



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

# **BUSINESS MANAGEMENT AND ENTERPRISE**

GENERAL COURSE

---

Year 12 syllabus

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2017.

Users of this syllabus are responsible for checking its currency.

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

### **Copyright**

© School Curriculum and Standards Authority, 2017

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

# Content

---

<b>Rationale</b> .....	<b>1</b>
<b>Course outcomes</b> .....	<b>2</b>
<b>Organisation</b> .....	<b>3</b>
Structure of the syllabus .....	3
Organisation of content .....	3
Representation of the general capabilities .....	4
Representation of the cross-curriculum priorities .....	6
<b>Unit 3</b> .....	<b>8</b>
Unit description .....	8
Unit content .....	8
<b>Unit 4</b> .....	<b>12</b>
Unit description .....	12
Unit content .....	12
<b>School-based assessment</b> .....	<b>15</b>
Externally set task .....	16
Grading .....	16
<b>Appendix 1 – Grade descriptions Year 12</b> .....	<b>17</b>



## Rationale

The Business Management and Enterprise General course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of these skills within the business cycle, day-to-day running, continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise helps students to appreciate the significance of their role as both participants and consumers in the business world.

The Business Management and Enterprise General course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. This course provides students with the ability to make sound and ethical business decisions based on critical thinking, in line with their own and societal values.

The course equips students to proactively participate in the dynamic world of business, behave responsibly and demonstrate integrity in business activities.

## Course outcomes

The Business Management and Enterprise General course is designed to facilitate achievement of the following outcomes.

### Outcome 1 – Business concepts

Students understand the concepts, structures and factors underpinning business performance.

In achieving this outcome, students:

- understand marketing
- understand how leadership and management function
- understand how organisational practices, procedures and structures function.

### Outcome 2 – Business in society

Students understand the interrelationships between business and society.

In achieving this outcome, students:

- understand the impact of beliefs and values on business activity
- understand the impact of economic environments, government policies and legal requirements on business activity
- understand the impact of technologies on business activity.

### Outcome 3 – Innovation and operations

Students demonstrate knowledge, skills and processes required to manage business operations.

In achieving this outcome, students:

- apply business skills, tools and processes
- process and translate information required for effective business operations
- demonstrate interpersonal skills required for effective business operations
- investigate and evaluate innovative and enterprising opportunities.

## 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 assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Business Management and Enterprise General course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school, and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

In the Business Management and Enterprise General course, students learn to examine and interpret a variety of business data and/or information. They learn to use effectively the specialised language and terminology of business when applying concepts and communicating conclusions to a range of audiences using multimodal approaches. Students consider divergent approaches to business issues and events when engaging in debates and arguments, and when communicating conclusions.

### Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school, and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world, and having the dispositions and capacities to use mathematical knowledge and skills purposefully.



In the Business Management and Enterprise General course, students apply relevant numeracy knowledge and skills when using charts, financial statements, statistics, graphs and models that display business data. They use their numeracy knowledge and skills to display, interpret and analyse business data, draw conclusions and make predictions and forecasts. Students develop an appreciation of the way numeracy knowledge and skills are used in society and apply these to hypothetical and/or real life experiences.

### **Information and communication technology capability**

Students develop information and communication technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. The capability involves students in learning to make the most of the technologies available to them, adapting new ways of doing things as technologies evolve, and limiting the risks to themselves and others in a digital environment.

Throughout the Business Management and Enterprise General course, students develop ICT capability when they access and use ICT as a tool to locate, research, display data and/or information. They create, communicate and present business data and information using ICT to a variety of audiences.

### **Critical and creative thinking**

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions, such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

In the Business Management and Enterprise General course, students develop their critical and creative thinking as they identify, explore and determine questions to clarify business issues and/or events and apply reasoning, interpretation and analytical skills to data and/or information. They develop enterprising behaviours and capabilities to imagine possibilities, consider alternatives, and seek and create innovative solutions to business issues and/or events.

### **Personal and social capability**

Students develop personal and social capability as they learn to understand themselves and others, and more effectively manage their relationships, lives, work and learning. The capability involves students in a range of practices, including recognising and regulating emotions, developing empathy for, and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

In the Business Management and Enterprise General course, students learn to appreciate the effect of business decisions on their lives and those of others. While working independently or collaboratively, they develop and use interpersonal skills, such as leadership and initiative, building positive relationships, negotiating and resolving conflict, and making informed and responsible decisions.

### **Ethical understanding**

Students develop capability in ethical understanding as they identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgement. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook. This helps them manage conflict and uncertainty, and develop an awareness of how their values and behaviour affect others.

In the Business Management and Enterprise General course, students develop informed ethical values and attitudes and become aware of their own roles and responsibilities as participants in the business environment.

### **Intercultural understanding**

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about, and engaging with, diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

In the Business Management and Enterprise General course, students develop an appreciation of the different ways other countries respond to business issues and/or events. They reflect on the interconnections between cultures while considering the effects on other countries of decisions made by consumers, businesses and governments in Australia, and the way decisions in other countries affect the Australian business environment.

## **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 the priorities 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
    - viral marketing
    - telemarketing
  - 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:
  - internet
  - mobile devices

### **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 *Occupational Safety and Health (OSH) Act 1984 (WA)*
  - responsibility of an employer within the *OSH Act*
- 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:
  - patents
  - trademarks (including domain names)
  - 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
<p><b>Business research</b></p> <p>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.</p> <p>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.</p>	40%
<p><b>Response</b></p> <p>Students analyse business situations and/or issues.</p> <p>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.</p> <p>Students can be required to respond to multiple choice, short answer and/or extended answer questions under test conditions. This can include school examinations.</p>	45%
<p><b>Externally set task</b></p> <p>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.</p>	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).

All assessment types must be included in the assessment outline at least twice with the exception of the externally set task which only occurs once.

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

<b>Time</b>	50 minutes
<b>Format</b>	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
<b>Content</b>	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
<b>A</b>	Excellent achievement
<b>B</b>	High achievement
<b>C</b>	Satisfactory achievement
<b>D</b>	Limited achievement
<b>E</b>	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](http://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

<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	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.
<b>E</b>	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.