



سلطنة عمان  
وزارة التربية والتعليم  
المديرية العامة للمدارس الخاصة  
دائرة برامج ومناهج المدارس الخاصة

Newsletter	نشرة توجيهية
Subjects: Business Studies	مادة: دراسات الأعمال
Educational Program: Bilingual	البرنامج التعليمي: ثنائي اللغة
Grades: (11-12)	الصفوف: (11-12)
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## الفصل الأول: التوجيهات العامة

### Section (1) : General Guideline

## (1): النسخة العربية

على جميع المدارس الخاصة المطبقة لمادة دراسات الأعمال أو مادة الاقتصاد ضمن برنامج ثنائي اللغة الالتزام بجميع التعليمات الواردة في الجدول أدناه:

التعليمات	
<ul style="list-style-type: none"> <li>○ تلتزم باستخدام المصادر التعليمية الأساسية والداعمة المعتمدة في هذه النشرة.</li> <li>○ تلتزم بتوفير جميع المكونات الأساسية للمصادر التعليمية المختارة، بالنسبة لكل طالب ولكل معلم، والموضحة في الفصول القادمة من هذه النشرة التوجيهية قبل وقت كافٍ من بداية العام الدراسي.</li> <li>○ تلتزم بتوفير نسخ أصلية من المصادر التعليمية الأساسية التي تم اختيارها للتطبيق.</li> </ul>	اختيار وتوفير المصادر التعليمية
<ul style="list-style-type: none"> <li>○ "المصادر المساعدة للمعلم" ويعني بها: السلاسل التعليمية والمصادر التي تدعم المعلم في تدريسه للمنهج، وهي حق لكل معلم، ويجب على المدرسة أن تقوم بتوفير نسخة واحدة على الأقل في المدرسة من المصادر المحددة في بند "السلاسل الداعمة للمعلم"، حيث تكمن أهمية هذه المصادر في توفير أنشطة إضافية وأسئلة متنوعة، وأفكار تدريسية بديلة يمكن الاستعانة بها لتحقيق أهداف السلسلة الأساسية، وعند إعداد أوراق العمل الإضافية للطلاب، وعند إعداد مختلف أنواع الاختبارات، وغيرها من أوجه الاستفادة، مع الحرص على عدم نسخ محتوياتها إن لم تكن من المصادر المصممة للنسخ بدون الحصول على إذن رسمي من دار النشر المعنية بإنتاج هذه المصادر.</li> <li>○ بإمكان المعلمين استخدام مصادر تعليمية ورقية أو الكترونية إضافية غير مذكورة في هذه النشرة بشرط الالتزام بمعايير اختيارها والتي تم إرسالها إلى جميع المدارس.</li> </ul>	المصادر المساعدة للمعلم
<ul style="list-style-type: none"> <li>○ ضرورة التزام المعلمين بتحقيق الأهداف والمخرجات التعليمية للفصلين الدراسيين الأول والثاني في كل صف دراسي لمادة الدراسات التجارية للصفوف (11-12) وفق ما ورد في جداول (Teaching Inputs and Learning Outcomes) الواردة في هذه النشرة.</li> </ul>	الأهداف
<ul style="list-style-type: none"> <li>○ تدريب المعلمين والذي يتعلق باستخدام الكتب الدراسية والمصادر التعليمية المعتمدة، يجب أن يكون ضمن خطط المدارس الخاصة للإثراء المهني، والمدارس هي الجهات المعنية بالتنسيق مع دور النشر حول توفير البرامج التدريبية لمعلميها حسب الحاجة.</li> </ul>	التدريب

## التعليمات

التغذية الراجعة

- يأمل المختصون في قسم برامج المدارس الخاصة أن تقوم المدارس الخاصة بإرسال أية ملاحظات حول ما تم ذكره في هذه النشرة التوجيهية أو حول محتوى المصادر التعليمية المعتمدة أو أية مقترحات تطويرية، وسواء كان ذلك من قبل المعلمين أو من الإدارات المدرسية، حتى يتسنى لأعضاء المناهج بالقسم المذكور الإلمام بها، وعلاج أية إشكاليات تتعلق بهذا الجانب.
- للتواصل/ على البريد الإلكتروني: [epc.ps@moe.om](mailto:epc.ps@moe.om)

## (2): English Version

All schools implementing Business Studies or Economics via bilingual Programs are required to follow all of the instructions below:

	Instructions
Resources Selection and Providing	<ul style="list-style-type: none"> <li>To select and apply main course-books from the approved titles in this newsletter (for ALL STUDENTS).</li> <li>To provide all of the essential course-books components for students and teachers.</li> <li>To order sufficient quantities of resources for their teachers and students before the beginning of the academic year. Schools are responsible for any timely delivery of their orders.</li> <li>To provide original copies of the selected resources.</li> </ul>
Objectives	<ul style="list-style-type: none"> <li>Concerned Business Studies subject teachers must stick to "<b>Teaching Inputs and Learning Outcome</b>" during the two semesters each academic year for grades 11-12.</li> </ul>
Teachers' Support Resources	<ul style="list-style-type: none"> <li>"Teachers' Supplementary Resources" are those materials that assist the teaching and learning process. Schools should provide their subject teachers with those resources in order to provide their students extra-curricula activities, various questions and new teaching ideas. In addition, those resources can highly support teachers in the implementation of the compulsory resources, preparing worksheets and writing exam papers (with the consideration of copyright).</li> </ul>
Training	<ul style="list-style-type: none"> <li>Teacher training related to the use of the approved course-books or learning resources should be part of all schools commitment to the professional development of their teachers and should be made available to teachers by schools as required.</li> </ul>
Feedback	<ul style="list-style-type: none"> <li>The Curriculum Specialists at the Educational Programs and Curriculum Department encourage schools to send their feedback regarding the newsletter, approved resources, printing errors or any pertinent suggestions from teachers as well as administrators. Such feedback supports the department in future reforms and to better meet students and schools' needs. <ul style="list-style-type: none"> <li>❖ For communication: E-mail: <a href="mailto:epc.ps@moe.om">epc.ps@moe.om</a></li> </ul> </li> </ul>

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الفصل الثاني: المصادر التعليمية المعتمدة

**Section (2): Approved Course-Books**

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**Business Studies**  
**List of Compulsory and Supplementary Course Books**  
**Grades (11-12) – Bilingual Program**

<b>Book Title</b>	<b>Publisher</b>	<b>Components</b>	<b>Comments</b>
Cambridge International AS and A Level Business	Hodder Education	Student Book	Compulsory
		Student's CD	
Cambridge IGCSE Business Studies 4th edition	Hodder Education	Student Book	Supplementary (MUST be available for students' and teachers' us)
		Student's CD	
		Teacher's CD	
Entrepreneurship Successfully Launching New Venture	Pearson	Reference	Supplementary (MAY be used)
Business level 2	Pearson	teaching resource pack + CD	Highly Recommended
Business level 3	Pearson	teaching resource pack + CD	Highly Recommended

**Business Studies**  
**Components & ISBNs of the Approved Course Books**  
**Grades 11 – 12 - Bilingual Program**

**1. The compulsory course book for students and teachers:**

s	Name of series	Publisher	Components	ISBN	Comments
1	Cambridge International AS and A Level Business	Hodder Education	Student Book Student's CD	9781444181395	

**2. The list of supplementary and teachers' resources that MUST be provided:**

s	Name of series	Publisher	Components	ISBN	Comments
1	Cambridge IGCSE Business Studies 4th edition	Hodder Education	Student Book Student's CD	9781444176582	- Teachers must have a copy of this book. - A copy <u>must</u> be available in the LRC for students use.
			Teacher's CD	9781444176520	- For teachers use only.

**3. The list of suggested supplementary books and references that MAY be used by teachers:**

s	Name of series	Publisher	Components	ISBN	Comments
1	Entrepreneurship Successfully Launching New Venture	Pearson	Reference	9781292095370	For teachers use only

**4. The list of HIGHLY RECOMMENDED teaching resources that should be used by teachers:**

s	Name of series	Publisher	Components	ISBN	Notes
1	Business level 2	Pearson	teaching resource pack + CD	9781846906213	For teachers' use only
2	Business level 3	Pearson	teaching resource pack + CD	9781846906367	For teachers' use only

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## الفصل الثالث: المنهج ونظام التقويم

### Section (3): GED Syllabus and Assessment

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## Business Studies Syllabus & Assessment

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## Curriculum & Assessment Guidance Document

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## Business Studies GED Curriculum & Assessment Guidance Document

### A. Introduction

This document is aimed at providing tutors with guidance on the implementation of this revised qualification. There have been some developments and changes from the previous published curriculum for 2013/2014 and the previous published assessment guidance for 2012/2013, this document brings together both the curriculum and assessment guidance.

The process of revising this qualification has been informed by researching the needs of;

- I. The Sultanate and its economy.
- II. Businesses and their needs for suitably equipped employees for the future
- III. Higher educational establishments and their needs for students equipped with appropriate knowledge and skills.

The views of teaching professionals from both the public and private sectors have also been integral to the review process as have the views of students and parents.

### B. Format of the Qualification

This version of the qualification has been designed to be delivered over 2 academic years to students in grades 11 and 12. The latest 2018/19 **Ministry guidance on teaching hours is 160 minutes per week.** The qualification comprises of 4 mandatory Units;

Grade	Units
11	1. Introduction to Business Studies
	2. Introduction to Human Resources
12	3. Introduction to Business Finance
	4. Introduction to Marketing

It is mandatory that units 1 to 4 are taught during the grades indicated above because this is linked to the external assessment process. The qualification also includes a **project** which is mandatory and may span grades 11 & 12. (see section D)

### C. Teaching & Learning

Guidance on teaching & learning within the qualification is provided at a range of levels. Each unit comprises;

**Unit Overview** – This provides teachers with a summary of the unit content broken down into the component *areas*. This should assist teachers with orientating themselves with the unit and its content as well as planning teaching and assessment around the unit *areas*. Teachers should explain the content of the unit to students and how teaching and assessment is organized around the *Unit* and the *Areas*.

**Learning Outcomes** – these are broad statements which specify the minimum that students need to achieve to complete the unit successfully. They state *a student should be able to* and then provide supplementary information linked to the content of each area. Teachers should use these to help orientate students with the content of each unit and to provide them with information on the standards they need to achieve to be successful.

**Learning Content** – this provides detailed guidance on what learning should be covered by teachers when planning the delivery of the qualification. Each unit is broken down into its component areas and then the indicative content is provided alongside each area. The content of each area is provided in a sequence which looks to build knowledge and understanding. The sequence provided is not mandatory, teachers should use their professional judgement when planning their *scheme of work* or similar teaching & learning plan. For example topics may be taught out of sequence if a useful learning activity such as an employer visit occurs.

## D. Project

Alongside the 4 units students also have to complete a project during the course which runs alongside the delivery of the 4 units over the 2 years of the course. The project content is specified within the guidance published which all students must follow. The project covers Entrepreneurship within business and provides students with an opportunity to explore enterprise through completing 1 of the 2 possible practical activities detailed. The project should be completed in groups of around 3 or 4 students to enable them to develop their skills in team-working and collaboration. Teachers should refer to the Project guidance document for more detailed information on learning content and ongoing assessment.

The project is subject to ongoing continuous assessment which should be completed and reported at the end of every semester. The project contributes to the overall marks for continuous assessment recorded for each unit. For full details of the weighting of the continuous assessments please refer to the Assessment Guidance section.

## E. Teaching & Learning Resources

The books teachers use are subject to Ministry approval, a newsletter is produced annually which provides guidance to teachers and schools, teachers should **ensure** they have access to this newsletter. Within the newsletter a mandatory text is provided and supplementary texts. Teachers should use their professional judgement on which resources are suitable for lesson preparation and may draw on a variety of sources. Students must have a copy of the mandatory text as a reference.

The use of online or other electronic teaching resources is also encouraged as is students researching topics or assignments online, but teachers should always carefully manage this process.

## F. Assessment Model

**Qualification Grading** - There are 2 main components to the assessment of this qualification as in previous years, examinations and continuous assessment (CA). This version of the qualification assesses the units in 2 distinct ways. Units 1 to 4 are subject to 40% CA and 60% examination.

Student achievement is graded by awarding marks, a maximum of 100 marks are available within the qualification per Unit which is recorded at the end of each semester. The table below provides an overview of the assessment for this qualification per unit/semester.

Type	Assessment	Frequency per semester	Type	Strand	Weight	Total weight
1	Short Tests	Tutor discretion	Continuous	Strand One	16%	40%
2	Written Assessed Activity (WAA)	Two		Strand Two	14%	
3	Project	Once		Project	10%	
4	Final Exam	Once	Examination		60%	60%
Total						100%

**Grading students during grade 11** - This qualification follows the same format as other GED qualifications. This means that the grade attained by students during grade 11 is only used to ascertain if a student can progress to grade 12 by achieving 50% of the total marks available during grade 11. Therefore to 'pass' grade 11 students must attain 50% marks of the available marks during grade 11. For the project this means that tutors must allocate marks for each students progress towards completing the project, a maximum of 10 marks are available per unit/semester for this. Further guidance is available within the Project Guidance document.

Unit	Continuous Assessment			Examination	Maximum Available
	Strand 1 total	Strand 2 total	Project total		
1	16%	14%	10%	60%	100%
2	16%	14%	10%	60%	100%
Grade 11 total = Combined Unit 1 & 2 percentage x 0.5					100%

**Grading students during grade 12** - The final grade awarded to a student is calculated from the grades attained during grade 12 as with other GED qualifications. To calculate this the total of all the assessments (continuous assessments and examinations) completed during grade 12 will be calculated as follows;

Unit	Continuous Assessment			Examination	Maximum Available
	Strand 1 total	Strand 2 total	Project total		
3	16%	14%	10%	60%	100%
4	16%	14%	10%	60%	100%
Grade 12 total = Combined Unit 3 & 4 percentage x 0.5					100%

Teachers have the flexibility to award marks to students (for example out of 100 in the examination) which should then be converted so the percentages match the tables above.

## G. Grading Continuous Assessments

**Grading Strand 1 Continuous Assessments** – The principal by which CAs are graded for units 1 to 4 is to encourage and recognise the use of higher level thinking skills by students. Grading is linked to 3 assessment strands which are detailed in the unit guidance. Marks are awarded by teachers assessing students work against the *Continuous Assessment Standards* provided in the unit guidance, the maximum marks available for each strand within the units follows the following model;

Strand	1	2
Maximum available %	16	14
Number of standards in strand	4	2
Maximum % per standard achieved	4	7

Teachers award % based on the extent to which a students work has demonstrated they have met the standard, for example in strand 1 students can be awarded marks per standard ranging from;

0 - (not achieved)      1 -3 (partially achieved)      4 - (fully achieved)



**Grading Strand 2 Continuous Assessments** – Grading Rubrics have been written to assist teachers in grading these assessments, these are available within the Unit Guidance documents, teachers should refer to these when grading students work.

**Grading the Project** – The Project is an ongoing activity usually completed throughout the 2 years of the course, it is graded as a continuous assessment activity and contributes 10% out of the 100% available for each Unit/semester. Teachers should refer to the Project Guidance document when grading students work.

**Types of Strand 1 & Strand 2 Continuous Assessment activities** – teachers have some flexibilities when devising assessment activities for their students but any assessment activity must follow the guidance below;

- The activity set must provide students with the opportunity to meet the assessment standard and activities should clearly label which standard is being assessed (1A, 1B etc.) and the students name.
- The activity must require some form of written response by the student, oral only responses or entirely multi-choice questions are not acceptable.
- A deadline for completion should be provided to students, submissions beyond the deadline should not be accepted unless there are exceptional circumstances at the discretion of the teacher. Deadlines should provide all students ample opportunity to complete the tasks.

The complexity of the activity (and the student responses required) should reflect the level of *thinking skills* required by the student. Assessment activities should be progressively complex to reflect the strand they apply to.

**Strand 1 Assessment (Short Answer Tests)** –

- Activities must be completed by individual students (not groups).
- Can for example could require students to complete short answer questions set under test conditions but not multiple choice questions.
- Must not be ‘open book’ activities where students have access to class notes or text books.
- Must not be completed without teacher supervision (outside of the classroom).

**Strand 2 Assessment Written Assessed Activities WAA**

- Activities may be completed in small groups (3 or 4 max) or individually but not both in the same cohort.
- Must include a written response which can be in the form of a written assignment or a presentation made to the class, but not both types in the same cohort.
- Should require students to undertake some form of independent research from source materials.
- May be worked on outside of the classroom.
- Students should utilise the assessment planner.

**Assessment and levels of learning** – Each type of assessment is linked to different levels of learning as detailed in the table below. The existing model from the previous curriculum of Knowledge, Application and Reasoning has been retained and further developed;

Learning Levels	* Level (From Webb DOK)	Achievement	Assessment Tool
		At the end of teaching certain content, students should be able to:	
<b>Knowledge</b>	<b>Level One (Recall)</b> Calculate, Define, Draw, Identify, Illustrate, Label, List, Match, State, Recognize, Tabulate	<ul style="list-style-type: none"> <li>- Demonstrate knowledge and critical understanding of facts, terms, concepts, and conventions appropriate to the syllabus.</li> <li>- Demonstrate knowledge and critical understanding of theories and techniques commonly applied to or as a part of business behaviour.</li> </ul>	Strand (1) –Short Tests Final Exam
<b>Application</b>	<b>Level Two (Skill / Concept)</b> Categorize, Show Cause/Effect, Relate Collect and Display, Classify, Compare, Construct, Graph, Distinguish, Estimate, Identify Patterns, Interpret, Modify, Observations, Predict	<ul style="list-style-type: none"> <li>- Apply knowledge and critical understanding of facts, terms, concepts, and conventions to business problems and issues arising from both familiar &amp; unfamiliar situations.</li> <li>- Apply knowledge and critical understanding of theories and techniques commonly applied to business problems and issues arising from both familiar &amp; unfamiliar situations.</li> </ul>	Strand (1) – Short Tests Final Exam
<b>Reasoning</b>	<b>Level Three (Strategic Thinking)</b> Assess, Cite Evidence, Compare, Construct, Critique, Differentiate, Draw Conclusions, Investigate  <b>Level Four (Extended Thinking)</b> Design, Prove, Synthesize, Critique, Analyse, Create	<ul style="list-style-type: none"> <li>- Distinguish between evidences and opinions in a business context.</li> <li>- Order, analyse, interpret information in narrative, numerical, and graphic forms using appropriate techniques.</li> <li>- Present reasonable explanations, develop arguments, understand implications, and draw inferences.</li> <li>- Make judgments, recommendations, and decisions.</li> </ul>	Strand (2) - WAA Final Exam Project

\*Webb Depth of Knowledge model – for further description see - [http://www.aps.edu/sapr/documents/resources/Webbs\\_DOK\\_Guide.pdf](http://www.aps.edu/sapr/documents/resources/Webbs_DOK_Guide.pdf)

## H. Final Examinations

**Examination Format & Preparation** - The examinations account for 60% of the assessment for each Unit/semester, the current MOE guidelines on the examinations are detailed below;

- One formal examination will be prepared and set at the end of each semester.
- Teachers will be responsible for preparing & setting the examination paper based on the Unit Content and Learning Outcomes (process subject to change/to be announced).
- The total available for the examination is 60% of the semester/unit being assessed.
- The duration is **3 hours**.
- Each examination should contain;

	Multiple Choices Questions	Short Answer Questions	Short Essay Questions	Mini Case Study Questions
<b>Number of Questions</b>	9	Max 6 questions	Max 2 questions	Max 2 questions
<b>% (Max)</b>	18%	18%	12%	12%
<b>Total</b>	60%			

**Examinations & Learning Levels** – Examinations should provide students with the opportunity to demonstrate different levels of learning, examinations should be prepared as follows;

Learning Level	Knowledge	Application	Reasoning
<b>Webb DOK</b>	Level 1	Level 2	Levels 3 & 4
<b>Marks</b>	18	30	12
<b>Weight</b>	30%	50%	20%

**Recording Students Marks** – Students' marks should be recorded for each Unit/semester using the model detailed below, teachers may also use a spreadsheet prepared in this format;

<b>GED Business Studies Mark Sheet</b>  <b>Grade ( )</b> <b>Semester ( )</b> <b>Year ( )</b>	Unit ( )						Total %	Project %	CA Total %		Exam %	Total %
	% Strand 1				% Strand 2		30 Max	10 Max	40 Max		60 Max	100 Max
	Test1	Test2	Test3	Test4	WAA1	WAA2						
	4 Max	4 Max	4 Max	4 Max	7 Max	7 Max						
Student's Name 1												
Student's Name 2												

## I – Grading Guidance & Student Feedback

**Group-work and grading** – The ability to work in groups on projects and tasks are essential skills that need developing in students. Working collaboratively on assessed activities for strand 2 is strongly encouraged but not mandatory. Grading work under these circumstances does present additional challenges to teachers around the contributions each group member makes to the task they are undertaking. Teachers will need to use their professional judgement when grading work and do have the flexibility to award different marks to individuals from the same group (although this should not be the norm). In order to ensure individual students contribute equitably to group activities teachers should;

- When introducing the assessed activity to students make clear the expectations, that their work will be monitored and that teachers have the capacity to award different grades to students who do not contribute fairly to the group task.
- Utilise the assessment planner so that tasks are shared amongst group members and this is checked.
- Observe students working on the task during lessons and the contributions they are making.
- Warn students who are not contributing that their grade may be effected, if this persists grade accordingly.
- May utilise peer evaluations to assist in informing the grading process, providing these are valid and reliable.

**Re-submission of Continuous Assessments** – Students should not have the option of re-submitting or re-sitting continuous assessment activities. Only in exceptional circumstances with the approval of the teacher may students re-submit activities. Examples of exceptional circumstances could include prolonged authorised absence, a significant medical condition, etc. If these circumstances do not apply students should not be given the opportunity to re-submit or re-sit simply to raise their grades.

**Feedback on Continuous Assessment** – Providing effective feedback is the single best method of helping students improve their marks (Bellon *et al.* State 'academic feedback is more strongly and consistently related to achievement than any other teaching behaviour...this relationship is consistent regardless of grade, socioeconomic status, race, or school setting')

It is essential as part of the learning process that students receive feedback on both areas they are performing well in and in areas they need to improve. To enable feedback related to continuously assessed activities to be utilised teachers should refer to the guidance below;

### Feedback for Strand 1 assessment activities

As detailed in the section above *Types of continuous assessment activities* strand 1 assessments are individually based set under test conditions. To enable students to receive feedback in advance of the summative continuous assessment teachers may utilise formative *mock assessments* to enable them to gauge individual students' progress and provide feedback. The mock assessments can be used in a variety of settings as whole class activities or mock tests. Teachers must not use identical questioning for formative mock assessments as in the summative continuous assessment.

### Feedback for Strand 2 assessment activities

As detailed in the section above *Types of continuous assessment activities* strand 2 assessment activities are more substantial mini-projects or assignments which may be completed in small groups or by individuals. Teachers must not use mock formative assessments for these activities but should provide ongoing feedback as the students work on the summative assessment activity.

This type of feedback requires teachers to use their professional judgement so that areas for improvement are discussed, but students are not simply given the information they need to improve their grade. Questioning strategies may be utilised to help students discover for themselves where important information may be missing or wrong information provided.

## **J. Student Induction to the Qualification**

**Induction** – Students must be introduced to the qualification and its structure before delivery of the learning content, this will assist in preventing problems or misunderstandings occurring in the future and will help students focus their efforts. It is mandatory that all students are provided with an induction to the qualification at the outset and are provided with written materials they can refer to later. The induction should cover the following topics;

- The qualification structure and timetable
- Guidance on textbooks
- An overview of the unit content
- Assessment methods
- Information on grading and how grades are awarded
- The supporting documentation
- The work-skills framework
- Students questions

## **K. Student Portfolios**

For each student, teachers should create and maintain a portfolio of all the continuous assessments the student has completed throughout the course. It is essential this is completed and maintained and that the work it contains are originals and not copies. The purpose of the portfolio is to facilitate the moderation process so that the marking and grading process can be quality assured. Every continuous assessment must have as the front page the *teacher assessment record* fully completed and signed. The first page of the portfolio should be the *student cumulative assessment record* fully completed with a record of all the assessment activities within the portfolio and the marks awarded, as well as the final calculation of the cumulative marks from the continuous assessments awarded to the student.

## **L. Work-Skills Framework**

**Work-skills Framework** – This framework is an optional tool for teachers if they wish to use it. The table below outlines the skills employers value the most in new staff based on valid surveys. The symbols can be copied and used on teaching materials to reinforce these skills in students. Students will require an introduction to the framework if it is used. Copies of the Work-skills symbols are in the appendix.

## **M. Quality Assurance**






Business Studies may be subject to Ministry revised quality assurance processes going forward. Teachers should use their professional judgement in ensuring consistency of grading both continuous assessments and examinations.






## N. Students with Learning Difficulties & Disabilities

Students who can evidence they have a recognised learning difficulty or disability are entitled to further flexibilities in the assessment processes. Teachers should follow the guidance published by the Ministry of Education and the policy of the school under these circumstances.

## O. Work-skills framework

This framework is an optional tool for teachers if they wish to use it. The table below outlines the skills employers value the most in new staff based on valid surveys. The symbols can be copied and used on teaching materials to reinforce these skills in students. Students will require an introduction to the framework if it is used.

Work-skill	Explanation	Symbol
<b>Awareness</b>	This covers knowing about how a company or industry works, what markets it operates within and how it remains competitive. Also an understanding of customer needs and trends and how the business can grow and improve its products or services. Showing an understanding of what a business wants to achieve and how you and others can contribute to that. Also an understanding of the basic finances and costs and how these influence decision making.	
<b>Teamwork</b>	This covers being an effective member of a team, being able to work with others jointly and listen to their views as well as confidently expressing your own views. Being able to reach consensus decisions and working collaboratively to reach goals and deadlines. It's about having effective working relationships and being able, on occasion, to resolve disagreement or conflict. It may involve managing others effectively and delegating tasks as well as taking on responsibility.	
<b>Problem Solving</b>	This is about having the confidence to analyse information to establish facts, trends and principles and then using this information to solve a problem yourself, or as part of a team. Not relying on others to solve problems for you and showing you have the initiative to approach problems from a range of different angles, develop effective solutions and implement them. It's also about having determination and not giving up easily when the going gets tough.	
<b>Time Management</b>	This is about being able to make effective use of your time and not wasting time. Understanding how to prioritise and plan your work so you work on the most important tasks not just the ones you like doing. Also being able to plan your work so you meet deadlines others give you. It's also about having the drive and determination to get things done on time and to a good standard. Good timekeeping is an essential part of this, not being late and making excuses.	
<b>Flexibility</b>	This is about being flexible at work so you adapt quickly to new or changed circumstances. Being prepared to try new things and take on new tasks or learn new skills if needed. It's also about responding quickly to business needs by staying late or working with new people or managers. Your attitude is important so you have the confidence to try new things you may feel uncomfortable with at first.	

Work-skill	Explanation	Symbol
<b>Integrity</b>	This covers being honest and truthful in what you say and what you do, not attempting to deceive others or to mislead them. Being reliable and hard-working and working to expected standards. Showing appropriate behaviours and respecting confidentiality, accepting responsibility for mistakes and learning from them	
<b>Communication</b>	This covers speaking and listening skills as well as written communication. It's about being confident, clear, concise and focussed and ensuring your message meets the needs of your audience as well as listening to the views of others. Written communication needs also to be accurate and appropriate to the situation. Using a wide range of technologies confidently to communicate effectively is becoming increasingly important.	
<b>Negotiation &amp; Persuasion</b>	This is about being able influence and convince others effectively of your ideas or proposals. This requires sensitivity and subtlety in reaching agreements and decisions. You will need to be able to listen carefully to what others are saying and develop reasoned arguments backed up with evidence which can convince others. Confidence in speaking and presenting to others are important attributes you will need to develop. Your 'body language' and how you present yourself are also key factors.	
<b>Pressure</b>	This is about how you cope with pressure at work. On occasions you will be under pressure due to deadlines or tasks managers have asked you to complete. How you cope with this pressure is important, it's about keeping calm in a crisis and not becoming too stressed or overwhelmed. Not moaning or giving up, but focusing on the most important actions and responding to deadlines. Showing you have the self-confidence and determination to respond positively and show others a good example.	
<b>Initiative</b>	This is about being able to act without having to be told what to do every time. It's about thinking things through for yourself and coming up with ideas of your own or solutions to problems. You will often need to discuss your ideas before acting on them but the ability to work independently and think for yourself is valued in business. You need to have the self-confidence to continue to show your initiative even when your ideas are not accepted by others, remember this is business not personal.	

## Grade 11 Syllabus

### Business Studies

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## Unit 1 – Introduction to Business

### Unit 1 Overview

The purpose of this unit is to enable students to understand some of the fundamental elements of business activity. There are 3 areas of learning associated with this unit which cover:-

- 1.1 The Basis of Business Activity - How fundamental economic factors drive and support business activity, how business opportunities are created and how businesses respond to these in a modern economy by providing products and services which meet demands. How businesses create and add value through business activity increasingly performed by specialist roles. How competition within markets requires businesses to continue to innovate or risk failure.
- 1.2 The Types of Businesses - How different types of businesses make up a mixed economy, which can be defined by a range of characteristics including sector, type, ownership, and size. The advantages and disadvantages these may bring and how business growth may be achieved and the challenges this creates.
- 1.3 The Ways Businesses are Organised - How modern businesses are organised, both in terms of their purpose and structure. How business objectives are used to provide purpose and direction and the role a range of stakeholders play in their development. How objectives are communicated, implemented and monitored to achieve success and how businesses organise people to support the achievement of these objectives.

### Teaching Guidance Unit 1

The latest MOE guidance on **teaching hours for the subject is 160 minutes per week minimum.**

### Learning Content & Outcomes Unit 1

This table on the following page is intended to provide teachers and students with guidance on the content of learning delivery for this unit. There is intentionally no reference to particular texts to provide teachers with the opportunity to draw on a wide range of learning resources and to encourage students to further develop their own research skills. The content is broken down into **Learning Inputs, Learning Topics** with detailed **Indicative Content** alongside.

The table also includes **Learning Outcomes** which detail what students should be able to do following completion of this unit. These learning outcomes form the basis of the assessment processes for this unit.

## Unit 1 – Teaching Inputs and Learning Outcomes:

Learning Inputs	Topic Areas	Indicative Content	Learning Outcomes (Students will be able to)
1.1 The Basis of Business Activity	Business Purpose	<ul style="list-style-type: none"> <li>Transforming inputs into outputs, how factors of production, land labour capital, &amp; intellectual capital are transformed into outputs through business activity.</li> <li>Creating and adding value – how businesses create profit by creating and adding value.</li> <li>Choice &amp; opportunity cost – how these create the opportunity for business activity.</li> <li>How consumers needs and wants and the scarcity of resources create business opportunities.</li> </ul>	<p>Describe the major components of the transformation process from inputs to outputs.</p> <p>Investigate and compare how different businesses use the transformation process to create value for products and services.</p> <p>Describe the terms choice and opportunity cost.</p> <p>Explain, with examples, how consumers needs and wants in conjunction with the scarcity of resources create opportunities for business activity.</p>
	Business Success	<ul style="list-style-type: none"> <li>The Business environment – external factors which influence business success - PEST.</li> <li>Business success within a competitive environment, how price and product/service benefits effect competitiveness.</li> <li>Factors that contribute to businesses failure – what factors can create business failure and how this can be mitigated.</li> </ul>	<p>Describe the 4 main external factors (PEST) which affect the business environment.</p> <p>Explain how the combination of price and product/service benefits effect a business's competitiveness and how this combination could lead to business failure.</p> <p>Describe 2 major factors which can contribute to business failure and what steps could be taken to prevent this.</p>
	Entrepreneurship	<ul style="list-style-type: none"> <li>Entrepreneurs – the advantages of becoming an entrepreneur, how rewards are created via taking risks.</li> <li>The qualities of successful entrepreneurs.</li> <li>The importance of entrepreneurs within an economy.</li> </ul>	<p>Describe 4 major advantages of becoming an entrepreneur.</p> <p>Explain 2 external causes of risk and 2 internal causes of risk for entrepreneurs.</p> <p>Identify the key qualities of successful entrepreneurs and evaluate their own personal qualities for becoming a successful entrepreneur.</p> <p>Describe the role of entrepreneurs in the development of a successful economy.</p>

Learning Inputs	Topic Areas	Indicative Content	Learning Outcomes (Students will be able to)
1.2 The Types of Businesses	Business Types & Sectors.	<ul style="list-style-type: none"> <li>Primary, secondary &amp; tertiary sectors – how these are categorised and how their importance may change over time.</li> <li>Public and private sectors – how these are defined and why they exist within a mixed economy. How organisations can move between these sectors and the reasons for this.</li> <li>The different legal structures for private businesses (sole traders, partnerships, private limited companies, public limited companies, cooperatives, joint ventures, franchises) and the reasons for the differences. The advantages and disadvantages they bring.</li> <li>Small, medium and large businesses – the different ways this is measured.</li> <li>External growth (acquisition, merger) &amp; internal growth (new markets, products, customers). The risks of growth.</li> </ul>	<p>Define primary, secondary and tertiary sectors.</p> <p>Explain why the local Omani economy needs to diversify the sectors it operates within.</p> <p>Describe, with examples the difference between public and private sector organisations and the processes &amp; reasons for transferring between the 2.</p> <p>Define 7 different legal structures of businesses.</p> <p>Investigate and evaluate the reasons why different businesses have different legal structures and the advantages/disadvantages this brings.</p> <p>Describe the different ways a size of a business may be measured.</p> <p>Explain the reasons why small businesses are important in an economy.</p> <p>Describe the difference between external and internal growth and explain the potential risks of growth to a business.</p>
1.3 The Ways Businesses are Organised.	Business Objectives.	<ul style="list-style-type: none"> <li>The importance of Business Objectives – what are Mission Statements, Business Objectives, Targets, Strategies and Tactics why are they important &amp; what factors may change them over time.</li> <li>The implementation of business objectives – the importance of communicating objectives to teams and staff.</li> </ul>	<p>Define Mission Statements, Business Objectives, Targets, Strategies and Tactics.</p> <p>Explain why objectives should be specific, measurable and have timescales.</p> <p>Explain why business objectives are important to a business and its employees.</p> <p>Describe how organisational objectives are communicated via departmental and individual objectives.</p>
	Stakeholders.	<ul style="list-style-type: none"> <li>The role of a variety of stakeholders and their rights and responsibilities to a business.</li> <li>How business decisions can impact on different stakeholders in different ways.</li> <li>The possible differing aims of stakeholders and the potential for conflict.</li> </ul>	<p>Define the term stakeholder.</p> <p>Identify 8 different stakeholders and describe their possible rights and responsibilities to a business.</p> <p>Explain why business decisions may impact different stakeholders in different ways.</p> <p>Explain why the differing aims of stakeholders may cause conflict and the likely consequences of this.</p>

Learning Inputs	Topic Areas	Indicative Content	Learning Outcomes (Students will be able to)
	Organisational Structures.	<ul style="list-style-type: none"> <li>Organisational structures – how these are reflected in organisational charts mapping out lines of authority and accountability.</li> <li>How different organisational structures reflect business needs.</li> <li>Levels of hierarchy, chains of command and spans of control.</li> <li>The advantages and disadvantages of hierarchical structures and the role of delegation.</li> <li>Factors which may change the structure of a business (growth, new products/services, new markets).</li> </ul>	<p>Develop a simple organisational chart and identify the lines of authority and accountability.</p> <p>Explain why different structures are developed related to a business's size, its product/service and its objectives. Describe the terms levels of hierarchy, chain of command and span of control. Explain the advantages and disadvantages of hierarchical structures and the role of delegation.</p> <p>Evaluate the options for changes to a business's structure based on a range of possible factors and explain a recommended course of action.</p>

### Assessment – Continuous Assessment Standards Unit 1

Strand 1	Strand 2
<p><b>1A.</b> Accurately define 4 key terms from 1.1.</p> <p><b>1B.</b> Accurately define 4 key terms from 1.2.</p> <p><b>1C.</b> Explain ways in which 2 selected stakeholders may influence the development of a business's objectives.</p> <p><b>1D.</b> Explain the role of 2 functional departments within a business.</p>	<p><b>1E.</b> Compare how 2 contrasting businesses create and create value through their business activity.</p> <p><b>1F.</b> Identify 2 private sector businesses with different forms of legal ownership. Assess and explain the reasons for the difference and the advantages and disadvantages this brings to each business.</p>
<b>16 Points Maximum (4 per standard)</b>	<b>14 Points Maximum (7 per standard)</b>

### The Sequence of Teaching and Assessing Unit 1

The content of Unit 1 as indicated by the **Learning Inputs** has been presented in a logical sequence which aims to assist students build their understanding of the topics. The sequence teachers deliver and assess this unit is not intended to be entirely prescriptive.

Teachers may use their professional judgement when planning the timing and sequence of teaching and assessments to account for their students' progress and local circumstances at the school.

The **Continuous Assessment Standards** have been developed to assess elements of the content of this unit, other elements may be assessed by examinations.

Assessments should be sequenced to follow-on from relevant teaching inputs, assessments should not occur out of sequence to the relevant teaching inputs and follow-on directly after them before a new **Learning Input** is started.

As Unit 1 also contains topics which are also relevant to the project, teachers should plan to use relevant learning opportunities for students to work on the project during the delivery of Unit 1.

### Types of Assessment Activities for Unit 1

Teachers should also refer to the curriculum and assessment guidance document when developing assessment activities. Teachers should develop their own assessment activities in line with the comprehensive guidance provided.

### Grading Rubric Unit 1

Strand 1 Responses – assessments for strand 1 essentially are a test of knowledge and understanding of some of the basic terms and principles which underpin this unit and should be answered under test conditions.

Grading strand 1 should be a straight forward process as students responses could be;

1. Not incorrect – 0 marks
2. Partially correct – 1 - 3 marks
3. Fully correct – 4 marks

When marking students responses teachers should be looking for understanding, not only memorisation. So responses which may not exactly match the information presented in books or class notes but still demonstrate a correct understanding of the basic terms and principles are valid.

Teachers have to use their professional judgement when grading these types of assessments particularly in the area of language used. Students should not be penalised for minor inaccuracies because their level of English is not highly developed.

Strand 2 Responses – should be marked as detailed below;

Standard	1 -2 Marks	3 - 4 Marks	5-6 Marks	7 Marks
<b>1E.</b> Compare how 2 contrasting businesses create and add value through their business activity.	2 businesses selected and the processes by which they create and add value described only.	2 contrasting businesses are selected the processes by which they create and add value are described with some evidence of comparison at a basic level only.	2 contrasting businesses are selected and the processes by which they create and add value are explained and are compared across a range of factors. The comparisons are valid and straight forward.	2 contrasting businesses selected and the processes by which they create and add value are explained and are compared across a wide range of factors. The comparisons are valid and show evidence of original and creative thinking.
<b>1F.</b> Identify 2 private sector businesses with different forms of legal ownership. Assess and explain the reasons for the difference and the advantages and disadvantages this brings to each business.	2 private sector businesses identified and their different forms of legal ownership are described only.	2 private sector businesses identified and their different forms of legal ownership are described. A basic explanation of the difference and a rudimentary outline of the adv./disadv.	2 private sector businesses identified, their forms of legal ownership assessed and the difference correctly explained relative to the businesses. A detailed outline of the adv./disadv.	2 private sector businesses identified, their forms of legal ownership assessed and the difference correctly explained relative to the businesses in some depth. A detailed outline of the adv./disadv. of the types of ownership shows original and creating thinking.

## Unit 2 – Introduction to Human Resource Management

### Unit 2 Overview

The purpose of this unit is to enable students to understand how the Human Resource Management (HRM) function contributes to business success. There are 3 areas of learning input associated with this unit which cover:-

- 2.1 The role of HRM in workforce planning – How businesses go about the processes of planning the workforce needs, recruiting & selecting suitable staff for different roles and providing development opportunities for new and existing staff to meet business needs.
- 2.2 Motivating staff to perform – The importance of motivating staff to meet business objectives, how different factors effect staff motivation and how theories of motivation may be utilised with the aim of improving staff motivation and performance. How employee performance may be measured and managed.
- 2.3 Business communication – The key role effective communication plays in a business and the implications of poor communication. The different forms of communication that take place within a business environment and the advantages and disadvantages of each depending on the context.

### Teaching Guidance Unit 2

The latest MOE guidance on **teaching hours for the subject is 160 minutes per week minimum.**

### Learning Content & Outcomes Unit 2

This table on the following page is intended to provide teachers and students with guidance on the content of learning delivery for this unit. There is intentionally no reference to particular texts to provide teachers with the opportunity to draw on a wide range of learning resources and to encourage students to further develop their own research skills. The content is broken down into **Learning Inputs, Learning Topics** with detailed **Indicative Content** alongside.

The table also includes **Learning Outcomes** which detail what students should be able to do following completion of this unit. These learning outcomes form the basis of the assessment processes for this unit.

## Unit 2 – Teaching Inputs and Learning Outcomes:

Learning Inputs	Topic Areas	Indicative Content	Learning Outcomes (Students will be able to)
2.1 The role of HRM in workforce planning	Role of HRM.	<ul style="list-style-type: none"> <li>The purpose of HRM and its contribution to business success.</li> <li>Developing a workforce plan.</li> </ul>	<p>Define the term Human Resource Management.</p> <p>Explain how the effective management of human resources contributes to business success.</p> <p>Describe the information required to develop a workforce plan and its purpose.</p>
	Recruitment & Selection.	<ul style="list-style-type: none"> <li>The stages of the recruitment process.</li> <li>Sources of applicants (Internal &amp; External) and the advantages each brings.</li> <li>Different selection methods used.</li> <li>The role and purpose of employment documents – Job Advertisement, Job Description, Person Specification, Contract of Employment.</li> </ul>	<p>Define the term recruitment and selection.</p> <p>Describe the various stages of the recruitment process in the correct order.</p> <p>Explain the difference between internal and external applicants and the advantages of each.</p> <p>Describe the main methods of attracting external applicants.</p> <p>Describe the main methods used for selecting employees.</p> <p>Explain the purpose of the 4 employment documents and describe their typical content.</p>
	Training & Staff Development.	<ul style="list-style-type: none"> <li>The role of training in increasing business success.</li> <li>Types of training – on the job &amp; off the job.</li> <li>The personal &amp; business case for lifelong learning.</li> </ul>	<p>Describe the benefits of investing in training (Increased productivity &amp; quality, improved customer service, utilisation of new technologies, improved motivation)</p> <p>Explain, with examples the difference between on and off the job training.</p> <p>Identify the main factors which drive the need for lifelong learning (new technologies/ways of working, increased globalisation, career change)</p>

Learning Inputs	Topic Areas	Indicative Content	Learning Outcomes (Students will be able to)
2.2 Motivating staff to perform.	<p>The basis &amp; importance of motivation in the workplace.</p> <p>Theories of motivation.</p>	<ul style="list-style-type: none"> <li>• The importance of motivation</li> <li>• Motivation and human needs</li> <li>• ‘Content’ theories of motivation – specifically               <ul style="list-style-type: none"> <li>○ Taylor (Scientific School)</li> <li>○ Mayo (Human Relations School)</li> <li>○ Maslow (Neo Human Relations School)</li> <li>○ Herzberg (Neo Human Relations School)</li> </ul> </li> </ul>	<p>Define the term motivation.</p> <p>Describe how internal and external factors may explain the basis of motivation in employees.</p> <p>Identify the business benefits of a well-motivated workforce (productivity, labour turnover, absenteeism, and profitability).</p> <p>Describe how work may satisfy a range of human needs.</p> <p>Describe the essential ideas of the 3 schools of thought for content theories and locate the 4 theorists within that framework.</p> <p>Describe the main features of each of the 4 theories, with diagrams where appropriate.</p> <p>Investigate and evaluate 2 contrasting theories of motivation and explain how they may be practically applied within a business setting.</p>
2.3 Business communication	Why & how businesses communicate	<ul style="list-style-type: none"> <li>• The range of purposes for business communication.</li> <li>• The range of methods used for business communication.</li> </ul>	<p>Define communication within a business context.</p> <p>Describe 5 purposes of business communication for internal and external audiences.</p> <p>Describe the key terms associated with businesses communication (communication channel, one way &amp; two-way communication, vertical communication, horizontal communication, formal &amp; informal).</p> <p>Describe the 4 main methods of business communication (oral, written, electronic, visual) and identify the benefits and drawbacks of each.</p> <p>For different business communication scenarios evaluate the advantages and disadvantages of the 4 main methods and provide a reasoned explanation the most appropriate method(s) to be used.</p>
	Communication issues and solutions.	<ul style="list-style-type: none"> <li>• Barriers to communication.</li> <li>• The importance of effective communication.</li> <li>• Improving communication.</li> </ul>	<p>Describe 6 barriers to effective business communication (Poor staff communication skills, overuse of jargon, ineffective sharing of information, inappropriate leadership styles, company size/complexity, over-reliance on ICT).</p> <p>Explain with reasons why effective internal communication within a business is important.</p> <p>Explain with reasons why effective external communication with stakeholders is important.</p> <p>Identify and describe 3 methods that may be used to improve business communication.</p>



## Assessment – Continuous Assessment Standards Unit 2

Strand 1	Strand 2
<b>2A.</b> Accurately define 4 responsibilities of a Human Resources function.	<b>2E.</b> Compare 2 theories of motivation and explain how they may be practically applied within a business setting.
<b>2B.</b> Describe 4 practical benefits a business may see of a well-motivated workforce.	<b>2F.</b> For 2 different business scenarios, where communication is required, evaluate the advantages and disadvantages of each method of communication and recommend a course of action.
<b>2C.</b> Describe 2 financial motivating factors and 2 non-financial motivating factors.	
<b>2D.</b> Describe the impact of 2 examples of poor communication in a business.	
<b>16 Points Maximum (4 per standard)</b>	<b>14 Points Maximum (7 per standard)</b>

### The Sequence of Teaching and Assessing Unit 2

The content of Unit 1 as indicated by the **Learning Inputs** has been presented in a logical sequence which aims to assist students build their understanding of the topics. The sequence teachers deliver and assess this unit is not intended to be entirely prescriptive.

Teachers may use their professional judgement when planning the timing and sequence of teaching and assessments to account for their students' progress and local circumstances at the school.

The **Continuous Assessment Standards** have been developed to assess elements of the content of this unit, other elements may be assessed by examinations.

Assessments should be sequenced to follow-on from relevant teaching inputs, assessments should not occur out of sequence to the relevant teaching inputs and follow-on directly after them before a new **Learning Input** is started.

As Unit 2 also contains topics which are also relevant to the project, teachers should plan to use relevant learning opportunities for students to work on the project during the delivery of Unit 2.

### Types of Assessment Activities for Unit 2

Teachers should also refer to the curriculum and assessment guidance document when developing assessment activities. Teachers should develop their own assessment activities in line with the comprehensive guidance provided.

### Grading Rubric Unit 2

Strand 1 Responses – assessments for strand 1 essentially are a test of knowledge and understanding of some of the basic terms and principles which underpin this unit and should be answered under test conditions. Grading strand 1 should be a straight forward process as students responses could be;

1. Not incorrect – 0 marks
2. Partially correct – 1- 3 marks
3. Fully correct – 4 marks

When marking students responses teachers should be looking for understanding, not only memorisation. So responses which may not exactly match the information presented in books or class notes but still demonstrate a correct understanding of the basic terms and principles are valid. Teachers have to use their professional judgement when grading these types of assessments particularly in the area of language used. Students should not be penalised for minor inaccuracies because their level of English is not highly developed.

Strand 2 Responses – should be marked as detailed below;

Standard	1 - 2 Marks	3 – 4 Marks	5 - 6 Marks	7 Marks
<b>2E.</b> Compare 2 theories of motivation and explain how they may be practically applied within a business setting.	2 theories of motivation described only.	2 theories of motivation described with limited explanation of their application.	A comparison of 2 theories of motivation with some description of similarities and differences. A well explained response of how they may be applied.	A detailed comparison of the key similarities and differences of 2 theories is described. A well-structured explanation of how they may be applied is made with evidence of original and creative thinking.
<b>2F.</b> For 2 different business scenarios, where communication is required, evaluate the advantages and disadvantages of each method of communication and recommend a course of action.	A description of the methods of communication available with reference to the scenarios.	A basic evaluation of the different communication methods is provided with rudimentary recommendations for each scenario.	A detailed evaluation of the advantages and disadvantages in context to the scenarios is presented. A clear course of action is provided for each scenario.	A well-structured and argued evaluation of the advantages and disadvantages in context is made with evidence of original thinking. A clear course of action with innovative ideas is presented for each scenario.

## Grade 12 Syllabus

### Business Studies

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## Unit 3 – Introduction to Finance & Accounting

### Unit 3 Overview

The purpose of this unit is to enable students to understand how finance is sourced and managed within a successful business and how basic accounting procedures and statements support this process. There are 3 areas of learning input associated with this unit which cover;-

- 3.1 Financing and financial planning within a business – How businesses identify and utilise a range of sources of finance to start-up and grow, and how successful businesses use basic financial planning processes to forecast financial stability and health.
- 3.2 Controlling finance to become a successful business - how basic financial terms and processes are used within a successful business to control ongoing financial activity to ensure financial stability and growth and to inform decision making.
- 3.3 Accounting fundamentals – The role of the accounting function to a business and how accounting terms and procedures are utilised to provide information to stakeholders.

### Teaching Guidance Unit 3

The latest MOE guidance on **teaching hours for the subject is 160 minutes per week minimum.**

### Learning Content & Outcomes Unit 3

This following table is intended to provide teachers and students with guidance on the content of learning delivery for this unit. There is intentionally no reference to particular texts to provide teachers with the opportunity to draw on a wide range of learning resources and to encourage students to further develop their own research skills. The content is broken down into **Learning Inputs, Learning Topics** with detailed **Indicative Content** alongside.

The table also includes **Learning Outcomes** which detail what students should be able to do following completion of this unit. These learning outcomes form the basis of the assessment processes for this unit.

### Unit 3 – Teaching Inputs and Learning Outcomes:

Learning Input	Topic Areas	Indicative Content	Learning Outcomes (Students will be able to)
3.1 Financing and financial planning within a business	Business Finance	<ul style="list-style-type: none"> <li>An overview of the importance of finance and why businesses need finance.</li> <li>Working capital.</li> <li>Revenue expenditure and capital expenditure.</li> <li>Sources of finance (short and long term, internal and external).</li> <li>Factors influencing the choice and sources of finance.</li> </ul>	<p>Explain the role &amp; importance of the finance function.</p> <p>Define working capital, revenue expenditure and capital expenditure.</p> <p>Define and differentiate different sources of finance and their advantages/disadvantages.</p> <p>Explain the reasons why businesses may need external sources of finance and what factors may influence the choice of the source of the finance.</p>
	Forecasting and managing cash flow	<ul style="list-style-type: none"> <li>The importance of cash to business.</li> <li>The meaning of cash flow, how it is different than profit, and the cash flow cycle.</li> <li>The importance of forecasting cash flow.</li> <li>Cash flow problems and how to overcome them.</li> <li>Methods of improving cash flow.</li> </ul>	<p>Define cash flow, profit and loss and explain the cash flow cycle.</p> <p>Explain the importance of maintaining cash flow to a business and the role of forecasting.</p> <p>Discuss the major causes of cash flow problems and how these may be addressed.</p>
3.2 Controlling finance to become a successful business	Costs and break-even	<ul style="list-style-type: none"> <li>Business revenue and cost (types, calculation, uses of information).</li> <li>Costs and pricing decisions – cost plus and contribution pricing methods.</li> <li>Break even analysis (concept, uses and limitations, contribution, calculations, drawing charts and analysis).</li> </ul>	<p>Define, differentiate &amp; calculate different types of revenue and costs within a business.</p> <p>Explain the impact of changes in revenue or costs on the profit/loss of a business.</p> <p>Evaluate the factors businesses need to consider when calculating pricing levels.</p> <p>Complete a break even chart and calculation and interpret its significance.</p> <p>Explain the uses and limitations of a break-even calculation.</p>
	Budgets	<ul style="list-style-type: none"> <li>Budgets (meaning, importance, advantages, disadvantages, and preparing)</li> </ul>	<p>Understand the purpose of budgets and their importance in controlling finances and informing decision making.</p> <p>Describe the different types of budgets and explain the basic stages involved in creating a budget.</p> <p>Explain the advantages and disadvantages of setting and using budgets.</p>
3.3 Accounting fundamentals	Introduction to accounting	<ul style="list-style-type: none"> <li>Accounting (meaning, importance, types, and users).</li> </ul>	<p>Explain the purpose of an accounting function to a business and identify who uses the information it produces and for what purpose.</p> <p>Describe the main differences between financial accounting and management accounting.</p>

Learning Input	Topic Areas	Indicative Content	Learning Outcomes (Students will be able to)
	Published accounts	<ul style="list-style-type: none"> <li>Income Statements, and Statement of Financial Position/Balance Sheet (preparation, format, and analysis).</li> <li>Analysing published accounts using financial ratios: profitability ratios, and liquidity ratios (meaning, types, expression method, uses and limitations)</li> </ul>	<p>Understand the preparation, format and analysis of Income Statements and Statements of Financial Position/Balance Sheet.</p> <p>Analyse a Statement of Financial Position/Balance Sheet.</p> <p>Understand the use of financial ratios, their meaning and application and limitations.</p> <p>Use financial ratios to interpret straight forward financial information.</p>

### Assessment – Continuous Assessment Standards Unit 3

Strand 1	Strand 2
<p><b>3A.</b> Accurately define 4 key terms from 3.1 Financing and Financial Planning within a Business.</p> <p><b>3B.</b> Describe the advantages and disadvantages of 2 different sources of start-up finance.</p> <p><b>3C.</b> Explain 2 causes of cash flow problems and 2 methods by which these may be addressed.</p> <p><b>3D.</b> Accurately define 4 key terms from 3.3 Accounting Fundamentals.</p>	<p><b>3E.</b> Investigate, identify and analyse the impact on profitability of pricing levels for a business entering a new market. Provide reasoned arguments for the factors a business needs to consider when setting prices and their relevance to the process.</p> <p><b>3F.</b> Analyse a Statement of Financial Position/Balance Sheet and calculate responses to 2 questions relating to assets and liabilities. Then provide a reasoned evaluation of the information presented for a selected stakeholder.</p>
<b>16 Points Maximum (4 per standard)</b>	<b>14 Points Maximum (7 per standard)</b>

### The Sequence of Teaching and Assessing Unit 3

The content of Unit 3 as indicated by the **Learning Inputs** has been presented in a logical sequence which aims to assist students build their understanding of the topics. The sequence teachers deliver and assess this unit is not intended to be entirely prescriptive.

Teachers may use their professional judgement when planning the timing and sequence of teaching and assessments to account for their students' progress and local circumstances at the school.

The **Continuous Assessment Standards** have been developed to assess elements of the content of this unit, other elements may be assessed by examinations.

Assessments should be sequenced to follow-on from relevant teaching inputs, assessments should not occur out of sequence to the relevant teaching inputs and follow-on directly after them before a new **Learning Input** is started.

As Unit 3 also contains topics which are also relevant to the project, teachers should plan to use relevant learning opportunities for students to work on the project during the delivery of Unit 3.

## Types of Assessment Activities for Unit 3

Teachers should also refer to the curriculum and assessment guidance document when developing assessment activities. Teachers should develop their own assessment activities in line with the comprehensive guidance provided.

### Grading Rubric Unit 3

Strand 1 Responses – assessments for strand 1 essentially are a test of knowledge and understanding of some of the basic terms and principles which underpin this unit and should be answered under test conditions.

Grading strand 1 should be a straight forward process as students responses could be;

1. Not incorrect – 0 marks
2. Partially correct – 1- 3 marks
3. Fully correct – 4 marks

When marking students responses teachers should be looking for understanding, not only memorisation. So responses which may not exactly match the information presented in books or class notes but still demonstrate a correct understanding of the basic terms and principles are valid.

Teachers have to use their professional judgement when grading these types of assessments particularly in the area of language used. Students should not be penalised for minor inaccuracies because their level of English is not highly developed.

### Strand 2 Responses – should be marked as detailed below;

Standard	1 - 2 Marks	3 – 4 Marks	5 - 6 Marks	7 Marks
<b>3E.</b> Investigate, identify and analyse the impact on profitability of pricing levels for a business entering a new market. Provide reasoned arguments for the factors a business needs to consider when setting prices and their relevance to the process.	A limited number of factors are identified only.	Factors are identified with basic reasoning provided with some evidence of identifying the relevance of the factors.	Reasoned arguments are provided for a wide range of factors and the relevance of each factor to the process is clearly identified and well thought through.	The reasoned arguments provided are comprehensive and show evidence of creative thinking. The evaluation of relevance of each of the factors to the process is wide ranging and insightful.
<b>3F.</b> Analyse a business balance sheet and calculate responses to 2 questions relating to assets and liabilities. Then provide a reasoned evaluation of the information presented for a selected stakeholder.	There are errors in the 2 responses and the evaluation is poor and contains inaccuracies.	The 2 responses may contain an error and the evaluation is basic and not fully formed.	The 2 responses are correct and the evaluation is well developed but may have some limitations in its analysis.	The 2 responses are correct and the evaluation is fully formed and insightful with evidence of creative or original thinking.

## Unit 4 – Introduction to Marketing

### Unit 4 Overview

The purpose of this unit is to enable students to understand the role of effective marketing in supporting business success. There are 3 areas of learning input associated with this unit which cover:-

- 4.1 Marketing in a business – The role marketing plays within a business and how it impacts on other business activities. How understanding the different types of markets and how these can change is key to business success.
- 4.2 Market research in a business – The importance of undertaking market research and the options available to businesses to research and understand their markets, how they use this market intelligence to inform the development of effective marketing strategies and plans.
- 4.3 Key marketing principles – What is the marketing mix and how can this and other marketing principles be used to support the development of an effective marketing strategies within a range of business contexts.

### Teaching Guidance unit 4

The following table provides guidance on the recommended contact hours for this unit. This should include relevant activity on the Project as well.

### Learning Content Unit 4

This section is intended to provide teachers and students with guidance on the content of learning delivery for this unit. There is intentionally no reference to particular texts to provide teachers with the opportunity to draw on a wide range of learning resources and to encourage students to further develop their own research skills. The content is broken down into **Learning Inputs** with detailed **Indicative Content** alongside.

The table also includes **Learning Outcomes** which detail what students should be able to do following completion of this unit. These learning outcomes form the basis of the assessment processes for this unit.



#### Unit 4 – Teaching Inputs and Learning Outcomes:

Learning Inputs	Indicative Content	Learning Outcomes (students will be able to)
4.1 Marketing in a business	<ul style="list-style-type: none"> <li>The role of marketing in identifying and satisfying customer needs, maintaining loyalty, gathering information about customers and anticipating changes in markets. How this is a dynamic process which impacts on business success.</li> </ul>	<p>Explain the role and importance of the marketing function to a business.</p> <p>Describe the typical priorities of a marketing function within a business.</p>
	The typical activities/structure of a marketing function within a business - sales, research, promotion & distribution.	Describe the typical activities the marketing function undertakes and explain their relevance to business success.
	The types of markets and marketing responses. How markets can be segmented by mass and niche, socio economic groups, age, location, gender, product use & lifestyle and how different marketing responses are utilised to penetrate segmented markets. The difference between B2B and B2C markets (producer & consumer markets).	<p>Describe the different types of market segmentation.</p> <p>Explain how different marketing responses are used within different market segments and the rationale for this.</p> <p>Analyse how the marketing activity of businesses within different market segments responds to needs.</p> <p>Describe the difference between B2B and B2C markets.</p>
	Factors which can bring about changes in markets. Including changes in fashion, technology, income levels, demographics and how businesses have responded. How changes in a market are brought about by increased competition and how businesses have responded.	<p>Identify the main factors which can bring about changes in markets.</p> <p>Analyse why and how changes in markets have impacted on specific product examples.</p> <p>Identify typical marketing responses to increased levels of competition within a market.</p>
4.2 Market research in a business	The purpose of market research. Why understanding markets and customers is important to a business. How market research is used to assist the business by - identify opportunities in markets, assess how a business can better meet its customer needs & assess the effectiveness of marketing activity. How market research can produce quantitative and qualitative information and the differences between the two.	<p>Explain why businesses undertake market research.</p> <p>Describe the different ways in which market research may be used to assist the business.</p> <p>Define qualitative and quantitative market research information and explain the difference between the two.</p>
	Types of market research. Primary research – what this is and methods for collection including, questionnaires, interviews, focus groups & observation. Secondary research what this is and methods for collection including internal & external sources.	<p>Describe the difference between primary and secondary market research and the advantages and disadvantages of each to a business.</p> <p>Analyse and evaluate which types and methods of market research are fitting to different situations and explain the reasons why.</p>

Learning Inputs	Indicative Content	Learning Outcomes (students will be able to)
4.3 Key marketing principles	<p>The marketing mix (4P's) – Introduction to the classical 4P's – Product, Price, Place &amp; Promotion illustrated with practical examples.</p> <p>Product – Factors that make a product successful, the role of product differentiation, the growing importance of branding, Examples of USPs and their marketing advantages. The product life cycle and how this can influence marketing responses.</p>	<p>Define the 4 elements of the classic marketing mix.</p> <p>Explain why its important businesses differentiate their products from the competition and typical ways this is attempted.</p> <p>Analyse a brand and identify what key components make up its identity and why these may appeal to new or existing customers.</p> <p>Define a USP and explain why it brings a marketing advantage.</p> <p>Describe how the different stages of the product life cycle can influence the marketing response.</p>
	<p>Price – Factors which determine the price of a product – type of product, cost of production, ability of customers to pay, demand, competitors. Methods of pricing - cost-plus, competitive, penetration, price skimming, promotional, psychological, dynamic. Price elasticity of demand – introduction to the concept.</p>	<p>Describe the factors which determine the price of a product.</p> <p>Describe the different methods of pricing used by businesses.</p> <p>Explain the concept price elasticity of demand.</p>
	<p>Place – The types of distribution channels and their suitability to different products. Factors to consider when choosing a distribution channel. Key factors of a successful distribution (retail) outlet.</p>	<p>Describe the different forms of distribution channels.</p> <p>Identify the factors influencing choice of channels.</p> <p>Describe the main features which influence the success of a distribution (retail) outlet.</p>
	<p>Promotion – the purpose of promotion – to inform, compete, increase sales, to create a brand &amp; company image. Methods of promotion – The promotion mix – Advertising, personal selling, merchandising, branding, direct mail, public relations, sales promotion – including modern technologies such as internet/social media.</p>	<p>Explain why businesses undertake promotional activity.</p> <p>Describe the methods of promotion available to businesses and their advantages/disadvantages.</p> <p>Analyse and critique selected examples of promotional activity.</p>

## Assessment – Continuous Assessment Standards Unit 4

Strand 1	Strand 2
<b>4A.</b> Accurately describe 4 key activities undertaken by a marketing function within a business.	<b>4E.</b> Investigate and compare how the marketing activity of 2 different businesses respond to different segments of the same market. Analyse and explain why the differences in their marketing activity are linked their segment of the market.
<b>4B.</b> Accurately define qualitative and quantitative information and primary and secondary research.	
<b>4C.</b> Describe 2 factors which can bring about changes within markets and explain how businesses may respond.	<b>4F.</b> Investigate and analyse an established international brand. Identify the key characteristics of the brand identity and evaluate how the marketing activity undertaken by the business reinforces the brand.
<b>4D.</b> Explain why 2 of the classical 4 P's within the marketing mix are important factors when determining a marketing strategy within a business.	
<b>16 Points Maximum (4 per standard)</b>	<b>14 Points Maximum (7 per standard)</b>

### The Sequence of Teaching and Assessing Unit 4

The content of Unit 4 as indicated by the **Learning Inputs** has been presented in a logical sequence which aims to assist students build their understanding of the topics. The sequence teachers deliver and assess this unit is not intended to be entirely prescriptive.

Teachers may use their professional judgement when planning the timing and sequence of teaching and assessments to account for their students' progress and local circumstances at the school.

The **Continuous Assessment Standards** have been developed to assess elements of the content of this unit, other elements may be assessed by examinations.

Assessments should be sequenced to follow-on from relevant teaching inputs, assessments should not occur out of sequence to the relevant teaching inputs and follow-on directly after them before a new **Learning Input** is started.

As Unit 4 also contains topics which are also relevant to The project, teachers should plan to use relevant learning opportunities for students to work on The Project during the delivery of Unit 4.

### Types of Assessment Activities for Unit 4

Teachers should also refer to the curriculum and assessment guidance document when developing assessment activities. Teachers should develop their own assessment activities in line with the comprehensive guidance provided.

### Grading Rubric Unit 4

Strand 1 Responses – assessments for strand 1 essentially are a test of knowledge and understanding of some of the basic terms and principles which underpin this unit and should be answered under test conditions.

Grading strand 1 should be a straight forward process as students responses could be;

1. Not incorrect – 0 marks
2. Partially correct – 1-3 marks
3. Fully correct – 4 marks

When marking students responses teachers should be looking for understanding, not only memorisation. So responses which may not exactly match the information presented in books or class notes but still demonstrate a correct understanding of the basic terms and principles are valid.

Teachers have to use their professional judgement when grading these types of assessments particularly in the area of language used. Students should not be penalised for minor inaccuracies because their level of English is not highly developed.

**Strand 2 Responses – should be marked as detailed below;**

Standard	1-2 Marks	3-4 Marks	5-6 Marks	7 Marks
<b>4E.</b> Investigate and compare how the marketing activity of 2 different businesses respond to different segments of the same market. Analyse and explain why the differences in their marketing activity are linked to their segment of the market.	The responses of 2 different businesses are described only.	The responses of 2 different businesses are described with minimal analysis and explanation of the differences in the marketing activity used.	The responses of 2 different businesses are described alongside an analysis & explanation of the different marketing activities utilised. Reference to their different markets is used to evidence the analysis.	The responses of the 2 different businesses are described in detail alongside a comprehensive analysis & explanation of the different activities utilised. How the marketing activity links to the market segment shows evidence of creative thought and analysis.
<b>4F.</b> Investigate and analyse an established international brand. Identify the key characteristics of the brand identity and evaluate how the marketing activity undertaken by the business reinforces the brand.	Some of the key characteristics are identified only.	Some of the key characteristics are identified alongside relevant marketing activity but the linkages are vague.	Many of the key characteristics of the brand are clearly identified and these are linked to related marketing activity with relevant analysis and argument.	Most of the key characteristics of the brand are clearly identified and these are linked to relevant marketing activity with creative, well-reasoned analysis and argument.

## The Project Guidance

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## Project Overview

The project is unique within the qualification, it is an ongoing project that students will complete throughout the 2 years of the course and is assessed completely by continuous assessment in the school. It's likely that a little more work on this project will be required in grade 12 ready for completion during that year, but significant progress should also be made during grade 11.

The project provides students with the opportunity to explore entrepreneurship in a practical way by conceiving of a business idea themselves and then completing an activity which enables them to explore some of the knowledge and skills required.

Teachers have an option in the teaching and assessment of the project to either:

- A. Support students in the preparation of a simple new business plan, or**
- B. Support students in the preparation, delivery and review of a simulated enterprise**

The whole class or cohort should complete the same option – the 2 should not be mixed. Teachers may use different options for different years at their discretion.

**Important guidance for teachers on the project** – The assessment for the project is different than for the units where examinations or continuous assessments test students' knowledge and understanding, in this unit it is the process students undertake and primarily the resulting products that are the basis of assessment. This means this is a more practical unit where students undertake a 'project'.

It is highly recommended that students work in small groups (3-4) to undertake this project jointly and that lessons are activity based where learning inputs are quickly followed by an associated activity which both consolidates the knowledge and advances the project.

The project should run parallel with units 1 to 4 across both grades 11 and 12 not sequentially where possible, learning completed in units 1 to 4 will have relevance to the project so teachers should plan for students working on the project around the content they deliver in units 1 to 4. A little additional learning will need to take place for this project which is not covered in units 1 to 4 so teachers plans must take account of this.

This is intended to be a practical unit where students learn through their own enquiry and endeavours, teachers should look to make it as practical as possible taking advantage of external learning opportunities such as visits and guest speakers, but these must be carefully planned if they are to be relevant.

Students should create their own business ideas and not be provided with them by the teacher. Students must not all work on the same idea or proposal, on occasion there may be a little duplication of ideas within a cohort which is permissible, but this should be the rare exception. If this occurs teachers should be vigilant for plagiarism.

**Overview of Activities – Teachers should choose 1 of the activities for their students (not both in the same cohort).**

**A. Business Plan** – students should work in groups to develop a business plan for a proposed new business venture. Teachers should provide support and guidance but allow students to explore the topic and encourage students to be creative in their ideas as well as reflective about the practicalities.

If this option is chosen teachers should make links between the unit content whilst it is being taught and the business plan. This will enable students to use information gained in class to support the development of the activity. This activity should be completed during both grade 11 and grade 12. Assessment of this activity should take place during both grade 11 and grade 12. Assessment during grade 11 should focus on the progress made in the partial completion of elements of the plan, assessment in grade 12 should be of the completed plan. Assessment guidance is detailed in later sections.

A business plan template has been provided which teachers may use, they may choose alternative templates providing the content and depth is similar. Teachers should plan to make time available in lessons for students to work on this activity with guidance and support.

**B. Planning and running a simulated enterprise** – students should work in groups to plan out and then run a simulated enterprise activity. This option enables students to both plan for and experience the running of a simulated business as well as reflecting on the experience. Teachers should provide support and guidance but encourage students to take an active role in suggesting ideas, planning out the venture, running the venture and reflecting on the process.

Examples of simulated business could include; a stall at school selling produce/items students have made/developed to staff/students/parents for charity. The same but at a local event selling to the public. Teachers will need to supervise so that produce/items are safe and suitable as are the students involved. Any surplus (profit) made should be donated to a charity, but it is possible for students to retain a proportion as part of the learning experience, at teachers discretion.

This activity should also run across grades 11 and 12 where possible, grade 11 should be the preparation and planning phase, grade 12 should be the delivery and review phase. Assessment during grade 11 should focus on the progress made in the preparation and planning, assessment in grade 12 should be of the completed activity and review. Assessment guidance is detailed in later sections.

Planning and review templates have been provided for this activity which teachers may use, they may choose alternative templates providing the content and depth is similar. Teachers should plan to make time available in lessons for students to work on this activity with guidance and support.

**Learning resources** – The project is aimed to be based on *activity based learning* in groups, teachers are provided with templates to use as well. The list of approved books in the Business Studies newsletter also includes an IGCSE book on enterprise (Cook & King – Oxford Press 2015) which is intended to support the project.

**Learning Inputs & Outcomes** – Unit 1.1 has a section on entrepreneurship including the characteristics of successful entrepreneurs and the importance of enterprise to the economy. This element is a useful starting point for the project during grade 11. This element alongside the learning inputs for all the units

provides teachers with clear guidance on teaching inputs which underpin many of the requirements for the project. Below is a table of topic areas teachers will need to plan around for both activities.

Topic Area	A. Business Plan	B. Simulated Enterprise
<b>Group Working</b>	<ul style="list-style-type: none"> <li>Working in groups</li> <li>Assigning roles/actions in groups</li> <li>Cooperation &amp; responsibility</li> </ul>	
<b>Ideas Generation</b>	<ul style="list-style-type: none"> <li>Brainstorming/Mind mapping</li> <li>Evaluating ideas/using scores or data</li> <li>Avoiding “group think”</li> </ul>	
<b>Planning for Success</b>	<ul style="list-style-type: none"> <li>Goals of the business/enterprise</li> <li>SWOT</li> <li>Identifying &amp; minimising risks</li> </ul>	
<b>Identifying Resources Needed</b>	<ul style="list-style-type: none"> <li>Premises</li> <li>Equipment</li> <li>Stock &amp; levels</li> <li>Utilities</li> </ul>	<ul style="list-style-type: none"> <li>Equipment</li> <li>Stock &amp; levels</li> <li>Producing &amp; delivering stock</li> <li>Presentation &amp; storage</li> </ul>
<b>Identifying People Needed</b>	<ul style="list-style-type: none"> <li>Organisational structure</li> <li>Roles &amp; numbers</li> <li>Recruitment plan</li> </ul>	<ul style="list-style-type: none"> <li>Team roles &amp; leadership</li> <li>Team roles in preparation</li> <li>Team roles in promotion &amp; sales</li> </ul>
<b>Finances</b>	<ul style="list-style-type: none"> <li>Start-up capital</li> <li>Costs</li> <li>Revenue</li> <li>Cash Flow forecast</li> </ul>	<ul style="list-style-type: none"> <li>Start-up finances</li> <li>Identifying &amp; estimating costs</li> <li>Pricing policy</li> <li>Sales &amp; Income projection</li> <li>Monitoring/recording sales</li> <li>Cashing up and distributing income</li> </ul>

### Assessment Guidance

The project is continuously assessed and does not have an examination. The project is assessed throughout grades 11 and 12 and contributes up to a maximum of 10% to the overall continuous assessment grading. Therefore progress on the project is graded every semester as part of the continuous assessment grade for each semester.

How students’ progress is graded is reliant on teachers using their professional judgements based on how they have planned work on the project within their schemes of work. Students must be given the opportunity to work on the project both inside and outside of the classroom every semester so their progress can be made, graded and marks allocated for every student.

### Grading Guidance

Individual student marks will depend of 2 major factors;

1. The progress the group has made in reaching the objectives set by the teacher during the semester and the quality of the work they have completed.
2. Their individual contribution students have made to the overall group activity.

Because the project is a group activity teachers will have to account for a wider range of factors when awarding grades compared to marking a test or assignment, based on their professional judgment. The



documentation is the primary ‘product’ which is graded (Business Plan or Activity Planner and Review) but teachers need to be conscious of the activity which underpins the production of the documentation as well.

The submission should normally be group based, individual submissions can be an exception but one of the primary objectives of the project is to familiarise students of the skills required to work in groups. Grades for all group members would normally be identical, however as the ‘Curriculum and Assessment guidance Document’ details teachers may award reduced grades to students from within a group if they have evidence they have not contributed equitably to the overall activity.

## Grading Rubrics

Activity A – Business Plan	
<b>1-2 Marks</b>	A Business Plan is prepared but has major elements missing. There is little evidence of effective research undertaken and/or there are significant errors in the interpretation of the research. The business proposal is very weak with little evidence of the use of critical thinking skills in developing the proposal.
<b>3-5 Marks</b>	A Business Plan is prepared but has some missing elements or some elements are incomplete. There is some evidence of effective research being undertaken but this is insufficient to develop an effective Business Plan and/or there are errors in the interpretation of the research. The business proposal has some weaknesses but there is some evidence of the use of critical thinking skills in developing the proposal.
<b>6-8 Marks</b>	A Business Plan is prepared and has no missing elements although some elements may not be fully developed. There is evidence of effective research being undertaken which underpins an effective Business Plan but there may be occasional minor errors in the interpretation of the research. The business proposal is convincing with evidence of the application of critical thinking skills.
<b>9-10 Marks</b>	A Business Plan is prepared with no missing elements and all the elements are fully developed. There is significant evidence of effective research being undertaken which is used creatively throughout to develop a complete and thorough Business Plan. The business proposal is convincing and well-constructed, based on significant evidence of the use of critical thinking skills throughout.
Activity B – Simulated Enterprise	
<b>1-2 Marks</b>	A simulated enterprise is planned with little thought or detail, the enterprise activity takes place but fails to function properly. The documentation is poorly or only partially completed with little evidence of effective group working and planning. The group does not function cohesively and shows little evidence of reflection or learning from the activity.
<b>3-5 Marks</b>	A simulated enterprise activity is planned to a very basic standard, the enterprise activity takes place and functions only adequately. The documentation is completed at a very basic level with evidence of rudimentary group-work and planning. The group effort is at the minimum level to complete the task and they show only basic evidence of reflection or learning from the activity.
<b>6-8 Marks</b>	A simulated enterprise activity is planned with significant thought and attention to detail, the enterprise activity takes place successfully with effective group effort and input. The documentation is fully completed to a good standard and there is evidence of effective group-work and planning. The group functions effectively together with significant levels of effort and they show an ability and willingness to reflect and learn from the process.
<b>9-10 Marks</b>	A simulated enterprise activity is planned with extensive thought and a high level of attention to detail, the enterprise activity takes place with significant levels of success and group effort/involvement. The documentation is fully completed to a high standard and there is evidence of highly effective group-work and successful planning. The group functions as a cohesive team and demonstrate creative thinking skills when reflecting and learning from the process.

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## Appendix (1)

### Business Plan Template – GED Business Studies (Project Option A)

(This is designed to be completed on a computer but can be completed on paper with extra pages)

**Students Names:**

**School:**

**Name of Business:**

*Tip – This should be clear & capture the essence of the business you are planning.*

**Description of the Business**

*Tip – Imagine you are telling a friend or family, keep it short and to the point. You also need to say what legal type of business this will be e.g. sole trader, partnership etc. your teacher should assist you here.*

**The Business Advantage**

*Tip – Briefly describe why you think customers will choose your business instead of the competition, what will be attractive about your business?*

## Part 1 – Business Success

**Business Goals**

*Tip – Describe 3 goals for the first year of your business idea – this could include setting a target for the number of customers, setting a target for the number of goods sold, expanding the types of goods you sell, setting a target for the income, opening another branch, employing more staff etc. Try to think of some of your own ideas as well.*

**SWOT Analysis**

*Tip – With the help of your teacher, look at the **strengths, weaknesses, opportunities and threats** to your business. List your findings under those headings here.*

**Risks to your Business**

*Tip – You need to think about what could go wrong and make your business fail - so you can monitor the situation. List 2 things that could cause your business to fail and briefly how you will monitor them, the SWOT analysis should help you.*

## Part 1 – Business Set-up

### Floor Plan

*Tip – Sketch out a simple floor plan of what your premises will look like when you walk through the door, what equipment will be placed where? Where will staff work? Where will customers be? Try to make it to scale.*

### Equipment

*Tip – List what equipment you will need to open on day 1, this could include desks, chairs, computers, tables, shelves, counters, a till, stationary supplies, or specialist equipment. Produce a simple list with the numbers of each item but **also** estimate approximately what these cost to purchase as you will need this information later.*

### Raw Materials and Supplies

*Tip – If your business plans to make things to sell, or plans to sell things then you will need some stock on day 1 to open. List here what items you will need and the amount **also** start researching approximately what these will cost as you will need this information later.*

### Utilities

*Tip – Your business may need electricity, gas, water, phones, internet connection. List what you will need here and **also** estimate approximately how much each of these will cost per month you will need this later.*

### Start-up Capital

*Tip – You will need money (capital) to set up this business before you start trading. Where will you get this money from? It could be your own savings, a grant, a loan etc. or a combination of these. Your teacher will have covered sources of capital in class. You **also** need to think about approximately how much capital from these sources you will need as you will need this information later. Describe here how you plan to address this.*

## Part2 - People

### Owners & Managers

*Tip – You need to detail here who is going to own the business (linked to its type) and who is going to manage the business and if this will include owner-managers. Managers often oversee parts of the business such as finances, marketing, production, sales, customer service etc. or a combination of these. Here list the managers you will need and what areas of the business they will manage, will somebody be in overall responsibility for all of the business? You **also** need to research and agree how much they will be paid as you will need this information later.*

### Staff

*Tip – Will your business need to employ staff? If so what type of staff with what qualifications, skills and experience and how many will you need to employ. Here detail the total number of staff you will need, what qualifications, skills and experience they will need. You **also** need to estimate what your staffing costs will be, as you will need this information later.*

### Recruitment Plan

*Tip – How will you attract and recruit the staff you need? Set out the basic stages you will go through advertising, applications, interviewing and appointing.*

## Part 3 – Attracting Customers

### Who are your Customers

*Tip – Briefly describe who are your target customers – by demographic, profession, interests etc.*

### Why will they buy from you

*Tip – Describe how your business will stand out from the others? What is your **pricing policy**, do you have a **unique selling point**, can you offer a better **customer experience**, what are the **features and benefits** of your product or service, how will you encourage **customer loyalty**?*

### How will the Business be Promoted

*Tip – Here describe how you will **advertise** your business to customers, what **media** will you use and what will be the **message**. Businesses can also be promoted via other routes such as **personal selling, sales promotions and publicity**, will you use any of these? **Also** you need to research approximately how much this will cost as you will need this information later.*

*To produce the information you will need for this section of your Business Plan you will need to use a Spreadsheet and then attach print-outs of the work-books to this plan. All information and calculations should be for the first 12 months of the business.*

*There is a range of information you will need to research and calculate to complete this section which is detailed below. When researching costs to the business you should try to make these as accurate as possible looking where you can to realistic sources of information. Your teacher should be able to guide you here.*

*You will also need to estimate sales of your product or service which is less simple, your estimates should have some reasoning behind them. It is common for example for sales to gradually increase during the first year of business as the number of customers grows.*

*You will also need to look at sources of start-up capital to get your business established, there are a range of sources you should explore to make best use of what is available to you.*

1. **Start-up Capital** – A table of information which states what start-up capital you are going to use, its source and its amount also state any interest you may be paying.
2. **Costs** - A table of information which includes all the costs associated with running the business – Accommodation, Salaries, Supplies, Promotional Costs, Utilities. Create a table which states these on an yearly and monthly basis.
3. **Revenue** – You need to estimate how much revenue the business will create, based on the number of customers you expect to attract, if applicable the amount of product(s) you will sell, and the amount you expect each customer to spend and break this down monthly.
4. **Cash Flow Forecast** – Create a cash flow forecast for the first 12 months of operation of the business and calculate the break-even point for the business.

## Appendix (2)

### Enterprise Planner & Review – GED Business Studies (Project Option B) (This is designed to be completed on a computer but can be completed on paper with extra pages)

#### Purpose of this Document

*This document is designed to help GED Business Studies students complete the project that forms an assessed part of the qualification. The project should usually be completed in small groups of students. This document forms part of the assessment and will also help you think about and complete your enterprise activity. Complete the relevant parts of this document as you plan, develop, complete and review your enterprise activity.*

Students Names:

School:

#### Section 1 - Agreeing an Enterprise Idea and making it successful

*Tip – You need to generate ideas for what your groups enterprise is going to do and sell to make money. Your ideas have to be practical as well as appealing to your intended customers. Brainstorming in your group is a good way of coming up with ideas, once you have completed this you should then evaluate the ideas and choose what you all think is the best option. Once you have chosen your preferred option discuss it with your teacher to see if they agree. If they do then describe your idea here.*

#### Enterprise Goals

*Tip – Describe 3 goals for your enterprise – this could include setting a target for the number of customers, setting a target for the number of goods sold, setting a target for the income,. Try to think of some of your own ideas as well.*

#### SWOT analysis

*Tip – With the help of your teacher, look at the **strengths, weaknesses, opportunities and threats** to your enterprise. List your findings under those headings here.*

#### Risks to your Enterprise

*Tip – You need to think about what could go wrong and make your enterprise idea fail - so you can monitor the situation and reduce the risk of failure. List 2 things that could cause your enterprise idea to fail and briefly how you will monitor them so the risk is less, the SWOT analysis should help you.*

## Section 2 - Enterprise Set-up

In this section you are going to plan out what you will need for the enterprise and who will be responsible for making sure it is available so your enterprise is ready on time and you have everything you need. You should start at the top of the page so jobs (providing Equipment & Stock) that need to be done are identified. You then need to decide and identify who will be responsible, then later in the people section plan the dates by which it must happen.

### Equipment

List what equipment you will need to run your enterprise, this could include tables, chairs, computers, shelves, a cash box & change, bags or containers, electrical supply or specialist equipment. Produce a simple list with the numbers of each item you estimate you will need. Then identify who in your group will be responsible for ensuring it will be there.

Items	Number	Who

### Stock

If your enterprise plans to sell things, then you are going to need stock to sell. In the table below you need to identify what you are going to sell, how many you will need, and who will be responsible for making sure the stock is there to sell, which might include making it.

Items	Number	Who

### Marketing & Sales

You are going to have to provide some marketing materials, they may be used in advance to create interest, or when the enterprise is running to sell and provide information. These could include posters, flyers, price lists, labels with information, packaging for products etc. In the table below again list what you need, how many, and who will be responsible.

Items	Number	Who



**People and Roles**

*To be successful, people in your enterprise need to know what they have to do and by when. People may have more than 1 task to do such as producing stock and selling to customers. In the table below plan out what each team member has to do and when it must happen by. Use the “who” sections in the previous 3 tables to help you plus any other tasks that will need to be done.*

Person	Tasks	Deadline

**Finances**

*To be successful, every enterprise needs to make money not lose money and yours is the same. This takes planning and thought. Your enterprise needs to earn (revenue) more than it spends (expenditure) A key factor will be the prices you charge which you need to plan ahead. Use the table below to look at your expenditure and anticipated revenue to ensure you make a profit. Use the tables below to help you plan.*

**A- Expenditure** – You need to think how much stock, equipment, marketing and any other costs are going to be so you can then plan to look at prices and revenue so you ensure you make a profit, use the table below.

Item	Cost per item	Number	Total Cost

**B- Revenue** – You now need to think about what levels of sales you anticipate and calculate the prices you will charge so you ensure you make a profit, use the table below. Remember you might not sell at the levels you anticipate or sell all your stock, but you still want to make a profit if possible.

Item	Price per Item	Anticipated Sales #	Total Income
Grand Total			

Based on the 2 Grand Total calculations enter in the profit you plan to make below.

Anticipated Profit	
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### Section 3 – Review

Once your enterprise has completed trading It's important to reflect and review what you have learned from the overall process. You should have records of the types and levels of sales you have made and the income and profit you have generated, which may be different than you planned in the earlier sections. In the boxes below complete a simple review of the lessons you have learned from this activity.

#### What went well with the Enterprise?


#### What didn't go well with the Enterprise?


#### What would you have done differently or changed?


#### What have you learned about enterprise from this?


### Appendix (3)

#### Presentation Assessment Document

The purpose of this document is to enable teachers to assess student presentations and provide feedback to students. This document enables teachers to assess both the presentation content and the research behind it as well as the presentation techniques and capability.

Student Name(s): .....

Assessment Title/Reference:.....Date Issued:.....

Assessment Deadline:.....

Presentation Content	
Task/Standard / Section Number	Feedback

Presentation Delivery	
Attributes	Feedback
Introduction	
Organisation	
Delivery Style	
Slide Clarity	
Confidence	
Summary	
Questions	

Additional Feedback or Comments

Mark	
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Teacher Signature:

Date:

## Appendix (4)

### Business Studies Assessment Feedback

The purpose of this document is to enable teachers to provide written feedback to students on assessment activities they have undertaken including the marks achieved. This is intended to primarily be used with strand 2 assessment activities and The Project.

Student Name(s): .....  
Assessment Title/Reference:.....Date Issued:.....  
Assessment Deadline:.....

Task/Standard/ Section Number	Feedback	Marks
Total Marks		

Teacher additional comments and areas for future development or improvements

Teacher Signature:

Date:

## Appendix (5)

### Business Studies Assessment Planner

The purpose of this planning document is to help students plan out the various activities such as researching, investigating, comparing, reviewing, developing, writing, checking etc. they will need to carry-out to complete an assessed activity. The plan is intended to be used with Strand 2 assessments and The Project and may be used by individuals or groups of students. The plan should be developed after thinking about and discussing the various activities that will need completing and then planning the activities out in sequence with a deadline and identifying who is responsible for the activity. Once completed the plan should be discussed with your teacher who will give you feedback. The completed plan should be used to check on progress to make sure all the activities will be completed in time for the assessment deadline.

Student Name(s): .....  
Assessment Title/Reference:.....Date Issued:.....  
Assessment Deadline:.....

#	Activity to be completed	Who	Start Date	End Date

#### Teacher Feedback and Additional Notes


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End of the Newsletter