Rarely demonstrates conceptual understanding

3	Constructs logical mathematical arguments of thinking and reasoning	Constructs logical mathematical arguments of thinking and reasoning	Depends upon assistance of teacher and/ or peers to understand and complete tasks	Consistently requires assistance and alternative instruction
----------	---	---	---	--

Note: Ensure that the descriptors must not be repeated.

4. The general matrix can be used for three (3) pointer scale as shown below:

Criteria	Consistent	Inconsistent	Seldom
1	Consistently demonstrates understanding of mathematical standards and cluster at the grade level	Inconsistently uses tools appropriately and strategically	Exhibits minimal understanding of key mathematic ideas at grade level

Note: The steps two and three can be used also for the three (3) pointer scale.

Scoring of Performance for Formative Assessment

(Assessment as/while learning and Assessment for learning)

1. Scoring Assessment using Rating Scale

Rating Scales are a type of checklists that judge the degree to which a criteria is met. They generally have a scale of between 1- 6 options.

Types of Rating Scales

There are three (3) commonly used types, these are as follow:

- A. Frequency Rating Scales
- B. Grade Rating Scales
- C. Number Rating Scales

A. Frequency Rating Scales

A frequency rating scale scores how often a task is done to meet criteria.

Here is an example of a frequency rating scale used to assess the skill “Collaboration”. This frequency rating scale can be used for assessing students during group activity. The collaboration focus on students’ ability to be part of a group and work together displaying qualities such as leadership, patience, tolerance, consideration and guidance.

Criteria	Frequency			
	Always = 4	Sometimes = 3	Rarely = 2	Never - 1
1. Embraces abilities and encourages participation	Always embraces everyone’s abilities and encourages participation	Sometimes embraces everyone’s abilities and encourages participation	Rarely embraces everyone’s abilities and encourages participation	Never embraces everyone’s abilities and encourages participation
2. Ensures everyone is tasked to an activity	Always ensures everyone is tasked to an activity	Sometimes ensures everyone is tasked to an activity	Rarely ensures everyone is tasked to an activity	Never ensures everyone is tasked to an activity
3. Encourages everyone to achieve together	Always encourages everyone to achieve together	Sometimes encourages everyone to achieve together	Rarely encourages everyone to achieve together	Never encourages everyone to achieve together

B. Grade Rating Scales

A grade rating scales can be use letters to grade and indicate the students’ level of performance or achievement for example A, B, C, D, etc...

Sample 1

Here is an example of a rubric showing Grade Rating Scale. It is a summative assessment, that has been accumulated and the scoring is given in percentage and grade.

Performance Standards/ Criteria	A 90 - 100	B 70 - 89	C 50 - 69	D 0 - 49
Identify reasons for developing collaborative skills	Identify and explain the reasons for developing collaborative skills	Identify all the reasons for developing collaborative skills	Identify only a few of the reasons for developing collaborative skills	Identify only one reason for developing collaborative skills
Explain the reasons for developing collaborative skills	Explain all the reasons for developing collaborative skills and provide an in-depth justification for some of the reasons	Explain all the reasons for developing collaborative skills	Explain only a few of the reasons for developing collaborative skills	Explain only one reason for developing collaborative skills
Identify reasons for fostering collaborative skills	Identify and explain all the reasons for fostering collaborative skills	Identify all the reasons for fostering collaborative skills	Identify only a few of the reasons for fostering collaborative skills	Identify only one reason for fostering collaborative skills
Explain the reasons for fostering collaborative skills	Explain all the reasons for fostering collaborative skills and provide and in-depth justification for some of the reasons	Explain all the reasons for fostering collaborative skills	Explain only a few of the reasons for fostering collaborative skills	Explain only one reason for fostering collaborative skills

Grade rating scale

Score Range/Percentage Rating (%)	Grade
80 – 100	A
70 – 79	B
60 - 69	C
50- 59	D
0 – 49	E

C. Number Rating Scale

A number rating scale that measures students' preferences, feelings, perceptions and interest on a provided numerical scale.

Here is an example of a number rating scale used to assess the skill “Collaboration”.

Number scales	1	2	3	4	5
Rating	Not all true	Some truth	Unsure	True	Very true

Sample 1

Here is an example of a rubric showing Number Rating Scale, has a rate of 1 indicating *Not all true* to a rate of 5 *Very true*.

Criteria	Number Rating Scale				
Collaboration is a 21 st century skill that is required in achieving a team’s Goals and Aims	1	2	3	4	5
Collaboration involves skills such as leadership, patience, tolerance, consideration and guidance.					

Sample Rating Scale Descriptive Words

- Words that describe the skill of **selecting ‘the right’ information** at varying levels of quality

Excellent	Proficient	Adequate	Limited
pertinent	relevant	suitable	trivial
insightful	meaningful	appropriate	superficial
significant	relevant	predictable	vague
perceptive	thoughtful	basic	questionable
precise	logical	partially correct	confusing
purposeful	focused	appropriate	irrelevant

- Words that describe the skill of **selecting ‘enough’ information** at varying levels of quality.

Excellent	Proficient	Adequate	Limited
comprehensive	thorough	cursory	superficial
in-depth	sufficient	partial	incomplete
rich & detailed	specific	simplistic	undeveloped
extensive	substantial	partial	sketchy

- Words that describe the skill of **evaluating product or connecting insights to personal experience** at varying levels of quality

Excellent	Proficient	Adequate	Limited
insightful	thoughtful	predictable	trivial
astute	relevant	appropriate	unfocused
perceptive	thoughtful	routine	trivial
intuitive	logical	rudimentary	unsubstantiated
innovative	credible	predictable	trite
compelling	meaningful	obvious	tenuous

- Words that describe the skill of **designing or constructing** at varying levels of quality

Excellent	Proficient	Adequate	Limited
efficient	practical	viable	unworkable
innovative	effective	workable	ineffective

5. Words that describe the skill of **organising or formatting information** at varying levels of quality

Excellent	Proficient	Adequate	Limited
skillful	systematic	simplistic	haphazard
purposeful	logical	methodical	disorganised

6. Words that describe the skill of **analysing information or data** at varying levels of quality

Excellent	Proficient	Adequate	Limited
accurate	logical	partially accurate	flawed
insightful	logical	simplistic	unsupported
astute	credible	plausible	inaccurate
precise	relevant	basic	irrelevant

7. Words that describe the skill of **presenting or communicating information or selecting appropriate visuals** at varying levels of quality

Excellent	Proficient	Adequate	Limited
vivid	interesting	simplistic	lacks appeal
compelling	effective	predictable	does little to sustain interest
enhances	supports	partially supports	interferes with
engaging	interesting	straightforward	ineffective
skillful	effective	appropriate	inappropriate
intriguing	interesting	predictable	ineffective

Sample Scoring using Rating Scale to assess “Collaboration”

Criteria	Frequency			
	Always = 4	Sometimes = 3	Rarely = 2	Never - 1
1. Embraces everyone’s abilities and encourages participation	Always Embraces everyone’s abilities and encourages participation	Sometimes Embraces everyone’s abilities and encourages participation	Rarely Embraces everyone’s abilities and encourages participation	Never Embraces everyone’s abilities and encourages participation
2. Ensures everyone is tasked to and activity	Always Ensures everyone is tasked to and activity	Sometimes Ensures everyone is tasked to and activity	Rarely Ensures everyone is tasked to and activity	Never Ensures everyone is tasked to and activity
3. Encourages everyone to achieve together	Always Encourages everyone to achieve together	Sometimes Encourages everyone to achieve together	Rarely Encourages everyone to achieve together	Never Encourages everyone to achieve together

2. Scoring assessment using a Checklist

Check lists are one of the easiest methods of scoring assessment tasks. The criteria *i.e.* skills, cues or tasks are considered separately according to whether they have been accomplished.

Types of Checklist include

- Yes/No
- Tick/Cross
- Circling

- Narrow scale, e.g. Sometimes, rarely, never
- Colouring
- Symbols (signifiers), e.g. pictures, facials, artifacts, signs, drawings, concept maps)

Sample Scoring using Yes/No Checklist Scale to assess “Collaboration”

No	Criteria	Write Yes (score 2) or No (score 1)
1	<i>Embraces everyone's' abilities and encourages participation</i>	
2	<i>Ensures everyone is tasked to an activity</i>	
3	<i>Encourages everyone to achieve together</i>	

Sample Scoring using Tick/Cross Checklist Scale to assess “Collaboration”

No	Criteria	Place a tick(score 2) or and X (score 1)
1	<i>Embraces everyone's' abilities and encourages participation</i>	
2	<i>Ensures everyone is tasked to an activity</i>	
3	<i>Encourages everyone to achieve together</i>	

Scoring of Performance for Summative Assessment

Grade rating scales are better scoring tools for summative assessment of students' performance. They indicate students' level of performance using such as; A, B, C, D etc

A Grade is given after the accumulated total for a number of assessments has been completed either at the end of an assessment period, a topic, a term, a grade or year.

The subject assessment components, tasks and weightings should be able to guide the grading of achievements as demonstrated in a rubric designed for this purpose.

Assessment Components and Task Weighting

The Assessment components and Task Weighting is intended for a Termly Assessment Schedule. It anticipated that the assessment components with their weightings may be changed by the teachers' Business Studies Termly Teaching Programs accordingly but the total scores allocated for the THEORY ASSESSMENT COMPONENTS (TAC) of 40 Marks and PRACTICAL ASSESSMENT COMPONENTS (PAC) 60 Marks should remain as it is the determined as the required 40/60 Moderation Components (*i.e.* 100 marks) for Business Studies Assessments per Assessment Period.

Theory Assessment Components (Tac) (40 Marks)	Total Score/100	Practical Assessment Components (Pac) (60 Marks)	Total Score/100
		Project Portfolio No. 1	10
		Steam Project Portfolio No. 1	10
Test No. 1	15	Project No. 1	25
		Steam Project No. 1	25
Assignment No. 1	10		
Test No. 2	15		
Total theory score	_____ /40	Total practical score	_____ /60
Total scores of Tac + Pac = Total scores Out of 100	_____ /100		

Sample Subject Assessment Structure

The internal assessment for the Business Studies subject is based on the Grades 9 & 10 and Grade 11 and 12 Business Studies Syllabus. The final assessment should be based on a range and balance of assessment strategies and instruments. Assessment must be both normative and criterion.

Component	Weighting	Tasks	Assessment Referencing
Practical Work in response to design brief (Moderation and Projects included here?)	60 % (of mandatory total)	Development and application of design ideas, safe and skillful use of materials, tools and equipment to make a product and the identified processes	Criterion Referencing Rubrics?
Design folio with outcomes of research, investigations and planning	20 % (of mandatory total)	Folio showing results of investigation in response to design brief, rough notes or sketches of design ideas, timelines, final drawings or plans, processes used to make the product and evaluation reports	Criterion Referencing Rubrics?
Tests	20 % (of mandatory total)	Theory and also applications in theory	Formative
Marks	100 %	A combination of design folios, practical applications, moderations and tests.	

Sample Assessment

SBC embraces standards and as such, standards must also drive the administration of assessments to students. It is important that every student must be given the outline of the Assessment that has been planned for the term. Each Term will include 6 pieces (can have any number from 4-6) of assessment. Assessment is weighted accordingly.

Assessment Type	Description	Weighting
Topic Tests x 2	Students will be given two topic tests based on the content learnt in the term. 1 will be given mid-term and 1 at end-term. The test will be comprised of 10 multiple choice questions and 5 short written answers.	1 = 15 marks 1=10 marks
Portfolio	Individual Students will be assessed.....	10 marks
Moderation	In groups of four - five, students work to critically engage with one another in the required design process. Students will address criteria provided in class and prepare and deliver a 5-10 minute presentation addressing the criteria.	30 marks
Project (Application)	In groups of three to four, students work to critically engage with one another in the assigned project. Students will address criteria provided in class and prepare and deliver a 5-10 minute presentation addressing the criteria.	20 marks
Participation	2 marks will be allocated each day for attendance. Another 3 marks will be awarded for active participation.	5 marks

STEAM Assessment

Steps in Developing a STEAM Activity

1. Identify the Real/Authentic Situations that can be solved through the STEAM Activity.
2. Select a well-defined a Benchmark in your subject area that will carry the STEAM Activity.
3. Identify related subject areas with their concepts to be used solve the Authentic Situation.
4. Note down the Main parts of the Unit Of Work for the STEAM Activity.
5. Write a Description of the Authentic Situation for the STEAM Activity based on the identified Authentic situation.
6. Write down the Task Descriptions for the STEAM Activity in order to approach the Authentic situation.
7. Develop the Rubric to Assess the STEAM Activity.

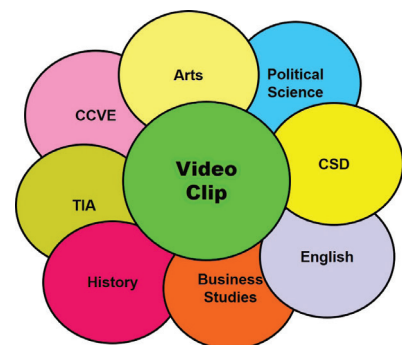
1. Authentic Situation identified for this STEAM Activity

- Students spending too much time using their smart mobile phones on Face book, WhatsApp and surfing the internet rather than their school work.
- Students still bringing their smart mobile phones to school despite the school rules telling them not to.
- Most schools need to fully utilise their School Rules, Mottos, Missions and Visions which determines the way they want to shape our students' Knowledge, Attitudes and Values, during and after, they leave the school at end of G10 and G12.
- Our schools in our country have been labelled as 'a very good school to a very bad school' due school student fightings and vandalism of school properties.
- Stakeholders of the schools are blaming the school management for the school students behaviour problems and parents are transferring their students out of schools to others school in the country.

2. Select a well-defined Benchmark in your subject area that will carry/drive/anchor the STEAM Activity and its associated Big Idea (product, project etc.)

• Sample:

- i **SUBJECT:** BUSINESS STUDIES
- ii **BENCHMARK 9.2.5.1.** Analyse the impact of information technology on society.
- iii **BIG IDEA/PRODUCT:** Video Clip



3. Identify other related subject areas with the appropriate concepts to solve the Authentic Situation(s)

- Identify related subject areas with their concepts/Knowledge, Skills, Attitudes and Values to be used to solve the Steam Authentic Situation

SUBJECTS	BENCHMARKS	BIG IDEA/ PRODUCT	KNOWLEDGE	SKILLS	ATTITUDES	VALUES
1. Arts (Theatre Arts)	9.2.2.2		Video script	Script Writing		
2. Christian Civic Value Education (CCVE)	9.3.1.3		School Rules, Motto, Vision, Mission	Examine Civic values	Responsibility	Ownership, Love
3. Character Social Development (CSD)	9.1.5.1, 9.1.5.2, 9.1.5.3, 9.1.5.4, 9.1.5.5		School Rules, Motto, Vision, Mission	Asses experiences and mistakes	Caring, Positivity	Respect
4. English	9.2.2.1		Descriptive Writing	Descriptive Writing	Neatness	
5. Social Science (History)	9.2.2.3, 9.2.2.4		School history	Discuss school culture		Ownership
6. Social Science (Political Science)	9.3.3.1, 9.3.3.2		National development aspirations/demands of citizens	Anticipative skills		
7. Technology Industrial Arts (TIA)	9.4.1.4, 9.4.1.5, 9.4.1.6		Range of communications media products	Creative media communication	Alertness	
8. Business Studies	9.2.5.6.	Video clip	Media rich projects	Shooting with mobile	Creativity	Innovative

4. Descriptions of the Steam Authentic Situation

- Paragraph 1 describes the problem/situation
- Paragraph 2 describes the solution to the problem/situation and who will be responsible to take up the task
- Paragraph 3 would mention any rewards/awards for an adequate solution to the problem/situation as a booster to create a competitive competition and a promoter of critical thinking amongst the students so that they can come out with the best products.

5. Write down the Task Descriptions for the STEAM Activity

- Plan and write a short write-up for your video-clip.
- Use the notes to Make a 2-minute video clip to advertise and market your school to the public.
- The short video clip must embrace the school rules, motto, and mission and vision statements.
- It must also contain messages of new and competent management.
- This video clip has to have the potential to positively change the image of the school
- This 2-minute video clip must be captivating and totally convincing to attract students to want to enroll at your school.
- This clip must not be more than 2 minutes (maximum time limit)
- Present your video clip to be assessed
- Submit both your write-up (on a chart) together with your video clip

6. Developing Rubrics to Assess the Steam Video Clips

- 1) Decide on type of rubric to be used (Holistic or Analytic)
- 2) Decide what point scale rubric to use (always use 3, 4 or 5 point-scale) and rating scales to use (descriptive words or numerals)
- 3) Plan the layout to develop the rubric
- 4) Decide what to assess from the Category of Tasks Description
- 5) Identify and List down the Category of Tasks Description for the Criteria
- 6) Reword the Tasks Descriptions to create Criteria
 - Plan and write a short write-up for your video-clip. (**The write up of the video**)
 - Use the notes to make a 2-minute video clip to advertise and market your school to the public. (**The development of the video**)
 - The short video clip must embrace the school rules, motto, and mission and vision statements. (**The content of the video**)
 - It must also contain messages of new and competent management. (**The content of the video**)
 - This clip must not be more than 2 minutes (maximum time limit) (**The presentation of the video**)
 - Submit both your write-up (on a chart) together with your video clip. (**The product**)
7. List down the criteria against the Task Descriptions in a table
8. Unpack the Task Descriptions and Identify the essential KSAV that can be assessed
9. Reword the Task Descriptions with the inclusion of KSAVs into a Descriptor statement for each criteria and distribute into each Competency Level/Level of Achievement
10. Determine appropriate variance of Qualifiers for each Descriptors of each Achievement Level
11. Determine the appropriate Descriptive Words or Number for Point Scales of the intended rubric.
12. Completed rubric sample: Video clip Assessment Rubric
13. Consider the Applications of the Steam Rubric

Sample 4

Strand 2: Business Management

Unit 5: Information Technology

Content Standard 2.5: Students will be able to explain the information technology concepts and examine the systems and tools needed to gather, access, analyse, synthesize, evaluate, manage, and disseminate information.

Benchmark: 9.2.5.1. Analyse the impact of information technology on society.

Topic: Impact of information technology on society.

Learning Objective: By the end of this Topic, students will be able to demonstrate a positive impact of information technology on society

Purpose of Assessing the Topic (Benchmark):

To assess whether students can be able to use mobile technology to positively Impact their society and analyse this impacts

How the Performance Task will be done: Group Project Presentation

Performance Standard: By the end of the project, students will be able to use mobile technology to positively impact their community/society.

Situation (Authentic)

A school has been faced with the challenge of behavioral issues for some time now and the public has lost its confidence in the school to be a good or genuine school. Most parents fear sending their children to his school and always opt to transfer their children in very first instances. The Board of Governors of the school has decided to raise the Behavior Standards or Benchmarks to a certain degree to improve its image and standards of learning.

To meet the expectations of the BOG, the principal and teachers intend to market the school to the public of NCD to lure students to have the interest to enroll at the school. With such a PAST bad reputation, the school will really need to convince the public that they have raised their standards and that their school is worth enrolling in it. The Principal and the teachers now have a task on hand to convince the public to enroll their children there and they have to try every means to do so.

To achieve this, the school is now requesting the Business and Technology Department to design an assessment Task for a certain Grade to assist with the situation. The Business & Technology Department has opted to design the task for Grade 9 students as one of their projects towards their assessments. The school principal also announces that the best video assessed by the B&T Department will be rewarded as it is also a competition.

Task Descriptions:

- Plan and write a short write-up for your video-clip.
- Use the notes to make a 2-minute video clip to advertise and market your school to the public.
- The short video clip must embrace the school rules, motto, and mission and vision statements.
- It must also contain messages of new and competent management.
- This video clip has to have the potential to positively change the image of the school
- This 2-minute video clip must be captivating and totally convincing to attract students to want to enroll at your school.
- This clip must not be more than 2 minutes (maximum time limit).
- Submit both your write-up (on a chart) together with your video clip.
- Teacher will present your video clips for the whole class to observe and use the rubric below to assess the video clip.

Materials: Smartphone, butcher papers, markers

1. Developing Rubrics to Assess Video Clips

- i. Decide on type of rubrics to be used (Holistic or Analytic)
- ii. After you decide, plan the rubrics (what point scale to use 3, 4 or 5 point scale)
- iii. Decide what to assess from the Category
- iv. Categorise the Tasks Description into Criteria
- v. Decide whether you will the Score the Criteria (decided to score criteria as sample).

Sample of Categorising tasks for the rubric

- Plan and write a short write-up for your video-clip. **(The write up of the video)**
- Use the notes to Make a 2-minute video clip to advertise and market your school to the public. **(The development of the video)**
- The short video clip must embrace the school rules, motto, and mission and vision statements. **(The content of the video)**
- It must also contain messages of new and competent management. **(The content of the video)**
- This video clip has to have the potential to positively change the image of the school
- (The content of the video)
- This 2-minute video clip must be captivating and totally convincing to attract students to want to enroll at your school. **(The content of the video)**
- This clip must not be more than 2 minutes (maximum time limit) **(The presentation of the video)**
- Present your video clip to be assessed **(The presentation of the video)**
- Submit both your write-up (on a chart) together with your video clip. **(The product)**

2. Identify and list down categories of tasks

Category	Task Description
The write up of the video	Plan and write a short write-up for your video-clip.
The development of the video	Use the notes to Make a 2-minute video clip to advertise and market your school to the public.
The content of the video	<ul style="list-style-type: none"> The short video clip must embrace the school rules, motto, and mission and vision statements. It must also contain messages of new and competent management. This video clip has to have the potential to positively change the image of the school This 2-minute video clip must be captivating and totally convincing to attract students to want to enroll at your school.
The Presentation of the video	<ul style="list-style-type: none"> This clip must not be more than 2 minutes (maximum time limit) Present your video clip to be assessed
The product	<ul style="list-style-type: none"> Submit both your write-up (on a chart) together with your video clip.

3. Unpack the Task Descriptions and Identify the essential KSAV that can be assessed

Category	Task Description	Essential KSAVs
The write up of the video script	Plan and write a short write-up for your video-clip.	Skill : Procedural Writing
The development of the video	Use the notes to Make a 2-minute video clip to advertise and market your school to the public.	Values and attitudes: <ul style="list-style-type: none"> Teamwork and cooperation Creativity Knowledge: Know about the school
The content of the video	<ul style="list-style-type: none"> The short video clip must embrace the school rules, motto, and mission and vision statements. It must also contain messages of new and competent management. This video clip has to have the potential to positively change the image of the school This 2-minute video clip must be captivating and totally convincing to attract students to want to enroll at your school. 	Knowledge: Adequate content about the school Skill: convincing and persuasive Values and attitude: Encouraging and luring
The Presentation of the video	This clip must not be more than 2 minutes (maximum time limit) Present your video clip to be assessed	Skill: <ul style="list-style-type: none"> Time management delivery skills (posture, language) and communication skills social skills (relativity and connectivity) Values and attitude: confidence
The product	Submit both your write-up (on a chart) together with your video clip.	EKSAVs in the Write up and Presentation :

3. Rerword the Task Descriptions with the inclusion of KSAVs into a Descriptor statement for each criteria and distribute into each Competency Level/Level of Achievement
4. Determine the appropriate Descriptive Words or Number for Point Scales of the intended rubric.

Criteria:	Advanced	Progressing	Novice	Mark
The write up of the video script	Skill: Procedural Writing Organized paper of video script writing procedures	Organized paper of video script writing procedures	Organized paper of video script writing procedures	/3
The development of the video	Values and attitudes: Teamwork and cooperation Creativity Knowledge: Know about the school The video corresponds to the 2-minutes script and illustrates teamwork	The video corresponds to the 2-minutes script and illustrates teamwork	The video corresponds to the 2-minutes script and illustrates teamwork	/ 3
Content of the video	Knowledge: Adequate content about the school Skill: convincing and persuasive Values and attitude: Encouraging and luring The short video clip embraces the core ideas of school rules, motto, and mission and vision statements.	The short video clip embraces the core ideas of school rules, motto, and mission and vision statements.	The short video clip embraces the core ideas of school rules, motto, and mission and vision statements.	/3
Presentation of the video	Skill: Time management delivery skills (posture, language) and communication skills social skills (relativity and connectivity) Values and attitude: confidence The video clip captures essence of vital messages of the new and competent management with potentials to positively change the image of the school and captivating and convincing to attract students to want to enroll at the school.	The video clip captures essence of vital messages of the new and competent management with potentials to positively change the image of the school and captivating and convincing to attract students to want to enroll at the school.	The video clip captures essence of vital messages of the new and competent management with potentials to positively change the image of the school and captivating and convincing to attract students to want to enroll at the school.	/3

The product	EKSAVs in the Write up and Presentation: <i>Video clip submitted at the assessment deadline for presentations</i>	<i>Video clip submitted at the assessment deadline for presentations</i>	<i>Video clip submitted at the assessment deadline for presentations</i>	/3
-------------	---	--	--	----

6. Completed rubric sample: Video clip Assessment Rubric

Criteria	Achieved	Progressing	Novice	Marks
Video Script Write up	Innovative and well organised paper with clarity of video <u>script</u> writing procedures	Well organised paper with clarity of video <u>script</u> writing procedures	Organised paper with some clarity of video <u>script</u> writing procedures	/3
Video Development	Appropriately considered details for the video are well corresponded to the 2-minutes script and illustrates a well-co-ordinated teamwork	Considered details for the video are mostly corresponded to the 2-minutes script and illustrates a coordinated teamwork	Some details considered for the video are partially corresponded to the 2-minutes script and illustrates a less coordinated teamwork	/3
Video Clip Content	<ul style="list-style-type: none"> The short video clip fully embraces the core ideas of school rules, motto, and mission and vision statements. 	<ul style="list-style-type: none"> The short video clip mostly embraces the core ideas of school rules, motto, and mission and vision statements. 	<ul style="list-style-type: none"> The short video clip somewhat embraces the core ideas of school rules, motto, and mission and vision statements. 	/3
Video Presentation	<ul style="list-style-type: none"> The video clip fully captures essence of vital messages of the new and competent management with necessary potentials to positively change the image of the school and really captivating and totally convincing to attract students to want to enroll at the school. 	<ul style="list-style-type: none"> The video clip mostly captures the essence of vital messages of the new and competent management with most potentials to positively change the image of the school and mostly captivating and partially convincing to attract students to want to enroll at the school. 	<ul style="list-style-type: none"> The video clip somewhat captures the essence of vital messages of the new and competent management with some potentials to positively change the image of the school and almost captivating and less convincing to attract students to want to enroll at the school. 	/3
Video Clip Submission Time	<ul style="list-style-type: none"> Video clip submitted well before the assessment deadline for presentations 	<ul style="list-style-type: none"> Video clip submitted just before the assessment deadline for presentations 	<ul style="list-style-type: none"> Video clip submitted within the assessment time for presentations 	/3

1. How to Score using the rubric

Scoring Rubrics

Criteria	Achieved	Progressing	Novice	Scoring
Video Script Write up	Innovative and well organised paper with clarity of video <u>script</u> writing procedures	Well organised paper with clarity of video <u>script</u> writing procedures	Organised paper with some clarity of video <u>script</u> writing procedures	2/3
Video Development	Appropriately considered details for the video are well corresponded to the 2-minutes script and illustrates a well-coordinated teamwork	Considered details for the video are mostly corresponded to the 2-minutes script and illustrates a coordinated teamwork	Some details considered for the video are partially corresponded to the 2-minutes script and illustrates a less coordinated teamwork	1/3
Video Clip Content	The short video clip fully embraces the core ideas of school rules, motto, and mission and vision statements.	The short video clip mostly embraces the core ideas of school rules, motto, and mission and vision statements.	The short video clip somewhat embraces the core ideas of school rules, motto, and mission and vision statements.	3/3
Video Presentation	The video clip fully captures essence of vital messages of the new and competent management with necessary potentials to positively change the image of the school and really captivating and totally convincing to attract students to want to enroll at the school.	The video clip mostly captures the essence of vital messages of the new and competent management with most potentials to positively change the image of the school and mostly captivating and partially convincing to attract students to want to enroll at the school.	The video clip somewhat captures the essence of vital messages of the new and competent management with some potentials to positively change the image of the school and almost captivating and less convincing to attract students to want to enroll at the school.	3/3
Video Clip Submission Time	Video clip submitted well before the assessment deadline for presentations	Video clip submitted just before the assessment deadline for presentations	Video clip submitted within the assessment time for presentations	2/3
11/15				

(Note: when **marking the project**, each proficiency level achieved by the students can be **circled** or **ticked** for easy referencing when scoring)

2. How to Grade using the rubric

Grading Rubrics

Score Range	Grade	Qualifier (Proficiency)	Descriptor	Percentage
15 -13	A	Advanced	Description reflecting highest level of performance.	100% - 76%
12 - 9	B	Achieved	Description reflecting mastery level of performance.	75% - 46%
8 - 5	C	Progressing	Description reflecting movement towards mastery level of performance.	45% - 26%
4 - 0	D	Novice	Description reflecting beginning level of performance.	25% - 0

3. How to Report using the rubric

A. Reporting an individual student's performance on the task

Assessment Task Report								
Assessment Task:				Video Development Project				
Name:			Grade:			Class:	Score and Grade:	/15
Criteria	Achieved A		Progressing B		Novice C			
Video Script Write up	Innovative and well organised paper with clarity of video script writing procedures		Well organised paper with clarity of video script writing procedures		Organised paper with some clarity of video script writing procedures			
Video Development	Appropriately considered details for the video are well corresponded to the 2-minutes script and illustrates a well-coordinated teamwork		Considered details for the video are mostly corresponded to the 2-minutes script and illustrates a coordinated teamwork		Some details considered for the video are partially corresponded to the 2-minutes script and illustrates a less coordinated teamwork			
Video Clip Content	The short video clip fully embraces the core ideas of school rules, motto, and mission and vision statements.		The short video clip mostly embraces the core ideas of school rules, motto, and mission and vision statements.		The short video clip somewhat embraces the core ideas of school rules, motto, and mission and vision statements.			

Video Presentation	The video clip fully captures essence of vital messages of the new and competent management with necessary potentials to positively change the image of the school and really captivating and totally convincing to attract students to want to enroll at the school.	The video clip mostly captures the essence of vital messages of the new and competent management with most potentials to positively change the image of the school and mostly captivating and partially convincing to attract students to want to enroll at the school.	The video clip somewhat captures the essence of vital messages of the new and competent management with some potentials to positively change the image of the school and almost captivating and less convincing to attract students to want to enroll at the school.
Video Clip Submission Time	Video clip submitted well before the assessment deadline for presentations	Video clip submitted just before the assessment deadline for presentations	Video clip submitted within the assessment time for presentations

(Note: The shaded is the student's proficiency score for each task.)

Related links to this Business Studies Benchmark in Business Studies with other subject areas:

Subjects	Reference Benchmark Codes
1. Arts (Theatre Arts)	9.2.2.2
2. Christian Civic Value Education (CCVE)	9.3.1.3
3. Character Social Development (CSD)	9.1.5.1, 9.1.5.2, 9.1.5.3, 9.1.5.4, 9.1.5.5
4. English	9.2.2.1
5. Social Science (History)	9.2.2.3, 9.2.2.4
6. Social Science (Political Science)	9.3.3.1, 9.3.3.2
7. Technology Industrial Arts (TIA)	9.4.1.4, 9.4.1.5, 9.4.1.6

(Note: The anchor subject in this sample STEAM assessment is Business Studies.)

Project Rubric

Category	Advanced	Satisfactory	Partial Credit	Unacceptable
	9 -10 points	7 - 8 points	1 - 6 points	0 points
Quality/ Workmanship	Maximum effort was put forth to complete the project in a professional manner. Project demonstrates a high degree of quality and attention to detail. Workmanship is excellent.	Some effort was made to complete the project to a level that was sufficient for grading, but does not meet a professional level of quality or appearance. Workmanship is of acceptable quality.	Minimal effort was made to complete the project and the quality and workmanship is sub-par, but still meets the minimal standard.	Little or no effort was made to produce a quality project. Project obviously does not meet minimal standards.
Creativity/ Design	Project reflects many fundamental elements of design and creativity. Project demonstrates an advanced understanding of creative thinking and attention to aesthetics and presentation.	Project reflects some of the elements of design and creativity, but lacks attention to aesthetics and presentation.	Project was completed, but does not reflect the acceptable levels of design and creativity. Effort was minimal and project is mediocre at best.	Project was not completed on time or reflects little or no effort to complete assignment at an acceptable level.
Functionality	Project meets or exceeds the design requirements of purpose and functionality. All elements of the design have been met and the project does what it was designed to do.	Project meets some of the design requirements of purpose and functionality. Not all elements of the design have been met, but the project does what it was designed to do.	Project is somewhat functional, but reflects minimal effort. It is intermittent and doesn't always do what it was designed to do.	Project does not work and demonstrates a lack of effort or understanding of the basic elements of functionality and purpose.
Design Process	Project reflects a clear understanding and application of design process including evidence of research, brainstorming, design and problem solving, prototyping and testing.	Project reflects some understanding and application of accepted design loop principles and sequence including evidence of research, brainstorming, design and problem solving, prototyping and testing.	Project reflects minimal understanding and application of design process.	Project does not show evidence that design process was used. Project does not meet accepted levels of design criteria.
Criteria/ Constraints	Project was completed with all constraints and criteria met or exceeded. Reflects attention to detail and quality.	Project was completed with some of the constraints and criteria met. Reflects some attention to detail, but quality is minimal.	Project was completed with a few of the constraints and criteria met. Reflects minimal effort and lacks detail or quality.	Project was not completed and does not reflect the adherence to the constraints or criteria.

Time Management	Project completed and turned in on time. Student worked diligently when project time was available. Student was on task most of the time.	Project was completed, but had notable errors. Student utilized project time somewhat efficiently, but spent time socializing. Student was on task 70% - 80% of the time.	Project was not turned in on time and/or complete. The student was on task less than 60% of the time.	Project was not turned in on time and was not completed. Student wasted project time and at times was disruptive to others.
Resource Management	Always takes responsibility for use and care of all building components and resources. Always returns building components and materials to proper storage compartments.	Consistently takes responsibility for use and care of building components and resources. Somewhat consistent in returning building components to proper storage compartments.	Sometimes takes responsibility for use and care of building components and resources. Inconsistent in returning building components to proper storage compartments.	Does not take responsibility for the proper use and care of building components and resources. Is careless and does not practice proper storage and safety practices.
Teamwork	Notable teamwork shown with a determination to participate/contribute to team success. Completed required individual tasks that contributed to the success of the team.	Teamwork was noted, but was sometimes off task or working on non-related tasks. Contributed to the success of the team, but could have been more engaged to complete tasks sooner.	Notable time off-task with minimal effort given for team success, or did the project alone without relying on others to do their share of the project.	Was not a team player. Either took over project completely, or did not engage in team direction or plans.
Writing/ Reflection	Writing/reflection is very well organized and explained. Student includes all details in design process. Document has almost no grammatical errors.	Writing/reflection is somewhat organized and explained. Student includes most details in design process. Document has very few grammatical errors.	Writing/reflection is not organized and explained. Student includes only a few details in design process. Document has many grammatical errors.	Writing/reflection is incomplete or not turned in. Student includes no details in design process. Document has many grammatical errors.
Presentation	Presentation was well organized and presented in a logical sequence. Presentation reflects a full knowledge of the topic with clear answers and explanations to questions asked.	Presentation was fairly organized and most information presented in a logical sequence. Answers to questions were vague or lacked clarity or accuracy.	Presentation was unorganized and lacked a logical sequence. Presentation reflected little attention to detail. Answers to questions were inaccurate and confusing.	Presentation was not acceptable and reflects a lack of organization or knowledge of the topic. Presentation shows little effort to meet expectations.

Reference

Catapult-Good Example <http://kidsparkeducation.org/systems/files/documents/>

Universal Rubric

<http://rokenbokeducation.org/sites/default/files/curriculum/downloads/>

Performance Assessment Recording, Monitoring and Evaluation

Standards based reporting is and about student understanding and mastering a learning standard and less about grades. A standards based report card can list the most important skills students should learn in each subject at a particular grade level. Instead of letter grades, students receive marks or a code that show how well they have mastered the skills. The marks or codes that schools use to represent student progress are;

- A - Advanced
- B - Proficient
- C - Progressing
- D - Novice

The learning standards are basically the learning standards and expectations for each grade level. SBC requires a new way of recording and reporting to measure progress. Reporting progress is based on the teaching and learning strategies for performance based learning which are accurately assessing the performance towards mastery. The teaching model is changing therefore the performance measurements of Standards-Based Reporting will be more reflective of learning in the classroom. Hence, SBA lets students know against which criteria they will judge their work, and the standards attached to each of the criteria. It tells students what is required and allows teachers to gain a sense of how students are doing overall based on their achievement of the standards and promotes mastery learning.

Students Are Provided with Appropriate Feedback that Will Improve their Skills

In a standards-based learning approach, teachers are expected to provide their students with quality feedback that will improve student learning. As opposed to the traditional grading system that only provides students with a single numerical or letter grade, the standards-based grading system requires teachers to provide their students with meaningful and appropriate feedback that will accelerate mastery of learning standards. It is believed that standards-based grading allowed students to identify their areas of growth and to improve on their own competencies.

Teachers need to communicate with their students what each proficiency score means and should be explained to the students' parents what each score means and how they can help their children demonstrate mastery of learning standards expected of them for the subject.

Students Can Track their Progress

In a standards-based grading approach, students understand the meaning of each score that they receive. Because there are rubrics that explain the meaning of each proficiency score, students can easily monitor which standards need to be improved further and which learning standards have already been met. As such, students begin to monitor their progress and become accountable for their learning goals.

Interventions and Monitoring

Underachievement is poorer than expected performance. Students who consistently display performance demonstrative of underachievement are identified and interventions for regress are planned to promote learning. Such interventions should be planned not as a general aspect but should address individual students' limitations in learning and should encourage learning.

Monitoring of Students Learning

Monitoring of students learning is done through strategies that teacher devise to track their teaching and students achievement. This is through the assessment program, classroom teaching, and performance in performance-based learning and students self- assessment in achieving the learning standards.

Re-planning

Re-planning of teaching programs and lesson planning are addressed apart from the planning and programming for all other students. This is specifically addressing underachievers. Re-planning includes teaching and learning strategies, resources, remedial activities which can be planned into the normal teaching times instead of creating extra times after classes.

Glossary

Word	Definition
Authentication	An e-commerce technique by which access to Internet or Intranet resources requires the user to identify him/herself by entering a username and password
Authorisation	Process of granting or denying user access to a secure system. Usually a two-step process beginning with authentication to ensure the user requesting access is who they claim to be and then authorization to allow access.
Auto responder	Auto-responders allow you to automatically return a pre-set message whenever a selected mailbox receives a message. It can also notify a selected mailbox of the receipt and response for a transaction that just took place.
B2B	Business to business – Transactions that occur between two companies, as opposed to a transaction involving a consumer.
B2C	Business to consumer – The conducting of commerce by companies, government agencies, and institutions with consumers over the Internet.
Digital certificate	An electronic “credit card” that establishes your credentials when doing business or other transactions on the web. A certificate usually contains a name, a serial number, a public key, an expiration date and the digital signature of the SSL Certification Authority.
Encryption	The scrambling of data in such a way that it can be unscrambled and read only by those for whom it is intended. In Radio Frequency Identification (RFID) systems, encryption is used to protect information store on a transponder’s microchip or to prevent the interception of communications between the tag and reader.
Business plan	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 written is often called a cooperate plan
Entrepreneur	An individual who undertakes to supply a good or service to the market
Enterprise	A business project
Ethical	Behaviour judged to be good, just, right and honourable based on principles or guides from a specific ethical theory
Expenses	Money spent on some activity- goods and services
Goods	Commodities/products and person property
Cash book	A book where records cash, cheque receipts, and cheque payments are kept
Cash flow	The total amount of cash being received and paid out by a business
Balance sheet	A statement of assets and liabilities
Franchise	A licence given to a manufacturer, distributor, trader, etc. to enable them to manufacture or sell a named product or service in particular area for a stated period. The holder of the license (franchise) usually plays the grantor of the license (franchiser) a royalty on sales, often with a lump sum as an advance against royalties. Franchisers are common in the fast food’s businesses, petrol stations, travel agents etc.
Financial Report	A document giving a formal account of the revenue and expenses of a business
Journal	A daily record of happenings. A book of original entry for recording transactions before being transferred to the ledger
Financial Statement	A document showing the management of money in a business
Market	A place where people meet to buy and sell goods (Merchandise)
Mortgage	A loan with security taken to purchase a house, building or shares, etc,
Production	The act of growing and purchasing goods and services for consumers
impulse buying	The buying of a product by a consumer without previous intention and almost always without evaluation of completing brands
income	Any sum that a person or organisation receives either as a reward for the effort, e.g. salary or trading profit or as a return on investments, e.g. rents or interest

Internet	The world wide web, information that can be examined on computers from all parts of the world
Inventory	An inventory count usually takes place at the end of the financial year to confirm the actual quantities support the figures given in the book of account. The differences between the inventories at the beginning or the end of a the year period are used in the cost of the sales for the profit and loss account and the end inventory is shown on the balance sheet as circulating capital
Lease Agreement	An agreement in which the owner of an asset (such as land or buildings) sells it to another party but immediately enters into an agreement with the purchaser to obtain the right to use the asset.
Electronic Market	Marketing goods and services on line using the internet
Mortgage	A loan with security taken to purchase a house, building or shares, etc.
Production	The act of growing and producing goods and services for consumers

References

Bandara, P Business Studies for Grade 10, Oxford University Press, Melbourne, Australia 2012.

Bandara. P, (2009), SARA Publication, Accounting for Grade 11, SARA Publication, Kottawa Department of Education, (2008); Accounting Teachers Guide, Department of Education, Waigani

Jiram, L. N, Dick. A, Dield. S, Frewen. W and Spurdle. R, (2013), Oxford Press; Save Buk, Accounting 11, PNG Upper Secondary, Oxford University Press, Sydney

O'Neil. E and Wheeler. B, (1995), Dellasta; *Accounting in Melanesia*, Dellaste, Mount Waverley

Hall P and Kotler P, Marketing in Australia 2nd Edition, Australia, 1989.

Jeffery W. Gepul, Create and Manage, Your Own Business, Book 1, Mt Hagen, 2012

Jeffery G. Wama and Yuwak Tau, Business in Melanesia, Book 1, Goroka, 2008

Mania, A, Commerce Made Easier – A collection of teaching notes compiles from selected Grade 10 Commerce Units, Coon Stationery and office supplier 2008.

Ponnusamy, M, Fundamentals of Business and Management for Papua New Guinea , universal Business Academy, Port Moresby

<https://medium.com>, roles of four elements of marketing.

[Images.jpeg.www.google.com](https://www.google.com)

<https://www.quora.com>

<https://www.quora.com>

www.upcouncil.com

en.m.wikipedia.org

Jeffery Wama Gepul, Business in Melanesia, Book 2, Mt Hagen, 2013

Jeffery W. Gepul, Create and Manage, Your Own Business – Book 1, Mt Hagen, 2012

Melissa Campanelli, Entrepreneur, How to Set Up an E-Commerce Site, <http://www.entrepreneur.com/ebusiness/buildingawebsite/article84250.html>

Erick Schonfeld, Tech Crunch, Forrester Forecast: Online Retail Sales Will Grow To \$250 Billion By 2014, <http://techcrunch.com/2010/03/08/forrester-forecast-online-retail-sales-will-grow-to-250-billion-by-2014/>

My Own Business, Internet Business & Search Engine Marketing,<http://www.myownbusiness.org/s9/index.html>

Armando Roggio, Practical ECommerce, Ecommerce Know-How: Seven Steps to Starting Your eBusiness in a Recession, <http://www.practicalecommerce.com/articles/1004-Ecommerce-Know-How-Seven-Steps-to-Starting-Your-eBusiness-in-a-Recession>

Business management, unit 1 & 2, eight edition, Barrile, Bini, Taylor, Wharton, 2010

Business studies for grade 9, outcome edition, Panditha Bandara,

Commerce Made Easier – A collection of teaching notes compiles from selected Grade 10 Commerce Units, Andrew Mania, Coon Stationery and office supplier 2008

Marketing in Australia 2nd Edition, Philip Kotler, Prentice Hall of Australia, 1989.

Business Studies for Grade 10, Panditha Bandara, Oxford University Press, Melbourne, Australia 2012.

<https://paper.ssrn.com>>Delivery.cfm

<https://www.investopedia.com>.ask

Panditha .Bandara, Outcomes edition (Papua New Guinea)

Grade 9 (Business Studies)

<https://www.investopedia.com>

Business management, unit 1 & 2, eight edition , Barrile, Bini, Taylor, Wharton, 2010

Business studies for Grade 9, outcome edition, Panditha Bandara,

Mylonas. A, Harvey. J, Hodges. J. (2007), VCTA Publishing, Business Organization and Management for Queensland, Macmillan Education Australia Pty Ltd, South Yarra

<https://www.examplesof.net/2017/08/10-examples-of-input-devices-of-computer.html?m=1>

Commerce Made Easier – A collection of teaching notes compiles from selected Grade 10 Commerce Units, Andrew Mania, Coon Stationery and office supplier 2008.

Marketing in Australia 2nd Edition, Philip Kotler, Prentice Hall of Australia, 1989.

Business Studies for Grade 10, Panditha Bandara, Oxford University Press, Melbourne, Australia 2012.

Business Organisation and Management for Queensland, Aliisa MYLONAS, Jill HARVEY, Jacky HODGES, VCTA Publishing, Australia, 2007.

Commerce Made Easier – A collection of teaching notes compiles from selected Grade 10 Commerce Units, Andrew Mania, Coon Stationery and office supplier 2008.

Marketing in Australia 2nd Edition, Philip Kotler, Prentice Hall of Australia, 1989.

Business Studies for Grade 10, Panditha Bandara, Oxford University Press, Melbourne, Australia 2012.

<https://medium.com>, roles of four elements of marketing.

[Images.jpeg.www.google.com](https://www.google.com)

Business management, unit 1 & 2, eight edition , Barrile, Bini, Taylor, Wharton, 2010

Manohar. P. (2008), Universal Business Academy; *Fundamentals of Business and Management for Papua New Guineans*, Universal Business Academy, Boroko.

Appendices

Appendix 1

Portfolio

This refers to a collection of student work and additional information gathered over a period of time that demonstrates learning progress from a subject /or integrated subjects project. ***Certain sections of the portfolio such as the safety and uses of equipment /or tools have to be adjusted /or altered accordingly to suit the subject specifics.***

Sample Student Portfolio Template

STUDENT PROJECT PORTFOLIO NO: _____

Name: _____ Class: _____ Term: _____ Date: ___/___/___

Subject: _____

Strand: _____

Unit: _____

Content Standard #: _____

Benchmark #: _____

1. Name Of Project: _____

2. Purpose Of The Project: (State briefly the reason why you will make the project. Have a complete visualization of any project you wish to make so as to know its usefulness)

- a) _____
 b) _____

3. Idea Generation

a. Most projects are based on existing ideas. Choose from these list words/phrase (**substitute, combine, adapt, modify, put to another use, eliminate, reverse/rearrange**) one word/phrase that provokes your thoughts about your project and goes in line with your own ideas about your project. Write this word/phrase in the space provided below.

b. Explain how this word/phrase is in line with your ideas about your own project.

4. Research

Your project idea needs to be validated to ensure you're creating a product people will pay for and that you won't waste time, money, and effort on an idea that won't sell. There are several ways you can validate your product ideas, including:

- a. Talking about your idea with family and friends. If you decide to use this validation method, prepare a sheet to record your feedbacks like the one below.

Your Project Idea:	(Write down your project idea)
---------------------------	--------------------------------

Family and friends Names	Feedbacks/Responses
1.	
2.	
3.	
4.	

- b. Sending out a survey to get feedback. If you decide to use this validation method, prepare a survey questionnaire like the one below.

Survey on Project Idea: (Write down your project idea)

1. Explain how useful is the furniture/garment to you?

2. Explain how often do you have this dish?

3. How much would you like to spend on this garment/furniture if you intend to buy it?

- c. Consider **Safety precautions** to be taken in the stages of **Planning, Prototyping, Production and Marketing**.

- 1) Elementary first aid and procedures: What is the First aid symbol?



- 2) Explain what is workshop safety?

- 3) How can safety be enforced in working practices to minimize the risks associated working environment?

4. For each of the following stages (**Planning, Prototyping, Production and Marketing**), draw 2 items/tools and describe the type of injury that may occur through the incorrect use of each of the items/tools

1. Planning Stage	
Item/Tool	Injury that may occur
Name: _____ (Drawing of the item/tool)	1. 2. 3.
Name: _____ (Drawing of the item/tool)	1. 2. 3.
2. Prototyping Stage	
Name: _____ (Drawing of the item/tool)	1. 2. 3.
Name: _____ (Drawing of the item/tool)	1. 2. 3.

5. For each of the injuries described below, state what action you should take to assist the teacher.

Injury	Action taken by student
A student using knife a cuts his/her finger.	1.
	2.
A student cooking burns his/her hand on a hot pot	1.
	2.

5. Planning

It's important to take the time to plan before you begin to build your prototype.

a. Tasting

- 1) In terms food, ingredients have to be tasted separately and combination of different ingredients needs to be tasted together to select a prototype.

b. Sketching

- 1) In terms of fabric garments and technology projects, sketches of the various prototypes need to be prepared and evaluated for their practicality and usefulness

VI. Prototyping

- Selected projects sketches will be made into prototypes, be sampled and detailed.
- As for food, a recipe would be outlined and cooked to make a sample dish. Make appropriate taste evaluation to improve the dish
- Fabric garments and technology projects create detailed working diagrams from the prototype for patterns or templates if required.

VII. Production

- Gather the required materials and food items as per your list to for the project idea.
- For Food, use the confirmed recipe from the prototype to prepare and create the dish.
- Use the confirmed outlined garment patterns/templates to measure and cut out the material pieces for your project idea.
- For technology construction, use the confirmed cutting list and the detailed working diagram to cut out the materials for your project

Product Name	
Total Unit (No of Project)	

Material List				
Quantity	Name of Material(s)	Description(s)	Unit Cost	Total Cost

- Complete the table of the Procedures in the Production

Procedure (How to make my Project)

No	Operations	Needed tools/equipment
1		
2		
3		
4		
5		
6		

VIII. Costing

a. The cost for making the T-shirt are:

- 1) Material costs: K_____
- 2) Labor costs (No of Hours Spent X Your Rate): 10 hrs x K ____ = K_____
- 3) Selling/Marketing cost: K_____

You could add a _____% markup on top of the K_____ total it cost to make your product as the “plus” of cost-plus pricing. Here’s what the formula looks like:

$$\text{Cost (K_____)} \times \text{Markup (K_____)} = \text{Selling price (K_____)}$$

IX. Marketing

- a. Review the responses/feedback from the Surveys done for the project idea and inform the interested people of the completed project
- b. Put out fliers to advertise the project to public
- c. Use social media to market the product

Appendices 2: *Samples of Student Response System Applications*

These are web based apps that work with a multitude of devices and operating systems. Here are the 4 best student response systems that interface with multiple devices.

1. Kahoot

Kahoot is a utility that allows teachers to create quizzes and surveys, and then send them to students. Teachers may allow students an unlimited amount of time to respond to questions, or they may set a time limit on each questions. Points are awarded to students both for correct answers and for responding quickly with those correct responses. Teachers can track students as they make progress.

2. Socrative

Socrative works excellently both for students working on their own or for students who are collaborating with one another. Socrative offers several different ways for instructors to engage their students. There are space races in which students can compete in teams or as individuals to answer questions as quickly and accurately as possible. Polls allow instructors to receive student feedback.

3. Infuse Learning

Infuse learning is (was!) an excellent student response system for teachers who must support students with a variety of learning styles. With infusion a teacher can create questions, quizzes and writing prompts and send them to students who are participating in virtual classrooms or in an online learning program. What makes Infuse Learning unique is that it allows the teacher to give the student multiple response options.

4. Verso

This is a free utility that teachers can use to create virtual classrooms. Verso works with the teacher's Google Drive account. This means that links, files, videos, images, and documents from the instructor's Google Drive can be added to the Verso classroom for students to access. Students who enter the classroom will be shown new items that have been added to the classroom since their last visit.

<https://www.emergingedtech.com/2015/09/top-5-multi-platform-student-response-systems/>

Appendix 3: Assessment Strategies

1. Reflective writing

Give your students journals and ask them to reflect on the day's lesson by writing about what they learned as well as what they found challenging. Encourage them to explain how they might apply the lesson or skill they learned in real life. You can then review their entries to determine your students' level of understanding and identify areas to focus on.

2. Choral responses

A choral response is a quick and easy way to assess your students' understanding of a concept they just learned. Ask the entire class a question, and evaluate their level of understanding based on the number and type of responses you receive. This exercise also encourages all students to participate in the question-and-answer process.

3. Presentations

Have students give short presentations to you or the class sharing what they have learned about a particular topic. You could also ask them to summarize the lesson's most important concepts. Rather than grading the presentations, use them as an assessment tool to determine students' level of understanding.

4. Four corners

Four corners is an engaging assessment strategy that gets students moving around the room. Label each corner of the room with a different level of comprehension: strongly agree, agree, disagree and strongly disagree. State facts or details about the current lesson, and ask them to stand in the corner of the room that represents their response. Encourage students to explain why they chose a certain response so that you can make decisions about future lessons.

5. Lists

Midway through a lesson, pause and ask your students to list a certain number of things they've learned. Review their lists to determine if students are at the appropriate level of understanding. You can also use these lists to identify misunderstandings and areas you need to focus on more.

6. One-minute response

Ask your class a question about a topic, and give them one minute to write a response. Encourage them to focus on their ideas and information rather than correct spelling, grammar and writing conventions. Alternatively, you can ask your students to write a one-sentence summary of what they have learned about that topic. Look for detail and understanding in their responses

7. Think-pair-share

Think-pair-share is useful for encouraging students to think critically about a topic and allowing you to check for understanding. Prompt students with questions about topics like what they learned from a lesson or how they connect with what you discussed in class today. Pair them

with another student, and have them discuss their ideas. Reconvene as a group, and call on different pairs to ask them to share their thoughts.

8. Socratic seminar

Hosting a Socratic seminar empowers students to facilitate their own discussions to develop their ideas further. Students ask each other questions about a certain topic, text or starting question. This prompts more questions and comments to enhance their understanding of the main topic.

9. ABC brainstorming

ABC brainstorming challenges students to create a list of all the letters in the alphabet and write down something that begins with each letter that relates to the unit. This can be an effective individual, pair or group activity. Reviewing these lists may help you learn what students understand and what requires more attention, allowing you to modify your lesson plans as needed.

10. 3-2-1

This is another technique to encourage students to reflect on the lessons. It's particularly useful to check for understanding at the end of or near the end of lessons. While the format may vary, this strategy typically involves asking students to write down:

- Three things they learned
- Two things they want to learn more about
- One question they have about

11. Concept maps

Concept maps are useful for helping students visualize what they understand about a topic. Students can create individual concept maps, or this may be an activity you complete as an entire class. Start with the main topic or idea in the middle of the paper, then draw lines out to circles that discuss information related to it. Depending on the subject and the age of the students, you may also ask them to draw lines connecting similar ideas.

12. 30-second share

During a 30-second share, each student discusses something they learned during the lesson. Things like what the student discusses, what language they use and how their response connects to the learning targets can help you assess their understanding.

13. Graffiti wall

Creating a graffiti wall is another assessment strategy that may be useful for working with visual learners. Cover one of your classroom walls with a large piece of paper, and invite students to write or draw on it to show what they learned about a topic. Using this activity allows you to identify what students understand and what may require additional lessons for them to master. Consider completing this activity during the middle of a unit and leaving the wall up for them to continue to add to as they learn more.

Reference sources: <https://www.indeed.com/career-advice/career-development/assessment-strategies>

Appendix 4: BLOOM'S TAXONOMY

LEVEL OF UNDERSTANDING	KEY VERBS
CREATING Can the student create a new product or point of view?	Construct, design, and develop, generate, hypothesize, invent, plan, produce, compose, create, make, perform, plan, produce, assemble, formulate,
EVALUATING Can the student justify a stand or decision?	Appraise, argue, assess, choose, conclude, critique, decide, defend, evaluate, judge, justify, predict, prioritize, provoke, rank, rate, select, support, monitor,
ANALYSING Can the student distinguish between the different parts?	Analyzing, characterize, classify, compare, contrast, debate, criticise, deconstruct, deduce, differentiate, discriminate, distinguish, examine, organize, outline, relate, research, separate, experiment, question, test,
APPLYING Can the student use the information in a new way	Apply, change, choose, compute, dramatize, implement, interview, prepare, produce, role play, select, show, transfer, use, demonstrate, illustrate, interpret, operate, sketch, solve, write,
UNDERSTANDING Can the student comprehend ideas or concepts?	Classify, compare, exemplify, conclude, demonstrate, discuss, explain, identify, illustrate, interpret, paraphrase, predict, report, translate, describe, classify,
REMEMBERING Can the student recall or remember the information?	Define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, tell, write, duplicate, memorise, recall, repeat, reproduce, state,

Appendix 5 : 21ST Century Skills

WAYS OF THINKING	<p>Creativity and innovation</p> <ul style="list-style-type: none"> • Think creatively • Work creatively with others • Implement innovations <p>Critical thinking, problem solving and decision making</p> <ul style="list-style-type: none"> • Reason effectively and evaluate evidence • Solve problems • Articulate findings <p>Learning to learn and meta-cognition</p> <ul style="list-style-type: none"> • Self-motivation • Positive appreciation of learning • Adaptability and flexibility
WAYS OF WORKING	<p>Communication</p> <ul style="list-style-type: none"> • Competency in written and oral language • Open minded and preparedness to listen • Sensitivity to cultural differences <p>Collaboration and teamwork</p> <ul style="list-style-type: none"> • Interact effectively with others • Work effectively in diverse teams • Prioritise, plan and manage projects
TOOLS FOR WORKING	<p>Information literacy</p> <ul style="list-style-type: none"> • Access and evaluate information • Use and manage information • Apply technology effectively <p>ICT literacy</p> <ul style="list-style-type: none"> • Open to new ideas, information, tools and ways of thinking • Use ICT accurately, creatively, ethically and legally • Be aware of cultural and social differences • Apply technology appropriately and effectively
LIVING IN THE WORLD	<p>Citizenship – global and local</p> <ul style="list-style-type: none"> • Awareness and understanding of rights and responsibilities as a global citizen • Preparedness to participate in community activities • Respect the values and privacy of others <p>Personal and social responsibility</p> <ul style="list-style-type: none"> • Communicate constructively in different social situations • Understand different viewpoints and perspectives <p>Life and career</p> <ul style="list-style-type: none"> • Adapt to change • Manage goals and time • Be a self-directed learner • Interact effectively with others

Appendix 6 :Teaching And Learning Strategies

Strategy	Teacher	Students
<p>CASE STUDY Used to extend students' understanding of real life issues</p>	Provide students with case studies related to the topic of the lesson and allow them to analyse and evaluate.	Study the case study and identify the problem addressed. They analyse the problem and suggest solutions supported by conceptual justifications and make presentations. This enriches the students' existing knowledge of the topic.
<p>DEBATE A method used to increase students' interest, involvement and participation</p>	Provide the topic or question of debate on current issues affecting a bigger population, clearly outlining the expectations of the debate. Explain the steps involved in debating and set a criteria/standard to be achieved.	Conduct researches to gather supporting evidence about the selected topic and summarising the points. They are engaged in collaborative learning by delegating and sharing tasks to group members. When debating, they improve their communication skills.
<p>DISCUSSION The purpose of discussion is to educate students about the process of group thinking and collective decision.</p>	The teacher opens a discussion on certain topic by asking essential questions. During the discussion, the teacher reinforces and emphasizes on important points from students responses. Teacher guide the direction to motivate students to explore the topic in greater depth and the topic in more detail. Use how and why follow-up questions to guide the discussion toward the objective of helping students understand the subject and summarise main ideas.	Students ponder over the question and answer by providing ideas, experiences and examples. Students participate in the discussion by exchanging ideas with others.

<p>GAMES AND SIMULATIONS</p> <p>Encourages motivation and creates a spirit of competition and challenge to enhance learning</p>	<p>Being creative and select appropriate games for the topic of the lesson. Give clear instructions and guidelines. The game selected must be fun and build a competitive spirit to score more than their peers to win small prizes.</p>	<p>Go into groups and organize. Follow the instructions and play to win</p>
<p>OBSERVATION</p> <p>Method used to allow students to work independently to discover why and how things happen as the way they are. It builds curiosity.</p>	<p>Give instructions and monitor every activity students do</p>	<p>Students possess instinct of curiosity and are curious to see the things for themselves and particularly those things which exist around them. A thing observed and a fact discovered by the child for himself becomes a part of mental life of the child. It is certainly more valuable to him than the same fact or facts learnt from the teacher or a book. Students</p> <ul style="list-style-type: none"> • Observe and ask essential questions • Record • Interpret
<p>PEER TEACHING & LEARNING <i>(power point presentations, pair learning)</i></p> <p>Students teach each other using different ways to learn from each other. It encourages; team work, develops confidence, feel free to ask questions, improves communication skills and most importantly develop the spirit of inquiry.</p>	<p>Distribute topics to groups to research and teach others in the classroom. Go through the basics of how to present their peer teaching.</p>	<p>Go into their established working groups. Develop a plan for the topic. Each group member is allocated a task to work on. Research and collect information about the topic allocated to the group. Outline the important points from the research and present their findings in class.</p>

<p>PERFORMANCE-RELATED TASKS (<i>dramatization, song/ lyrics, wall magazines</i>) Encourages creativity and take on the overarching ideas of the topic and are able to recall them at a later date</p>	<p>Students are given the opportunity to perform the using the main ideas of a topic. Provide the guidelines, expectations and the set criteria</p>	<p>Go into their established working groups. Being creative and create dramas, songs/lyrics or wall magazines in line with the topic.</p>
<p>PROJECT (individual/group) Helps students complete tasks individually or collectively</p>	<p>Teacher outline the steps and procedures of how to do and the criteria</p>	<p>Students are involved in investigations and finding solutions to problems to real life experiences. They carry out researches to analyses the causes and effects of problems to provide achievable solutions. Students carefully utilize the problem-solving approach to complete projects.</p>
<p>USE MEDIA & TECHNOLOGY to teach and generate engagement <u>depending on the age of the students</u></p>	<p>Show a full movie, an animated one, a few episodes' form documentaries, you tube movies and others depending on the lesson. Provide questions for students to answer before viewing</p>	<p>Viewing can provoke questions, debates, critical thinking, emotion and reaction. After viewing, students engage in critical thinking and debate</p>

Appendix 7: Lesson Plan Template

Strand:

Unit:

Content Standard:

Benchmark:

Topic :

Lesson Topic:

Lesson Objective (s): By the end of the lesson, students will be able to;

-
-
-

Essential Questions:

.....
.....
.....

Knowledge:

.....
.....

Skill(s):

.....
.....

Values:

.....
.....

Attitudes:

.....
.....

Teaching and Learning Strategies

Teacher will	Student will
Introduction (time in minutes)	
Body (time in minutes)	
Modeling	
Guided Practice	
Independent Practice	
Conclusion (time in minutes)	

Appendix 8: A Sample Scoring Rubric

Annotation 1
A statement (descriptors) describing the expected the level of competency for each prescribed criteria

Annotation 2
Rating scales includes either numerical or descriptive labels

Annotation 3
Indicators or qualifiers ensures that the levels reflect variance in quality

Annotation 4
Shaded descriptors indicating Student's Marks for the corresponding criteria

Criteria	Achieved 3	Progressing 2	Novice 1	Scoring
Collecting Data for Electronic Stock Taking System (ESTS)	Well organized paper with clarity identifying, classifying and enumerating the different items.	Organized paper with some clarity identifying, classifying and enumerating the different items.	Poorly organized paper that lacked clarity identifying, classifying and enumerating the different items.	2/3
Development of ESTS	Collaborative-ly organise and categorise data of different items. Illustrate the most likeable way the Data can displayed in the MS Excel Application format.	Display some collaboration to organise and categorise data of different items. Illustrate a likeable way the Data can displayed in the MS Excel Application format.	Display very little collaboration to organise and categorise data of different items. Illustrate a way the Data can displayed in the MS Excel Application format.	1/3
Content and Formulae Functions in ESTS	Typed accurately all the appropriate contents for each columns and typed in the all correct formulae function symbols for the 'SUMrange function' and 'SUMIF function' in all their correct MS Excel cell references	Typed most contents in their appropriate columns and typed in most of the correct formulae function symbols for the 'SUMrange function' and 'SUMIF function' in some of their MS Excel cell references	Typed very few contents in their appropriate columns and typed in very few formulae function symbols for the 'SUMrange function' and 'SUMIF function' in very few of their MS Excel cell references	3/3
Presentation of ESTS	Displayed time consciousness with adequate delivery skills (posture, language), expected communication skills and social skill (relativity and connectivity)	Mostly time consciousness with some adequate delivery skills (posture, language), some expected communication skills and some social skill (relativity and connectivity) displayed	Very little time consciousness with little adequate delivery skills (posture, language), little expected communication skills and little social skill (relativity and connectivity) displayed	3/3
Portfolio of ESTS Developments and MS Excel ESTS – The Product	A comprehensive portfolio with all the Steps in planning, designing and developing the ESTS with a complete and functional MS Excel of the ESTS.	A portfolio with most of the Steps in planning, designing and developing the ESTS with a complete and mal-functioned MS Excel of ESTS.	A portfolio with very few of the Steps in planning, designing and developing the ESTS with an incomplete and malfunctioned MS Excel of ESTS.	3/3
				12/15

Appendix 9: Steps in Developing a Rubric

1. List the Main parts of the Unit Of Work for the Rubric
2. Derive the purpose of Assessing the TASK in the Topic (Benchmark)
3. List the Lesson Title and Objective of the assessment task
4. Organise how the Assessment Task would be done: Individually or in Groups
5. Derive the Performance Standard from the Benchmark
6. Describe the Minor Tasks under the Main Task Description
7. Rephrase the Minor Tasks to create the Categories
8. List Task Descriptions and Categorise them
9. Unpack the Essential KSAV to be assessed from Task Descriptions
10. Design the Rubric type and decide the point-scale rubric for the assessment task
11. Re-word the Task Descriptions including KSAVs and create the Descriptors
12. Use Appropriate Qualifiers for Descriptors for each Achievement Level

Appendix 9: Performance Assessment Template

Subject: _____

Strand: _____

Unit: _____

Content Standard: _____

Benchmark: _____

Topic: _____

Learning Objective: _____

Purpose of Assessment: _____

Assessment Strategy: _____

Duration: _____

Time/Date of Administration: _____

Due Date/Time: _____

Performance Standard: _____

Performance Tasks _____

Performance Assessment Criteria: _____

Assessment Scoring: _____

Scoring Tool: _____

'ISSUE FREE NOT FOR SALE'