



Government of **Western Australia**
School Curriculum and Standards Authority

BUSINESS MANAGEMENT AND ENTERPRISE

General course

Year 12 syllabus for teaching from 2027

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2027.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

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Rationale

The Business Management and Enterprise General Year 12 course explores what it takes for businesses to be successful beyond the initial startup stage and factors that support and challenge business growth and expansion at a national level.

By studying this course, students develop knowledge and understanding of factors that contribute to the success of small to medium-sized businesses. They explore the different organisational structures and legal requirements that impact how businesses operate, the key elements of a business plan and characteristics of effective marketing strategies for business growth and expansion. Students also examine the importance of intellectual property in business and key features of effective human resources management, as well as challenges faced by businesses when expanding nationally.

Students develop critical thinking skills as they apply concepts to analyse different business situations, decisions and/or issues. They develop research skills as they collect, collate and organise information relevant to business activity.

The course prepares students for a future where they will need an entrepreneurial mindset to identify possibilities and create opportunities within a business environment. The course equips students with fundamental skills to participate in the dynamic world of business at the national level and demonstrate integrity in business activities.

The skills and knowledge developed through the Business Management and Enterprise General course provides a basis for further study at the vocational level and may be used as an alternative entry pathway for university, which may lead to a variety of future career options in occupational fields such as sales, retail management, business management, office management, human resources and marketing.

Aims

The Business Management and Enterprise General course aims to develop students' understanding of:

- business concepts and processes, including the ability to apply these to business situations
- business structures and how leadership and management function
- factors that impact business performance, operations and expansion in a national context
- the impact of societal beliefs and values, government policies and legal requirements on business activity
- a range of strategies that promote business success and measure business performance
- characteristics that facilitate creativity, innovation and enterprising opportunities
- business tools, processes and documentation required for effective business operations
- how to research and effectively communicate information relevant to business activity.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3

The focus of this unit is on success in business at a national level and what it takes to be successful beyond the initial start-up stage.

Unit 4

The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

Organisation of content

The course content encompasses theoretical and practical aspects of business management and enterprise, and is divided into three content areas:

- Environments
- Management
- People.

Environments

Businesses exist to meet needs and create benefits for individuals and society. Factors which impact on business activities include socio-economic interests and habits, cultural beliefs and geographic location. All businesses, whether sole traders, partnerships, companies, not-for-profit organisations or government agencies, operate within a political and legal framework. On a national level, government and industry set policies. These policies can take the form of regulations, taxation, subsidies or incentives which affect business operations and innovation.

Industrial legislation influences all business and industry. Contractual obligations, consumer protection, environmental policies and intellectual property are dynamic political and legal environments that can either foster or hinder business operations, innovation and enterprise.

Businesses need to be aware of new technologies that impact on society and the opportunities or threats that this may offer business.

Management

Management refers to the overall planning, leading, organising and controlling a business. The way in which this is done depends on the management structure and the way in which business decisions are made. Management needs to understand concepts, such as consumer behaviour, market structure and size, market share and niche markets, and the marketing mix.

Constructing a marketing plan requires the synthesis of information in relation to market research, segmentation, positioning, SWOT (strengths, weaknesses, opportunities and threats) and competitor analysis.

Managing business operations requires financial literacy to enable the understanding of financial information and make sound business decisions. Basic accounting knowledge and skills and financial literacy enables management to understand financial documents and reports relating to profitability, cash flow and the value of the business.

People

The ability to motivate others is fundamental to business success. Management of any work force involves recruitment, induction, identifying work roles, training, performance management, promoting positive work attitudes, employee relations, occupational safety and health (OSH), equal opportunity, and provision of career development pathways. An understanding of all these aspects of human resource management is critical to business performance.

Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Business Management and Enterprise General course.

Critical and creative thinking

Students develop critical and creative thinking as they apply business concepts, theories and processes to analyse business situations and/or issues when responding to scenarios and case studies. They interpret information relevant to business activity and draw conclusions as they make recommendations regarding feasibility and/or implementation.

Ethical understanding

Students develop ethical understanding as they explore the impact of ethical issues on business image and activity. They consider sustainable business practices as they examine factors that influence business image and consumer spending patterns. Students explore the legal frameworks that relate to consumer rights and protection, employee protections at work and the responsibilities of employers to operate and engage in business activity in an ethical manner.

Literacy

Students develop literacy capability as they read, research and analyse information related to business activity. They learn to use business language and terminology when applying concepts, theories and processes to a range of business situations. Students communicate information relevant to business activity using a range of formats, such as written, oral or multimedia, when developing short and/or extended answer responses to scenarios and/or case studies, or when preparing recommendations, reports or any other format that demonstrates critical analysis and preparation of business information.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Business Management and Enterprise General Year 12 syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Digital literacy
- Intercultural understanding
- Numeracy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the Business Management and Enterprise General course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Business Management and Enterprise (GEBME)	General	✓		✓		✓		
Year 12	Business Management and Enterprise (GTBME)	General	✓		✓		✓		

Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate them into the teaching and learning program for the Business Management and Enterprise General course. The Cross-curriculum Priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

The Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander Communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of all young people to participate positively in the ongoing development of Australia.

In the Business Management and Enterprise General course, the Aboriginal and Torres Strait Islander histories and cultures priority is recognised through understanding that resource allocation and choices have always been an innate part of all cultures. A future focus enables students to consider past behaviours and the development of possible activities to support the growth of Aboriginal and Torres Strait Islander business activity while recognising the potential impact of all business activity on lands that may be subject to the continuation of traditional cultural practices.

Asia and Australia's engagement with Asia

This priority ensures that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

The Asia and Australia's engagement with Asia priority provides rich and engaging content and contexts for developing students' business management and enterprise knowledge, understanding and skills. This priority is recognised through consideration of current trade relationships, the significant role that Australia plays in economic developments in the Asia region, and the contribution of Asia to business and economic activity in Australia. Students explore how business collaboration and economic engagement in the region contribute to effective regional and global citizenship.

Sustainability

This priority allows all young Australians to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. The sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

The sustainability priority provides a context for developing students' business management and enterprise knowledge, understanding and skills. This priority is addressed through considering the economic, social and environmental sustainability of decisions made by stakeholders in the context of contemporary business issues and/or events.

Unit 3

Unit description

The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below.

The course content encompasses theoretical and practical aspects of business management and enterprise, and is divided into three content areas:

- Environments
- Management
- People.

Environments

Political and legal, economic, socio-cultural and technological (PEST)

- types of business ownership in small to medium enterprises (SMEs)
 - sole traders
 - partnerships
 - small proprietary companies
 - not-for-profit organisations
 - franchises
- Australian consumer law in relation to misleading and deceptive conduct in business marketing activity, including:
 - bait advertising
 - scientific claims
 - country of origin
- consumer rights and protection, including:
 - product safety (Australian Standards)
 - guarantees, warranties and refunds
 - repair and replace
- national employment standards for employment contracts, including:
 - minimum wage
 - minimum working conditions
 - unfair dismissal

- key elements of a contract
 - intention
 - agreement (offer and acceptance)
 - consideration
- legal requirements of contracts, including:
 - capacity
 - consent
 - legal purpose
- impact of economic factors on business function, including:
 - inflation
 - interest rates
 - availability of skilled and unskilled labour
 - unemployment rates
- the concept of business public image
- methods of raising business public image, including:
 - corporate sponsorship
 - donations
- positive and negative impacts on business image of environmental issues, including:
 - climate change
 - pollution
 - energy use
 - animal testing

Management

Marketing

- the concept of market
- the concepts of market size and market share
- key elements of a marketing plan, including:
 - market position
 - competitor analysis
 - target market analysis
 - marketing goals
 - marketing strategy
 - marketing mix
- the concept of market segmentation
- characteristics of market segmentation, including:
 - demographic
 - geographic
 - psychographic (lifestyle and behaviour)
- the concept of market research
- key features of the market research process, including:
 - collection of primary and secondary data
 - data analysis
- the concepts of marketing and the marketing mix

- elements of the marketing mix
 - product
 - positioning
 - features
 - branding
 - packaging
 - price
 - skim
 - penetration
 - psychological
 - premium/prestige
 - place
 - direct distribution
 - indirect distribution
 - location
 - promotion
 - advertising
 - publicity
 - sales promotion
 - personal selling
 - viral marketing
 - people (employees)
 - training and customer service as part of customer relationship management (CRM)
 - processes
 - procedures to deliver a service or product
 - physical presence of the business
 - signage
 - webpage
 - staff uniform
 - performance
 - evaluation of business marketing objectives using key performance indicators (KPIs), including: sales revenue, sales returns and customer satisfaction
- the use of customer profiling to determine customer needs and expectations
- the use of competitor profiling to determine competitor product range, prices and marketing strategies
- strategies for managing customer relationships, including:
 - customer loyalty programs
 - early adopter incentives
- the use of technologies to facilitate promotional activities, including:
 - online advertising
 - social media
 - mobile applications
 - e-newsletters
 - e-commerce

Operations

- levels of management within a business
 - top
 - middle
 - frontline
- types of organisational structures, including:
 - functional
 - product
 - divisional
 - team
- features of organisational structures, including:
 - chain of command
 - span of control
 - delegation

People

- phases of the employment cycle
 - acquisition
 - staffing needs
 - selection and recruitment
 - development
 - induction
 - training
 - maintenance
 - agreements
 - contracts
 - performance management
 - separation
 - retirement
 - resignation
 - retrenchment
 - dismissal

Unit 4

Unit description

The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

Unit content

This unit builds on the content covered in Unit 3.

This unit includes the knowledge, understandings and skills described below.

The course content encompasses theoretical and practical aspects of business management and enterprise, and is divided into three content areas:

- Environments
- Management
- People.

Environments

Political and legal, economic, socio-cultural and technological (PEST)

- factors that influence spending patterns of small to medium sized enterprises (SME) and consumers, including:
 - the level of economic activity
 - prevailing community social norms, including attitudes to business public image and sustainability
- issues related to the marketing and promotion of the following products:
 - alcohol
 - tobacco
 - fast food
- employee protections at work as provided by the *Fair Work Act 2009*
- intent and purpose of the Work Health and Safety Act 2020 (WA)
 - responsibility of an employer within the *Work Health and Safety Act 2020 (WA)*
- influence of government policy on the following:
 - product labelling
 - trading hours
 - advertising practices to children
- the concept of intellectual property (IP)
- purpose of IP laws in Australia

- types of intellectual property registrations, including:
 - copyright
 - patents
 - trademarks
 - designs
- process for Australian IP registration

Management

Marketing

- purpose and features of a marketing strategy
- stages of the product lifecycle
 - development
 - growth
 - saturation
 - decline
- applying marketing strategies for each stage of the product lifecycle

Operations

- purpose of a business plan
- key elements of a business plan, including:
 - executive summary
 - vision statement
 - mission statement
 - business concept
 - operations strategy
 - marketing plan, including strengths, weaknesses, opportunities, threats (SWOT) analysis
 - financial plan
 - human resource management (HRM)
- purpose and features of the following financial reports:
 - a budget
 - a balance sheet (statement of financial position)
 - a profit and loss statement
- function of key performance indicators (KPIs)
- characteristics of the following financial indicators:
 - profitability
 - cost reduction
 - sales
- characteristics of the following non-financial indicators:
 - quality
 - customer satisfaction

People

- key features of the following leadership styles:
 - autocratic
 - participative
 - situational
- characteristics of the following motivation theories:
 - Maslow's Hierarchy of Needs
 - Herzberg's Motivation-Hygiene theory
 - Vroom's Expectancy theory
 - Adams' Equity theory
- the concept of motivation in business, including:
 - financial incentives for employees, including:
 - sales bonuses
 - shares schemes
 - non-financial incentives for employees, including:
 - skill improvement training
 - recognition and reward
 - penalties for employees

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Business Management and Enterprise General Year 12 syllabus and the weighting for each assessment type.

Assessment table – Year 12

Type of assessment	Weighting
Business research Students plan and conduct research relevant to business activity and make recommendations as to feasibility and/or implementation. Research may result in a business report, such as a management report or a business plan or sections of these. The format could be written, oral or multimedia. In addition to the final presentation, other evidence of research can include: teacher observation records, survey data, learning journals, reference lists, project plans and/or draft notes.	30%
Response Students analyse business situations and/or issues. Formats can include: written or oral response to scenarios, case studies, preparation of recommendations, reports, or any other form that demonstrate critical analysis and preparation of business information. Students can be required to respond to multiple choice, short answer and/or extended answer questions under test conditions. This can include school examinations.	55%
Externally set task A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.	15%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units. The externally set task occurs in Term 2.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, student performance on a business research task could be validated by a student/teacher interview, a learning journal, or a declaration of authenticity.

Externally set task

All students enrolled in the Business Management and Enterprise General Year 12 course will complete the externally set task developed by the Authority. Schools are required to administer this task in Term 2 at a time prescribed by the Authority.

Externally set task design brief – Year 12

Time	50 minutes
Format	Written
	Conducted under invigilated conditions
	Typically between two and five questions
	Questions can require students to respond to stimulus material, such as scenarios, case studies, business situations and/or issues
Content	The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based

Refer to the *WACE Manual* for further information.

Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units. The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Business Management and Enterprise General Year 12 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au.

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

Appendix 1 – Grade descriptions Year 12

A	Adapts and applies business concepts and models to analyse, interpret and improve business performance.
	Assesses business environments or situations to interpret and explain in detail factors that impact on business performance.
	Develops innovative responses to business opportunities at a national level and formulates detailed strategies for implementation.
	Conducts targeted research and applies relevant evidence to make informed business decisions.
	Provides detailed and focussed business documentation that effectively communicates to the target audience.
B	Adapts and applies business concepts and models to explain or interpret business performance.
	Assesses business environments or situations to interpret and explain factors that impact on business performance.
	Develops responses to business opportunities at a national level and formulates mostly detailed strategies for implementation.
	Conducts research and applies mostly relevant evidence to make business decisions.
	Provides mostly detailed and focussed business documentation that effectively communicates to the target audience.
C	Uses business concepts and models to make business decisions.
	Examines business environments or situations to explain some factors that impact on business performance.
	Develops responses to business opportunities at a national level and formulates some strategies for implementation.
	Conducts some research to support business decisions.
	Provides some relevant business documentation that communicates to the target audience.
D	Uses elements of business concepts and models to make limited business decisions.
	Attempts to assess business environments or situations and provides limited explanations of factors that impact on business performance.
	Develops limited responses to business opportunities at a national level with minimal or no strategies for implementation.
	Conducts minimal research.
	Provides limited business documentation.
E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

