

# **Business Studies**

## **Lower Secondary Teacher Guide**



Papua New Guinea  
Department of Education

Issued free to schools by the Department of Education

Published in 2006 by the Department of Education, Papua New Guinea

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ISBN 9980–935–45–6

## **Acknowledgments**

The Business Studies Lower Secondary Teacher Guide was written, edited and formatted by the Curriculum Development Division of the Department of Education. The development of the teacher guide was coordinated by Jennifer Sangga

Teachers, inspectors, tertiary educators and the Business Studies Advisory Committee have assisted in the development of this teacher guide through meetings, workshops and consultations.

This document was developed with the support of the Australian Government through the Curriculum Reform Implementation Project.

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## Secretary's message

This teacher guide is to be used by teachers when implementing the Business Studies Lower Secondary Syllabus (Grades 9 and 10) throughout Papua New Guinea. This teacher guide builds upon concepts, skills and attitudes from Upper Primary and links to concepts, skills and attitudes in Upper Secondary. It provides a sound foundation for further learning.

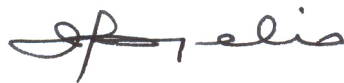
The Business Studies Lower Secondary Teacher Guide contributes to integral human development as it is based on the students' physical environments, societies and cultures. It links to the National Education Plan's vision which is that secondary education enables students to achieve their individual potential to lead productive lives as members of the local, national and international community by undertaking a broad range of subjects and work related activities at school that can be used in everyday life.

By studying Business Studies, students acquire knowledge to participate in Papua New Guinea's changing economic and business environment, and enterprise activities using appropriate communication and information technologies. They acquire skills for their future roles as citizens, workers, employers, entrepreneurs and consumers.

In this subject students develop business management and entrepreneurial knowledge and skills that will enable them to make use of their immediate resources in starting small businesses and/or income generating projects and activities. This subject will further encourage students to be enterprising, innovative and creative, and use ethical business practices. They will learn to become responsible producers and wise consumers in their own communities whether formal or informal.

Business Studies is a practical oriented subject in which students will be provided opportunities to apply entrepreneurial skills in practical projects and activities.

I commend and approve this Business Studies teacher guide for use in all schools with Grades 9 and 10 students throughout Papua New Guinea.



**Dr Joseph Pagelio**  
Secretary for Education

## Introduction

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

The teacher guide and the syllabus must be used side by side. The syllabus states the learning outcomes for the subject and each unit, and outlines the content and skills that students will learn, and the assessment requirements.

The teacher guide provides direction for you in using the outcomes approach in your classroom using a step by step approach. Although the syllabus provides the assessment tasks at the end of each unit, the outcomes approach requires you to consider the assessment requirements early in your planning. This is reflected in the teacher guide.

This teacher guide provides examples of teaching and learning strategies for Business Studies, sample programs for each unit, elaboration of suggested activities and content, detailed information on how to mark assessment tasks and the resources needed to teach Business Studies. The section on recording and reporting shows you how to record students' marks and how to report against the broad learning outcomes.

## Teaching and learning

### How students learn

What I hear I forget

What I hear and see I remember a little

What I hear, see and discuss I begin to understand

What I hear, see, discuss and do, I acquire knowledge and skill

What I teach to another, I master.

(Active Learning Credo statement by Silberman, 1996)

In support of this are the findings that we remember:

- 20% of what we hear
- 40% if what we see
- 90% of what we see, hear, say and do or what we discover for ourselves.

### A student-centred approach to learning

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

### Teaching and learning strategies

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

Teaching strategies include:

- group work
- role play/drama
- skills practice
- research/inquiry
- class discussions/debates
- problem-solving activities
- teacher talk, instructions, explanations, lectures or reading aloud
- directed question and answer sessions
- audio-visual presentations
- text books or worksheets
- directed assignments
- demonstration and modelling

- guest speakers
- field work
- classroom displays.

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

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

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

Groups work well when:

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

### **Strategies for organising and managing groups**

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

## Developing skills

### Principles and procedures

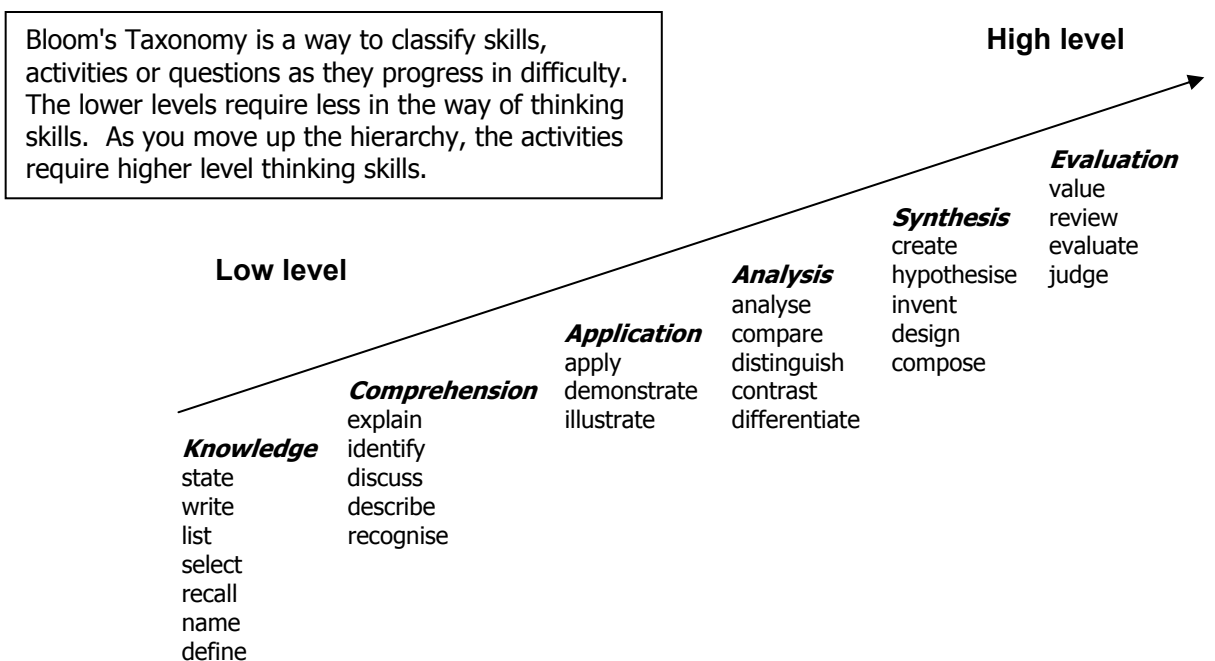
Students need to develop skills to help them learn. Skills development should happen as a part of a student’s learning experience and the learning and practicing of skills needs to occur in the context of the units being taught.

Skills learning tends to be most effective when:

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

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

### Bloom’s taxonomy of skills





## Language skills for Business Studies

Students need to learn how to speak and listen, read and write, view and observe. Students learn language skills through, for example:

- discussions
- debates
- oral and written reports
- interviewing opportunities.

Providing opportunities for students to listen is very important especially in Business Studies. Guest speakers, CDs, tapes, radio, television, are listening resources. When students have listening experiences as a regular part of classroom activities, their ability to listen and their comprehension will improve.

### Place of vernacular in Lower Secondary

Maintenance of the student's language is something that continues at Lower Secondary as stated in the Department of Education's Language policy in all schools. At times it will be appropriate to use vernacular, Tok Pisin or Motu to explain concepts or ideas. Vernacular can be used to describe and illustrate those things that do not have English translations. There will also be opportunities to use exercises which target vernacular development such as from English to the vernacular, Motu or Tok Pisin. For example, it would be appropriate to use the vernacular or Tok Pisin when running a small business project in the community.

## Writing skills

Students must be able to choose the right word to get the message across and be able to put words together in a way that makes sense to the reader. The ability to write well and use appropriate vocabulary takes a lot of practice and writing skills and techniques should be emphasised in Business Studies.

## Thinking and questioning skills

Business Studies assists students to analyse and think critically about information they come across. By processing information rather than rote learning, students are more likely to understand and retain what they have learnt. Students must be involved in the process of thinking instead of simply accepting the end products of someone else's thoughts. The ability to think critically can be taught effectively by asking the types of questions listed below:

- what do you notice/see/find?
- what difference do you ...?
- what similarities do you ...?
- which ones belong together? why?

- why don't these belong to this group ...?
- what could have happened if ...?
- what would ... be like if ...?

How would you ...?

- what explanation would you give for ...?
- is this always so?
- does evidence of ... change the original explanation?
- how can this be tested/checked?
- suppose ...what would happen?
- what makes you think this would happen?
- what would be needed for that to happen?
- is there a different explanation?
- if ... happened, what would happen next?

## Teaching and learning strategies for Business Studies

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

### Brainstorming

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

### Classroom displays

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

### Charts

Helping students to learn to chart, that is, to organize information in various groupings under different headings, is valuable. It not only helps them to make sense out of a previously unrelated mass of data, but it is a crucial step in the process of developing a store of concepts to use in making sense

of their experiences. Charts (for example, of the kinds of occupations and people in those occupations in a particular locality) are a powerful organizing tool and of considerable help in getting students to think about data.

### **Consequence charts**

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

### **Diagrams**

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

### **Flow charts**

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

### **Current events**

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

### **Debates**

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

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

## Decision-making

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

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

## Evaluation

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

## Discussions

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

## Excursions

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

## Guest speaker or visitor

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

## Interviews

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

them during fieldwork. To conduct an interview successfully students need to:

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

## Investigating issues

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

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

It is recommended that opportunities are provided for students to:

- discuss ideas, feelings and questions about activities regarded as right or wrong, good or bad
- examine the personal and community factors involved in defining beliefs about what is right or wrong, good or bad
- analyse how different contexts and situations influence personal values, attitudes, beliefs and behaviours
- critically analyse how groups justify particular actions and behaviours.

Here are some examples of possible discussion questions.

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

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

- read or view the material dealing with the issue
- name and briefly outline the issue

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

### **Jigsaw groups**

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

### **Matrix**

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

### **Mind maps/concept maps**

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

### **Moral dilemmas**

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

## Photographs and pictures

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

## Problem solving

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

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

The teacher's role is to:

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

## Questionnaires

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

## Reflective learning

Reflection is the act of thinking about what has been learnt. It often involves putting learning into a new context, looking at experiences in a new light and interpreting what has been said or done. Teachers need to provide time both during and at the end of any learning experience for students to contemplate the content and processes in which they have been engaged. This time needs to allow for individual, small group and whole class reflection. As a result of reflective learning students may develop flexibility and creativity.

## Research

One of the best ways to learn about Business Studies is to think of the questions you want answered or what you want to know and inquire about

the things which interest you. This means doing your own research to find the answers. The same applies to your students.

There are a number of steps involved in doing research and the best results are achieved if students do things in the right order and ask the following questions.

#### *Defining*

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

#### *Locating*

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

#### *Selecting*

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

#### *Organising*

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

#### *Presenting*

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

#### *Assessing*

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

## **Role-play**

Role-play involves taking on and acting out roles of real or imaginary individuals in varied, non-threatening simulated situations in order to clarify



values and develop empathy with other people. Role-play is possible with most topics in the study of issues or current affairs.

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

## Simulation

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

## Surveys

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

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

Decide with students:

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

## Tables and graphs

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

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

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

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

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

## Task cards

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

## Values reinforcement

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

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

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

## Assessing Business Studies

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

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

Assessment in Business Studies measures students' achievements of the unit learning outcomes described in the subject syllabus. It is an ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes and can be integrated into the students' normal learning activities.

### Assessment *for* learning

Assessment *for* learning is often called formative assessment and is assessment that gathers data and evidence about student learning during the learning process. It enables you to see where students are having problems and to give immediate feedback which will help your students learn better. It also helps you plan your program to make student learning, and your teaching more effective. Often it is informal and students can mark themselves or their friends. An example is a quick class quiz to see if students remember the important points of the previous lesson.

### Assessment *of* learning

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

### Assessing Business Studies units

In the Business Studies syllabus, the unit learning outcomes, which link to the broad learning outcomes, are assessed through specified assessment tasks using a range of assessment methods. Assessment criteria for each unit outcome provide clear indications of how, and to what extent, the achievement of the learning outcomes may be demonstrated. Performance standards, marking guides and assessment criterion help teachers with the marking process and ensure that assessment is consistent across schools.

Students must complete the assessment tasks for the unit. You will expand each task and provide clear guidelines to students for how the task will be completed and how the criteria will be applied.

When you set a task make sure that:

- the requirements of the task are made as clear as possible to the student

- the assessment criteria and performance standards are provided to the student so that they know what it is that they have to do
- any sources or stimulus material used are clear and appropriate to the task
- achievement is measured in terms of more than one outcome
- instructions are clear and concise
- the language level is appropriate for the grade
- it does not contain gender, cultural or any other bias
- the performance standards are used and applied consistently
- materials and equipment needed are available to students
- adequate time is allowed for completion of the task.

### **Feedback**

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

Feedback should be:

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

Feedback can be:

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

## **Tests**

A test is a formal and structured assessment of student achievement and progress which the teacher administers to the class.

Tests are an important aspect of the teaching and learning process if they are integrated into the regular class routine and not treated merely as a summative strategy. They allow students to monitor their progress and provide valuable information for you in planning further teaching and learning activities.

Tests assist student learning if they are clearly linked to the outcomes. Evidence has shown that several short tests are more effective for student

progress than one long test. It is extremely important that tests are marked and that students are given feedback on their performance.

There are many different types of tests. Tests should be designed to find out about student knowledge of content and about the development of thinking processes and skills. Open questions provide more detailed information about student skills than a question to which there is only one answer.

## Principles of designing classroom tests

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

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

Tests should:

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

## Who assesses?

### Teacher assessment

Assessment is a continuous process. You should:

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

## Frequency of assessment

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

## Judging student performance

Student achievement is recorded and reported against standards. You must use the performance standards provided in each unit of this Teacher Guide when making a decision about the achievement of your students in relation to the unit learning outcomes. The performance standards describe the level at which the student has to be working to achieve a particular standard or mark.

Students should always have access to a copy of the assessment criteria and the performance standards so that they know what it is they have to know and be able to do to get a good mark in a particular task. The performance standards will help you in your marking and will help the student improve their performance in the future. They are useful when providing feedback to students as they explain what it is the student needs to do to improve.

### Moderation

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

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

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

### Self assessment and peer assessment

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

Self and peer assessment:

- continues the learning cycle by making assessment part of learning
- shows students their strengths and areas where they need to improve

- engages students actively in the assessment process
- enables students to be responsible for the learning
- helps students understand the assessment criteria and performance standards.

## Managing assessment tasks for Business Studies

Usually, the marking of assessment tasks is done by the teacher.

To reduce the amount of work it is necessary to develop a strategic approach to assessment and develop efficiencies in marking. In Business Studies there are a number of assessment tasks that may be new to teachers and students. Below are suggestions on how to manage some of these tasks to minimise marking or presentation time.

### Develop efficiency in marking

*Clarify assessment criterion* – plan the assessment task carefully, and ensure that all students are informed of the criteria before they begin. Discuss the assignment and its criteria in-class, giving examples of what is required. Distribute a written copy of the instructions and the criteria, or put them on the board. Making the assessment criteria explicit, speeds marking and simplifies feedback.

*Supply guidelines on what is required for the task* – this reduces the amount of time wasted evaluating student work that is irrelevant.

*Use attachment sheets such as marking guides* – an assignment attachment sheet, which is returned with the assessed work, identifies aspects of the task with a brief comment. Such a system enables each student's work to be marked systematically and quickly. This strategy can be applied to essays, reports, posters, presentations and projects.

*Assess in class* – use class time to carry out and to assess tasks. Oral presentations, posters, and multiple choice tests marked by the teacher, enable instant developmental evaluation and feedback. On the spot assessment of projects or practical work are briefer, take less time to mark and are useful, because they give immediate feedback to students on their progress.

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

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

*Set clear deadlines* – set aside a time for marking. Be careful about extending this period through the submission of late work.

### **Shift the responsibility**

*Introduce self and peer assessment* – develop in students the skills to evaluate their own work and that of their peers. Help the students, use the performance standards and assessment criteria. Self-assessment increases the amount of feedback students get. It can supplement teacher assessment.

### **Treat each task differently**

Every piece of work need not be evaluated to the same degree; a mark need not be the outcome in every case; and every piece of student work need not contribute to the final grade. Assessment is designed to enhance the teaching and learning experience for you and the learner, not just to accredit students.

## **Portfolios**

Portfolios provide evidence for judgments of student achievement in a range of contexts. In Units 10.4 and Option 2 students are required to present a portfolio for assessment purposes. It must contain a specific collection of student work or evidence.

How to minimise marking times of portfolios:

- specify the pieces of work and keep the number low, 2 or 3 samples of the students best work is enough for you to give a valid assessment of their achievement
- mark as you go: ask that one of the pieces of work be completed at the end of week 3 and mark it then. Do not leave the assessment of the whole folio until the end of term
- use self-assessment: the student can self assess some of the samples of work.

The portfolio does not have to be a folder or binder, it can be in the form of an exercise book with the student marking the pages they want to have marked as part of their portfolio.

## **Reports**

Reports are an authentic form of assessment. They encourage students to develop observation and recording skills, and require organisational skills in both collecting and analysing information and communicating information clearly.

There are many different report formats. The styles of reports will depend on the units and topic, and may be written or oral, but they all have common elements. Written reports are highly structured so that information they contain can be easily understood. Headings within the report allow the reader to select the parts they wish to read. Headings also enable each section of the report to stand-alone. The structure of a report is enhanced through the use of subheadings, diagrams, tables, graphs, illustrations etc.



Report writing differs from essay writing because it has a different purpose. Reports are common communication tools as they assist in the decision making process. Written for a particular purpose, such as a report of a business plan, they usually outline a problem, provide the relevant facts and ideas related to the situation, and then recommend a course of action.

## Case studies

Case studies in Business Studies enable students to compare and contrast or give examples of cause and effect of a particular topic or issue. Students describe the characteristics or conditions and provide reasons for the relationships, for example, between government and non-government organisations.

## Managing individual and group presentations

Oral presentations provide opportunities for students to develop confidence and clarity when speaking to an audience. Group and individual oral presentations and report backs can be very time consuming both in their use of valuable lesson time and in marking. Too often these presentations are repetitive and boring and the rest of the class is not required to be actively involved in listening and responding to the presentations.

The best approach is to allocate or allow students to choose from a variety of topics; to develop clear criteria for presentations; and to require the rest of the class (audience) to take notes, identify key points or write a summary to enhance their learning. Make sure individuals and groups have access to a fair share of adequate resources to complete the task.

For individual presentations select two or three students to present at the beginning of each lesson over several weeks rather than using 4–5 lessons in a row just listening to speeches.

A number of strategies can be used to manage group presentations.

- Assign each group a different topic or part of a topic to avoid repetition (e.g. the jigsaw approach).
- If the activity is essential learning then give all groups the same topic but ask each group to report back on one aspect of the topic only. Don't allocate the report back section until all groups have completed the task. For example groups pin their work sheets on the wall and you highlight one item on each sheet and ask the group to describe or explain that item.
- Rather than reporting back, all groups display their work and then students are required to read and answer questions on work from groups other than their own.
- If group work is a regular activity make sure all students have a turn at reporting back, and at different group roles.

Discuss the criteria for the presentation with the whole class before the activity to make sure everyone is clear about what they have to do. This includes specifying the relative importance of the content as well as presentation skills such as speaking clearly and engaging the audience.

For both individual and group presentations limit speeches to 2–3 minutes and don't allow students to go over time. Organising and presenting material in a limited time is an important skill for students to develop.

Peer assessment is an ideal strategy for marking group and individual presentations, provided you use the task criteria to develop clear marking guides or checklists. Peer assessment is also a way of ensuring that the audience is actively listening to the presentations.

## Planning and programming units

The main purpose of planning and programming is to help you to arrange the presentation of the unit in an organised manner. This will help you to know what to teach and when to teach it. It is strongly recommended that you plan with the other teachers who teach the same grade. By planning together, you will *all* have better lessons and make better use of your limited resources.

### Points to consider when programming

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

### The planning process

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

#### Step 1 – Interpreting the unit learning outcomes

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

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

the outcome. Remember the unit learning outcomes link to the broad learning outcomes.

This teacher guide gives you a brief description of the main requirements of each learning outcome.

## **Step 2 – Planning for assessment**

It is necessary to study the assessment requirements of the unit early in your planning to ensure that you teach the content and skills students need to achieve the unit learning outcomes.

The assessment tasks are described in the syllabus. They indicate what specific knowledge and skills students will need to demonstrate that they have achieved the unit learning outcomes.

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

This teacher guide provides the performance standards and/or marking guides which you must use when you are marking the tasks. This is to ensure consistency with marks awarded to students in all schools in Papua New Guinea. However you must develop clear and detailed instructions for completing the task yourself and ensure all students know exactly what they have to do.

## **Step 3 – Programming a learning sequence**

This step requires you to develop a program outlining a sequence of topics and the amount of time spent on each topic. You may follow the topics in the order they are listed in the syllabus or you may cover the topics through integrated activities or a thematic approach. If the unit involves a project for example, you may plan to teach some theory at appropriate stages during the project, rather than teaching all the theory before the students start the project.

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

Once you have completed your unit plan you will have to consider each topic in more detail. For example, if you have allocated two weeks for a topic that means you have six lessons available (three lessons per week). You will have to develop a plan for each topic that includes in more detail what you will cover in each lesson. Your topic plan must include a sequence of student activities and teaching points that contribute to the overall achievement of the unit outcomes. Your topic plan should include what you think your students will do in each lesson, but you must remember that the individual lessons must flow logically, one from the previous and must be

adjusted according to how students are progressing through the topic. You may develop outcomes for the topic and for each lesson, but these must be related to the unit outcomes.

This teacher guide provides a sample program for each unit. It does not provide individual lesson plans.

#### **Step 4 – Elaboration of content and activities**

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

Browse through the text books and teaching resources you have access to and list chapters, pages or items that you will use for each topic in your program. The text books should also provide you with ideas for activities related to the topic. You may have to collect or develop some resources for yourself.

Once you have sorted out your ideas and information you can then develop your more detailed weekly program and daily lesson plans.

This teacher guide gives examples in each unit of some activities you might like to use to ensure active learning. It also gives background information on some of the content.

## Business Studies requirements

Business Studies expands on the current Commerce course, enabling students to study a wide range of concepts not only for commerce but to develop knowledge and skills for the world of business.

There are four core units and three optional units in Grade 9 and five core units and three optional units in Grade 10. All students in Grade 9 must complete the four (4) core units and choose two (2) units from the options available. All students in Grade 10 must complete the five (5) core units and study one (1) option unit.

Teachers must teach 9.1 in Grade 9 term 1 and 10.1 in Grade 10 term 1. Teachers are allowed the flexibility to teach Grade 9 core units 2, 3, and 4 and Grade 10 core units 2, 3, 4 and 5 in any order during the year. Schools have the flexibility to sequence the units in any way that best suits their needs. Grade 10 units 10.2 and 10.3 can be taught concurrently over fifteen weeks.

Schools may select the options available in the syllabus or develop their own options such as Rural Technology, Enterprise, Tourism Studies, and Improving Your Business. School-developed options must be approved by the Secondary Board of Studies.

Grade	Length (weeks)	Term	Unit	Resources
<b>9</b>	10	1	9.1 Satisfying Needs and Wants	Appropriate Commerce or Business Studies text books Newspapers Basic office equipment (Teachers must ensure that they are not passing on outdated information and/or data)
	5	Any	9.2 Being a Wise and Responsible Consumer	
	5		Option	
	5	Any	9.3 Business Communication	
	5		Option	
	10	Any	9.4 My Small Business Project	
<b>10</b>	5	1	10.1 Marketing	
	5		Option	
	10	Any	10.2 Starting a Small Business Enterprise	
	5	Any	10.3 Keeping Accounts for my Business	
	5	Any	10.4 Preparing for the Workplace	
	5	Any	10.5 Laws and Business Regulations in Papua New Guinea	
<b>9 or 10</b>	5	Any	<i>Options</i> Business Mathematics Taxation Computer Applications for Business The Business of Tourism	Computers and business software

## Business Studies units

### 9.1 Satisfying Needs and Wants

#### Step 1 – Interpreting the unit learning outcomes

Study the learning outcomes to determine what students will know and be able to do by the end of the unit. Remember these unit learning outcomes link to broad learning outcome 1.

**Outcome 9.1.1:** Students are able to demonstrate an understanding of the production and trading of goods and services that assist economic growth in their local area and communities.

This outcome requires you to teach your students about the production and trading of goods and services and the reasons why this takes place. This outcome also requires you to ensure that your students understand the importance of the production and trading of goods and services to satisfy needs and wants of consumers. You will need to provide them with opportunities to carry out research and surveys, collect and collate data and analyse information that will enable them to understand better the importance of economic growth in their local area and communities.

You will need to teach your students about the role of financial institutions in the delivery of goods and services to consumers.

**Outcome 9.1.2:** Students are able to describe factors that contribute to and enable the production of goods and services for both producers and consumers.

This outcome requires you to ensure that students understand the factors of production that enable individuals and organisations to produce and trade goods and services. You will need to provide opportunities for students to identify and explain the processes involved in the distribution of goods and services to consumers. You will need to allow opportunities for students to find out about the availability of locally produced goods and services in and around their local area and communities.

#### Step 2 – Planning for assessment

Study the assessment requirements of the unit. These will tell you what specific knowledge and skills students will need to demonstrate they have achieved the learning outcomes.

Assessment task one is a test which should be divided into two parts done at different times. There should be a range of multiple choice and short answer questions including flow charts and tables. The test is worth 40 marks, but if divided into two, each part would be worth 20 marks. It is suggested that the parts of the test be given in weeks 3 and 6 or 7. The test is seeking evidence that students can define production, factors of production, methods and reasons for trade and other aids to trade.

Assessment task two is a research assignment describing the production and trading of goods produced in Papua New Guinea. Students present their work using, for example, charts or posters, or maps and/or flow charts. This task is seeking evidence that students can describe the production and trading of goods and services using a variety of written and/or visual communication methods and that students can explain the distribution process of locally made goods.

During the course of the unit you have to make sure students are taught in sequential order; productions, reasons for production, reasons why people trade and all forms that aid trade including government services and businesses. You also need to explain the types of goods being traded. All these satisfy needs and wants of people.

A sample test with the marking guide for assessment task one is provided below. The performance standards for assessment task two including a sample task instructions and marking guide are provided on the next page.

<b>Sample part test for assessment task one – 20 marks</b>		
Question	Mark	Marking guide
Circle the correct answer  1. Which of the following are NOT factors of production a) natural resources b) labour c) enterprise d) business plans	1	Answer: Business plans
2. Circle True or false Issues affecting production are: a) health (HIV/AIDS and STIs) T/F b) unemployment – poverty, crime (law and order) T/F c) natural and man-made disasters e.g. pollutions, droughts, floods, volcanic eruptions T/F	3	All answers are true
3. Give an example of: a) traditional trade b) modern trade	2	Answers that would be acceptable are: a) traditional trade – simple barter system payment of goods and services with shell money, pigs (or other items used in that community/area as a medium of exchange) b) modern trade – use of modern money (legal currency) as a medium of exchange for goods and services. Payment is made using cash, cheque, credit and/or debit cards or by use of credit facilities.



4. List three reasons domestic trade is important to Papua New Guinea	3	Possible correct answers: – Promotes trading within the country – Regions and provinces specialise in the supply of particular goods and can trade these with other regions and provinces  – promotes small scale production within regions – money stays within the country – businesses employ local people.
5. Why is money important to trade? Explain in one or two sentences	4	Answer should include: Money is used as a medium of exchange, measure of value, store of wealth and means of settling debts.
6. In a paragraph describe why Papua New Guinea trades with foreign countries. Include in your answer three of Papua New Guinea's trading partners and main imports and exports. Explain the importance of foreign trade to Papua New Guinea.	7	Answer should include: reasons for foreign trade – buying products not produced in the country, geographic position, satisfying needs of consumers – having a choice and variety. Must also include three of Papua New Guinea's trading partners and main imports and exports.

### Performance standards for assessment task two

You must use these performance standards when assessing the research assignment. The students must have access to a copy.

<b>Performance standards for assessment task two – Research assignment describing the production and trading of goods produced in Papua New Guinea</b>				
<b>Total marks – 60</b>				
Assessment criteria	Standards			
	Very High Achievement	High Achievement	Satisfactory Achievement	Low Achievement
Describe the production of Papua New Guinea made goods	Clearly and accurately describes in detail all steps of the production process	Clearly describes in detail most steps of the production process	Describes some steps of the production process	Gives a limited description of the production process
30 marks	( 27 – 30)	( 21 – 26)	( 15 – 20)	( 0 – 14)
Describe the distribution process from producer to consumer	Clearly and accurately describes in detail all steps of the distribution process from a range of producers to consumers	Clearly describes in detail most of steps of the distribution process from a producer to consumers	Describes some steps of the distribution process from a producer to consumers	Gives a limited description of the distribution process from a producer to consumers
20 marks	(18 – 20)	(14 – 17)	(10 – 13)	(0 – 9)

Assessment criteria	Standards			
	Very High Achievement	High Achievement	Satisfactory Achievement	Low Achievement
Communicate information graphically  10 marks	Information clearly and accurately presented using an appropriate method showing original design (9 – 10)	Information clearly and accurately presented using an appropriate method (7 – 8)	Information clearly presented (5 – 6)	Information not clearly presented, method inappropriate (0 – 4)

**Task instructions and marking guide for assessment task two.**

Assessment tasks need clear instructions to help your students meet the criteria and to help you mark consistently. A marking guide is necessary to ensure that you mark consistently and to enable your students to see the relative importance of different parts of the task.

The students must have access to a copy.

Use this sample to help you design task instructions and marking guides for the rest of the units in this teacher guide.

**Example of task instructions for assessment task 2 – Research assignment:**  
 Select two different products made in Papua New Guinea and use labelled pictures or diagrams to describe all stages in the production cycle. Use a flow chart to illustrate the distribution process from producer to consumer. Present your work on butcher’s paper to be displayed in the classroom.

**Example of a marking guide:**  
 Research assignment (60 marks)

labelled pictures/diagrams of production cycle product 1	(15 marks)
distribution process flow chart product 1	(10 marks)
labelled pictures/diagrams of production cycle product 2	(15 marks)
distribution process flow chart product 2	(10 marks)
presentation and classroom display	(10 marks)
<b>Total:</b>	<b>60 marks</b>

**Step 3 – Programming a learning sequence**

The major activity of this unit is to find out, collect, collate and analyse information about the production, distribution and consumption of locally produced goods and services. Provide practical problem solving exercises to develop skills the students will need to find out about services that are important and vital for themselves and their communities as producers and consumers. Provide opportunities in activities that will enable students to develop other skills such as communication, mathematical and research skills.

Below is a sample sequential program and some suggested activities to help you make a start to this unit. Remember this is only a sample and you need to decide how best to teach this unit to your students. You need to plan interesting activities that are interactive and choose activities and strategies which are appropriate for your situation. Also consider including strategies listed in the section entitled Teaching and Learning Strategies for Business Studies (see page 6).

**Sample program**

<b>Topics: Production and trade</b>	<b>Weeks: 1 – 6</b>	<b>Assessment</b>
<p><b>Suggested activities</b></p> <ul style="list-style-type: none"> <li>• Carry out research/survey of the types of goods produced locally in PNG. Compile data using charts and/or diagrams. Present this information using posters or magazines and newspaper clippings of pictures and display completed work in the classroom. <i>This activity can be completed in groups.</i></li> <li>• Invite a guest speaker from the community to explain the production process of a factory-made good or a special local item such as a canoe, fishing net, etc. Choose an item that the students do not see being produced any more in their local community. Do an activity showing the stages of production of the item using charts and/or diagrams, etc.</li> <li>• Carry out a survey in the community to find out about the use and functions of money either modern (legal tender) or other used as a means of payment for goods and services. Collect and collate data, identify whether barter system of trading continues to exist in the communities. Make connections with other knowledge to assist in identifying traditional and modern methods of trade.</li> <li>• Research the history of early money to modern day money and draw a timeline to show the changes.</li> <li>• Use maps to identify trade routes of traditional and modern products.</li> </ul>		<p>Week 3 Give test part 1 (20 marks)</p> <p>Week 4 – students are given the research assignment describing the production and trading of locally produced goods.</p>
<b>Topic: The Government and Business</b>	<b>Weeks: 7 – 8</b>	<b>Assessment</b>
<p><b>Suggested activities</b></p> <ul style="list-style-type: none"> <li>• Find out about health issues affecting the production of goods and services in the communities, the local area (province) and the country and present this information using a variety of methods.</li> <li>• Invite a business person from the community to explain the process he/she uses to obtain goods. Ask questions to find out whether government assistance is available for importing and exporting goods.</li> </ul>		<p>Week 6 or 7 Give test part 2 (20 marks)</p>
<b>Topic: Financial Institutions</b>	<b>Weeks: 9 – 10</b>	<b>Assessment</b>
<p><b>Suggested activities</b></p> <ul style="list-style-type: none"> <li>• Research and present information about the types and names of financial institutions in the local area and in PNG using charts or maps</li> <li>• Carry out exercises that involve understanding and practising completing all types of forms for saving, investing, and borrowing money and opening different types of saving accounts.</li> </ul>		<p>Week 8 or 9 – students complete the assignment and hand in for marking</p>
<p><b>Examples of resources:</b> The BPNG economic bulletin – Quarterly statements, newspapers, magazines, e.g. PRIME, pamphlets from commercial banks, telephone directories, sample bank forms, Commerce/ Business Studies textbooks, secondary school atlases and other relevant resource books available in the school, and people from the community.</p>		

Once you have completed your unit plan consider each topic in more detail. For example, if you have allocated two weeks for a topic that means you have ten lessons available (five lessons per week). You will have to develop

a plan for each topic that includes in more detail what you will cover in each lesson. Your topic plan must include a sequence of student activities and teaching points that contribute to the overall achievement of the unit outcomes. Your topic plan should include what you think your students will do in each lesson, but you must remember that the individual lessons must flow logically, one from the previous and must be adjusted according to how students are progressing through the topic. You may develop outcomes for the topic and for each lesson, but these must be related to the unit outcomes.

#### **Step 4 – Elaboration of content and activities**

Background information and elaboration of activities are not provided for this unit as the content can be found in most Commerce and Business Studies textbooks/resource books used in schools. Teachers are to identify current resources that will assist them to teach this unit.

The text books will provide you with ideas for various activities related to the topics in this unit. You will have to collect or develop some resources for yourself, for example pictures, newspaper clippings about the locally made products, maps, changes to government policies, about trade within the country and abroad, new Acts or Regulations for businesses or ethical issues. Collect advertisements that give information about importers, exporters, wholesalers and retailers.

It would be a good idea to consult with teachers of other subjects to see what the students have already covered in this area, for example subjects like Social Science and Agriculture may have covered some aspects of the content in this unit.

## 9.2 Being a Wise and Responsible Consumer

### Step 1 – Interpreting the unit learning outcomes

**Outcome 9.2.1:** Students are able to use a decision making process for the purchase of goods and services.

This outcome requires you to teach your students decision-making processes which include identification of a problem, brainstorming possible solutions, choosing an alternative, implementing and reviewing the decision made, and provide opportunities for discussion and practice of hypothetical situations. You will need to provide practical exercises in the comparison of prices of goods and services.

**Outcome 9.2.2:** Students are able to demonstrate an understanding of maintaining budgets and keeping accurate personal financial records.

This outcome requires you to ensure that students understand the value of budgeting – planning and managing personal finances. You will need to teach your students how to construct a personal budget and keep accurate financial records and provide opportunities for students to practice using relevant budgeting exercises.

**Outcome 9.2.3:** Students are able to design and implement an action plan for positive consumer behaviour.

This outcome requires you to teach your students how to write an action plan for positive consumer behaviour. You will need to provide opportunities for students to research and compare and contrast various products that are made in Papua New Guinea with products from other countries. Provide opportunities for students to brainstorm ideas, research options and put in place an action plan about consumer behaviour which will be evaluated.

Students must be aware of the various types of positive consumer behaviour such as comparison shopping before purchasing and checking the quality of different products or critically evaluating advertising.

These unit learning outcomes link to the broad learning outcomes 2, 3, and 5.

### Step 2 – Planning for assessment

Assessment task one requires students to write/construct a personal budget for a week and record the actual amounts and variations. This task is seeking evidence that students can draw up a personal budget.

During the course of the unit you will have to make sure students are taught an appropriate presentation for a personal budget and provide exercises for practicing this skill. Presentation of budgets may vary according to identified situations: real life examples can be used in these exercises.

Assessment task two requires students to design an action plan for positive consumer behaviour. This task is seeking evidence that students understand consumer behaviour in their own communities that has an impact on consumers and /or the environment and suggest solutions.

During the course of the unit you will have to make sure students are taught about gathering/collecting and collating consumer information and using questionnaires when carrying out local survey activities. This information may be collected and collated during the first three weeks of this unit.

The performance standards for both assessment tasks are provided below. The task instructions and a marking guide are not provided so you will need to write these for the assessment task by referring to the sample in Unit 9.1

**Performance standards**

You must use these performance standards when assessing the personal budget. Students must have access to a copy.

<b>Assessment task one – Write/construct a personal budget for a week and record the actual amounts and variations</b>				
<b>25 marks</b>				
<b>Assessment criteria</b>	<b>Standards</b>			
	<b>Very High Achievement</b>	<b>High Achievement</b>	<b>Satisfactory Achievement</b>	<b>Low Achievement</b>
Apply relevant mathematical techniques to prepare a personal budget  15 marks	A range of relevant mathematical techniques applied accurately  (14–15)	A range of mostly correct mathematical techniques applied with few errors  (11–13)	Some relevant and correct mathematical techniques used  (7–10)	Mostly irrelevant or inaccurate mathematical techniques  (0–6)
Demonstrate organisational skills and the ability to keep accurate personal financial records  10 marks	Very high level organisation skills of planning, consistent neat entering of data, records kept, and evidence of keeping of accurate personal financial records  (9–10)	High level organisation skills of planning, neat entering of data, records kept, and evidence of keeping of personal financial records  (6–8)	Evidence of organisation of personal financial records and some accurate records kept  (5–6)	Little evidence of organisation or keeping of personal financial records  (0–4)

<b>Assessment task two – Design an action plan for positive consumer behaviour</b>				
<b>25 marks</b>				
<b>Assessment criteria</b>	<b>Standards</b>			
	<b>Very High Achievement</b>	<b>High Achievement</b>	<b>Satisfactory Achievement</b>	<b>Low Achievement</b>
Compare and contrast the price of goods  5 marks	Detailed comparison and discussion about differences between prices Accurate calculations and explanations  (5)	Some comparison and discussion about differences between prices Mostly accurate calculations and explanations  (4)	Some comparison and limited discussion about differences between products Some accurate calculations and explanations  (2–3)	Little comparison and discussion about differences. Mostly inaccurate calculations and explanation  (0–1)
Compare and contrast the price of services  5 marks	Detailed comparison and discussion about differences and similarities between price of services Accurate calculations and explanations  (5)	Some comparison and discussion about differences between price of services Mostly accurate calculations and explanations  (4)	Some comparison and limited discussion about differences between price of services Some accurate calculations and explanations  (2–3)	Little comparison and discussion about differences. Mostly inaccurate calculations and explanation  (0–1)
Describe ways in which consumers can have an impact on the environment  5 marks	Gives a very clear description of a wide range of positive and/or negative impacts on the environment  (5)	Gives a clear description of a range of positive and/or negative impacts on the environment  (4)	Gives a description of a few positive and/or negative impacts on the environment  (2–3)	Limited or no description of positive and/or negative impacts on the environment  (0–1)
Describe strategies for behaving responsibly as a consumer  10 marks	Gives a very clear description of a wide range of strategies for behaving responsibly as a consumer  (9–10)	Gives a clear description of a range of strategies for behaving responsibly as a consumer  (7–8)	Gives a description of a few strategies for behaving responsibly as a consumer  (5–6)	Gives a limited or no description of strategies for behaving responsibly as a consumer  (0–4)

### Step 3 – Programming a learning sequence

The major activities of this unit are consumer decision making and budgeting. However you will need to provide some introductory activities to develop the skills the students need to make wise decisions and prepare personal financial plans.

#### Sample program





## Step 4 – Elaboration of content and activities

Some Commerce and Business Studies text books and /or resource books may provide you with ideas for various activities related to the topics. You will have to collect or develop some resources for yourself, for example pictures, newspaper clippings about consumer and entrepreneurs or ethical issues, advertising flyers, pamphlets and so on.

It would be a good idea to consult with teachers of other subjects to see what the students have already covered in this area, for example drawing up and presenting a budget may have been covered in Mathematics and Agriculture.

### A. Elaboration of activities

Suggested activities given in the sample program in step 3 are further elaborated here. A number of activities are provided below for you to choose from. Choose activities that are suitable and/or are relevant to your situation and this includes the availability of immediate resources you can or are able to use for your students.

#### *Activity 1: responsible consumer checklist*

Students can use this activity as an introduction to the unit. Students are given a checklist to find out how informed they are about being a wise and responsible consumer.

<b>Are you a responsible consumer? Tick the statement that best fits what you do when you shopping</b>			
<b>Statement:</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
1. I shop around to get the best value for money			
2. I check the expiry date on perishable products before I buy them			
3. I consider the disposal of packaging before I buy products			
4. I return and seek a replacement or refund of any faulty product that I have purchased			
5. I check safety instructions on products before I buy them			
6. I look for local alternatives before I buy imported products			
7. I tell others about poor service or bad products I have seen in the marketplace			
8. I ask questions about products and services before I buy anything			
9. I join in activities that promote a safe, informed and fair marketplace			
10. I consider myself an educated and aware consumer			

If students scored all ticks under 'always' then they are well informed. If students scored all ticks under 'sometimes' then they must think carefully

about what they do when they go shopping. If students scored all ticks under 'never' then they must learn more about being a wise and responsible consumer as a concerned member of the school community and their own community (where they come from). *(Students can also be encouraged to use this checklist with their friends and family members)*

**Activity 2: Good consumer practices**

This is a practical exercise. Arrange a variety of products around the classroom (use a bigger room if the classroom is too crowded with a large class size). Ask students to choose 2 – 3 items and list four types of information that is on a label of a can of meat, bottle of soft drink, packet of coffee, etc.

Collate this information as a class using a grid or table. Discuss the consequences of limited or no information on the labels of the displayed products and make some decisions about the next course of action.

**Activity 3: Impulse buying activity**

Why did I buy this? We all fall 'victim' to the temptation of impulse buying. This means you buy a good or pay for a service without giving much thought to whether you really need it.

In this activity students carry out a small survey to determine what makes consumers buy goods and services that they really don't need. This exercise will enable students to identify impulse-buying habits of consumers. This activity may be carried out in small groups for a very large class or in pairs if class sizes are small.

What to do:

- Students brainstorm some common questions for the survey exercise as a class.
- Help students to write the relevant questions from the brainstorming activity and construct a simple survey form. Below is an example:

<b>Sample Survey Form</b>			
Name of the shopping area:.....			
Date:.....			
Sex of shopper: Male/Female			
Age of shopper (years): 15–20, 21–30, 31–40, 41–50, 51+			
QUESTIONS	Circle the appropriate response		
1. How often do you shop here?	Regularly	Occasionally	Never
2. Do you usually use a shopping list?	Yes	No	Sometimes
3. Do you compare prices?	Yes	No	Sometimes
4. Do you compare the prices of different stores?	Yes	No	Sometimes
5. Do you usually browse or shop for something specific?	Browse only	Something specific	Browse first and decide to buy later
6. Do you understand what the term 'impulse buying' means?	Yes	No	Have some idea
7. How often do you buy goods on impulse?	Often	Sometimes	Rarely

- Students visit a local shopping area and use the questionnaire to conduct the survey. Where there are no shops, students may conduct the survey using the market area or by interviewing teachers and students in the school. You may need to design another survey form for the above situations.
- Collate the survey results and present in class using a variety of presentation methods. For example, students can construct a graph (use a variety of graphs that are relevant for different questions) with the results. Results can be converted to percentages, e.g. 75% of female respondents aged 15 – 20 shop regularly and 25% occasionally. (*Students may use a spreadsheet application to draw the graph*). They can then analyse the graphs and list any correlations that exist. For example, it may be that the majority of shoppers who use a shopping list also compare prices. Or the results may show that males in the 51 and over age bracket rarely buy goods or services on impulse.
- Students write up their conclusions in a newspaper style article, under the suggested example headlines ‘Shoppers’ habits’, ‘Shoppers tell all’, ‘Shoppers reveal habits’, etc. Articles are then displayed in the classroom.
- Teachers may choose to display the best article on the school, market or shopping centre notice board.

#### *Activity 4: Advertisements – The art of persuasion*

The style of persuasion may have changed over the years but their purpose remains the same. Persuasive advertisements are used to entice the consumer into buying a particular product or brand. One brand will compete against a number of other brands. The advertiser hopes to sell more of their products and increase the profits of their business.

Students may work in small groups for this activity.

What to do.

- Find examples of product advertisements in newspapers, magazines or internet that display free offers or prizes.
- Paste five of these on a poster and, underneath each one, write answers to the following questions.
  - What is being offered in the advertisement?
  - Is the advertisement easy to understand or a little misleading? Explain why.
  - Is an expiry date given for the offer?
  - Does the advertisement tell you your chance of winning? If not, why not?
  - Explain why you would or would not be tempted to purchase the product.
  - What is the main purpose of a business to make such offers?
  - Do you think this type of advertising is a successful strategy for businesses? Give reasons for your answer.

Students present their work in groups to the whole class. Display posters on classroom walls.

#### *Activity 5: Local surveys*

**Survey 1** – This activity is to enable students to obtain information about the use of goods and services in their communities or schools.

Students carry out a small survey in groups. The following are some suggested ideas on what to do.

- Discuss in class and/or brainstorm questions to use for the survey. Write the relevant questions decided on.
- Carry out the survey in pairs. Report to the group the result of the survey.
- Compile the feedback and present to class.

**Survey 2** – This activity is best suited where there are more than two shops or trade stores near the school.

Students carry out a small survey in groups. The following are some suggested ideas on what to do.

- Discuss in class and decide on ten basic foods that families buy each week. For students in rural schools it is suggested that they use between 3 and 5 items.
- Determine a standard weight or size for each item, e.g. 10kg rice, 500g butter or margarine, 1 litre milk, etc.
- Taking this list, students then visit a range of stores (about 4 – 5 for urban and semi-urban schools and 2–3 for rural schools) and note the price of each item at each store. When the survey is completed students then write up the data in a grid.
- Students work out which store was the cheapest to shop at and which store is the most expensive and present their findings to the class. A grid or table can be used to present the findings as shown in the example below:

**Shop 1 – Best buy**

Product Description	Brand	Weight	Price – K
1. Corned Beef	Ox and Palm	550g	4.99
2. Corned Beef	Hereford	550g	5.99

**Shop 2 – Papindo**

Product Description	Brand	Weight	Price – K
1. Corned Beef	Ox and Palm	550g	4.99
2. Corned Beef	Hereford	550g	4.99

**Activity 6: Methods of payments – Investigation**

Here are two investigation exercises that students can carry out in small groups.

What to do.

- Research options that could be taken to improve financial services in the communities. Find out whether people are well informed about the use of the different methods of payment for goods and services or
- Prepare a list of local stores that offer (a) EFTPOS (b) book-up (booking/ dinau/abitorehai). Compile the results using a spreadsheet or a poster showing the types of shops that offer these methods of payments.

**Activity 7: Case studies**

Below are case studies about methods of payments and the right to redress as consumers. You will need to encourage discussion around the case studies by asking some questions about the situations. Give opportunities to students to give an oral account of experiences that they know of like the ones given below. The class reads the case studies and listens to similar situations described by students, takes notes and discusses possible solutions to the problems mentioned.

**Case study 1 – Methods of payments**

Petra has been purchasing items from the local store 'Gefil Trading' using the book-up (abitorehai, dinau, booking) method. When she went to check how much her account was, she questioned why her bill was so high. The trader told her that he had been allowing her relatives to book-up on the account as well. Petra told the trader that she was not responsible for the items that she had not authorized. The trader said she was.

Petra told the trader that she gave approval for her mother and sister to use the book-up account. Petra was able to show the trader her copy of the letter stating who could use the account. The trader still wanted Petra to pay the full amount owing.

Petra contacted the office of the ICCC to get information on how to solve the problem. A customer service officer was able to help her resolve the matter with the trader. This was possible because she had kept a record of all her purchases and the copy of the agreement with the trader.

**Case study 2 – The right to redress**

Meri lives with her family in Morata, a community that is growing on the outskirts of Port Moresby the capital city of Papua New Guinea. Most of the people of Morata have left their villages to come to seek work in the city. Meri is in her first year at Hohola High school. On her way home from school Meri often has to stop at the shops at Waigani to buy some food for the evening meal.

Today Meri's mother has given her five Kina to buy some tinned fish and onions for dinner. Meri stops at Mr Jimmy's General Store on her way home from school. She asks Mr Jimmy for one kina's worth of onions and as he is weighing them out Meri notices that there are some tins of Early Sun Rise Mackerel on special for

one Kina a tin. Meri asks Mr Jimmy why the tinned fish are on special and he tells her that he has plenty so he is selling them cheap. Meri buys four tins and takes them home.

When Meri gets home her mum already has the rice cooking and asks Meri for the onions and fish. She tells Meri to peel the onions whilst she opens the tins. Two of the tins of fish smell stinky. Meri's mum is angry and tells Meri off for buying stinky fish. Meri looks closely at the tins and sees that they are rusty under the paper. There will not be enough fish for dinner.

Meri's dad comes home from work, he is hungry and his dinner is not ready. Meri starts to cry.

### *Activity 8: Sample action plans*

Below are examples of action plans. You may want to write up your own action plans using these examples. The class can be divided into two or more groups depending on the size of the class and different activities be given to them, or the group can decide the type of activity to do in order to write an action plan.

Example 1: An awareness campaign – Consumer Rights and Responsibilities.

- Brainstorm suggestions for an action plan about being a responsible consumer. Students could also pick a theme by selecting a consumer responsibility, for example: environmental concern, critical awareness, social concern etc. Or they may want to use one of the consumer rights, for example: the right to safety, the right to choice, etc.
- Students plan a program of activities based on a theme, for example: Safe food for all; Safety in the home; A healthy community; A healthy school; Standing together for the nation; etc. In this example the theme may be called 'Quality goods and services' etc.
- Students use previous information to identify a common problem, for example the survey found that most people do not check the price and therefore the value and quantity of goods and services before paying for them – 'critical awareness'.
- Students with the help of their class teacher arrange and obtain permission from the school or education office for a day to carry out the awareness campaign in the school or the community.
- Students then proceed to prepare their action plans. They can prepare posters, songs, poems, dances, music, parades, speech competitions, radio news items, press releases, speeches from important people and other creative ideas that they think of.
- Students present their action plans by carrying out the activity on the arranged day.

Example 2: The clean-up campaign – Impact of the use of consumer goods on the environment .

- Students organise a meeting to identify problems and issues relating to rubbish in their school environment and community. It could be lack of proper disposal facilities, no rubbish bins, no incinerator, etc. or it could

be animals like dogs and pigs helping to make rubbish, or other people's careless attitudes.

- Note: students in town schools may decide that plastics, cans and bottles or industrial wastes are the problems in their environment. They organise a clean-a-thon or organise to provide disposal facilities. Students in rural schools may find other problems like blocked waterways and drains, or pigs and other animals causing problems. They may also organise clean-a-thons.
- Students decide on their cause of action and compile a program of activities. For example: a clean-a-thon; prepare posters to promote a safe and clean environment; write letters or press releases to the media; organise someone from the media to report on their clean-a-thon or a display of posters; presentation of songs and drama to the whole school and invited guests. An important person could be invited to talk to the students on an issue of particular importance.
- Students with the help of their class teacher arrange and obtain permission from the school or education office for a day to carry out the clean-up campaign in the school or the community.
- Students work on their action plans. They write, liaise with others, organise, prepare drafts and draw. Further discussions and detailed plans can be put together.

## **B. Elaboration of content**

### *The consumer world – Decisions affecting the quality of life for consumers*

All consumers make decisions at all times, these decisions are commercial decisions as they are related to the use of finance, dealings in business, legal aspects of these decisions and environmental impact. Making wise decisions depends on being well prepared and well informed. A poor decision may result in financial difficulties and personal and family unhappiness.

### *We are all consumers – consumer decisions*

A consumer is someone who purchases *goods and services* to satisfy *needs and wants*. Everyone has needs and wants and so spend the time and money to satisfy them. Consumers, therefore, are constantly making choices when they buy goods and services. In today's complex marketplace, filled with a vast range of goods and services, decision making can be complicated. As more choices become available, it becomes increasingly difficult for consumers to make wise decisions.

Some consumer decisions are simple because the amount of money a person has is limited. On other occasions, consumers may be forced to make difficult choices, especially when businesses try to persuade them to buy their products using *influential and persuasive advertising*. Consumers need to consider these three main questions before deciding to buy something:

- Do I really want this item?
- Can I afford it?
- Is there something better?

Most goods and services are available from more than one retailer. Often the same product costs different amounts at different stores. Shopping around to obtain the best deal is referred to as *comparison shopping*.

When making a major purchase, it is wise to compare the price, quality and whether it is readily available. Knowing the cheapest price in the marketplace, gives consumers a better bargaining position. If prices are almost the same in all stores, then buying at the most conveniently located store or the one that they are familiar with is probably a wise choice. If there is a lot of difference in the prices, the cheapest product may not always be the best buy because it may be of an inferior quality and will not last long compared to the expensive item.

To help consumers to make wise decisions, here are ten rules for shopping:

- Think carefully about what you want.
- Shop around for the best deal.
- Compare products in different shops.
- Investigate the product's features.
- Ask friends and sales staff for advice.
- Compare warranties and guarantees.
- Do not sign anything you do not understand or a blank form.
- Decide beforehand how you want to pay – cash or credit.
- Shop around for the best credit deal.
- Keep all receipts and invoices.

#### *Managing your money*

Responsible financial management actually means making the best of a limited amount of money. It involves making sensible choices. For example, saving a part of an income is a responsible thing to do. Responsible financial management means using money so as to obtain the greatest possible amount of satisfaction in return. Some tips on responsible financial management are:

- prepare a budget
- save some income
- monitor and record income and expenses
- avoid over commitment.

Below are some suggested steps to follow:

- Calculate total income – calculate and record all income likely to be received. Draw up a budget.
- Record expenses – make a list of all expenses. These should be divided into two types: fixed and variable.
- Total expenses – calculate and record the total of all spending.
- Compare total income with total expenditure – calculate whether there is sufficient income to meet list of intended expenditures.
- Assess financial situation – if necessary modify budget.

Below are examples of two budgets belonging to a student and a casual worker. Naomi is a secondary school student living in the city and Manah is a casual worker employed in a rural health centre.



Naomi's Weekly Budget 13 – 17 March			
Income:	K	Expenses:	K
Pocket money	20.00	<i>Fixed</i>	
Dishwashing	5.00	Bus fare School bus	5.00
Ice cream sales	15.00	Lunch	17.50
		<i>Variable</i>	
		Birthday card	4.50
		Movie CD	9.50
		Hair scarf	2.00
<b>Total income</b>	<b>40.00</b>	<b>Total expenses</b>	<b>38.50</b>
Savings (income – expenses) = K 1.50			

Manah's Weekly Budget 13 – 17 March			
Income:	K	Expenses:	K
Wage	140.00	<i>Fixed</i>	
Selling coconuts	12.50	PMV fare	7.00
		Food	40.00
		Electricity	5.00
		Loan repayment	15.00
		<i>Variable</i>	
		Gardening fork	12.00
		Chair	19.50
		Bride price	50.00
<b>Total income</b>	<b>152.50</b>	<b>Total expenses</b>	<b>148.50</b>
<b>Savings (income – expenses) = K 4.00</b>			

What advice would you give Naomi and Manah in order for them to increase the amount of money for their savings?

*Getting a loan– wise borrowing*

Here are four important steps to take when deciding to take out a loan:

- Decide how much to borrow.
- Decide whether there is enough savings for a deposit.
- Decide if the income is sufficient to meet the repayments.
- Shop around for the best deal – compare the advantages and disadvantages of different types of loans and lenders.

There are many reasons people borrow money. There are also a variety of money lending financial institutions that provide many different types of loans. The main types of financial institutions are:

- banks – commercial and merchant
- finance companies
- savings and loan societies
- life insurance companies
- welfare fund organizations
- microfinance
- rural development bank.

Wise consumers should always select the most appropriate type of loan for what they want to buy. This will require them to compare the advantages and disadvantages of different types of loans. The two main types of loans available for a consumer are personal loans (secured and unsecured) and mortgage loans. There are other types of loans that have more to do with businesses.

#### *Consumer rights and responsibilities*

Consumers have the right to:

- basic needs
- safety
- be informed
- choice
- be heard
- redress
- a healthy environment
- consumer education.

Consumers have the responsibility of:

- critical awareness
- action
- social concern
- environmental awareness
- working together.

## 9.3 Business Communication

### Step 1 – Interpreting the unit learning outcomes

**Outcome 9.3.1:** Students are able to use a variety of communication skills in any daily business activity.

This outcome requires you to teach your students the principles and the importance of good communication and how to be effective communicators. You will need to provide opportunities for your students to identify and discuss communication problems and issues and skills and suggest solutions and provide practical exercises where students role play hypothetical situations.

**Outcome 9.3.2:** Students are able to demonstrate the use of communication techniques for effective business communication.

This outcome requires you to ensure that students understand and can use and write business communication such as letters, memorandums, reports, meeting minutes and other business communication documents. Students will need opportunities to practice their language and writing skills for the appropriate business communication. You will need to teach and provide situations that will enable your students to practice using office equipment such as a fax machine, a computer, a photocopier, a scanner, a telephone, etc. that are available in your school.

These unit learning outcomes link to broad learning outcomes 4 and 6.

### Step 2 – Planning for assessment

Assessment task one is a test which should be divided into two parts with a range of multiple choice and short answer questions including illustrations and diagrams/charts. The test is worth 30 marks. If it is given in two parts it should be given at different times during the unit. If it is given as a long test it should be given towards the end of week 4 or 5.

This test is seeking evidence that students can use correct business language skills and techniques when communicating with others when dealing with business matters. This test is also seeking evidence that students will know how to behave in an appropriate manner during job interviews.

Assessment task two requires students to write a letter of enquiry about a new product advertised in the media.

This task is seeking evidence that students can write a business letter correctly using the appropriate language of enquiry. During the course of the unit you will have to make sure students are taught the layout of a business letter using a block or semi-block format with address, the date of the letter, the salutation, subject, content and closure.

**Performance standards**

These performance standards must be used when assessing the letter of enquiry. Students must have access to a copy.

<b>Assessment task two – Write a letter of enquiry about a new product advertised in the media</b>				
<b>Total marks – 20</b>				
<b>Assessment criteria</b>	<b>Standards</b>			
	<b>Very High Achievement</b>	<b>High Achievement</b>	<b>Satisfactory Achievement</b>	<b>Low Achievement</b>
Demonstrate correct layout of a business letter  <b>10 marks</b>	Demonstrates correct layout conventions for a business letter with all formatting and spacing correct, accurate and precise (9-10)	Demonstrates correct conventions for layout of a business letter with most formatting and spacing correct and accurate (7-8)	Demonstrates correct layout conventions for a business letter with most formatting correct (5-6)	Little or no evidence of correct conventions for layout of a business letter (0-4)
Demonstrate an understanding of the correct use of language for a business communication  <b>10 marks</b>	Uses appropriate and accurate terms, language and conventions for a business communication with a high degree of skill. Meaning is very clear. (9-10)	Uses appropriate terms, language and conventions for a business communication with a degree of skill. Meaning is clear. (7-8)	Uses appropriate language for a business communication (5-6)	Little or no evidence of correct use of language for a business communication (0-4)

**Step 3 – Programming a learning sequence**

The major activities of this unit are to ensure students learn about and practice effective and appropriate communication skills. You will need to provide some realistic situations where students are given the opportunities to use and practice these skills. Students should be familiar with the importance of telephone etiquette and interviews and be given the opportunity to practice these skills in mock situations. You will need to further teach your students how to organise and conduct meetings and write minutes. You will need to also teach your students skills that are required for different situations in business. Provide opportunities for students to observe meetings, discussions, interviews and telephone conversations.

## Sample program

<b>Topics: What is communication? Business communication skills</b> <b>Week: 1</b>	<b>Assessment</b>
<b>Suggested activities</b> <ul style="list-style-type: none"> <li>• Brainstorm types of communication used by people everyday, summarise and present indicating ones that are commonly used.</li> <li>• Use situations to discuss good principles of communication and communication barriers. Suggest solutions to solve and improve these situations. This activity can be carried out in a role play situation.</li> <li>• Students identify and make a list of examples of communication barriers.</li> </ul>	Give opportunity for students to carry out peer assessment (use activity 2 as a start)
<b>Topics: Oral and written communication</b> <b>Week: 2 – 4</b>	<b>Assessment</b>
<b>Suggested activities</b> <ul style="list-style-type: none"> <li>• Use brainstorming activities to categorise types of communication, e.g. written, oral, etc. Present results in a variety of ways.</li> <li>• Students identify, collect and collate documents that enable communication between individuals, groups, organizations and/or businesses. Presentation can be done using a variety of methods.</li> </ul>	Week 3 – write a letter of enquiry about a new product advertised in the media. End of week 3 – hand in for marking
<b>Topic: Business communication services</b> <b>Week: 5</b>	<b>Assessment</b>
<b>Suggested activities</b> <ul style="list-style-type: none"> <li>• Carry out a survey to find out the type of communication technologies available in the community. Find out whether these technologies enable an effective and efficient communication for businesses and individuals. Write a short report and suggest alternatives to communication problems.</li> <li>• Students carry out practical exercises using fax machines, photocopiers, telephones, etc. Emailing and using different filing systems can be done as a demonstration. These activities to be carried out if the above facilities and equipment are available.</li> <li>• Visit the nearest Post Office or a Telikom office and compile a list of services available. Construct a table to show the type of service, cost, weight of articles, letters, etc.</li> <li>• Organise class and/or inter-class debates.</li> </ul>	Week 4 or 5 – give test (30 marks)
<b>Examples of resources:</b> Examples of business pro-formas and forms such as letterheads, memos, fax templates, minutes of meetings, telephone message note pads, emails, business directories, job advertisements, business persons, newspapers/magazines, current textbooks, teacher's own resources, telephone directories, butcher paper or other material suitable to make posters and/or charts (old used charts/posters) activity sheets.	

#### Step 4 – Elaboration of content and activities

Background information is not provided as the content can be found in most Commerce and Business Studies textbooks or resource books used in schools. Teachers are to identify current resources that will assist them to teach this unit.

The text books may also provide you with ideas for various activities related to the topics. You will have to collect or develop some resources for yourself,

for example pictures, newspaper clippings about communication changes involving new technologies, issues that relate to communication, advertising flyers, pamphlets, sample business letters from the school (if any) and so on. You will also have to decide on the activities the students will undertake and how they will be organised.

It would be a good idea to consult with teachers of other subjects to see what the students have already covered in this area, for example writing letters and reports and conducting meetings may have been covered in English and Social Science.

**A. Elaboration of activities**

Some suggested activities in the sample program are further elaborated here. Choose activities that are suitable and/or are relevant to your situation and including the availability of immediate resources you can or are able to use for your students.

*Activity 1: Communicating with others*

Choose any of the following activities you think are suitable for your students. Activity 1 would be suitable for students as an introduction to this unit.

- Think about all the people you communicate with during the week and complete the table below by writing down who you communicated with, e.g. parents, teachers, shopkeepers, etc. and how you communicated, e.g. orally, in writing, by letter, etc. The first example has been done for you.

Communicate with:	Communicate by:
For example, Teachers	Written class work (notes, exercises, etc.)
•	•

- In groups students read the list of rules for effective communication and choose what they believe are the *four most important* rules. Students explain why they think they are so important.

**The rules of effective communication**

- Develop trust. It's not automatically given; it must be earned.
- Openly communicate more than you have to or need to. Make it your top priority.
- Be as specific as possible in the words and/or phrases you use.
- Supply whatever background information and reasons people need to understand changes.
- Be absolutely honest.
- Actively share information and feelings.
- Talk to your peers the way you would like your peers to talk to you.
- Always solicit ideas, suggestions and reactions.

*Activity 2: Listening*

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

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

2. This activity also requires students to work in pairs. Students should choose a spot outside the classroom to do this activity.

What to do.

One student talks to the student next to her/him for two minutes about a topic she/he likes. The student who was the listener then talks about a topic he/she likes for two minutes. After this exercise, each of the students is to try and write down everything they can remember about each other's talk. Discuss and take note of some important points about this activity, for example, voice clarity, ability to concentrate, listening attentively, etc.

*Activity 3: Debates*

This is a class debate activity. Have a debate on issues such as the following technology issues:

- Should the introduction of future technologies be controlled? Why? or Why not?
- What are the social and economic effects of the introduction of new technology on society? Has it improved the lifestyle and living standards of people?
- Has the development of new technology such as the computer and/or mobile phones changed the way **all** businesses operate today?

*Activity 4: Forms of communication*

This is a whole class activity in identifying the different forms of communication.

Write the correct form of communication under the right column. Use this list: oral presentation, gestures, notice, letter, memorandum, catalogue and brochure, meeting, online chat, visual presentation, business card, email, facial expressions, logo, report, text messaging, telephone, interview, facsimile, teleconference, posture, poster and billboard, meeting, videoconference, brand symbol.

Verbal		Nonverbal	
Written:	Oral:	Body language:	Visual:
.....	.....	.....	.....
.....	.....	.....	.....
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*Activity 5: Research and interviews*

Here are two extra activities for your students to do. Activity 2 can be carried out in small groups. You are to ensure that resources are available before your students can carry out these activities.

1. Research the impact of improvements in communication technology on the following:
  - the variety of communication channels
  - the speed of communication
  - the effectiveness of communication.
2. Arrange to interview a businessperson or a worker who lives in the community and prepare a written report outlining the following:
  - the types of written communication used in the business or workplace
  - the advantages and disadvantages of written communication
  - the impact of technology on written communication.



## 9.4 My Small Business Project

### Step 1 – Interpreting the unit learning outcomes

**Outcome 9.4.1:** Students are able to design and write a small business activity plan.

This outcome requires you to teach your students how to write a simple business plan which includes the business idea; resources needed such as funds, materials, assistance from other people; the market for the product or service; marketing strategies and a budget. Provide opportunities for students to brainstorm ideas, do some market research, collate and analyse information and present a simple plan.

**Outcome 9.4.2:** Students are able to implement and manage a small business activity applying ethical business practices.

This outcome requires you to ensure that students understand the difference between *right* and *wrong* in business practice. You will need to teach your students what is acceptable and what is not in regard to their business idea such as keeping true and honest records, managing money honestly, using cultural customs and traditions for making money, being aware of customary taboos and so on. For students to achieve this outcome they must set up and run a small business for an agreed length of time, and keep accurate records and reports of all their business activities.

These unit learning outcomes link to the broad learning outcomes 2, 4, 5 and 6.

### Step 2 – Planning for assessment

The assessment task for this unit is to design and write a simple small business plan and implement, run and manage this small business activity.

This task is seeking evidence that students can plan, solve problems, make decisions, communicate effectively and show that they can set up, run and manage a small ethical business activity. During the course of the unit you will have to make sure students are taught these skills and that they apply them to their individual business activities.

Summative assessment for this unit will be in two parts:

- the design of a small business plan
- the implementation of that plan.

#### Marking guide and performance standards for business activity

You must use this marking guide and performance standards when assessing the project. Students must have access to a copy.

**Marking guide – Design and write a simple small business plan and implement, run and manage the small business activity.**

**Total marks – 100**

**Assessment criteria**

- demonstrate understanding and show evidence of planning a small business activity
- demonstrate mathematical skills of costing, pricing, mark-up percentages
- ethically obtain, develop or make a product and/or provide a service in response to market research
- demonstrate appropriate marketing skills
- keep, organise and present financial records
- organise, prepare and present simple financial reports
- prepare and present a simple formal business report
- apply appropriate business codes and practices.

Planning	Comprehensive business plan written. Includes: <ul style="list-style-type: none"> <li>• business idea</li> <li>• business name</li> <li>• resources needed</li> <li>• evidence of market research</li> <li>• financial plan/budget</li> <li>• marketing strategies</li> <li>• timelines</li> </ul> Easy to understand Appropriate to school situation	<b>/20</b>
Mathematical skills	Accurate calculations including: <ul style="list-style-type: none"> <li>• costing</li> <li>• pricing</li> <li>• mark-up percentages</li> </ul> Correct mathematical processes used	<b>/10</b>
Product and/or provide a service	Product obtained/developed or made Product appropriate for small business Market research undertaken Product meets need of market Understanding of ethical behaviour demonstrated	<b>/20</b>
Marketing skills	A number of marketing/ strategies used Marketing effective Marketing strategies appropriate to the product Marketing strategies appropriate to the community Marketing strategies appropriate to the environment	<b>/10</b>
Simple financial records	Financial records kept methodically Financial records organized neatly Receipts, purchase orders kept and filed Daily cash flow records kept Presentation and layout of financial records neat and easily understood	<b>/10</b>

Simple financial reports	Financial reports organized methodically Presentation and layout of financial reports neat Statement of income and expenditure included, Cash flow statement included Balance sheet included No calculation errors No structural errors Presentation and layout of financial reports easily understood	<b>/10</b>
Simple formal business report	Formal business report prepared and presented All components evident Business report clearly presented Business report easily understood Evidence of evaluation of the business	<b>/10</b>
Appropriate business codes and practices	Demonstrated knowledge of business codes and practices Appropriate business codes and practices applied at all stages	<b>/10</b>
		<b>/100</b>

**Performance standards for assessment task – Design and write a simple small business plan and implement, run and manage the small business activity.**

**Total marks – 100**

Assessment criteria	Standards			
	Very High Achievement	High Achievement	Satisfactory Achievement	Low Achievement
Demonstrate understanding and show evidence of planning a small business activity	Designs and writes a comprehensive business plan that includes the business idea, all resources needed, evidence of market research, detailed financial plan and marketing strategies	Designs and writes a business plan complete with all components included. Minor inaccuracies, Some components fully detailed	Business plan complete All components included Little detail included for all components	Business plan incomplete and details of components not included
20 marks	(18–20)	(14–17)	(10–13)	(0–9)
Demonstrate mathematical skills of costing, pricing, mark-up percentages	Accurate calculations and relevant mathematical processes used	Uses correct mathematical processes. Most calculations are accurate	Uses some correct mathematical process with some accurate calculations	Incorrect calculations Uses incorrect mathematical processes
10 marks	(9–10)	(7–8)	(5–6)	(0–4)

Ethically obtain, develop or make a product and/or provide a service in response to market research  20 marks	Extensive market research undertaken A range of products or services considered that reflects needs of the community and/or environment A suitable product or service chosen from those considered. (18–20)	Some market research undertaken A range of products or services considered that reflects needs of the community and/or environment A suitable product or service chosen from those considered (14–17)	Minimal market research undertaken Several products or services considered that reflects needs of a limited market A suitable product or service chosen from those considered (10–13)	Little or no evidence of market research undertaken None or one product and/or service considered not appropriate for the community or environment (0–9)
Demonstrate appropriate marketing skills  10 marks	Demonstrate a wide range of effective marketing skills appropriate to the product, community and environment (9–10)	Several marketing skills demonstrated appropriate to the product, community and environment (7–8)	Some marketing skill(s) demonstrated but not all are appropriate to the product, community and environment (5–6)	Only one or no marketing skills demonstrated but none are appropriate to the product, community and environment (0–4)
Keep, organise and present simple financial records  10 marks	Well organised, accurate financial records presented with no calculation errors (9–10)	Financial records well presented with minor calculation errors (7–8)	Financial records presented with some calculation errors (5–6)	Financial records presented with major calculation errors (0–4)
Organise, prepare and present simple financial reports  10 marks	Well organised, accurate financial reports presented with no calculation or structural errors (9–10)	Financial reports well presented with minor calculation or structural errors (7–8)	Financial reports presented with some calculation and structural errors (5–6)	Financial reports presented with major calculation and structural errors (0–4)
Prepare and present a simple formal business report  10 marks	All components evident in a well presented business report Evidence of evaluation of the business and future prospects (9–10)	All components evident in the business report Some evidence of evaluation of the business and future prospects (7–8)	Business report complete with limited details of components and evaluation of business and future prospects (5–6)	Business report incomplete with limited details No evidence of evaluation of business and future prospects (0–4)
Apply appropriate business codes and practices  10 marks	Apply appropriate business codes and practices at all stages of the development and implementation of the small business (9–10)	Apply appropriate business codes and practices at most stages of the development and implementation of the small business (7–8)	Apply appropriate business codes and practices at some stages of the development and implementation of the small business (5–6)	Apply appropriate business codes and practices at some stages of the development and implementation of the small business (0–4)

### Step 3 – Programming a learning sequence

The major activity of this unit is the planning, running and managing of a small business activity. However, you will need to provide some introductory activities to develop the skills the students will need to plan and run a small business activity. They will need to be shown for example, how to design and write a small business plan including the major components. They will have to be taught and given the opportunities to practice writing up the different components of the business plan. You will also need to teach the students how to draw up simple versions of a statement of income and expenditure, a cash flow statement and a balance sheet (previous lessons taught in Unit 9.2 on budgeting will enable students to do these activities).

**Note:** You may wish to teach the processes used in this project and implement it by integrating the activities with other projects in the Design and Technology and Agriculture subjects. This alternative way of implementing the project will need all teachers in the subject areas of Business Studies, Design and Technology and Agriculture to carefully discuss and plan the projects and teach the units concurrently. Careful consideration must be made of the availability of resources.

#### Sample program

<b>Topic: Being an entrepreneur</b>	<b>Week: 1</b>	<b>Assessment</b>
<b>Suggested activities</b> <ul style="list-style-type: none"> <li>• Carry out a survey of small local businesses</li> <li>• Brainstorm and discuss ethical and unethical business practices</li> <li>• List characteristics of a businessperson</li> <li>• Read and discuss case studies of successful and unsuccessful businesses</li> </ul> <i>Refer to activity 1, 2 and 3.</i>		Students check each others survey results.
<b>Topics: My simple business plan; Implementing my business plan; Keeping records</b>		<b>Assessment</b>
<b>Suggested activities</b> <ul style="list-style-type: none"> <li>• Brainstorm and make a list of business ideas that can be easily implemented and managed. <i>Encourage students to think of both products and services.</i></li> <li>• Discuss advertising strategies of the small business idea – what to use and how to market the product or service.</li> <li>• Discuss and take note of resources to be used in the project.</li> <li>• For group work – identify and discuss roles and responsibilities of each group member in the small business activity.</li> <li>• Compile and maintain a record of all written notes and any other documents used for the project.</li> <li>• Implement, run and manage the small business activity as stated in the plan.</li> <li>• Report progress orally to class – identifying and highlighting areas of concern and suggesting or asking for suggestions from the class of any new ways or strategies to help improve the business.</li> </ul>		Students practice designing and writing their simple small business plans.  End of week 3 – Hand in the final small business plan (excluding evaluation and rest of cash flow).  <i>Check cash flows beginning each week – this will enable students to practice writing them.</i>

<p>During this time parts of these activities can be done using chart/posters, or flow charts, or power point and/or other visuals can be presented for feedback.</p> <p><i>* Teachers may choose to break this task into smaller components with shorter time frames for completion. Refer to activity 4, 5, 6, 7 and 8. A sample business plan is given.</i></p>	<p>Continue to check and give feedback on the daily book keeping and cash-flow reports.</p>
<b>Topic: Reporting on the project      Weeks: 9 – 10      Assessment</b>	
<p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Group discussion on the progress of the small business activity using the documents and notes kept during the activity.</li> <li>• Practice writing the report as drafts.</li> <li>• Present the final report orally to class – identifying and highlighting areas of concern and any new ways or strategies to improve the business in future. <i>Refer to activity 9.</i></li> </ul>	<p>Week 9 – evaluate and write the business report</p> <p>Week 10 – hand in the business report for marking.</p>
<p><b>Examples of resources:</b> Community members, newspapers/magazines, advertising brochures, posters, advertisements, current textbooks, teacher’s own resources, students own resources from previous activities, sample business plans, sample financial statements</p>	

## Step 4 – Elaboration of content and activities for 9.4 and 10.2

Note: Unit 10.2 is a continuation of this unit where students undertake a small business activity over an extended period of time. They can expand on the small business they do in this unit or undertake a different, more complex activity. You need to choose the activities you will take with your students in 9.4 and the activities you will take with your students in 10.2, as the activities may overlap, or you may do one in a simple form for this unit and modify it in 10.2 to make it more complex. They are all included in this section of the teacher guide.

### A. Elaboration of activities

#### *Activities for designing, implementing and managing a small business activity*

You will need to consider first of all the availability of resources and make some important decisions as to how you intend your students to carry out their small business activities. These decisions will help you to guide your students in deciding on a viable activity. Here are some helpful points to consider.

- The length of time (duration) for the implementation and management of the business activity – refer to sample program.
- When will the students run their business activities, during lessons, during recess and/or lunch breaks, after school hours, during the weekends, etc? This may also depend entirely on the type of business activity.
- The start-up capital (if needed) – give some ideas as to how students can obtain this, for example, their own money saved up, borrowed from their parents, guardians or relatives, from the school, etc.

- Will the students work in small groups, in pairs or as individuals?
- Apply ethical business practices in their small activities.

*Activity 1: Short survey*

Carry out a short survey to find out about how small business people conduct their businesses everyday. Make a list of things, for example, the way customers or clients are served, the quality and quantity of goods or services, how these goods are obtained. Decide whether these are ethical or unethical practices. Report the survey findings to the class.

*Activity 2: Guest speaker*

Invite a guest speaker who is a small business entrepreneur. Listen to the guest speaker and make notes about his/her personal characteristics as an entrepreneur. Create an inventory of personal characteristics needed to be an entrepreneur as a whole class exercise. Write this on a large sheet of butcher's paper or chart and display on the classroom wall.

*Activity 3: Brainstorm*

Brainstorm ideas for a role-play of scenarios involving ethical business practices.

*Activity 4: Brainstorm ideas for business activities*

Use brainstorming ideas for business activities such as making and selling ice blocks, scones, sandwiches, fruit punches, fruits, healthy snack foods, jewellery, baby sitting, landscaping, car washing, cleaning backyards, etc. Discuss and confirm the market for the suggested business idea whether it be a product or service.

Students must categorise their business idea by stating clearly whether it is a product or service. They need to make notes about:

- why they think it is a good idea to sell this product or service – have they researched the market?
- their customers or clients, for example, students, mothers, people in the local community or area, teachers, etc
- the cost of the product or service
- what resources are needed or are immediately available (if they need any) to start with. These resources may include money (start-up capital) to purchase items needed for the product or materials needed for services
- the responsibilities of each partner (if students are operating in pairs or as a group) in this activity, for example, advertising the product or service, keeping an account of money spent and earned and any documents relating to this activity.

*Note:* remind students to keep all written notes as they will compile these notes when writing a proper simple business plan for their business ideas.

*Activity 5: Components of the business plan*

Teach the main ideas of a business plan and how to construct/write a business plan. The components are:

- The business idea – name, structure and type of business (individual, partners, group) and objective
- Product or service type
- Marketing plan – advertising and selling strategies
- Resources – what is needed
- Financial plan – budget/cash flow
- Evaluation – a simple business report.

Students plan and start to write descriptions of their business ideas as a first draft referring to their notes from the brainstorming activity. Make sure that students are given two or more practices before writing the final business plan.

*Activity 6: Marketing strategies*

Teach marketing strategies, the main points of the four P's – Product, Price, Place and Promotion.

Students discuss and develop strategies for advertising and selling the product or service. They write this information into their business plans.

Students design and produce a sample of an advertising campaign (e.g. poster – illustrated or using photographs, pamphlets, flyers, presentation of product or demonstration of service, word of mouth, test samples, etc.) for their product or service.

*Activity 7: Resources*

Students identify resources needed for their business idea. They may at this stage make final changes to their business idea and rewrite their plan as it is only a draft.

*Activity 8: Financial plans*

Teach construction of a simple detailed financial plan – budgets/daily cash flows and general book keeping skills. Teach costing and pricing of the goods and services and emphasise mark-ups (show in percentages too) and retail prices. At this stage teach ethical practices for businesses. Teach students how to also maintain a simple cash book and show examples of profit/loss statements

Students write their financial plans using a simple structure (*refer to sample in this Teacher Guide – 'Dianne's Frosties'*). You may wish to give your students other similar examples.

Students begin their project by implementing, running and managing their business activities.

*Activity 9: Business reports*

Show students how to write a simple business report using financial information and other information used during the running of the business activity.



Students practise writing their reports. They may need to do more than two exercises. They finally do an oral presentation of the reports using a variety of methods.

*Note:* You must closely monitor the activities to ensure that students are carrying out the business activities as planned. Weekly reports can be presented orally and discussed in class to allow and enable students to improve their activities and learn new ideas from each other. Students must be encouraged to keep a brief written copy of their weekly business reports for the final evaluation and reporting of the business activity. Collect copies of these reports and make comments for improvement.

### Examples of small businesses

Students will assess the following cases to see whether each of the people mentioned in these cases is likely to succeed in business and if not then they are to suggest strategies to help the person or persons improve their business. They will then present and discuss their reasons with the rest of the class. Students can work in groups or in pairs in this exercise.

#### Case One

Weria is 24. He'd had four different employers since he left school (Grade 12) five years ago and couldn't stand any of them. He decided that instead of trying a sixth employer, he'd work for himself. He didn't have any savings and owed the bank some money on his second hand car which he had purchased during his third year of work. He decided to place an advertisement in the local paper and see if he could get work mowing lawns. He thought that he might be able to make a business out of it.

#### Case Two

Bouria and Robert were both mechanics. Bouria had been working for a private company for two years and Robert had been working for the Works Department for five years. They were both used to working hard and sometimes working long hours. They both enjoyed their work and thought it would be challenging to open up their own garage. They had long discussions about their savings, how much they owed, how much they needed to live and how much they could afford to borrow to open a garage. They also talked about the areas they would be prepared to work in. They studied the newspapers until they found two garages that sounded interesting. They visited the garages and had long discussions with the owners before they made a decision.

#### Case Three

Bonnie loved clothes. She had worked for the women's fashion section of a large store in Port Moresby for nine years since she left school at Grade 10. During these years she had been saving a little part of her wages in the bank. Her goal is to have her very own boutique. She resigned from her job and started by selling second-hand clothes at the Waigani Market and within three years she was able to save a lot of the profits she had made from this small business. When she had the time, she checked the bulletin boards at the shopping centres around the city for any shops that are been advertised for lease and also checked the local papers.

She eventually found a couple of leases being advertised in a shopping centre. She had a discussion with the manager of the shopping centre to see whether they would be interested in leasing the space for a women's boutique. The manager was very happy to lease the space for her boutique and had also informed her of the other shops which would be operating also in the same floor. She researched the other shops in the area and spoke to her bank manager before she made her decision.

## **B. Elaboration of content**

### *Guide to planning, running and evaluating a school-based small business project*

Small business management is best learned by actively running a business. This can be a school-based activity whereby students can implement their understanding of how to initiate, plan and operate a small business.

Small business activities could, for example, involve selling agriculture produce, sandwiches, making jewellery, publishing a booklet, mowing the lawn, repairing furniture, doing some plumbing, baby sitting, etc. Students are expected to gain direct experience in planning, coordinating and evaluating aspects of management. This activity will require students to use their recording, researching, management, evaluating, leadership and interpersonal skills.

Students will need to prepare a report on the operation of the business and keep a record of the planning, implementation and operation of their small business project.

In running any business activity, you will need to take into consideration the resources available at the school, legal concerns and any possible problems associated with supervision of the activity. Most school-based business activities can be planned and operated as:

- a whole class
- in small groups, or
- individually.

In a small business activity, a detailed business plan needs to be written. The following ten steps would be useful when planning and running the small business activity. The steps would also be useful when students are preparing a detailed report of the business activity.

#### *The ten steps in writing a business plan*

In a small business activity, a detailed business plan needs to be written. The following ten steps would be useful when planning and running the small business activity. The steps would also be useful when students are preparing a detailed report of the business activity.

1. Business idea or product – Decide on the product you will sell, make or the service you will provide. You will need to include in your report a statement about your business idea and the nature of the business.
2. Business rationale, objectives and the activity – Write down what you hope to achieve and your specific objectives. Provide a rationale for the

business activity, explaining why your group has chosen this business and how you have considered its likely success. You will need to provide a brief description of the business activity and outline how it will be carried out.

3. Market research for your business idea – It is important to research your business idea to make sure there is a market for your product or service. You will have to consider your potential market and whether your goods and services will appeal to this market. Conducting surveys and questionnaires will be useful in determining whether there is a market for your product or service in your school or local community.
4. Business structure and business name – You will have to decide on your business structure – sole, with a partner or a group – as well as the business name.
5. Resources required for your business – You will need to include a list of resources required for your business. You will have to decide on how many people are needed, and what type of equipment, materials and finance will be necessary.
6. Getting advice – For the business to be successful it is important to seek advice from numerous people. If hiring equipment for instance, it is important to ask how the equipment operates. In running a school business it is important to obtain permission from the principal and other relevant staff. Furthermore, it may be helpful to consult parents, friends and the canteen manager if dealing with food. Finally, you may have to consider which laws and regulations, e.g. health regulations, may affect your business.
7. Marketing strategy – Consider the 4 P's of marketing – price, product, promotion and place. You or your group will need to decide on a price for your product or service and consider your profit margin. Product or service presentation will have to be considered, such as packaging of goods, etc. The group will also have to consider how they are going to advertise and promote their business. Will the group put up posters and signs around the school, make announcements in each class or during assembly? Finally the place for business needs to be considered. Where will the business operate from and what could be the appropriate location. The report needs to include a summary of your marketing strategy and examples of the advertising strategies, e.g. posters or invitations, need to be included.
8. Budget plan – Your group will need to work out a budget and estimate likely revenue and costs. A break-even analysis would be needed to work out how many sales have to be made to cover costs. In addition, a cash book for receipts and payments will be needed for record keeping. Your report needs to include a detailed budget plan – cash flow.
9. Co-ordination structure – It is important that each member of the group understands their role and keeps a record of the duties carried out. A member of the group should be voted in as the supervisor and then numerous tasks should be delegated to each group member, e.g. price lists, advertising, making contact with the relevant people for other needs of the business, setting location, keeping records, etc.
10. Review of business performance – You will need to evaluate the business' performance with regard to the level of profit, customer satisfaction, response by target market, problems encountered, areas which need improvement and performance of group members.

*The skills and characteristics of a small business owner*

**Financial skills:** budgeting, administration and bookkeeping, banking, arranging finance, profit forecasts, taxation and accounting.

**Operating skills:** stock control, ordering, plant and equipment, quality control, problem solving, computer applications and recruitment and training.

**Marketing skills:** market research, store layout, customer service, pricing, E-commerce, production promotion and competitor evaluation.

**Personal characteristics:** self-motivated, self-disciplined, moderate risk taker, logical decision maker, good communicator, sets goals, accepts responsibility, takes advice, willing to learn, deals with failure, gets on well with people, leadership qualities, good health and desire to succeed.

*Arranging finance*

There are two main types of finance available to start and operate a small business. Types of finance:

- debt – other people’s money from banks, finance companies, friends and relatives and other sources.
- equity – your own money or a partner’s money.

<b>Example of a simple Business Plan</b>
<b>Name of Business: Dianne’s Frosties</b>
<b>Structure and type of business:</b> This is a sole trader business. This business is owned by Ms Dianne Teit. It will be operated and managed by the owner.
<b>Objective:</b> To make and sell ice blocks for three (3) months – six (6) days a week
<b>Product:</b> Ice blocks will be sold in plastic cups and bags (icy poles). There will be a variety of flavours for customers to choose from.
Marketing Plan:  An attractive illustrated poster will be used to advertise the product. This poster is targeted at local children who enjoy eating ice. A stand will be made for the poster and placed at the start of the footpath from the main road.  Make and sell about 100 to 150 ice blocks a day from Monday to Saturday. Prepare enough ice blocks for 2 days sale each time.  These ice blocks will be sold each day for six days in the afternoons at about 3.00pm at the end of the footpath where a lot of children usually walk by each day.  The ice blocks will be sold at a reasonable and affordable price for children @ 20t per cup or bag.

<p><b>Resources:</b> A deep freeze – available Esky – available</p> <p>Cordial – to be purchased 2 x 2 litres) Plastic cups – to be purchased 1 packet Plastic bags – to be purchased 1 packet Sealer – not available but this can be done by tying a knot</p>
<p><b>Financial Plan:</b> The starting capital of the business is K 60.00. Use K 50.00 to purchase the cordial and the plastic cups and bags to start with. Pay K 10.00 for the use of the electricity. <i>See cash flow statement below</i></p>
<p><b>Evaluation:</b> <i>The ice blocks sold very well except that I did not make a good estimate of the number of customers buying each day. I could have sold more than what I sold each day this week. This is due to other commitments I had to attend to and was not able to take into account of the number of customers wanting ice blocks. I intend to improve my small business by concentrating my efforts in making the ice blocks and taking into account the number of customers in order to determine the number of sales each day.</i></p> <p><i>Note:</i> The above section on evaluation is written and reported towards the end of the project.</p>

**Cash flow statement for one week only – six (6) days**

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
	K	K	K	K	K	K
Cash balance	50	16	34	27	40	30
Cash sales	16	20	18	15	20	25
Total cash receipts	16	20	18	15	20	25
Total purchases	50	–	25	–	25	20
Drawings	–	2	–	2	5	5
Cash Balance	K 16	K 34	K 27	K 40	K 30	K 30

## 10.1 Marketing

### Step 1 – Interpreting the unit learning outcomes

**Outcome 10.1.1:** Students are able to describe the different stages of the marketing and distributing process.

This outcome requires you to teach your students the different stages of marketing and the distribution process and provide opportunities for students to brainstorm ideas, do some market research, and collate and analyse information.

**Outcome 10.1.2:** Students can demonstrate an understanding of the need and importance of marketing and distribution in a business environment.

This outcome requires you to ensure that students understand why marketing and distribution are essential for the effective running of a business. Students need to understand that marketing provides a demand for a good or service, and efficient distribution ensures movement of these goods and services to the consumer.

Remember these unit learning outcomes link to the broad learning outcome 1.

### Step 2 – Planning for assessment

Assessment task one is a practical task where students are required to demonstrate skills involved in marketing a product. They have to create an advertisement for a product and report orally the type of marketing technique used. The product must be something the student has made or is in the process of making for example, in the Arts, Design and Technology or Agriculture lessons. It could also be a product the student has made as a hobby or obtained from other sources.

This task is seeking evidence that students can plan, solve problems, make decisions, communicate effectively and apply marketing skills. During the course of the unit you will have to make sure students are taught these skills and that they apply them to task.

Assessment task two requires students to research marketing and distribution processes and costs of an imported and a locally produced product sold by local businesses.

This task is seeking evidence that students can use research skills to compare the marketing and distribution processes and costs of both an imported and a locally produced product.

#### Performance standards

You must use these performance standards when assessing the advertisement. Students must have access to a copy.

**Assessment task one – Create an advertisement to market a product****15 marks**

Assessment criteria	Standards			
	Very High Achievement	High Achievement	Satisfactory Achievement	Low Achievement
Compare and contrast the advantages and disadvantages of different marketing techniques  <b>10 marks</b>	Similarities and differences of marketing techniques clearly described. Advantages and disadvantages of each technique clearly described and explained (9–10)	Similarities and differences of some techniques described. Advantages and disadvantages of techniques clearly described. (7–8)	Advantages or disadvantages of some marketing techniques described (5–6)	Little understanding of advantages or disadvantages of marketing techniques (0–4)
Produce and present an advertisement of a product  <b>5 marks</b>	Advertisement of a product developed and presented clearly showing original thinking (5 marks)	Advertisement of a product developed and presented clearly (4 marks)	Advertisement of a product developed and presented (3 marks)	Advertisement of a product poorly presented (0–2marks)

**Assessment task two – Research marketing and distribution processes and costs of an imported and a locally produced product sold by local businesses.****Total marks – 35**

Assessment Criteria	Standards			
	Very High Achievement	High Achievement	Satisfactory Achievement	Low Achievement
Research and present a report demonstrating an understanding of the process of marketing and distribution  <b>15 marks</b>	Report gives a clear description and explanation of a wide range of strategies in the marketing and distribution process (14–15)	Report gives a clear description of a range of strategies in the marketing and distribution process (11–13)	Report gives a description of some strategies in the marketing and distribution process (7–10)	Brief report identifies one or two strategies in the marketing and distribution process (0–6)
Describe the stages of the marketing and distribution processes for an imported and a locally produced product using, for example a flow chart  <b>10 marks</b>	Gives a very clear illustration and description of all the stages of the marketing and distribution processes of a product (9–10)	Gives a clear illustration and description of most of the stages of the marketing and distribution processes of product (6–8)	Gives an illustration and a limited description of some stages of the marketing and distribution processes of product (5–7)	Illustrates few of the stages of the marketing and distribution processes of product (0–4)

Compare and explain the difference in costs and prices of both products	Detailed comparison and discussion of cost and price differences. Accurate calculations	Some comparison and discussion of cost and price differences. Mostly accurate calculations	Some comparison and limited discussion of cost and price differences. Some accurate calculations	Little comparison and discussion of cost and price differences. Mostly inaccurate calculations
<b>10 marks</b>	(9–10)	(6–8)	(5–7)	(0–4)

### Step 3 – Programming a learning sequence

The major activity of this unit focuses on the distribution processes of goods from the producer to the consumer. However, you will need to provide some introductory activities to develop the skills the students will need in order to differentiate between marketing and selling and identifying consumer behaviour and needs and wants. Students will need to be shown for example, how to identify different packaging and labelling information. Students will have to be taught and given opportunities to identify types of languages used on advertisements and the impact this has on consumers. You will also need to teach the students how to calculate costs and apply trade and profit margins and mark-ups. They will have to be given opportunities to practice these skills and do some activities on them.

#### Sample program

<b>Topic: The main elements of marketing</b>		<b>Assessment</b>
<b>Weeks: 1 – 2</b>		
<b>Suggested activities</b>		
<ul style="list-style-type: none"> <li>Carry out research/survey of the types of goods sold in the local area or community. Ask questions to find out where and how these goods were obtained. Compile information and identify the chain of distribution and types of transport used in this process.</li> <li>Collect different types of advertisements and make a classroom display on butcher paper or other improvised material. Smaller activities can be organised around these displays.</li> <li>Collect product samples, identify and write information that is useful and important for the consumer.</li> <li>Carry out activities that involve creating advertisements for the students own product – this should, if possible, be something they have made in the Design and Technology/Agriculture/Arts subjects.</li> </ul>		<p>Assist students by checking and making sure notes are kept for the research assignment.</p> <p>End of week 2 or beginning of week 3 – Hand in final work on the advertisement of a product.</p>
<b>Topic: Distribution</b>	<b>Weeks: 3 – 4</b>	<b>Assessment</b>
<b>Suggested activities</b>		
<ul style="list-style-type: none"> <li>Identify distribution processes (producer to consumer) used for various products. Choose locally made and imported products. Present this information using diagrams or flow charts.</li> <li>Use maps to identify types of transport used for the movement of products from producer to consumer.</li> <li>Invite a guest speaker from the community – a business person – who imports goods from other countries or within the country to explain the process he/she uses from importing to selling at a retail price.</li> </ul>		Students begin writing their research assignment.



Topic: Pricing	Week: 5	Assessment
<p><b>Suggested activities</b></p> <ul style="list-style-type: none"> <li>• Carry out activities that involve calculating trade and profit margins and mark-ups.</li> <li>• Compare costs of different brands of the same product. Present comparisons in a table to show the differences in costs.</li> </ul>		<p>Hand in research assignment describing the distribution process of a locally made product.</p>
<p><b>Examples of resources:</b> Business persons involved in import and export, advertisements in newspapers and magazines, current textbooks, teacher's own resources, students own resources from previous activities, telephone directories, brochures and flyers from supermarkets and stores, butcher paper or other material suitable to make posters and/or charts (old used charts).</p>		

#### Step 4 – Elaboration of content and activities

Background information and the elaboration of various activities are not provided as the content and ideas for activities can be found in most Commerce and Business Studies textbooks and resource books used in schools.

Collect or develop some resources for yourself, for example pictures, examples of different types of advertisements and information of the types of product sold within country and abroad. Transportation timetables are advertised in the newspaper. You will have to decide on the activities the students will undertake and how they will be organised.

## 10.2 Starting a Small Business Enterprise – Mind Your Own Business

### **Note that this unit can be taught concurrently with Unit 10.3**

This unit follows and expands on Unit 9.4. Students can undertake the same business activity but make it larger or over a longer period of time.

You may wish to teach the processes used in this project by integrating the activities with other projects in the Design and Technology and Agriculture subjects. This alternative way of implementing the project will need all teachers in the subject areas of Business Studies, Design and Technology and Agriculture to carefully discuss and plan the projects and teach the units concurrently. Careful consideration must be made of the availability of resources.

### **Step 1 – Interpreting the unit learning outcomes**

**Outcome 10.2.1:** Students are able to write, implement and manage a small business plan individually or in teams.

This outcome requires you to expand on the work done in unit 9.4 where you teach your students how to write a simple business plan which includes the business idea, resources needed such as funds, materials, assistance from other people, the market for the product or service, marketing strategies and a budget. Provide opportunities for students to brainstorm ideas, do some market research, collate and analyse information and present a simple plan.

**Outcome 10.2.2:** Students are able to run a small business enterprise applying ethical business practices.

The outcome requires the student to set up and run a small business for a certain length of time, and to keep accurate records and reports of all their business activities, while applying ethical business practices.

**Outcome 10.2.3** Students are able to evaluate the business project to determine its viability.

This outcome requires you to teach your students how to evaluate their business project. You will need to teach students the skills involved in weighing options, consequences and evidence in order to make decisions about the viability of the business project.

### **Step 2 – Planning for assessment**

The assessment task for this unit is a written and oral presentation and observation of the practical work involved in running a small business project.

This task is seeking evidence that students can plan, solve problems, make decisions, communicate effectively and show that they can set up, run and manage a small ethical business activity. During the course of the unit you will have to make sure students are taught these skills and that they apply them to their individual business activities.

Summative assessment for this unit will be in two parts:

- the design of a small business plan
- the implementation of that plan.

### Marking guide and performance standards for the assessment task

You must use this marking guide and performance standards when assessing the project. Students must have access to a copy.

<b>Marking guide</b>		
<b>Design and write a simple small business plan and implement, run and manage the small business activity.</b>		
<b>Total marks – 100</b>		
<b>Assessment criteria</b>		
<ul style="list-style-type: none"> <li>• prepare a plan of a small business project</li> <li>• obtain, develop or make, and sell a product and/or provide a service</li> <li>• demonstrate effective and appropriate marketing skills</li> <li>• keep, organise, prepare and present financial records</li> <li>• prepare and present a simple formal business report</li> <li>• prepare and present an evaluation report</li> <li>• apply appropriate business codes and practices</li> </ul>		
Planning	Comprehensive business plan written. Includes: <ul style="list-style-type: none"> <li>• business idea</li> <li>• business name</li> <li>• all resources needed</li> <li>• evidence of comprehensive market research</li> <li>• detailed financial plan</li> <li>• budget</li> <li>• range of marketing strategies</li> <li>• timelines</li> </ul> Easy to understand Appropriate to school situation	<b>/10</b>
Product and/or provide a service	A range of products considered Product obtained/developed or made Product appropriate for small business Product suitable for the community Product suitable for the environment Extensive market research undertaken Product meets need of market Understanding of ethical behaviour demonstrated Evidence of entrepreneurial skills	<b>/30</b>
Marketing skills	A number of marketing/ strategies used Marketing effective Marketing strategies appropriate to the product Marketing strategies appropriate to the community Marketing strategies appropriate to the environment	<b>/15</b>

Financial records	Financial records kept methodically Financial records organized neatly Receipts, purchase orders kept and filed Daily cash flow records kept Presentation and layout of financial records neat and easily understood Financial reports organized methodically Statement of income and expenditure included, Cash flow statement included Balance sheet included No calculation errors No structural errors Presentation and layout of financial reports easily understood	<b>/10</b>
Formal business report	Formal business report prepared and presented All components evident Business report clearly presented Business report easily understood	<b>/10</b>
Formal evaluation report	Accurate reporting of project Options described Consequences of different actions considered Realistic suggestions made for improvement Viability of project determined Lesson learnt included	<b>/15</b>
Appropriate business codes and practices	Demonstrated knowledge of business codes and practices Appropriate business codes and practices applied at all stages	<b>/10</b>
		<b>/100</b>

**Performance standards for assessment task – Plan and run a small business project. Students then present a brief written and oral report of the small business project. Total marks – 100**

Assessment criteria	Standards			
	Very High Achievement	High Achievement	Satisfactory Achievement	Low Achievement
Prepare a plan of a small business project  10 marks	Comprehensive business plan that includes the business idea, all resources needed, evidence of market research (9 –10)	Business plan complete with all components included. Minor inaccuracies, some components fully detailed (6–8)	Business plan complete All components included Little detail included for all components (5–7)	Business plan incomplete and details of components not included (0–4)
Obtain, develop or make and sell a product and/or provide a service	Extensive market research undertaken A range of products or services considered that reflects needs of the community and/or	Some market research undertaken Three or four products or services considered that reflects needs of the community and/or	Minimal market research undertaken Two products or services considered that reflects needs of a limited market A suitable product or	Little or no evidence of market research undertaken None or one product and/or service considered not appropriate for the community

30 marks	environment A suitable product or service chosen from those considered Evidence shown of entrepreneurial skills (25–30)	environment A suitable product or service chosen from those considered Evidence shown of entrepreneurial skills (20–24)	service chosen from those considered No evidence of entrepreneurial skills (15–19)	or environment No evidence of entrepreneurial skills (0–14)
Demonstrate effective and appropriate marketing skills 15 marks	Demonstrate a wide range of effective marketing skills appropriate to the product (14–15)	Three or more appropriate marketing skills demonstrated appropriate to the product (11–13)	One or more marketing skills demonstrated but not all are appropriate to the product (7–10)	Only one or no marketing skills demonstrated but none are appropriate to the product, (0–6)
Keep, organise, prepare and present financial records 10 marks	Well organised, accurate financial records presented with no calculation errors (9–10)	Financial records well presented with minor calculation errors (7–8)	Financial records presented with some calculation errors (5–6)	Financial records presented with Many calculation errors (0–4)
Prepare and present a simple formal business report 10 marks	Well organised, accurate financial reports presented with no calculation or structural errors (9–10)	Financial reports well presented with minor calculation or structural errors (7–8)	Financial reports presented with some calculation and structural errors (5–6)	Financial reports presented with Major calculation and structural errors (0–4)
Prepare and present an evaluation report 15 marks	A number of options and consequences considered, and realistic suggestions made for improvement. Viability of project determined and reported accurately. (14–15)	Options and consequences considered, and some suggestions made for improvement. Viability of project reported clearly. (11–13)	Options considered, and a suggestion made for improvement. Viability of project reported (7–10)	At least one option considered. No suggestion made for improvement. Difficulty in determining viability of project. (0–6)
Apply appropriate business codes and practices 10 marks	Applies appropriate business codes and practices at all stages of the development and implementation of the small business (9–10)	Applies appropriate business codes and practices at most stages of the development and implementation of the small business (7–8)	Applies some appropriate business codes and practices during the development and implementation of the small business (5–6)	Few appropriate business codes and practices applied during the development and implementation of the small business (0–4)

### Step 3 – Programming a learning sequence

*This unit is an extension of Unit 9.4 and the major activity is the planning, running and managing of a small business activity for an extended period of time. You will need to revise the activities you used in 9.4 which develop the skills the students will need to plan and run a small business activity. Students will need to design and write a small business plan including the major components. Revision may be needed of simple versions of statements of income and expenditure, cash flow statements and balance sheets (previous lessons taught in Unit 9.2 and 9.4 on budgeting/cash flows and business plans will enable students to do these activities).*

#### Sample program

<b>Topic: The business idea</b> <b>Setting up a small business</b> <b>Insuring the business</b> <b>Weeks: 1 – 3</b>	<b>Assessment</b>
<b>Suggested activities</b> Refer to and build on activities in Unit 9.4	Students do peer assessment of the draft business plans including all components.
<b>Topic: My small business project</b> <b>Weeks: 4 – 10</b>	<b>Assessment</b>
<b>Suggested activities</b> <i>Refer to and build on activities in Unit 9.4</i>	Week 4 to 10 – implement, run and manage the small business activity as stated in the plan. Students evaluate their activity each week – peer assessment of activity. Teacher continuously checks and gives feedback on the daily book keeping and cash-flow reports. Week 9 – evaluate and write the full term business report Week 10 – hand in the business report for marking

### Step 4 – Elaboration of content and activities –see unit 9.4

Activities: See unit 9.4 for elaboration of content and activities. You can build on these activities or use them as a basis for new activities.

You must closely monitor the activities to ensure that students are carrying out the business activities as planned. Students should present weekly reports and keep copy of these for the final evaluation and reporting of the business activity. Collect copies of these reports and make comments for improvement.

### Example of a business plan

<p><b>Name of Business:</b> Petra and Alvin's Chookies</p>
<p>Structure and type of business:</p> <p>This is a poultry farm business. It is a partnership business owned by Ms Petra Nalau and Mr Alvin Nusia. It will be operated and managed by the owners.</p>
<p>Objective:</p> <p>To breed broiler chickens and sell over a period of one year. This will enable families to add protein to their diet at a reasonable cost. Start with ten (10) day old chooks.</p>
<p>Product:</p> <p>Chickens will be sold at the market once a week @ K10.00 each.</p>
<p>Marketing Plan:</p> <p>An attractive illustrated poster will be used to advertise the product. This poster is targeted at people who live in and around the local community. A stand will be made for the poster and placed at the front of the driveway into the poultry farm from the main road. Smaller flyers and/or leaflets will be used to distribute to people.</p>
<p><b>Resources:</b></p> <p>Fence for chicken – available</p> <p>Water troughs – available</p> <p>Lanterns – available</p> <p>Chicken feed – to be purchased 1 bag</p> <p>Saw dust – to be purchased 2 bags</p> <p>Wire cage – to be made by using materials available in the farm</p>
<p>Financial Plan:</p> <p>The starting capital of the business is K 100.00. Use K 60.00 to purchase the chicken feed and saw dust.</p> <p>Chickens can also be sold to customers at the farm at a price of K9.00 each. A door to door delivery service will be available for busy customers who do not have the time to go to the market or come to the poultry farm. This service will cost K2.00. The total price of the chicken using the delivery service will cost K11.00.</p> <p>The cash flow statement will be written on a monthly basis for a year.</p>
<p><b>Evaluation:</b> For the purpose of this example, evaluation can be written at the end of each month.</p>

Cash flow statement for the month of January 200\_

	Week 1	Week 2	Week 3	Week 4
	K	K	K	K
Cash balance				
Cash sales				
Total cash receipts				
Total purchases				
Drawings				
Cash Balance				

Cash flow statement for the month of February 200\_

	Week 1	Week 2	Week 3	Week 4
	K	K	K	K
Cash balance				
Cash sales				
Total cash receipts				
Total purchases				
Drawings				
Cash Balance				

Cash Flow Statement for the Month of March 200\_

	Week 1	Week 2	Week 3	Week 4
	K	K	K	K
Cash balance				
Cash sales				
Total cash receipts				
Total purchases				
Drawings				
Cash Balance				

Cash Flow Statement for the Month of April 200\_

	Week 1	Week 2	Week 3	Week 4
	K	K	K	K
Cash balance				
Cash sales				
Total cash receipts				
Total purchases				
Drawings				
Cash Balance				



## 10.3 Keeping Accounts for my Business

Note that this unit can be taught concurrently with Unit 10.2

### Step 1 – Interpreting the unit learning outcomes

**Outcome 10.3.1:** Students are able to keep accurate records of any small business activity.

This outcome requires you to teach your students how to recognise, organise and maintain a file or database of source documents in a small business environment.

**Outcome 10.3.2:** Students are able to apply bookkeeping skills in a range of small business situations.

This outcome requires you to teach bookkeeping skills such as using source documents for transactions, transferring data from the source documents to the cash and credit journals and the bank reconciliation process. It provides opportunities for students to practise exercises using practical examples of the steps in the accounting process.

These unit learning outcomes link to the broad learning outcomes 3 and 6

### Step 2 – Planning for assessment

The assessment task requires students to produce accurate financial records and reports for a small business such as their own small business project, a small business using a case-study or a school project.

This task is seeking evidence that students can recognise, organise and maintain an accurate record of business transactions, both cash and credit, maintain stock records, perform the bank reconciliation process and produce a profit and loss statement. During the course of this unit you will have to make sure students are taught these skills and that they apply them to individual business activities.

#### Performance standards

You must use these performance standards when marking the records of a small business. Students must have access to a copy.

**Assessment task – Students keep accurate financial records and reports for a small business.**  
**Total marks – 50**

Assessment Criteria	Standards			
	Very High Achievement	High Achievement	Satisfactory Achievement	Low Achievement
Understand the importance of the bookkeeping process  10 marks	Extensive evidence showing a complete understanding of an appropriate bookkeeping process used with a high level of accuracy (9–10)	Evidence showing an understanding of an appropriate bookkeeping processes mostly used with accuracy (7–8)	Some evidence of understanding of a bookkeeping process used with some inaccuracies (5–6)	Little or no evidence of a bookkeeping processes used (0–4)
Follow an appropriate ethical recording process for cash and credit transactions  <b>10 marks</b>	Extensive evidence of an ethical recording process used for cash and credit transactions with a high level of accuracy (9–10)	Evidence of an ethical recording process used for cash and credit transactions mostly with accuracy (7–8)	Some evidence of an ethical recording process used for cash and credit transactions with inaccuracies (5–6)	Little or no evidence of an ethical recording process used for cash and credit transactions (0–4)
Produce a profit and loss statement  10 marks	Uses appropriate format for profit and loss statement with complete details of components and accurate calculations (9–10)	Uses appropriate format for profit and loss statement with complete details of components and mostly accurate calculations (7–8)	Uses appropriate format for profit and loss statement with some details of components and some calculation inaccuracies (5–6)	Uses an inappropriate format for profit and loss statement and mostly inaccurate calculations (0–4)
Use banking documents  10 marks	Correct use of banking documents (9–10)	Mostly correct use of banking documents (7–8)	Some evidence of correct use of banking documents (5–6)	Little or no evidence of correct use of banking documents (0–4)
Produce a bank reconciliation statement  10 marks	Uses appropriate format for a bank reconciliation statement and calculations are accurate (9–10)	Uses appropriate format for a bank reconciliation statement and calculations are mostly accurate (7–8)	Uses appropriate format for a bank reconciliation statement and some calculations are accurate (5–6)	Uses an inappropriate format for a bank reconciliation statement with mostly inaccurate calculations (0–4)

### Step 3 – Programming a learning sequence

The major activity of this unit is bookkeeping for a small business. You will need to provide some introductory activities to develop the skills the students will need to recognise and record from the relevant source documents to develop an accounting system for a small business. They will need to be shown for example, how to record cash and credit transactions, use banking documents, and produce a profit and loss statement and a bank reconciliation statement. They will have to be given opportunities to practice using the recording process by doing activities related to this.

#### Sample program

<b>Topics: Bookkeeping in a small business</b> <b>Buying and selling goods</b> <b>Calculating profit – cash and credit transactions</b> <b>Weeks: 1 – 4</b>	<b>Assessment</b>
<p><b>Suggested activities</b></p> <ul style="list-style-type: none"> <li>• Carry out research or a survey about the need for record keeping and the recording methods used by different organizations and/or groups and businesses in the community.</li> <li>• Invite a guest speaker (a business person, an individual, a representative from the village business group, a HOD, the principal) to talk about the importance of book keeping in his/her organization.</li> <li>• Obtain, identify and discuss documents used in the school canteen, teacher’s collections and other commonly used documents in cash buying e.g. invoices, receipts, etc.</li> <li>• Students draw a flow chart of source documents such as, <ul style="list-style-type: none"> <li>- order forms,</li> <li>- sales documents</li> <li>- receipts</li> </ul> </li> <li>• Poster display on a component of a source document. Students are given a choice of a source document to work on either in pairs or in small groups depending on class sizes – to be used as a classroom display.</li> <li>• Students draw flow charts of source documents (as transactions) that represent the importance of the use of these documents. Give oral presentations using a variety of methods.</li> <li>• Practise writing and preparing inventory cards and the steps/procedures for a stock take.</li> <li>• Carry out stock take for: <ul style="list-style-type: none"> <li>- school canteen</li> <li>- subject department</li> <li>- a family business</li> <li>- a school business project</li> </ul> </li> <li>• Give an oral progress report describing how the stock take was carried out.</li> <li>• Identify and study documents used in credit buying – the cash book and journals used in credit buying.</li> </ul>	<p>Use class reporting as a means to evaluate and assess their progress and improve on their documents.</p> <p>Hand in cash book and stock records for teacher to check – between weeks 1 to 5 depends on how fast students work.</p> <p>Continue to check and give feedback on the daily book keeping activities.</p>

Topic: Banking	Week: 5	Assessment
<p><b>Suggested activities</b></p> <ul style="list-style-type: none"> <li>• Identify and collect relevant sample documents related to banking e.g. deposit and withdrawal slips, cheque leaves and butts, reconciliation statements, saving account statements, new account application forms, buying and selling forms for foreign currencies, etc.</li> <li>• Identify and discuss components on documents.</li> <li>• Practice filling in banking forms.</li> </ul>		<p>Week 5 – hand in all documents for marking.</p>
<p><b>Examples of resources:</b> Local bank or post-office where banking transactions occur, a range of bank forms, community members, current textbooks, teacher’s own resources, students own resources from previous activities, butcher paper or other material suitable to make posters and/or charts (old used charts), activity sheets, sample business plans, documents from school canteen, subject departments, businesses owned by the family or a relative or friends, school projects initiated by the school or the Agriculture or the Design and Technology departments, stock records from the canteen or other subject departments or from community projects, inventory cards</p>		

#### Step 4 – Elaboration of content and activities

The content and ideas for activities can be found in most Commerce and Business Studies textbooks or resource books used in schools. Teachers are to identify current resources that will assist them to teach this unit.

It would be a good idea to consult with teachers of other subjects to see what the students have already covered in this area, for example, keeping records may have been covered in the subjects Design and Technology and Agriculture. The subjects Design and Technology and Agriculture may have implemented units that deal with student projects and would have covered some aspects of the skills mentioned.

## 10.4 Preparing for the Workplace

### Step 1 – Interpreting the unit learning outcomes

**Outcome 10.4.1:** Students are able to develop a job application portfolio and record of achievement

This outcome requires you help your students to develop a job application portfolio and record of achievement. Students are given opportunities to discover and recognise their own strengths and weaknesses.

**Outcome 10.4.2:** Students are able to apply research and communication skills and techniques for job search and interviews.

This outcome requires you to ensure that students are taught effective research and communication skills and that they are given the opportunity to apply them in a variety of situations.

**Outcome 10.4.3:** Students are able to demonstrate appropriate interview skills and techniques.

This outcome requires you to teach your students job interview skills both in the formal and informal situation. Students will be given opportunities to practice these skills in hypothetical situations. They will further learn about appropriate approaches and preparations towards an interview.

These unit learning outcomes link to the broad learning outcomes 3, 4, and 6.

### Step 2 – Planning for assessment

Assessment task one is a test which should be divided into two parts with a range of multiple choice and short answer questions including tables and sample letters of application. The test is worth 30 marks, but if divided into two, each part would be worth 15 marks. It is suggested that they be given in weeks 2 and 4 or 5.

This test is seeking evidence that students know correct business language skills and techniques to use when communicating with others in job searches and when attending interviews. During the course of the unit you will have to make sure students are taught the importance of job interviews and are given the opportunity to practice these skills.

Students are required to write a job application letter in response to a job position that has been advertised and present it with a job file folder, or portfolio for assessment task two. This task is seeking evidence that students can write a job application letter correctly using the appropriate language and layout and put together a job file folder, or portfolio which includes their CV/resume, relevant personal documents, references, certificates, project proposals, business plans and reports (from their projects) and school reports.

Students will need to market their skills to the organisation as potential employees in their application letter. You will need to teach your students skills in organising a job file folder, or portfolio. During the course of the unit you will have to make sure students are taught the general layout of a job

application letter using a block or semi-block format, address, the date of the letter, the salutation, subject, content and closure.

**Performance standards**

You must use these performance standards when assessing the job application letter. Students must have access to a copy.

<b>Assessment task two – A job application letter</b>				<b>Total marks – 20</b>
<b>Assessment criteria</b>	<b>Standards</b>			
	<b>Very High Achievement</b>	<b>High Achievement</b>	<b>Satisfactory Achievement</b>	<b>Low Achievement</b>
Demonstrate the use of appropriate language and structure of a job application letter  <b>15 marks</b>	Demonstrates correct use of language and layout conventions for a job application letter  (14–15)	Demonstrates mostly correct use of language and layout conventions for a job application letter  (11–13)	Demonstrates some correct use of language and layout conventions for a job application letter  (7–10)	Little or no evidence of the correct use of language and layout conventions for a job application letter  (0–6)
Identify and compile personal documents  <b>5 marks</b>	Broad selection of relevant personal documents included in portfolio which provide a clear idea of the strengths of the student.  (5)	Range of relevant personal documents included in portfolio.  (4)	Some relevant personal documents included in portfolio.  (3)	Few relevant personal documents included in portfolio.  (0–2)

**Step 3 – Programming a learning sequence**

The major activity of this unit is to recognise and identify personal skills and gain other skills to enable students to apply for work in any organisation either formal or informal. Students should do some introductory activities to develop the skills they need to help them to prepare for job opportunities in any workplace either formal or informal.

They will need to be shown for example, how to organise their personal documents in a job file folder, write their CVs/resumes and letters of application and learn skills for job interviews. They should be given opportunities to write letters and attend mock interviews.

Sample program

Topics: About me , Selling yourself	Weeks: 1 – 2	Assessment
<p><b>Suggested activities</b></p> <ul style="list-style-type: none"> <li>• Students brainstorm ideas and suggestions about being wise and responsible students in their school and the community. They may need to complete activity sheets relating to what they discussed about themselves.</li> <li>• Students work in pairs to identify their own strengths and weaknesses. They may need to use an activity sheet (can be a personal viability activity sheet from other sources).</li> <li>• Invite a guest speaker who is employed by an organisation either public or private and students construct common questions to ask the speaker about what an employer looks for in a potential employee.</li> <li>• Carry out group activities that require the presentation of marketing of their knowledge and skills as a group in the school and in the community. Use previous activities as they are examples of what students are good at. Presentation to the class using a variety of methods.</li> <li>• Students study job vacancy advertisements and identify type and/or specific information needed by employers for the intended employee. Compile information for use in the next activity.</li> <li>• Students learn how to write job application letters attaching relevant documents as stated in the advertisement, e.g. CVs, certificates, character references, etc. as a mock exercise. Give students a number of practice exercises before the final draft is written.</li> </ul>		<p>End of week 2 – give test part 1. (15 marks)</p> <p>Do a continues check on the draft job application letters for the students</p>
Topic: Organising your documents	Week: 3	Assessment
<p><b>Suggested activities</b></p> <ul style="list-style-type: none"> <li>• Students study sample Curriculum Vitaes (CVs) and identify a common format and main components. They write their own CVs using the above information.</li> <li>• Students keep a journal or record of achievements and experiences they gained in the school and the community (through community services). For example, educational qualifications, sports and extra curricula activities, leadership, work experiences, church and community related activities and other social activities, etc. it is also important for teachers to note that records of projects undertaken by students must be kept and used in this activity from previous units.</li> <li>• Identify and compile relevant personal documents for job file folders as follows: <ul style="list-style-type: none"> <li>- documents related to educational qualifications and skills, certificates, character references, transcripts, end of term reports, etc.</li> <li>- copies of job application letters</li> <li>- curriculum vitaes and resumes.</li> <li>- business reports from Grade 9 and 10 projects, extra curricula activities and work experiences in any situation.</li> </ul> </li> <li>• Presentation of job files folders.</li> </ul>		<p>Students hand in their final job application letters in the job portfolio for marking – including all relevant documents.</p>

Topic: The job interview	Weeks: 4 – 5	Assessment
<p><b>Suggested activities</b></p> <ul style="list-style-type: none"> <li>• Brainstorm and discuss job interviews in formal and informal settings</li> <li>• Carry out group activities that require answering the types of questions (communication skills) suitable for interviews.</li> <li>• Do role plays to demonstrate the following:               <ul style="list-style-type: none"> <li>- types of interviews – one to one, panel, etc.</li> <li>- the dos and don'ts of an interview – honesty, facial expressions, other body movements, etc.</li> <li>- presenting and marketing themselves – dressing, language use, manners, etc.</li> </ul> </li> </ul>		<p>End of week 4 or beginning of week 5 – give test part 2. (15 marks)</p>

### Step 4 – Elaboration of activities and content

It would be a good idea to consult with teachers of other subjects to see what the students have already covered in this area, for example, writing CVs/resumes and letters of application may have been covered in English. Subjects like English may have implemented units that deal with some aspects of the skills mentioned.

#### A. Elaboration of activities

Activities given in the sample program are further elaborated here. A number of activities are provided below for you to choose from. Choose activities that are suitable and/or are relevant to your situation.

##### Activity 1: *What am I good at?*

- Students study their own school performance and make a note of:
  - the subjects they like
  - the subjects they have most success with
  - why they have been successful in the above subjects.
- Draw a table and use the above points to summarise the activity.
- Use the following table to assist students in working out their own abilities. This may be hard as they may not be aware of their own abilities. By placing a tick in any of the three columns (*Not Very Good, Good or Very Good*), they should be able to work out what they are good at doing. They may wish to share their answers with the person next to them by comparing their abilities with each other. (*\* allow more spaces in the table if you need to add other activities not mentioned*)



Ability	Not Very Good	Good	Very Good
Adding figures			
Arguing and influencing others positively			
Arranging things in an orderly way			
Assisting teachers in extra curricula activities			
Being friendly at first meeting			
Being sympathetic to others			
Concentrating for a long time			
Cooking local and other dishes			
Coping in an emergency			
Creative thinking, suggesting new ideas			
Following a set routine			
Helping around the house			
Helping to settle arguments			
Helping the elderly			
Imagining and designing things			
Learning new languages			
Gardening			
Making and repairing things			
Maintaining a clean, neat, tidy appearance			
Not getting annoyed with people			
Organising activities for people			
Playing a musical instrument			
Reading			
Remembering or memorising things			
Sewing			
Sketching, drawing or painting			
Sports and outdoor activities			
Taking care of animals			
Taking responsibility			
Teaching or helping others			
Helping others to understand written materials			
Using simple machines			
Working out problems			
Working in a team with others			
Working with numbers			
Writing and helping others to write			
Willing to attend to the needs of others			

*Activity 2: Application letters*

The following lists the features of an application letter:

1. Your home address in the top right hand corner
2. The date on which you are writing the letter
3. The name or title of the person to whom you are writing (if applicable)
4. The name of the organisation to which you are writing
5. The address of the organisation
6. The position advertised or the position you would like
7. The newspaper in which the position was advertised and the date of publication
8. Your present age

9. Your qualifications
10. Work experience, through school, on holidays or part-time jobs
11. Copies of references, work experience reports or names of referees (if applicable)
12. Personal and special interests
13. When you are available for interview
14. Your signature with your name printed below it (include Mr, Miss, Ms).

Using the letters on the checklist above, critically examine the following job application letters 1, 2, 3, 4 and 5, and then complete the table given below by indicating whether the above points are *included* or *not included*.

Letter	Included	Not included
1		
2		
3		
4		
5		

**Letter 1**

26th January 2006

Mr Albert Koroï  
 Manager – Iboki Hotel  
 P O Box 716  
 PORT MORESBY  
 NCD

Dear Sir

ASSISTANT CHEF

I am applying for the Assistant Mechanic position with the Iboki Hotel, as advertised in the Post Courier on 25th January 2006. I believe I have the necessary qualifications and experience to meet your requirements.

As my résumé shows, I have a Certificate in Catering and Hospitality from the Lae Technical College and I am currently completing a Diploma in Hotel Management.

At present, I am working as a chef for Rachys Restaurant. I have a thorough knowledge of the preparation of international cuisines and desire to work in a larger hotel.

I look forward to hearing from you regarding an interview. My after hours telephone number is 326 7878.

Yours sincerely

Jacinta Lokinap

## Letter 2

Miss Rosvita Lalei  
P O Box 99  
KUNDIAWA  
Simbu Province

Mr Albert Koroi  
Manager – Iboki Hotel  
P O Box 716  
PORT MORESBY  
NCD

Dear Sir

I am applying for the sales position that was advertised in the National on the 3rd January 2006. I have completed my Higher School Certificate (HSC) at the Kondiu Secondary School in the Simbu Province and am awaiting my results. My intention is to develop a career in the sales area with a major employer such as yourself.

I believe I am a strong candidate for the position since I have experience in sales through part-time and vacation employment since 2003.

I enclose my résumé, which gives my background in detail.

On a personal level, I am self-motivated and very reliable.

I look forward to hearing from you about an interview. My telephone number is 735 2233

Yours sincerely

Rosvita Lalei

### Letter 3

Mr Siloe Marum  
P O Box 980  
KAVIENG  
New Ireland Province

9th February 2006

Miss Alberta Lavi  
Loloata Teachers College  
P O Box 12  
WAIGANI  
NCD

Dear Sir

I have recently completed my Degree in Education at the Goroka University and am interested in applying for a teaching position in the Language and Social Science areas.

My work experience includes teaching at the following schools, namely Gordon Secondary School, Maprik High School and Namatanai Secondary School, during my teaching rounds of six weeks duration each.

I thoroughly enjoyed teaching and found it professionally rewarding. I was able to communicate with both the staff and the students of these schools. I was also very much involved in the various community service activities as an extra curricular activity. These experiences have helped to improve my professionalism towards dealing with people in the community who have an interest in their schools.

As a teacher, I was well organised with lesson plans and punctual to classes.

Yours sincerely

Siloe Marum

**Letter 4**

	Miss Tippy Banda P O Box 6700 BOROKO NCD
	16th February 2006
Mr Kelly Vu'u Andewa Company Group Inc P O Box 707 LAE Morobe Province	
Dear Sir	
I am applying for a position with your company. I have enclosed my CV outlining my experience	
I would appreciate the opportunity to have an interview. You can contact me on tel: 472 1143	
Yours Sincerely	
Tippy Banda	

**Letter 5**

	Mr Namaio Kulagi P O Box 459 BOROKO NCD
	30th January 2006
Dear Sir	
ASSISTANT SIGNWRITER	
I am interested in applying for the position as a sign writer in your advertising department I have recently graduated with a Diploma from the Creative Arts Faculty of the University of Papua New Guinea.	
Please find attached a copy of my CV for your perusal.	
I would appreciate the opportunity to be considered at an interview. I am available for interview at any time and can be contacted on: Tel: 321 7786.	
Yours Sincerely	
Namaio Kulagi	

Now that the students have examined the five job application letters which left out vital information, they now write their own job application letter for a job advertisement from a newspaper.

*Activity 3: Job advertisements*

Obtain or make up two newspaper advertisements (A and B). Students answer questions given beside each advertisement.

Advertisement A

- What is the position being advertised?
- Does it state how old an applicant should be?
- Where is the place of employment?
- What skills should an applicant have?
- Does it include the salary/wage level?
- Who should an applicant contact?
- How? When?
- Does the advertisement give a time limit for applicants?

Advertisement B

- What skills does this employer require?
- What sort of experience should an applicant have?
- What does the applicant have to do to apply?
- How many years experience is wanted for this position?

*Activity 4: Styles of job advertisements*

Newspaper advertisements for jobs use different 'styles'. Students need to be aware of these styles so that they know which advertisements are good to follow up. From the employment section of the newspaper, find examples of job advertisements which are:

- clear and concise, that is, give you a good idea of what the job is about and the type of person who should apply
- vague, that is, don't tell you much
- attractive, that is, make the job look interesting and exciting
- just promises that don't sound very genuine.

*Activity 5: Skills and occupations*

Students may choose to do this activity in pairs or in small groups. Ask students to discuss and make a list of some occupations that interest them. They then add to this list of occupations jobs that they think would use their best abilities. *It may be necessary to take some occupations off that first list.* Students may realise that they do not have the necessary skills and/or qualifications to cope with all the occupations which at first interested them.

*Activity 6: Occupations*

From the job list in activity four ask students to trim their choices to four occupations only for which they are able to complete the required educational standards. They will have to find out as many extra facts as

possible about the four occupations they have selected. The following questions will help them to complete this activity:

- What training is necessary after completing school?
- Where is the training held?
- Is entrance for training restricted?
- How much traveling is involved?
- What is the cost of training?
- Are there special scholarships available?
- What are the chances of employment after completing training?
- Where could I get employment (urban or rural)?
- Does this job lead to promotion?
- What are the requirements for higher paid jobs in this field of employment?

\* Students may use the Careers Information Booklet or other available resources to help them complete this exercise.

Individually or in pairs find out all the facts about the chosen job from the school careers information booklet or from the guidance teacher. Obtain information also from various organisations who offer these jobs. The following will assist students to find the type of facts required:

- job description
- personal qualities needed
- physical characteristics necessary
- educational standard required

Students do the following activities in small groups and present their answers to the rest of the class.

Gabriella Remba completes her school with only as much effort as is necessary to pass. She says that if she spends more time on her school work she would have fewer friends. She is ambitious and plans to work hard when she is employed.

- Do you think Gabriella is using good judgment? Write a short paragraph or some main points to defend your point of view.
- If you had to start in an unskilled job, explain how you could get into a skilled occupation?
- List four important points you should remember when going for an interview.
- What things could a prospective employer observe in an interview that would be impossible to find out from a written application?
- What advantage would it be to an unsuccessful job applicant to send a thank-you note to the personnel officer conducting the interview?

- Select a topic that might be of interest to anyone in the group. Choose a speaker and give them a few minutes of preparation time, she/he is to speak to the rest of the group, then the class for about one minute without saying 'um', 'ah' or 'you know'.
- Invite a local employer, a small business owner or a personnel or recruitment officer to talk to the class about job interviews, the importance they place on them and the sort of qualities they look for in an applicant. Write up a summary of the important points to consider when going for a job interview. This is an activity for students to complete individually.

#### *Activity 7: Job interviews*

The following activities will enable students to gain confidence and acquire skills to use when applying for a job and being interviewed either on a one to one or a panel setting.

- Set up a mock interview situation with several students or teachers acting as the interviewers. Choose two to three students from the class to be the applicants. Discuss the good and bad points of the interviews using the following as a guide:
  - personal presentation
  - attentiveness to questions
  - clarity of answers
  - confidence.
- A successful job interview involves three steps: Briefly explain what each of these steps mean
  - preparation
  - performance
  - follow-up.
- Write down the five basic rules for an interview.
- Write down an important point for each of the following questions:
  - What should you do if you don't get the job after an interview?
  - What should you do if you think the job may not suit you at the end of the interview?

#### *Activity 8: Applying for a job*

This activity will require the students to go through the process of applying for a job – from the preparation of the relevant documents to a role play of the interview itself. They are required to submit, by a specified date, the following documents:

- letter of application
- personal résumé
- application form
- personal profile – a job file folder.

During the interview, each student will be assessed on the following:

- dress
- speech



- personality
- manners
- attitude.

The interviews should, if possible, be videoed and evaluated.

You may wish to use this checklist for the practice interview to enable students to use peer assessment. Multiple copies can be made for students and other teachers to use. *This is only a sample you may wish to design a checklist that is suitable for your students.*

Name of student:		Class:	
Interviewee:	Mark	Mark awarded	Comments
was punctual	<b>1</b>		
was polite	<b>1</b>		
did not smoke or chew, mobile phone turned off	<b>2</b>		
was relaxed and calm	<b>2</b>		
dressed appropriately	<b>2</b>		
spoke clearly, voice well projected	<b>2</b>		
looked the interviewer in the eye, smiled	<b>2</b>		
answered questions clearly and with appropriate detail	<b>3</b>		
asked for clarification of questions when necessary	<b>3</b>		
had researched the job and company	<b>3</b>		
asked appropriate questions about the job	<b>3</b>		
presented qualifications using a well organized portfolio	<b>3</b>		
let the interviewer guide the discussion	<b>2</b>		
thanked the interviewer for the opportunity of the meeting.	<b>1</b>		
<b>Total:</b>	<b>30</b>		<b>Assessed by:</b>

## B. Elaboration of content

### *The dos and don'ts of job interviews*

What to do:

- Rehearse with family or friends answers to questions you are likely to be asked at an interview.
- If anything happens to delay you on your way to the interview, telephone the business or firm to report this.
- Start by introducing yourself. Acknowledge the interviewer's introduction and use his or her name.

- Sit erect, but relaxed. Look directly at your interviewer without letting your eyes wander. Above all, don't try to read anything on the desk in front of you.
- Speak clearly and in your normal tone of voice.
- If the interviewer says 'tell me about yourself', decide how you will reply by checking over your personal résumé beforehand. Know it well enough to inform your interviewer without referring to it.
- Be prepared to tell the interviewer the reasons the company should employ you, the leisure activities that interest you, the courses you have completed and your plans for the future.
- Sell yourself by stressing your ability and your desire to learn.
- Accept competition gracefully. Enquire when you will be informed about the result of your application.
- Thank the interviewer for his or her time. Remember also to thank the secretary as you leave the office.

What not to do:

- Don't take anyone with you.
- Don't sit down until you are invited to do so. Use the chair indicated, and don't move it unless it is necessary.
- Don't put your bag or folder on the desk. Place them beside your chair or in your lap if no other spot is indicated.
- Don't play with biros, money in your pocket or other objects.
- Don't smoke, even if you are offered a cigarette. Never chew gum or buai.
- Don't answer impulsively. If you can't answer immediately, stop, sit still and think for a moment.
- Don't interrupt the interviewer with your questions. Give full answers to his or her questions, avoiding answers such as 'yeah', 'dunno', 'nuh', 's'pose so', 'never thought about it'.
- Don't criticise former employers or co-workers.
- Don't try airs and graces that are not yours. Be your own natural, interested self.
- Don't let your mobile phone ring, switch it off.

## 10.5 Laws and Business Regulations in Papua New Guinea

### Step 1 – Interpreting the unit learning outcomes

**Outcome 10.5.1:** Students are able to demonstrate an understanding that businesses operate within a legal environment.

This outcome requires you to teach your students about the legal business environment in Papua New Guinea.

**Outcome 10.5.2:** Students are able to explain the functions of registration and licensing.

This outcome requires you to ensure that students are taught about registration and licensing of all types of businesses in Papua New Guinea.

**Outcome 10.5.3:** Students are able to describe laws affecting business operations.

This outcome requires you to teach your students about the main laws and regulations affecting business operations in Papua New Guinea.

Remember this unit learning outcomes link to the broad learning outcomes 1 and 6.

### Step 2 – Planning for assessment

The assessment task is a test which should be divided into two parts with a range of multiple choice and short answer questions. The test is worth 50 marks, but if divided into two, each part would be worth 25 marks. It is suggested that they be given in weeks 3 and 5.

These are seeking evidence that students can demonstrate an understanding that all businesses must operate within a legal environment and can describe the functions of business registration and licensing. During the course of this unit you will have to make sure students are taught in sequential order basic laws and regulations that govern the framework within which businesses operate. You will also need to explain laws relating to conditions of employment of individuals and other laws and regulations that protect consumers.



**Step 4 – Elaboration of content and activities**

Background information can be found in most Commerce and Business Studies textbooks and resource books used in schools. Teachers are to identify current resources that will assist them to teach this unit.

The text books may also provide you with ideas for activities related to the topic. You will have to collect or develop some resources for yourself, for example newspaper clippings about the changes to government policies, new Acts or Regulations for businesses or ethical issues.

## Option 1 Business Calculations

### Step 1 – Interpreting the unit learning outcomes

**Outcome option 1.1:** Students are able to use mathematical skills to perform business calculations.

This outcome requires you to teach your students mathematical skills in calculating the cost of goods and services. You will need to allow opportunities for students to practice these skills by doing some business related exercises. You will need to teach students to use the correct formula to carry out these calculation exercises.

These unit learning outcomes link to the broad learning outcome 6.

### Step 2 – Planning for assessment

The assessment task is a test which should be divided into two parts with a range of multiple choice and short answer questions. The test is worth 50 marks, but should be divided into two parts. The marks for each part will depend on the types and difficulty of questions. It is suggested that they be given at different times during the duration of the unit.

This task is seeking evidence that students can use mathematical skills to perform business calculations. During the course of this unit you will have to make sure students are taught these skills and that they apply them to individual business activities.

### Step 3 – Programming a learning sequence

The major activity of this unit is calculating the mark-up, selling price, interests and discounts on goods and services. Students will need to be shown how to use mathematical formula to calculate the prices of goods and services. You will need to provide exercises/activities and/or case study examples that will enable your students to practise these skills.

### Step 4 – Elaboration of content and activities

Below are some suggested practical activities for your students to do. Remember these are only suggestions, you may decide to write your own activities.

#### *Activity 1*

A store selling clothes is considering using a fixed percentage mark-up on the goods it sells. It presently sells three lines of stock with the following cost prices:

Stock item:	Cost price: K	Mark-up percentage
Skirts	40.00	50%
Shorts	10.00	90%
Socks	5.00	150%

Calculate the selling price for each of the items.

### Activity 2

Yokomo is the owner of a stationery store. When setting his selling prices he sometimes follows the recommended retail prices. However, he believes that these prices are too high on some products and therefore he reduces the prices to what he feels comfortable with. A friend has suggested that he maintains a fixed mark-up on all goods sold. Yokomo says he already does on the more expensive items, as he makes K 11.00 clear profit on all items over K 20.00. he has supplied the following information and has asked for your assistance.

Stock item:	Cost price: K	Selling price: K
Novels	4.50	9.95
Dictionaries	12.90	19.95
Thesaurus	18.00	29.00
Atlases	38.00	49.00
Cookbooks	22.00	33.00

### Questions

Do you agree that Yokomo has applied a fixed mark-up on all items selling for K20.00 or more? Explain your answer.

- Calculate the actual mark-up being applied on the five types of stock being sold.
- State one advantage to Yokomo of maintaining a fixed mark-up on all goods sold.
- State one advantage to Yokomo of estimating prices.
- What other factors should Yokomo take into account when setting his selling prices?

### Activity 3

Lorna has K10 000.00 to invest. She has been offered 6.5% simple interest over three years or 6% compound interest (compounded yearly) over the same time period. She has asked your advice about the two alternatives.

- Calculate the total interest receivable under each of the options.
- Which alternative should Lorna accept? Why?
- Would your answer be different if the period was changed to four years? Explain your answer.

#### Activity 4

Aki is not convinced about the benefits of compound interest. He has K15 000.00 to invest and can get 8% interest in the money market for a four year investment.

- If the 8% was simple interest, calculate the amount of interest earned per annum and for the total investment period.
- Assuming the interest was compounded yearly, calculate the total interest earned over the four years.
- If the interest was compounded half-yearly, what is the additional benefit to Aki?
- State one advantage to Aki of accepting one investment involving compound interest.

#### Activity 5

Jackie is considering taking out a loan of K6 000.00 to purchase a new computer system for her business. Her bank has told her that a loan is available over four years, with monthly repayments, at a flat rate of interest of 10%.

- Explain how 'flat rate of interest' is applied to loans by financial institutions.
- Calculate the total amount of interest that would be paid.
- What is the total amount of interest that would be paid?
- Calculate Jackie's monthly repayments.
- What accounting report should Jackie prepare to help her convince the bank manager that she can meet the loan repayments?
- Is the real cost of the loan 10% per annum or is it higher? Explain your answer.
- Using the correct formula, calculate the effective rate of interest on the loan.

#### Activity 6

Dianne's Frosties purchased a delivery van on 1<sup>st</sup> October 2006 for K12 000.00 cash. It is expected to be used for three years and then sold for approximately K4 800.00.

- Calculate the annual depreciation expense to be charged on the van under the straight line method of depreciation.
- What is the percentage rate of depreciation per annum?
- What would be the value of accumulated depreciation of the van as at 30<sup>th</sup> September 2007 and 30<sup>th</sup> September 2008?

#### Activity 7

Petra and Alvin's Chookies purchased a wokabout sawmill on 1<sup>st</sup> July 2005. The business paid K8 000.00 cash for the wokabout sawmill and expected to use it for three years, before trading it for approximately K5 000.00. Calculate the yearly depreciation rate for the wokabout sawmill.



## Option 2 Taxation

### Step 1 – Interpreting the unit learning outcomes

**Outcome option 2.1:** Students are able to demonstrate an understanding of taxation and its importance to the government and the country.

This outcome requires you to provide information about the types of tax paid by income earners, businesses and other individuals to the government through wages and salaries and the sale of goods and services. Students will need to know about and understand the reasons for paying tax to the government and the requirements of tax payers.

**Outcome option 2.2:** Students are able to gather, use and present information about taxation documents used by consumers and businesses.

This outcome requires you to teach your students to recognise relevant taxation documents used by income earners and businesses. Students would need to know how to complete tax forms using factual information. You will need to allow opportunities for your students to practice filling in the appropriate forms.

These unit learning outcomes link to the broad learning outcomes 1 and 4.

### Step 2 – Planning for assessment

Assessment task one is a test with a range of multiple choice and short answer questions. This test is worth 15 marks. This task is seeking evidence that students can demonstrate an understanding of the payment of taxes to the government by income earners and businesses through various commercial activities and through the sale of goods and services.

Assessment task two requires students to apply their knowledge to fill in and complete a taxation return and make notes about deductions and rebates claimed.

### Step 3 – Programming a learning sequence

The major activity of this unit is to recognise the different documents used for taxation purposes and the type of information needed to complete these forms. Students would need to know the differences in the types of forms used by businesses and income earners. They will need to be shown how to fill these forms by doing practical exercises.

Refer to sample programs provided in the core units to help you to draw up your program for this unit.

**Examples of resources:** Newspapers, taxation documents, textbooks and other relevant resource books available in the school, personnel from IRC provincial offices, business persons and knowledgeable people from the community.

## Step 4 – Elaboration of content and activities

Below are some suggested practical activities for your students to do. Remember these are only suggestions, you may decide to write your own activities.

### Activity 1

Use the latest personal tax rates to calculate the income payable on the following:

K 5 000.00

K 12 000.00

K 15 400.00

K 25 600.00

K 42 250.00

K 60 000.00

### Activity 2

Rosena earns K12.00 per hour for a landscaping business. She usually works for 38 hours in a week. She puts aside K15.00 per week for her superannuation. K3.00 is automatically deducted every week ending 7 September and the week ending 14 September.

- Show the wage details for the two weeks. Use the latest income tax rates or simply apply tax at the rate of 15% of gross pay and net pay as well as all deductions made.
- How much tax is owed to the government as a result of the two weeks work.

### Activity 3

Multi's Lawn Mowing Services employed three specialists and an assistant. The specialists are paid K15.00 per hour for 35 hours. All overtime is paid at double time. The assistant is paid k11.00 per hour for a 35 hour week, with an overtime earning of 1.5 times her normal pay. Piko and Suki contribute K5.00 per week to their Saving and Loans Society. This amount is deducted from their pay. Bola pays 3% of her gross pay into a superannuation fund while Piko, Suki and Mossy request that only 2% be deducted from their weekly wages to pay for a Christmas party. The following hours were worked during November 2006.

Week ending	7 Nov.	14 Nov.	21 Nov.	28 Nov.
Specialists:				
Piko	38	38	35	35
Suki	39	42	40	36
Mossy	42	40	40	42
Assistant:				
Bola	35	35	40	35

- Use a table to show gross pay, all deductions and net pay for each worker for each of the four weeks (assume a tax rate of 22%).
- What is the total tax liability for the business for income tax for November?
- How much has the business paid to its workers in cash for wages during November?
- Assuming that the number of employees do not change during the year, how much will be raised for the Christmas party over twelve months?
- What is the total cost of wages for the month of November?

## Option 3 Computer Applications for Business

*Access to a computer word processing, spreadsheet and presentation graphics applications is required.*

### Step 1 – Interpreting the unit learning outcomes

**Outcome option 3.1:** Students are able to describe and use a range of computer applications used in business.

This outcome requires you to provide information about and experiences of different software applications that are used in the business world. Students would need to know the differences between word processing, spreadsheet, database, presentation, and specialised software packages, e.g. accounting software.

**Outcome option 3.2:** Students produce appropriate solutions to a business problem using computer applications.

This outcome requires you teach students how to produce business documents using appropriate applications such as a word processing or spreadsheet program.

**Outcome option 3.3:** Students are able to describe ethical practices used when dealing with data and information.

This outcome requires you to provide opportunities for students to discuss scenarios related to the right and wrong uses of electronic information. It requires students to examine (inquire into) and discuss (identify issues and provide points for and/or against) the right and wrong uses of the information which is generated by an electronic database.

These unit learning outcomes link to the broad learning outcomes 1, 2, 5 and 6.

### Step 2 – Planning for assessment

The assessment task is to produce a business document using two different computer programs. Students may decide to use documents kept from their small business activities in Unit 9.4 and/or Unit 10.2 and /or Unit 10.3.

This task is seeking evidence that students can recognise and use computer hardware and software appropriate for business solutions. During the course of this unit you will have to make sure students are taught these skills and that they apply them to individual business activities.

#### **Performance standards for the assessment task**

You must use these performance standards when assessing the business document. Students must have access to a copy.

**Produce a business document using two different computer programs eg. documents kept from their small business activities in Unit 9.4 and/or Unit 10.2 and /or Unit 10.3**  
**Total marks 50**

Criteria	Standards			
	Very High Achievement	High Achievement	Satisfactory Achievement	Low Achievement
Identify and demonstrate appropriate use of a software application package to develop skills for business purposes	Demonstrates accurate use of one appropriate software application package to produce a business document within a set time frame and meet all given specifications	Demonstrates use of one appropriate software application package with some errors to produce a business document within a set time frame and meet most given specifications	Demonstrates some use of one software application package. Some problems producing a business document within a set time frame that meets given specifications	Unable to demonstrate use of one software application package. Not able to produce a business document within a set time frame and given specifications
50 marks	(25–50)	(20–24)	(15–19)	(0–14)

### Step 3 – Programming a learning sequence

The major activity of this unit is recognising and using information communications technology. However you will need to provide some introductory activities to develop the students knowledge of hardware components and peripheral devices and types of software application packages. They will need to be shown for example, how to use a computer system and software application packages applying safe work practices. They will have to be given opportunities to practice using the relevant hardware and software to produce documents to given business specifications.

### Sample program

Topic: Basic computer hardware components Week: 1	Assessment
<p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Invite a guest speaker or Interview a person in the community who runs his/her own small business using computers</li> <li>• Arrange discussions in class about the advantages and disadvantages of the use of computers</li> <li>• An excursion – visit a local business to find out about the type of computers and programs used to carry out its activities.</li> </ul>	<p>End of the week – give a quiz to find out what the students know about the topic.</p>
Topics: Computer applications 2 - 5	Assessment
<p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Use the computer to create source documents and other business related documents kept from the previous unit on small business activities/projects.</li> <li>• Carry out more practical exercises on the computer using documents such as job applications and curriculum vitas</li> <li>• Arrange discussions in class about the advantages and disadvantages of the use of spreadsheets</li> <li>• Display documents on a poster in the classroom as a group and students in the group to make an assessment of the documents – peer assessment.</li> <li>• Case studies and examples.</li> </ul>	<p>Weeks 3 and 4 – check draft copies of business documents as practice exercises.</p> <p>Week 5 – hand in the business document for marking</p>
<p><b>Examples of resources:</b> Computer software applications/packages, computers , data, word processed business forms or documents</p>	

### Step 4 – Elaboration of content and activities

Content can be found in the Design and Technology units on computing. Teachers are to identify current resources that will assist them to teach this unit.

#### Elaboration of activities

- In groups, develop an inventory of the different hardware and software packages available in the school that are suitable for business applications. List the make, models and serial numbers of the hardware.
- Create a computer filing system for all subjects you are studying this year and the next.
- Use source documents and create the cash flow statements to do this activity. Design and create a spreadsheet with relevant formulas. Print the spreadsheet showing figures and formulas.
- Using or adapting a curriculum vitae (CV), word process a CV and letter of application describing your newly gained skills and apply for a job shown in an advertisement from the local newspaper – for real if you are in that situation.

- Using a heading, design a layout suitable for the sample invoices you may have used in the project unit(s).

### Using spreadsheets

Nirip General Store is a typical small business. Part of its stock is listed below.

General items	
<b>Tinned food:</b>	Per tin:
Baked beans 275g	K 2.60
Spaghetti 275g	K 2.50
Pineapple 375g	K 3.70
Ox and Palm corned beef 375g	K 5.60
Best 225g	K 4.60
Mackarel 777 375g	K 4.20
Roast goose 325g	K 5.50
Curry chicken 225g	K 4.50
Sweet corn kernels 225g	K 3.50
Whole tomatoes 375g	K 3.70
Hereford corned beef 375g	K 5.40
<b>Canned drinks:</b>	Per can:
Coke cola	K 2.30
Fantail Pineapple	K 2.30
Sprite	K 2.30
Fantail orange	K 2.30
Creamy soda	K 2.30
Raspberry	K 2.30
Solo lemon	K 2.30
Fanta Lime	K 2.30
<b>Rice:</b>	Per bag:
Roots 325g	K 1.10
Trukai 325g	K 1.60
Good 325g	K 1.40
King 325g	K 1.20
<b>Other goods:</b>	Per item:
Matches	K 0.50
Candles	K 1.00
Pencils	K 0.80
Batteries – AA	K 1.10
Spear	K 0.50

Use spreadsheets to do the following:

- Check examples of headings given on invoices used by other businesses and design a layout suitable for Nirips small business. Practise doing several test copies then print a final blank copy.
- Print a sample invoice and send to your friend – make up an address, dated today and for the following:
  - 6 cans Coka Cola
  - 4 tins Ox and Palm corned beef
  - 5 Spears
  - 3 boxes matches
  - 3 packets Roots rice.
- The business would like to keep their stock records on computer. Set up the necessary details from the information given. You will need columns for cost and selling prices. The business allows a 40% mark-up on the cost price of its goods. You will need to add columns for the stock level of each type of product to establish the amount of money they have tied up. There will also need to be a final total. Save and print out a copy of the spreadsheet. Print a copy showing the formulae.
- Find out how your school uses or could use a spreadsheet.
- Find out how you could use a spreadsheet in your personal life.
- Use a recent exchange rate list from the local newspaper or a bank to convert to the Kina value from another currency using a spreadsheet.



## Option 4 The Business of Tourism

### Step 1 – Interpreting the unit learning outcomes

**Outcome option 4.1:** Students are able to identify and describe the needs and wants of tourists as consumers.

This outcome requires you to teach your students what the needs and wants of tourists as consumers are. This outcome also requires you to ensure that your students understand the types of environment, goods and services that are available to satisfy the needs and wants of tourists. You will need to provide them with opportunities to carry out research and surveys, collect and collate data and analyse information that will enable them to understand the importance of providing appropriate services for tourists.

**Outcome option 4.2:** Students are able to identify and describe key tourist markets.

This outcome requires you to ensure that students understand the growth of tourism worldwide, in Papua New Guinea and in the local area. You will need to provide opportunities for students to find out about both traditional and emerging tourism markets, opportunities within their province and to research tourism businesses already operating.

**Outcome option 4.3:** Students are able to demonstrate an understanding of tourism promotion and marketing techniques.

This outcome requires you to ensure that students understand the importance of marketing and how businesses promote their tourism operations worldwide and within Papua New Guinea, and to provide opportunities for students to research how tourism businesses within Papua New Guinea promote and market their products.

These unit learning outcomes link to the broad learning outcome 1.

### Step 2 – Planning for assessment

Assessment task one is a written travel itinerary for a visitor to Papua New Guinea describing the type of activities available and providing realistic timeframes for the visitor.

Assessment task two requires students to design a brochure for a tourism venture within their local area.

#### Marking guide for assessment task one

You must use this marking guide when assessing the travel itinerary. The students must have access to a copy.

<b>A travel itinerary for a visitor to Papua New Guinea</b> <b>Total marks – 25</b>		
Assessment criteria		Marks
Describe destinations and activities	Destinations mapped Destinations classified Destinations described Activities classified Activities described	/15
Provide realistic timeframes for travel and activities	Realistic timeframes for: <ul style="list-style-type: none"> <li>• travel</li> <li>• activities</li> </ul>	/5
Provide details of costs of transport, accommodation and activities	Travel itinerary provides costs for : <ul style="list-style-type: none"> <li>• transport                             <ul style="list-style-type: none"> <li>- air travel</li> <li>- taxis</li> <li>- bus</li> <li>- boat</li> </ul> </li> <li>• accommodation</li> <li>• activities</li> </ul>	/5

### Step 3 – Programming a learning sequence

#### Sample program

<b>Topic: Tourists as consumers</b>	<b>Weeks: 1 – 2</b>	<b>Assessment</b>
<b>Suggested activities</b> <ul style="list-style-type: none"> <li>• Brainstorm why people travel to different places</li> <li>• Classify tourist activities on butchers paper</li> <li>• Class discussion on tourist wants and needs</li> <li>• Research growth of tourism as an industry since 1970.</li> </ul>		
<b>Topics: Tourists destinations</b>	<b>Weeks: 3 – 4</b>	<b>Assessment</b>
<b>Suggested activities</b> <ul style="list-style-type: none"> <li>• Brainstorm tourist destinations that students have heard of</li> <li>• In groups select a destination and prepare a presentation on it</li> <li>• Map tourist destinations of Papua New Guinea</li> <li>• Classify types of tourism in Papua New Guinea</li> <li>• Research tourist numbers/visits to Papua New Guinea and where they travel to.</li> </ul>		Prepare a travel itinerary for a tourist visiting Papua New Guinea
<b>Topics: Promoting tourism</b>	<b>Week: 5</b>	<b>Assessment</b>
<b>Suggested activities</b> <ul style="list-style-type: none"> <li>• Collect magazines, brochures, newspaper articles on tourism destinations worldwide and in Papua New Guinea</li> <li>• Find examples of advertisements for tourism</li> <li>• Identify methods used to promote tourism destinations</li> <li>• Guest speaker from local tourism business.</li> </ul>		Create a brochure about a tourism destination in Papua New Guinea
Examples of resources: Newspapers, magazines, brochures from hotels and airline offices, telephone directories, and people from the community who are running activities for tourists, e.g. tours, hotels/guest houses and other small businesses.		

### Step 4 – Elaboration of content and activities

You need to be sure that information about the tourism in Papua New Guinea is available for students to use. Hotels, tourism businesses, airlines provide free brochures etc about tourist destination and activities.

You will have to collect or develop resources for yourself, for example, newspaper advertisements about the different specials such as reduced airfares and accommodation packages, brochures etc.

## Recording and reporting

All schools must meet the requirements for maintaining and submitting student records as specified in the *Grade 10 Assessment, Examination and Certification Handbook*.

### Recording and reporting student achievement

When recording and reporting student achievement you must record the achievement of the students in each unit and then, at the end of the year make a final judgment about the overall achievement, or progress towards achievement, of the broad learning outcomes.

To help you do this, descriptions of the levels of achievement of the broad learning outcomes are provided in the Broad Learning Outcome Performance Standards. When reporting to parents, the school will determine the method of recording and reporting. In an outcomes based system, student results should be reported as levels of achievement rather than marks.

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

### Levels of achievement

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

There are four levels of achievement:

1. Very high achievement
2. High achievement
3. Satisfactory achievement
4. Low achievement

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

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

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

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

**Below the minimum standard** means overall that the student has failed to reach the minimum standard.

Total marks	Very High Achievement	High Achievement	Satisfactory Achievement	Low Achievement	Below minimum standard
700	630 – 700	490 – 629	350 – 489	200 – 349	0 – 199
600	540 – 600	420 – 539	300 – 419	120 – 299	0 – 119
500	450 – 500	350 – 449	250 – 349	100 – 249	0 – 99
400	360 – 400	280 – 359	200 – 279	80 – 199	0 – 79
300	270 – 300	210 – 269	150 – 209	60 – 149	0 – 59
200	180 – 200	140 – 199	100 – 139	40 – 99	0 – 39
100	90 – 100	70 – 89	50 – 69	20 – 49	0 – 19
50	45 – 50	35 – 44	25 – 34	10 – 24	0 – 9

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

Grade 9			
Unit	Assessment task	Marks	Student mark
9.1	Test – range of multiple choice and short answer questions including flow charts and tables	40	
9.1	Research assignment describing the production and trading of locally produced goods. Students present their work using charts/posters, maps and/or flow charts.	60	
9.2	Draw up a personal budget – record the actual amounts and variations	25	
9.2	Design an action plan for positive consumer behaviour	25	
9.3	Test	30	
9.3	Students write a letter of enquiry about a new product advertised in the media	20	
9.4	Written and oral presentation and observation of practical work: students will write and implement their simple business plan by running and managing their business activity.	100	
Option 1	Tests – range of multiple choice and short answer questions	50	
Option 2	One short test – range of multiple choice and short answer questions	15	
Option2	Research and create a portfolio – information about taxes, regulations and Acts	35	
<b>Total marks for Grade 9</b>		<b>400</b>	

<b>Grade 10</b>			
<b>Unit</b>	<b>Assessment task</b>	<b>Marks</b>	<b>Student mark</b>
<b>10.1</b>	Advertisement for a product	<b>15</b>	
<b>10.1</b>	Research report – marketing and distribution processes	<b>35</b>	
<b>10.2</b>	Written and oral report of the small business project	<b>100</b>	
<b>10.3</b>	Produce accurate financial records and reports for a small business	<b>50</b>	
<b>10.4</b>	Letter of application and portfolio, to include for example: <ul style="list-style-type: none"> <li>- CVs</li> <li>- business plans (from their projects)</li> <li>- references</li> <li>- school reports</li> <li>- certificates</li> </ul>	<b>20</b>	
<b>10.4</b>	Test	<b>30</b>	
<b>10.5</b>	Test done in two parts – range of multiple choice and short answer questions	<b>50</b>	
<b>Option, e.g.</b>	Travel itinerary Tourism brochure	<b>50</b>	
<b>Total marks for Grade 10</b>		<b>300</b>	
<b>Total marks for Grade 9 and 10</b>		<b>700</b>	

### Broad learning outcomes and levels of achievement

Levels of achievement in Grade 9 and Grade 10 are recorded and reported against the broad learning outcomes. There are six broad learning outcomes in Business Studies. The performance standards and the levels of achievement are described in the following table.

<b>Broad learning outcomes performance standards</b>				
	<b>Very High Achievement</b>	<b>High Achievement</b>	<b>Satisfactory Achievement</b>	<b>Low Achievement</b>
1 Demonstrate an understanding of the role of government, finance and other organizations in economic activity both locally and globally	Demonstrates extensive knowledge and understanding of the role of government, finance and other organizations in a wide range of economic activity both locally and globally	Demonstrates a sound knowledge and understanding of the role of government, finance and other organizations in a wide range of economic activity both locally and globally	Demonstrates an understanding of the role of government, finance and other organizations in economic activity both locally and globally	Finds it difficult to identify the role of some government, finance and other organizations in economic activity
2 Apply entrepreneurial skills	Independently selects and proficiently applies appropriate entrepreneurial skills	Independently selects and applies appropriate entrepreneurial skills	Applies some entrepreneurial skills	Applies some entrepreneurial skills with help
3 Develop the ability to identify and manage resources in a variety of contexts	Identifies and effectively manages a wide range of resources in a variety of contexts	Identifies and effectively manages a range of resources in a variety of contexts	Identifies and manages a wide range of resources in a variety of contexts	Identifies and manages a range of resources with help
4 Communicate ideas and information in a variety of ways using appropriate communication and information technologies for the business environment	Uses an extensive range of written, oral and graphic forms to communicate complex ideas and information effectively	Communicates ideas and information using a broad range of written, oral and graphic forms	Communicates information using some written, oral and graphic forms	Communicates some information using either written, oral or graphic forms
5. Work independently and in teams to develop creative and innovative solutions	Works independently and actively participates in teams to meet goals and deadlines	Works independently and participates in team activities to meet deadlines	Works independently with direction and participates in some team activities	Participates in team activities only with direction
6. Demonstrate knowledge and apply appropriate skills and practices in a variety of work related situations	Demonstrates leadership skills and practices in a variety of work related situations and proficiently applies appropriate work skills	Demonstrates sound knowledge and understanding of work related situations and applies appropriate work skills	Demonstrates knowledge of work related situations and applies some appropriate work skills	Identifies few work practices and applies work skills with help

### Steps for awarding final student level of achievement

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

### Example of reporting using the Broad Learning Outcomes performance standards descriptors

**Student: Elizabeth**

**Business Studies: High achievement**

***This means Elizabeth can:***

- demonstrate a sound knowledge and understanding of the role of government, finance and other organizations in a wide range of economic activity both locally and globally;
- independently select and apply appropriate entrepreneurial skills;
- identifies and effectively manage a range of resources in a variety of contexts;
- communicate ideas and information using a broad range of written, oral and graphic forms;
- work independently and participate in team activities to meet deadlines; and
- demonstrate sound knowledge and understanding of work related situations and apply appropriate work skills.

### Example of reporting using the Broad Learning Outcomes performance standards descriptors

**Student: Daniel**

**Business Studies: Satisfactory achievement**

***This means Daniel can:***

- demonstrate an understanding of the role of government, finance and other organizations in economic activity both locally and globally;
- apply some entrepreneurial skills;
- identify and manages a wide range of resources in a variety of contexts;
- communicate information using some written, oral and graphic forms;
- works independently with direction and participates in some team activities
- demonstrate knowledge of work related situations and applies appropriate work skills.



## Resources

Learning becomes more interesting and meaningful when you use a variety of resources and materials in your teaching. There are local people in the community – parents, village leaders, people with special skills and knowledge, local workers, business people, government officers and many more who can be invited to talk to students. Visiting places with students also makes learning more interesting.

You should be always trying to adapt, improvise, make or write material that will be useful for lessons in Business Studies. Collections of newspapers, magazines, pamphlets, brochures, old gazettes, posters can be very useful. There are many resources in schools which can be useful. One of the biggest resources is other teachers, especially teachers with local area knowledge.

### Selecting and using resources

Selecting and using appropriate resources to communicate information is a very important part of your task. Resources can help students learn more effectively by:

- helping to gain and maintain interest in a lesson
- encouraging mental involvement and the use of different senses while learning
- making learning more meaningful by linking in with previous knowledge
- catering for students who learn best through different senses – for example, some students learn best through listening, while others learn best through seeing, touching, or a combination of these
- helping in the recall of information
- making explanations of difficult concepts and skills clearer
- encouraging independent learning.

### Types of resources

#### Print materials

- text books, reference books,
- magazines
- project kits
- simulation games
- diagrams, maps, charts, graphs
- posters
- worksheets, information sheets
- pamphlets, brochures

### **Audio visual material**

- television and radio broadcasts,
- video, film, filmstrips
- audio recordings
- slides, sound slide sets
- computer software, interactive video
- overhead transparencies

### **Materials**

- pictures, photographs
- chalk/whiteboard, felt boards,
- models, globes, maps
- newspapers
- documents and reports
- equipment

### **Natural and human resources**

- Banks and offices, shops, trade stores, supermarkets
- Factories, sawmills, processing plants
- Hotels, guest houses
- Local workers, business people, government officers, NGO offices
- Community elders
- Teachers
- Parents

It is important to relate people to topics being taught. Use a range of people such as a village mother with a small garden, an employee of a large plantation, someone who is growing a crop for sale at the market.

Use people who make good role models, for example a female business person rather than a male business person. It is important for students to know about people who are a success in non-traditional roles.

It is important to take students outside the school to expose them to the 'real world'. There is usually something in every topic which can be done outside.

## **General guidelines for selecting and using resources**

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

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

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

### **Using the internet for investigations**

The Internet encompasses a number of facilities including the world wide web, electronic mail (e-mail), newsgroups and mailing lists. It is both a useful source of information on many topics and a means of communicating with people in other places and to work co-operatively with students in other schools. Specific skills are required to access information on the Internet and more importantly to critically evaluate and validate such information.

## References

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### Other useful resources

- Bandara, M N Panditha (2004) *Introductory Accounting for Papua New Guinea* Anmol Publications, India.
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- King, Keith (1992) *Financial Record Keeping For Small Business: Single – Entry Accounting* Thomas Nelson, Australia.

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NDOE (1999) *Papua New Guinea Secondary School Atlas* Oxford, Port  
Moresby.

### **Useful organisations**

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

Small Business Development Corporation  
P O Box 286  
WAIGANI. NCD  
Ph: 323 5816

Rural Development Bank  
P O Box 686  
WAIGANI. NCD  
Ph: 323 7500  
Fax: 325 9817 or 325 6886  
Email: [rbank@devbank.com.pg](mailto:rbank@devbank.com.pg)

Bank of Papua New Guinea  
P O Box 121  
PORT MORESBY. NCD  
Ph: 322 7200  
Fax: 321 1617  
Email: [infor@bpng.gov.pg](mailto:infor@bpng.gov.pg)  
Website: [www.bankpng.gov.pg](http://www.bankpng.gov.pg)

Independent Consumer and Competition Commission (ICCC)  
P O Box 6394  
BOROKO. NCD  
Ph: 325 2144  
Fax: 325 3980  
Email: [infor@iccc.gov.pg](mailto:infor@iccc.gov.pg)  
Complaints and helpdesk toll free number 180 3333

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

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

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

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

## Glossaries

### Assessment glossary

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

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

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

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

### Business Studies glossary

<b>Advertise</b>	To call public attention to a product in order to sell (for sale), by buying space or time in the media
<b>Bank account</b>	Money deposited in a bank and credited to the depositor
<b>Bank statement</b>	A regular record, issued by a bank or building society, showing the credit and debit entries in a customer's cheque account, together with the current balance. The frequency of issue will vary with the customer's needs and the volume of transactions going through the account
<b>Balance sheet</b>	A statement of assets and liabilities
<b>Budget</b>	An estimate of income and expenditure of a specific amount
<b>Business plan</b>	A detailed plan setting out the objectives of a business over a stated period, often three, five or ten years. For new business it is an essential document for raising capital or loans. For a group of companies the business plan is often called a corporate plan
<b>Buyer</b>	A person who makes a purchase of a product or service. Quite often, this person will be different from the 'influencer' and 'consumer' of the product or service. For example, a mother may—on the advice of a friend—make a purchase, which is consumed by her child
<b>Cash book</b>	A book where records cash, cheque receipts, and cheque payments are kept
<b>Cash flow</b>	The total amount of cash being received and paid out by a business
<b>Computer</b>	An electronic tool that processes data of all types. Computers have a simple 'brain', called the central processing unit that can do arithmetic and take decisions based on the results, and a memory, which stores the instructions and information. A computer needs to be given detailed instructions called a program, before it can perform even the simplest tasks
<b>Consumer</b>	A person who uses goods and services, the end user
<b>Comparison shopping</b>	Comparing prices between one source and another



<b>Curriculum vitae</b> also known as CV or resume	A summary of qualifications and work history sent when applying for a job.
<b>Data</b>	The information that is processed, stored, or produced by a computer
<b>Entrepreneur</b>	An individual who undertakes to supply a good or service to the market for profit
<b>Enterprise</b>	A business project
<b>Ethical</b>	Behaviour judged to be good, just, right and honourable, based on principles or guides from a specific ethical theories
<b>Expenses</b>	Money spent on some activity – goods and services
<b>Financial report</b>	A document giving a formal account of the revenue and expenses of a business
<b>Financial Statement</b>	A document showing the management of money in a business
<b>Franchise</b>	A license given to a manufacturer, distributor, trader etc. to enable them to manufacture or sell a named product or service in a particular area for a stated period. The holder of the license (franchisee) usually pays the grantor of the license (franchiser) a royalty on sales, often with a lump sum as an advance against royalties. Franchises are common in the fast food business, petrol stations, travel agents etc
<b>Goods</b>	Commodities/products and personal property
<b>Impulse buying</b>	The buying of a product by a consumer without previous intention and almost always without evaluation of completing brands
<b>Income</b>	Any sum that a person or organisation receives either as a reward for effort, e.g. salary or trading profit or as a return on investments, e.g. rents, or interest
<b>Internet</b>	The world wide web, information that can be examined on computers from all parts of the world
<b>Inventory</b>	An inventory count usually takes place at the end of the financial year to confirm that the actual quantities support the figures given in the book of account. The differences between the inventories at the beginning and the end of the period are used in the calculation of cost of sales for the profit and loss account and the end inventory is shown on the balance sheet as circulating capital
<b>Journal</b>	A daily record of happenings. A book of original entry for recording transactions before being transferred to the ledger
<b>Lease agreement</b>	An arrangement in which the owner of an asset (such as land or buildings) sells it to another party but immediately enters into an agreement with the purchaser to obtain the right to use the asset
<b>Market</b>	A place where people meet to buy and sell goods (merchandise)
<b>Mortgage</b>	A loan with security taken to purchase a house, building or shares, etc
<b>Production</b>	The act of growing and producing goods and services for consumers

<b>Profit statement</b>	A document showing the excess returns over expenditure from a business
<b>Producer</b>	Someone or an organisation that grows and/or makes goods or gives services
<b>Purchase contract</b>	A legal contract outlining the conditions of purchase, e.g. the purchase of property
<b>Services</b>	Work done for others in return for a payment
<b>Reconcile</b>	To check with another account for accuracy (using financial accounts)
<b>Resume</b>	Summary of employment experience (curriculum vitae)
<b>Revenue</b>	Any form of income
<b>Seller</b>	Person who exchanges goods and/or services for money or other equivalent
<b>Source document</b>	The first document to record a transaction
<b>Spreadsheet</b>	A computer program used for numerical tabular operations, such as financial forecasting and planning. It displays on the computer screen a large table of columns and rows. Numbers are entered by the user to show. For example, financial results or items of income and expenditure. If instructed, the spreadsheet can automatically calculate these numbers that are derived from figures already entered. The program can also update the figures shown in all columns when a single figure is changed by the user
<b>Stock take</b>	The process of counting and evaluating stock-in-trade, usually at an organisation's year end in order to value the total stock for presentation of the accounts. In more sophisticated organisation's, in which permanent stock records are maintained, stock is counted on a random basis throughout the year to compare quantities counted with the quantities that appear in the usually computerized records
<b>Survey</b>	Any form of marketing research in which data is gathered systematically from a sample of people by means of a questionnaire. Surveys are usually conducted by means of face-to-face interviews, telephone interviews or mailed questionnaires
<b>Trade</b>	The activity of buying and selling goods or services in a market in order to make a profit
<b>Transaction</b>	The act of carrying out or conducting a business deal
<b>Word processor</b>	A computerised text processing system consisting of a computer unit with a typewriter keyboard, display screen, printer and hard disk. Words typed on the keyboard are displayed on the screen. Any mistakes can be corrected immediately and when finalised, a document can be out put on the printer



**ORDER FORM**

Order No. ....  
Date: ...../...../20.....

To: .....  
.....  
.....

Quantity	Description	Size/Ctn/Container

Name: .....

Signature:.....

**PURCHASE ORDER FORM**

.....  
.....  
.....

Purchase order No. ....  
Date: ...../...../20.....

To: .....  
.....  
.....

Quantity	Description	Catalogue Price	Amount
		K	K
		K	K
		K	K
		K	K
		K	K

Delivered by: ...../...../20.....

To:.....  
Signed:.....

**INVOICE**

**Invoice No. ....**  
 .....  
 .....  
 .....

**Date: .../...../20....**

**Your order No. ....**

**Sold to:** .....  
 .....  
 .....

Quantity	Description	Unit price	Total price
		K	<b>K</b>
		K	<b>K</b>
		K	<b>K</b>
<b>Total of this invoice:</b>			<b>K</b>

Received by: .....

Term: 30 days net.  
 E and OE

**Original**

.....  
 .....

**RECEIPT**

Date: .....20.....

Received from  
 .....

The sum of  
 .....

.....  
 Being for  
 .....

.....  
 K.....

.....  
 Signature

<b>STOCK CARD</b>				
<b>Item:</b> .....				
Cost price: K .....			Recorder level: .....	
Selling price: K .....				
Date	Particulars	Stock in	Stock out	Balance

<b>STOCK REQUISITION FORM</b>	
<b>No.:</b> .....	<b>Date:</b> ...../...../20.....
<b>To:</b> .....	
<b>From:</b> .....	
.....	
.....	
Please supply these goods:	
Quantity	Description
<b>Wanted by:</b> ...../...../20.....	<b>Signed:</b> .....

Cash receipts journal

Date	Details	Receipt No.	Debtors	Cash sales	Other revenue	Sundries	Bank

Cash payments journal:

Date	Details	Cheque No.	Creditors	Cash purchases	Wages	Sundries	Rent	Bank

STATEMENT OF RECEIPTS AND PAYMENTS .....20.....		
Cash receipts	K	K
Debtors	.....	.....
Cash sales	.....	.....
Sale of .....	.....	.....
Other revenue	.....	.....
<b>Total receipts</b>		.....
<b>Cash payments</b>		
Creditors	.....	.....
Cash purchases	.....	.....
Wages	.....	.....
Other expenses	.....	.....
Loan repayment	.....	.....
.....	.....	.....
.....	.....	.....
<b>Total payments</b>		.....
Excess of cash receipts over cash payments		.....
Add bank balance as at .....20.....		.....
<b>Total bank balance as at .....20.....</b>		.....





The profit and loss statement

<b>REVENUE STATEMENT for .....</b>			
<b>For the year ended .....20.....</b>			
<u>Revenue</u>	<u>K</u>	<u>K</u>	<u>%</u>
Sales		.....	.....
<i>less</i> Cost of Goods Sold		.....	.....
<b>Gross Profit:</b>		.....	.....
<i>less</i> Expenses			
Salaries/wages	.....		.....
Advertising	.....		.....
Rent	.....		.....
Electricity	.....		.....
.....	.....		.....
.....	.....		.....
<b>Total expenses:</b>	.....	.....	.....
<b>Net profit:</b>		.....	.....

The balance sheet

.....					
<b>Balance sheet as at .....20.....</b>					
<u>Assets</u>	<u>K</u>	<u>K</u>	<u>Liabilities</u>	<u>K</u>	<u>K</u>
<i>Current asserts</i>			<i>Current liabilities</i>		
Cash at bank	.....		Accounts payable		.....
Amounts receivable	.....				
Stock on hand	.....				
<i>Non-current asserts</i>			<i>Non-current liabilities</i>		
.....	.....		Bank loan		.....
.....	.....		<i>Owner's equity</i>		
.....	.....		Net profit retained	.....	
			Capital	.....	.....
<b>Total assets</b>	.....		<b>Total liabilities and owner's equity</b>		.....

The cash flow statement

.....		
<b>Cash flow statement for the year ending .....20.....</b>		
	<b><u>K</u></b>	<b><u>K</u></b>
<b>Cash inflows</b>		
Net operating activities	.....	
Borrowed funds	.....	
<b>Total cash inflows</b>		.....
<b>Cash outflows</b>		
Salaries/wages	.....	
Advertising	.....	
Rent	.....	
Electricity	.....	
Insurance	.....	
Interest on loan	.....	
.....	.....	
<b>Total cash outflows</b>		.....
<b>Net cash flow (TCI –TCO)</b>		.....
<b>Opening cash balance</b>		.....
<b>Closing cash balance</b>		.....

## Business name registration and renewal

A business name must be registered by anyone who wishes to carry on business under any name except their own. The proprietors of the business who trade under the business name are responsible for the debts of the business.

The application for Business Name registration is accompanied by a fee of K50:00 (plus late fees if required). The registration process is straight forward. Complete and correct application will be processed in 7 to 10 days.

The following is a guide to accurate completion of a Business Name application form.

### *Completing the form*

#### **Part 1: Business Name**

The name should:

- a) define the type of business or identify the proprietor; and
- b) not contain words which are misleading or offensive. A business name cannot include abbreviations such as "Pty" "Ltd" or "Inc" or words such as "Holdings" or "Group".
- c) not be a name which is already registered.

#### **Part 2: Location and Postal Address**

- a) If the business is located in a:
  - b) town, the section and allotment number must be stated;
  - c) building, the section and allotment numbers, name of the building and floor must be stated;
  - d) settlement, the area or town must be stated; and
  - e) village, the name of the village, area or district and Province must be stated.

Part 2 (a) must be completed if the business is carried on at one place only. Part 2 (b) must be completed if the business is carried on at more than one place. If there is insufficient space on the form, please attaché a separate sheet.

#### **Part 3: Nature of business**

Part 3 must state:

- a) no more than 2 related activities; which are
- b) precise and relate to the business name.

This relates to Part 1(a) and (b) above. For example, the name:

- a) "Port Moresby Trucking" is misleading if the activity to be carried on is a kai bar;
- or
- b) "Lae Building, Electrical, Stationery and Removals" does not sufficiently identify what activity is being carried on. If more than one activity is to be carried on, then a separate application for that name will be required.

**Part 4:** Column (1) The name of the applicant, whether a body corporate or an individual must be stated.

Column (2) If the applicant has previously been known by any other names they should be stated.

Column (3) Place of Residence and address of the proprietor. If the applicant is a body corporate, the registered office and address must be shown. In the case of a body corporate or individual residing out of the country, the address of the resident agent should be stated.

**Part 5:** Date or proposed date of commencement of business

A specific date must be inserted. It is not sufficient to insert phrases such as “as soon as possible”. An application may only be lodged within a three month period from 2 months before the proposed date of commencement and 1 month after the actual date of commencement of business. If an application is lodged more than 2 months before the proposed commencement date, it will be rejected.

If the application is lodged within 1 month of the expiry of the 1 month lodging period, a penalty fee of K8.00 is charged. If it is lodged after that time the penalty fee is K40.00.

**Part 6:** This should be completed if the applicant previously registered a business name which is similar to this business name or will use the name in substitution for a previous name.

**Part 7:** If the business belongs to an individual or body corporate residing out of the country, he must authorise a person or body to be his resident agent by completing Form 9 (“Notice of Appointment of Resident Agent”). There is a lodgment fee of K5.00.

**Who to sign:** The application form is to be signed by the following:

- a) in the case of resident individuals – by all of those persons names on the application.
- b) in the case of a corporate body – by an officer of the applicant.
- c) in the case of a person or corporate body residing out of this country by the authorised resident agent.

### **Changes in particulars**

If there are changes in details given in the application for Registration of Business Name certain forms must be lodged with the Registrar:

1. A Statement of Change in certain particulars (Form 4) should be lodged with a fee of K5.00 if there is a change in the:

- (a) postal address;
- (b) registered office; or
- (c) nature of business

2. A Statement of Change of Person in relation to whom Business Name is registered is lodged with a fee of K10.00 when there is a change of proprietors.

Please note that a Business Name once registered cannot be changed. The only option is to cease registration under the registered name and complete a Notice of Cessation of registration of Business Name (Form 5). Application for registration of a new name must be made as set out above.

**Period of registration:** Registration of a Business Name is valid for three years. It must be renewed after that period if the business is still in operation.

**Renewal of registration:** Application for Renewal of Registration of Business Name may be lodged within a period of three months commencing 2 months before and ending 1 month after the expiry date.

### Steps to incorporating an association

An association is formed by a group of people with a common interest (such as a sporting club). The members of the association may decide to seek to incorporate the association. The advantages of incorporation are that the liability of the members in respect of debts of the association is limited and that the association may hold property in its own name. To incorporate the association the members authorize a person to act on their behalf and apply for incorporation.

The steps to incorporation are set out below:

1. Under Section 2 of the Association Incorporation Act (the “Act”), a form 1 (Notice of Intention) (and preferably a copy of the proposed constitution or rules) is to be lodged at the office of the Registrar of Companies (the “Registrar”). The Notice of Intention must:
  - a) be in the prescribed Form;
  - b) give details of the prescribed qualifications for incorporation of the association;
  - c) be submitted to and approved by the Registrar before qualification;
  - d) contain the name and address of the person by whom it is given; and
  - e) contain such particulars as the Registrar directs.
  
2. The constitution must comply with Subsection 16 (2) of the Act and Section 8 of the Association Incorporation Regulation (the “Regulation”). Subsection 16 (2) of the Act requires the constitution to state the:
  - a) name of the association;
  - b) objects and purpose of the association;
  - c) qualifications (if any) for membership of the association;
  - d) donations or subscriptions (if any) to be made or paid by members of the association;
  - e) name, constitution, membership and powers of the general committees, board of management or other governing authority of the association (in this item referred to as “the committee”) and;
    - (i) the election and appointment of the committee;
    - (ii) the terms of office of members of committee;
    - (iii) the grounds of which, or reasons for which the office of the member of the committee becomes vacant;
    - (iv) the filing of casual vacancies occurring on the committees;
    - (v) the quorum and procedure at the meetings of the committee; and
    - (vi) the quorum and procedure at the meetings of sub-committees appointed by the committee;

- (f) quorum and procedure of general meetings of members of association and sub-committees appointed by any such meeting or constituted or established under the rules of the association;
- (g) time within which, and the manner in which, notices of motion are to be given, published or circulated;
- (h) sources from which, the funds of the association are to be or may be derived;
- (i) manner in which the funds of the association are to be managed and, in particular, the mode of drawing, signing cheques, drafts, bill of exchange, promissory notes and other documents for and on behalf of the association;
- (j) intervals between general meetings of members of the association, the manner of calling general and special meetings and requisite notices of meetings of the association;
- (k) and making auditing requirements for the accounts of the association (either annually or more frequently), the manner of appointing and removing auditors and the power and duties of auditors;
- (l) manner of altering and rescinding the rules additional rules;
- (m) provisions for the custody and use of the seal of association;
- (n) manner in which the objects or purposes of the association may be altered;
- (o) form, custody and use of the common seal of the association; and
- (p) custody of books, documents and securities of the association.

Section 8 of the Regulation requires that the rules of an association shall include provisions:

- a) for the making and keeping of a register of members;
  - b) for the making and keeping of a register of officials;
  - c) and committee members;
  - d) for the use of proxies (if any) at meetings;
  - e) as to what matters (if any) may be resolved by postal ballot;
  - f) as to how members are admitted and how they cease to be members;
  - g) whether rights of members are transferable or transmittable and under what circumstances;
  - h) for the keeping of minutes of meetings;
  - i) for the keeping of accounts; and
  - j) as to the liability of members on winding-up.
3. The next step is publication if the Notice of Intention is approved. After publication of the notice in the press by the applicant there is a period of one month when objections may be sent to the Registrar. A notice of objection under Subsection 4 (2) of the Act must include:  
the grounds of the objection; and  
the name, address and occupation of the person by whom the objection is made. Upon receipt of a notice of objection the Registrar will give the application for incorporation a written notification of the objection and specify a time within which the applicant for incorporation may make representation to the Registrar in relation to the objection. The Registrar under Subsection 4 (4) for the Act makes the final decision on whether to accept or disregard the objection.
4. After the time for lodgment of objections has expired, the applicant then lodges a Form 2 (Application for Incorporation), a copy of the publication

of the notice with a statutory declaration and an original constitution and a registration fee of K70:00. An application for incorporation under Subsection 6 (2) of the Act must specify:

- a) the name of the association; and
- b) the objects and purposes of the association; and
- c) the place or places where the association was formed and is carried on; and
- d) the full name, address and occupation of the applicant.

Under Subsection 6 (3) of the Act, an application must be accompanied by a Statutory Declaration made by the applicant declaring:

- a) that he is authorised by the committee of the association to apply for the incorporation of the association under the act;
- b) that on a date and in a newspaper specified in the declaration, notice was given under Section 2 of the intention to apply for the incorporation of the association; and
- c) that the particulars contained in the application are true.

5. The final stage of incorporation is the registration of the association, if the documents have been correctly prepared. A certificate of incorporation will be issued by the registrar.
6. After incorporation, a notice of appointment of a public officer has to be lodged at the office of the Registrar of Companies. This is Form 6 in the Regulation. The other documents that may be lodged are:
  - a) Application for change of name;
  - b) Notice of Special Resolution; or
  - c) Amalgamation of incorporated associations.

An application for a change of name under Section 9 of the Act shall be:-

- a) in Form 4;
- b) verified by a copy of the special resolution signed by the public officer of the association; and
- c) lodged with the Registrar within the period of one month after the date of the meeting at which the resolution approving the change of name was passed.

A Notice under Subsection 22(3) of the Act of the passing of a special resolution shall be:

- a) in Form 7; and
- b) signed by the public officer of the association and sealed with the common seal of the association.

This section applies to every special resolution except a special resolution authorising an alteration of:

- (i) the name of the association
- (ii) the rules of the association; or
- (iii) any trusts relating to an association.

A notice under Subsection 24 (2) of the Act of the amalgamation of association shall be:

- a) in Form 8;
- b) lodged with the Registrar within one month after the date of the meeting at which the special resolution to which it related was passed; and

- c) signed by the public officer of the association and sealed with the common seal of the association, and accompanied by a copy of the special resolution.
7. The committee of an incorporated association must, at least once in each 12 months or more frequently if the rules of the association so provide, have the financial affairs of the association properly audited by competent person who is not either:
    - a) the public officer; or
    - b) a member of the committee of the association.
  8. Association Filing Fees

Item No.	Matter	Fees
1.	Application for Incorporation under Section 6 of the Act	K50-00
2.	Certification of Incorporation under Section 7 of the Act	K20-00
3.	New Certificate of Incorporation or registration of Change of Name under Section 9 of the Act	K 5-00
4.	For late filing or lodging if not filed or lodged within a period specified by the Act	K 5-00
5.	Notice of amalgamation under Section 24 of the Act	K10-00
6.	Certificate of Registrar under Section 29 of the Act	K 5-00
7.	Information furnished under Section 12 of the Act	K 2-00
8.	Search and inspection of documents filed with the Registrar by or in relation to an incorporated association	K 2-00
9.	For the making and certification by the Registrar of a copy of extract, other than a photographic reproduction, of a document in his custody – for the first page for each additional page	K 4.00 K 2.00
For certification of a copy extract supplied to the Registrar or a document in his possession, or for the making by the Registrar of an uncertified copy or extract of such a document. Half of the fee that would be payable for a certified copy or extract of that document.		

**NOTE:** Form 1 and 2 are available from the office of the Registrar of Companies at a cost of K2-00 each.



### Business groups incorporation regulation schedule fees

Item No.	Matter	Fees
1.	On the application for incorporation	K 100.00
2.	On the issue of an amended certificate	K 50.00
3.	For a Search of particulars contained in a register kept under the Act	K 10.00
4.	For a photographic reproduction of a document in custody of the Registrar for each page	K 2.00
5.	For certification by the Registrar for a reproduction	K 20.00
6.	For the issue of any certificate under the Act by the Registrar other than a certificate issued under Section 11 (1) of the Act	K 20.00
7.	On lodging a statement under Section 23 of the Act	K 20.00
8.	On lodging a document for registration under Section 27 of the Act	K 20.00
9.	On late lodging a document required to be lodged within a period prescribed by law, in addition to any other fee	K 40.00

### Part of the monetary policy statement from the Bank of Papua New Guinea January 2004

#### OBJECTIVES OF THE CENTRAL BANK

"For the advantage of the people of Papua New Guinea, the objectives of the Central Bank are:

- (a) to formulate and implement monetary policy with a view to achieving and maintaining price stability; and
- (b) to formulate financial regulation and prudential standards to ensure stability of the financial system in Papua New Guinea; and
- (c) to promote an efficient national and international payments system; and
- (d) subject to the above, promote macro-economic stability and economic growth in Papua New Guinea."

**Central Banking Act (CBA) 2000, Section 7**