

Business Studies

Upper Secondary Syllabus



Papua New Guinea
Department of Education

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Secretary's message

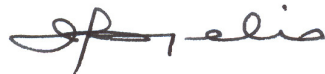
This Business Studies syllabus is to be used by teachers to teach Upper Secondary students (Grades 11 and 12) throughout Papua New Guinea. This syllabus builds upon concepts, skills and attitudes learnt in Lower Secondary and provides a sound foundation for further learning.

The Upper Secondary Business Studies Syllabus links to the National Education Plan's vision, which enables secondary students to achieve their individual potential to lead productive lives as members of the local, national and international community. This stage of learning provides the opportunity for deeper understanding in students to meet individual needs as well as local and global demands and challenges.

Teachers play a pivotal role by being innovative and creative and keeping abreast of new information and technological changes.

The study of the Business Studies syllabus enables students to develop an understanding of the Papua New Guinean business culture and systems, including public and private enterprises, as they operate in and upon the global environment. The syllabus fosters student and community entrepreneurship within an ethical framework and supports the development of students' understanding of business management.

I commend and approve this syllabus as the official curriculum for Business Studies to be used in all schools with Grades 11 and 12 students throughout Papua New Guinea.



DR JOSEPH PAGELIO

Secretary for Education

Introduction

This syllabus is based on the curriculum principles from the National Curriculum Statement. It has been designed using learning outcomes that identify the knowledge, skills, attitudes and values that all students achieve or demonstrate by the end of Grade 12. It is linked to the national curriculum learning area Culture and Community and builds on the knowledge and skills students have learnt since elementary grades. This Business Studies syllabus offers a number of pathways to post-secondary study and the workforce. It has specialised and general applications in both areas.

Lower Secondary Business Studies Strands	Lower Secondary Business Studies Units	Upper Secondary Business Studies Strands	Upper Secondary Business Studies Units
The Economic and Business Environment Enterprise Business Communication	Satisfying Needs and Wants Being a Wise and Responsible Consumer Business Communication My Small Business Project Marketing and Distribution Starting a Small Business Enterprise—Mind Your Own Business Keeping Accounts for My Business Preparing for the Workplace Laws and Business Regulations in Papua New Guinea Business Calculations Taxation Computer Applications for Business The Business of Tourism	Business Organisation and Management Entrepreneurship Business Communication	Preparing for the Future 1 Business Organisation and Management Business Start-up and Management Small Business Management Communication Skills and Management Managing Operations Managing People Preparing for the Future 2

Business Studies is a specialised subject that requires a high level of English competency. Students need to be fluent in reading, writing and speaking English for research, report writing and oral and written presentations.

The context of business provides a realistic setting in which the students' understanding of organisation and management can be developed, since it applies not only to business organisations but also to the students' personal lives. This syllabus contributes to developing an enterprising culture in Papua New Guinea and identifies contributions that such a culture could make to improving economic and community wellbeing.

Through studying this subject, students develop the knowledge, skills and attitudes of informed, critical observers and reflect upon their interactions with business, its organisation and its management.

Business Studies is to be timetabled for 240–250 minutes per week in Grades 11 and 12.

Rationale

Upper Secondary Business Studies builds on the Lower Secondary Business Studies curriculum. It provides quality academic preparation for those who will enter tertiary institutions and also equips students with the knowledge, skills, attitudes and values required to be productive and useful members of the society in which they belong. This syllabus is flexible enough to allow for a broad range of student competencies and a variety of student aspirations and expectations.

The major focus is on business management, business communication and entrepreneurship. The syllabus examines the nature and importance of business, forms of management and the relationship between the two. The social and ethical issues affecting Papua New Guinea's economy and the global community remain essential elements. The needs and expectations of individuals, businesses and government are examined.

Business Studies prepares students to become aware of and participate in the changing social and business environment, both local and global. It prepares students for their future roles: as citizens of Papua New Guinea; and as workers, employers, entrepreneurs, and consumers; by taking into account the students' present and future needs and learning styles.

Acquiring business knowledge, skills, attitudes and experiences enables students to participate meaningfully, competently and with confidence in the changing commercial environment. Having completed Business Studies, students are equipped with the necessary knowledge and skills to participate meaningfully in the socioeconomic development of Papua New Guinea's economy.

Aims

The aims of Business Studies are to enable students to:

- gain knowledge and understanding of business management and practices and its technology
- help develop skills in entrepreneurship, language and oral and written communication, information management, problem solving and decision-making
- develop skills that will enable them to exercise initiative and readily participate in a range of business-related activities
- apply knowledge and skills in practical settings
- apply business management practices in more ethical and socially responsible ways
- discuss a range of issues affecting Papua New Guinea's economy and the global community.

Strands

The study of Business Studies is described in the following strands:

- 'Business organisation and management'
- 'Entrepreneurship'
- 'Business communication'

Business organisation and management

This strand focuses on the nature of business organisation in Papua New Guinea. The major aspects essential to this strand include forms of business and their roles in the local community and the broader economy. The need for businesses to adapt, to attain their goals in changing internal and external environment, is vitally important.

Entrepreneurship

Entrepreneurship within an ethical framework is essential to the future development of Papua New Guinea's economy. This strand enables students to develop an understanding and acquire practical entrepreneurial skills within that framework. Students are provided with opportunities to be creative and explore skills of production, management of resources and finance.

Business communication

This strand emphasises the roles and responsibilities of good management in examining verbal and non-verbal communication in the business environment. It emphasises the importance of effective listening and questioning techniques in the communication process, for complementing good client relations and fostering positive staff morale.

Learning outcomes

The Business Studies learning outcomes identify the knowledge and skills all students achieve or demonstrate at the end of Grade 12. The learning outcomes for Business Studies are listed below.

Students can:

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

Learning outcomes mapped against units								
Learning outcomes	Units							
	11.1	11.2	11.3	11.4	12.1	12.2	12.3	12.4
1. Demonstrate knowledge and understanding of the establishment and operations of small businesses		✓	✓	✓		✓		✓
2. Communicate ideas and information, using business terminology in a range of modes of communication	✓				✓			✓
3. Demonstrate an understanding of skills necessary for business		✓	✓	✓				
4. Evaluate the economic, social, environmental and ethical outcomes of specific business decisions						✓		
5. Apply the knowledge and skills of business management in practical settings			✓	✓	✓	✓	✓	
6. Describe and explain the effects of issues affecting the business community in Papua New Guinea as well as the global community		✓						
7. Demonstrate an understanding of the knowledge and skills of different aspects of communication styles and strategies, operations management and human resource functions					✓		✓	

Unit sequence and content

Grade 11 units	Grade 12 units
<p>11.1 Preparing for the Future 1 <i>4 weeks</i></p> <ul style="list-style-type: none"> • Expectations of the manager and the job seeker <p>11.2 Business Organisation and Management <i>10 weeks</i></p> <ul style="list-style-type: none"> • The business organisation • Organisation and management <p>11.3 Business Start-up and Management <i>10 weeks</i></p> <ul style="list-style-type: none"> • Business and business ideas • Implications for managers • Assess your financial situation • Analyse your business ideas • Major project: Planning a business <p>11.4 Small Business Management <i>16 weeks</i></p> <ul style="list-style-type: none"> • The concept of small business enterprise • Pathways to business entry • Taxation • Insurance • Business finance • Conducting and evaluating a business project 	<p>12.1 Communication Skills and Management <i>10 weeks</i></p> <ul style="list-style-type: none"> • Communication • Telecommunication • Written communication • Communication styles and strategies • Office equipment • Records management • Meetings and procedures <p>12.2 Managing Operations <i>10 weeks</i></p> <ul style="list-style-type: none"> • Concept and nature of operations management • Operations management strategies • Identifying issues of management <p>12.3 Managing People <i>10 weeks</i></p> <ul style="list-style-type: none"> • The concept of human resource management • Human resource planning • Managing employee relations • Identifying issues of management • Responding to management issues • Democratic approaches to management <p>12.4 Preparing for the Future 2 <i>2 weeks</i></p> <ul style="list-style-type: none"> • Completed job file folder • Workplace expectations

Grade 11 units

11.1 Preparing for the Future 1

4 weeks

This unit looks at the basic components of a job file folder. It equips students with the necessary knowledge and skills to resource and develop a job file folder. It also describes different ways of finding a job and looks at how to go about participating in a job interview.

Learning outcomes

Students can:

2. communicate ideas and information, using business terminology in a range of modes of communication.

To achieve the learning outcome, students:

- understand the importance of a job file folder
- develop the skills that will help them to use the job file to apply for jobs
- identify steps, procedures and appropriate skills for successful interviews.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

Expectations of the manager and the job seeker

The job file folder

- what is a 'job file folder'?
- the different components of a job file folder
 - certificates
 - references
 - curriculum vitae or résumé
- developing the job file folder
- finalising the job file folder

Applying for a job

- different ways of finding a job
- ways of applying for jobs: letters, application forms, newspaper advertisements, noticeboards, radio visits and so on
- practise writing sample letters of application in reply to job advertisements in the newspaper
- filling out sample application forms

The job interview

- what is involved in an interview?
- the dos and don'ts of an interview
- preparation for an interview
- participation in interview simulations

Employment prospects

- the career path
 - types of careers: employment, self-employment
 - importance of personality and interest in choosing a career
 - importance of academic qualifications in choosing a career

11.2 Business Organisation and Management

10 weeks

This unit introduces students to the nature of business organisations in Papua New Guinea. The essential elements to this unit include: the roles that businesses play in the community, and the economy at large; the forms of business organisation that business adopts in order to perform its key functions; and the internal structures and external environments that impact on business. The unit also introduces students to a range of management functions and the impact of the internal structures and the external environment of business on these functions.

Learning outcomes

Students can:

1. demonstrate knowledge and understanding of the establishment and operations of small businesses
3. demonstrate an understanding of skills necessary for business
6. describe and explain the effects of issues affecting the business community in Papua New Guinea as well as the global community.

To achieve the learning outcomes, students:

- describe the main roles of business and the main forms of business strategies
- discuss the range of issues affecting the business organisation
- discuss typical internal and external environments of business.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

The business organisation

The nature of business

- roles of business
 - production of goods and services
 - creation of employment and career opportunities
 - contributes to meeting needs or interests of stakeholders and enhancing the economic systems of Papua New Guinea
- business goals
 - profit
 - production effectiveness and efficiency
 - social responsibility.
- legal forms of business
 - sole trader

- partnership
- business group
- company
- key business functions
 - marketing
 - operations
 - human resources
 - finance
- the business environment
 - internal environment (for example, consumers, competitors, company departments)
 - external environment (for example, political, economic, legal, technological aspects)

Organisation and management

The nature of organisations

- definition
- organisations enable people to attain objectives that they cannot achieve individually
- elements of an organisation
 - people
 - structural features, types, organisational charts
- strategies
 - SWOT analysis (Strengths, Weaknesses, Opportunities and Threats)
 - strategic planning and decisions
- environment
 - internal and external
- technology
 - production technologies and information systems

The nature of management

- definition
- managerial functions
 - planning
 - organising
 - leading
 - controlling
- managerial skills
 - intellectual (thinking)
 - human (interpersonal)
 - technical
- levels of management
 - top, middle and lower levels
- approaches to management

- management theories
- management styles

Issues affecting business organisations

- HIV and AIDS
- gender sensitivity
- ethics
- conservation and environmental issues

11.3 Business Start-up and Management

10 weeks

In this unit, students focus on establishing and improving their own businesses. The unit introduces students to practical approaches necessary to start and manage an appropriate small-scale business. Students undertake a feasibility study and prepare a business plan for their forthcoming small business.

Learning outcomes

Students can:

1. demonstrate knowledge and understanding of the establishment and operations of small businesses
3. demonstrate an understanding of skills necessary for business
5. apply the knowledge and skills of business management in practical settings.

To achieve the learning outcomes in this unit, students:

- research and plan small businesses
- report on particular management aspects of their small businesses
- establish a business plan that includes budgeting, roles of individual members with the group, timelines, resources, documentation of teacher input, measures of success and personal observations about the impact.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

Business and business ideas

- definition:
 - what is a business?
 - what is a business idea?
 - what is entrepreneurship?

Implications for managers

- challenges of starting your own business
 - business, family and relatives
 - personal assessment exercise
 - assess your own abilities and experience
 - which type of business

Assess your financial situation

- personal cash flow plan

- income and expense plan

Analyse your business ideas

- good business ideas
- generating own business ideas
- visit to students' local business area
- investigating own environment
- using experiences
- screen own list of ideas
- field research
- SWOT analysis
- own business ideas

Major project: Planning a business

- business plan: definition and purpose; business planning process:
 - anticipating problems
 - problem solving and decision making skills
 - steps in problem solving (identify and define the problem; gather relevant information; list all possible solutions; test each possible solution—will it work? what will it cost? will there be any adverse side effects? choosing the best solution)

Format of a business plan

Executive summary <ul style="list-style-type: none"> • Business description
Operations <ul style="list-style-type: none"> • Description of products • Personal requirements and skills
Marketing <ul style="list-style-type: none"> • Market analysis • Sales forecast • Marketing strategies
Finance <ul style="list-style-type: none"> • requirements • forecast • records • controls
Conclusion <ul style="list-style-type: none"> • Overall performance of the business

11.4 Small Business Management

16 weeks

The purpose of this unit is to develop understanding of the nature of small business enterprises in Papua New Guinea. It examines the features of a small business, motives for business entry, sources of advice for business entry, and determinants that influence the success and failure of small businesses. This unit builds on the planning work undertaken by students in 11.3 Business Start-up and Management. This unit requires students to conduct and evaluate their own small businesses.

Learning outcomes

Students can:

1. demonstrate knowledge and understanding of the establishment and operations of small businesses
3. demonstrate an understanding of skills necessary for business
5. apply the knowledge and skills of business management in practical settings.

To achieve the learning outcomes, students:

- implement and conduct a small business
- establish criteria for measuring the success of the small business
- evaluate the success of the small business
- discuss changes made to the original plan in the actual operation of the business.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

The concept of small business enterprise

The nature of small business enterprise

- definition
- features of small businesses
 - ownership and management
 - employees
 - market share
 - risk factors
- motives for business entry
 - economic and non-economic reasons (such as profit, social responsibility)
- determinants for success and failure of small business
 - success factors (such as drive and energy, moderate risk)

- failure factors (such as mismanagement)

Pathways to business entry

- starting a new business
 - planning (goals, location, product or service and so on)
 - competition
 - market survey
 - advantages and disadvantages
- investing in an existing business: advantages and disadvantages
- buying an existing business
 - valuing the business (assess costs and benefits)
 - purchase contract
- inheriting a business: advantages and disadvantages
- franchising
 - definition
 - types of franchise
 - franchise agreement
 - advantages and disadvantages
- location of business
 - support services

Taxation

- types of taxation
 - salary and wages tax
 - value added tax

Insurance

- types of insurance
 - fire and burglary
 - other types of insurance

Business finance

- networks and business connections
- government agencies
 - Business Development Office
 - National Development Bank
 - Small Business Development Cooperation
- industry associations (such as Coffee Industry Corporation)
- professionals (such as lawyers, accountants)
- leadership skills
 - persuading or influencing
 - motivating
 - communicating
 - entrepreneurial spirit and drive

- innovating and creating
- ability to plan, organise, lead and control resources to attain goals

Conducting and evaluating a business project

- checking records and keeping records
- assessing projects and reporting

Grade 12 units

12.1 Communication Skills and Management

10 weeks

This unit discusses the links between the internal structure of a business, the specific skills of its employees and efficient management. In particular, this unit examines the significance of high-order oral and written communication and systematic forms of record keeping.

Students explore forms of efficient communication and the management strategies to promote such communication across a range of businesses. Using a range of case studies, students identify specific purposes of communication, types of communications and management strategies used to promote and improve communication. Oral recorded forms and written records management are examined.

Learning outcomes

Students can:

2. communicate ideas and information, using business terminology in a range of modes of communication
5. Apply the knowledge and skills of business management in practical settings
7. demonstrate an understanding of knowledge and skills of different aspect of communication styles and strategies, operations management and human resource functions.

To achieve the learning outcomes, students:

- define and explain communication and forms of office communication
- research skills in communications available in an organisational setting
- explain the significance of a set of identified communication skills and strategies in a range of settings
- from a set of case studies of large businesses, suggest modifications to improve identified communication strategies.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

Communication

The means of communication

- internal communication
 - downward, upward and sideways
 - scope, type and purpose of internal communication

- external communication
 - the scope, type and purpose of external communication
- benefits of effective communication
 - encourages learning, improves employee satisfaction, assists in solving problems, reducing conflicts and so on

Telecommunication

The telephone

- techniques for answering the telephone: greeting, identifying, introducing and responding
- listening and response
 - concentrating, taking notes, interjecting, clarifying, taking charge
- types of questions: open and closed

Telephone etiquette

- what is telephone etiquette?
- discuss the impact of the uses of the telephone in the organisation
- practise telephone conversations using telephone techniques and etiquette
- the advantages and disadvantages of oral communication

Written communication

- types of written communication
 - telephone messages, memorandums, e-mail, fax messages, letters, minutes, circulars, telex messages
- recording information correctly for telephone callers

Memorandums

- what is a memorandum and why is it used?
- informal messages sent from one officer to another in a firm or department
- types of memorandums, such as the inter-office memorandum
- practise writing memorandums

E-mail and fax messages

- what is e-mail?
- the advantages and disadvantages of written communication
- practise writing e-mail and fax messages

Correspondence

- what are the different types of correspondence used in organisations?
 - letters
 - minutes
 - inter-office memorandums
 - memorandums
 - circulars

- e-mail
- stock or form letters and so on

Communication styles and strategies

- aggressive
- assertive
- submissive

Office equipment

- types of office equipment used for communication
 - telephones
 - fax machines
 - telex machines
 - duplicators
 - photocopiers
 - computers
- study diagrams of the main parts of selected office equipment
- advantages of office equipment as a means of recording, organising and communicating information
- operating procedures of office equipment
 - operating a variety of office equipment
 - functions of office equipment systems
 - simple repairs
 - using office equipment to send messages

Records management

Managing and maintaining records for business communication

- methods of creating and maintaining records
- the process of records utilisation and transmission

Records retention and disposal: Manual and computer filing systems

- methods of handling correspondence
- filing correspondence
- analysing the role of business documents in the flow of information
- the different roles of business documents

Meetings and procedures

Meetings

- types of meetings: formal and informal
- structure and process of office meetings
 - meeting roles (chairperson, minute secretary)
 - procedures of a meeting
- holding small group meetings

12.2 Managing Operations

10 weeks

This unit combines the roles of management in order to transform inputs into final production of goods and services. The production of the product or delivery of the service is the core objective of any business organisation. The study of operations management allows students to consider the best and most responsible use of all available resources for producing a quality product or service in an environmentally friendly way.

Learning outcomes

Students can:

1. demonstrate knowledge and understanding of the establishment and operations of small businesses
4. evaluate the economic, social, environmental and ethical outcomes of specific business decisions
5. apply the knowledge and skills of business management in practical settings.

To achieve the learning outcomes, students:

- identify and describe the key elements of operations management in determining input in order to generate an environmentally responsible finished product
- use a case study of an industry to demonstrate understanding of the need for industry to combine inputs to generate environmentally responsible finished products.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

Concept and nature of operations management

- production systems
 - productivity
 - transformations
- operations management decisions
 - strategic vs planning decisions
 - role of operations manager
- goods and services operations
 - difference between goods and services
 - managing services operations
- ethics and social responsibilities
 - ethical issues, such as conservation, environmental concerns and offshore production, affect operations management

Operations management strategies

- product choice
 - product selection
 - product definition
 - capacity
- facilities choice
 - local choice
 - layout
- quality choice
 - approaches to quality control
- planning and control
 - production planning and scheduling
 - dispatching
 - scheduling techniques
 - outsourcing or purchasing
- maintenance
 - correcting and preventing
- quality control
- control measures

Identifying issues of management

- maintaining quality
- minimising costs
- pricing of products
- acting in ethical and socially responsible ways

12.3 Managing People

10 weeks

This unit introduces students to the concept of human resource management. It enables them to develop an understanding that people are important resources to the organisation. It also examines job motivation, job design, strategies and procedures used in effective management of people at work. The effectiveness of an organisation depends on human resources and how well they are managed.

Learning outcomes

Students can:

5. apply the knowledge and skills of business management in practical settings
7. demonstrate an understanding of the knowledge and skills of different aspects of communication styles and strategies, operations management and human resource functions.

To achieve the learning outcomes, students:

- identify and discuss the role of human resource managers
- explain strategies used for selection, training and coordination to motivate people to achieve organisational goals or objectives.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

The concept of human resource management

- evolving human resource concepts
 - definition
 - approaches and theories
 - strategic importance
 - role of human resource manager
- people and work
 - motivation, satisfaction and performance
 - team work
 - job design
 - job enrichment
 - job enlargement and so on
- the human resource environment
 - internal and external factors

Human resource planning

- planning process
 - employment cycle
 - job analysis
- attraction and development
 - recruitment, selection and induction
 - training and development
 - performance appraisal and dismissal
- maintenance and renewal
 - reward systems
 - career planning
 - turnover and attrition
- knowledge management
- change management

Managing employee relations

- industrial relations system
 - value of good relations
 - stakeholders in the industrial relations system
 - industrial relations legislation
 - industrial relations instruments
- industrial conflict
 - nature and causes of industrial disputes
 - means of resolution
- workplace relations
 - promoting harmonious relations
 - politics and procedures
 - terms of employment (such as salaries, hours, conditions)

Identifying issues of management

- human resource issues
- financial management issues

Responding to management issues

- improving staff skills through training and development
- use of greater efficiency
- research and development
- use of emerging technology
- use of positive support for staff

Democratic approaches to management

- consultative
- participative
- situational approach

12.4 Preparing for the Future 2

2 weeks

This unit looks at the basic components of a job file folder. It equips students with the necessary knowledge and skills to resource and develop a job file folder. It also describes different ways of finding a job and looks at how to go about participating in a job interview.

Learning outcomes

Students can:

1. demonstrate knowledge and understanding of the establishment and operations of small businesses
2. communicate ideas and information, using business terminology in a range of modes of communication.

To achieve the learning outcomes, students:

- identify appropriate responses for the job seeker from understanding generated through the previous units of Business Studies
- document their completed job file folder.

Content

Completed job file folder

- application process
- interview process

Workplace expectations

- rights and responsibilities
- discrimination in the workplace
- workplace relations

Assessment components, weightings and tasks

The internal assessment mark for Business Studies is to be based on the Grade 11–12 syllabus only. Final assessment should be based on a range and balance of assessment instruments.

The suggested components, weightings and tasks for Grades 11 and 12 are detailed in the tables below.

Components, weightings and tasks for Grade 11

Component	Weighting	Tasks
Tests and examinations	150	These may include multiple-choice items, short answers and extended responses
Research Assignment	50 50	These tasks can include elements within class, particularly in the presentation phase. Tasks may be undertaken over a period of time and presented using a variety of methods
Group work	50	Should include group-based tasks, although it may incorporate individual elements in the reporting phase. The tasks can include written reports from group research, seminars, group presentations, multimedia presentations
Marks	300	

Components, weightings and tasks for Grade 12

Component	Weighting	Tasks
Tests and examinations	150	These may include multiple-choice items, short answers and extended responses
Case study	100	Tasks may include student research on aspects of a topic, reported through a prepared essay or an in-class task or presentation
Interview and presentation	50	Statistical interpretation, graphical skills and calculations. These can utilise theoretical, contemporary or hypothetical situations
Marks	300	

Assessment, examinations and certification

Assessment and reporting practices described here are detailed further in the *National Assessment and Reporting Policy for Papua New Guinea* (2003) and in other support materials produced by the Department of Education.

Assessment

The main purpose of assessment is to improve student learning.

Assessment needs to be *for* learning as well as *of* learning. It is used to evaluate and improve learning and teaching, report achievement and provide feedback to students on their progress.

Assessment measures students' achievement of learning outcomes as described in the syllabus. It is the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes.

Learning and teaching using an outcomes approach requires teachers to plan their teaching and assess learner performance in relation to outcomes, using criteria derived from those outcomes. Assessment involves focusing less on whether a learner has 'passed' or 'failed' and more on what outcomes a learner has achieved and in which areas further support is required.

Assessment in Business Studies

A student's achievement in Business Studies at the end of Grade 12 will be assessed against the learning outcomes. Assessment of student progress towards achieving these learning outcomes is cumulative throughout Grades 11 and 12.

It is important that teachers plan the learning and teaching sequence so that there is a balanced spread of assessment during the year. Some tasks, such as investigations or case studies, can be designed so that they are completed over a period of time rather than at the end of the unit. Other tasks can be done immediately after the relevant section of the unit or topic has been covered.

Assessment for certification

A student's overall achievement in Business Studies will be both internally and externally assessed. The final mark awarded to each student will be a combination of the internal assessment mark provided by the school and the examination mark.

Internal assessment

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

For Business Studies the internal assessment marks will provide a summation of each student's achievements in Grades 11 and 12. The assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the tables on page 25. A variety of tasks gives students the opportunity to demonstrate all the learning outcomes in different ways to improve the validity and reliability of the assessment.

All schools must meet the requirements for internal assessment as specified in the *Grade 12 Assessment, Examination and Certification Handbook*.

External examination

The external examination provides a measure of student achievement of those aspects of the learning outcomes that can be reliably measured in an examination setting. Questions for the external examination in Business Studies will be developed using the outcomes, knowledge and skills in the syllabus.

Recording

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

Certification

Candidates will be awarded the national certificate only if they meet all requirements for internal and external assessment. Eligibility rules for the award of certificates are specified in the *Grade 12 Assessment, Examination and Certification Handbook*.