



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

# **BUSINESS MANAGEMENT AND ENTERPRISE**

GENERAL COURSE

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Year 11 syllabus

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2015.

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.

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## 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 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1

The focus of this unit is on establishing a small business in Australia.

#### Unit 2

The focus of this unit is on operating a small business in Australia.

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 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 society and the opportunities or threats that this may offer business.

## Management

Management refers to the overall planning, leading, organising and controlling of 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, equal opportunity, and provision of career development pathways. An understanding of all these aspects of human resource management is critical to business performance.

## Progression from the Year 7–10 curriculum

This syllabus contributes to develop students' learning around the knowledge, understandings and skills within the Year 7–10 Economics and Business curriculum. The syllabus focuses on the role of business in Australia's economy and explores business concepts, success and business growth and the way that business opportunities and operations are influenced by social, cultural, economic, political and legal factors.

This syllabus also continues to develop business skills of interpretation and analysis of business data and/or information, and the application of concepts and capabilities to a range of business situations.

## 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 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 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 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 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 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 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 contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for 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 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 1

## Unit description

The focus of this unit is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.

## Unit content

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)

- reasons for starting a business, including:
  - wealth creation
  - development of an innovative idea
  - financial security
  - employment opportunities/choices
- identification of a business opportunity
- concept of entrepreneurship
- types of innovation
- the relationship between business growth and innovation
- the environments of business
  - macro environment
  - operating environment
  - internal environment
- introduction to the concept of ethical practice for business, particularly in relation to the external environment
- classification of businesses
  - sole traders
  - partnerships
  - private companies
  - not-for-profit organisations
  - franchises

- legal requirements in setting up sole traders and partnerships, including:
  - Australian business number (ABN)
  - business name
  - business registration
  - *Partnership Act 1895 (WA)*
  - Partnership agreement
  - registration of tax file number

## Management

### Marketing

- the importance of identifying potential customers and competitors
- the following elements of the marketing mix:
  - product
  - price
  - place
  - promotion

### Operations

- purpose of a simple business plan
- key features of a simple business plan, including:
  - mission statement
  - business profile
- factors influencing business success, including:
  - positive cash flow
  - appropriate market research
  - experience in business planning
- factors influencing business failure, including:
  - lack of cash flow
  - lack of market research
  - lack of experience in business planning
- sources of funding from financial institutions
  - short-term
  - long-term

### People

- role of human resources in business
- employer obligations, including:
  - payroll
  - superannuation
  - leave entitlements

- key features of a job description, including:
  - skills
  - qualifications
  - experience

## Unit 2

### Unit description

The focus of this unit is on operating a small business in Australia. The unit is suited to the running of a small business in the school or local environment, or to the use of business simulations. The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision making are introduced. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated.

### Unit content

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)

- the concept of business networks
- purpose of business networks
- the concept of ethical business practice
  - code of ethics for employer/employee
  - employer/employee behaviour
  - business/client relationship
- business protocols, including the use of appropriate language and business etiquette
- legal requirements for operating small to medium enterprises (SMEs), including sole traders and partnerships:
  - Goods and Services Tax (GST)
  - Business activity statement (BAS) reporting
- intent and purpose of the following Western Australian workplace laws:
  - *Equal Opportunity Act 1984 (WA)*
  - *Occupational Safety and Health Act 1984 (WA)*
- rights and responsibilities of employers, including:
  - implement *Occupational Safety and Health Act 1984 (WA)* and Worksafe practices
  - implement *Equal Opportunity Act 1984 (WA)* policies

- rights and responsibilities of employees, including:
  - follow *Occupational Safety and Health Act 1984 (WA)* and Worksafe practices
    - report workplace hazards
    - work in an ethical manner
    - undertake appropriate training to perform duties
- the rights of consumers in Australian consumer law, including:
  - make a complaint
  - return faulty products
  - engage in lay-by agreements

## Management

### Marketing

- the concept of competitive advantage
- the following elements of the marketing mix:
  - people
  - processes
  - physical presence of the business
- factors that influence consumer purchasing decisions
  - peer groups
    - aspirational
    - associative
    - dissociative
  - psychological factors
    - loyalty
    - memory
    - motivation
    - perception of business image
  - economic factors
    - supply, demand and price
    - interest rates
    - petrol prices

### Operations

- the role of the manager in operating a business
  - planning
  - organising
  - leading
  - controlling
- risk management strategies when operating a SME business
  - insurance
  - employee training



- methods of monitoring business activities, including:
  - customer database
  - sales data
  - debt and cash
- the nature and purpose of the following simple cash records:
  - receipts
  - bank deposit slip
  - simple business bank reconciliation
- nature and purpose of the following source documents:
  - order forms
  - tax invoice
- simple calculation of profit using income and expenses only

## People

- ways to work collaboratively in teams, including:
  - accept responsibility
  - support and contribute to team effort
  - acknowledge other points of view
- key traits of teamwork that facilitate creativity and innovation, including:
  - openness and honesty
  - valuing ideas and contributions
  - learning from unsuccessful ideas
- enterprising traits, including:
  - risk taking
  - optimism
  - creativity
  - perseverance
- characteristics of entrepreneurs, including:
  - responsible risk taker
  - resilience
  - self-confidence
  - specialised knowledge and/or experience
- key features of the following creative and critical thinking tools:
  - Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Reverse (SCAMPER)
  - De Bono's Six Thinking Hats
- decision-making tools, including:
  - Plus, Minus, Interesting (PMI)
  - Y-charts

## 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 11 syllabus and the weighting for each assessment type.

### Assessment table – Year 11

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 can 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>	60%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

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 twice. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

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.

## 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 (or for a unit where only one unit is being studied). 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 11 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 11

<b>A</b>	Explains factors that impact on establishing and operating a small business in Australia and describes the relationships between them.
	Gathers, organises and analyses business information and draws relevant logical conclusions.
	Prepares targeted responses to small business scenarios demonstrating innovative solutions.
	Applies relevant skills and processes effectively to selected small business operations.
<b>B</b>	Explains factors that impact on establishing and operating a small business in Australia.
	Gathers, organises and analyses business information and draws mostly relevant conclusions.
	Prepares relevant responses to small business scenarios demonstrating some elements of innovation.
	Applies relevant skills and processes to selected small business operations.
<b>C</b>	Describes factors that impact on establishing and operating a small business in Australia.
	Gathers and organises relevant business information and draws some conclusions.
	Prepares relevant responses to small business scenarios.
	Applies some skills and processes to selected small business operations.
<b>D</b>	Identifies factors that impact on establishing and operating a small business in Australia.
	Gathers and organises some business information.
	Attempts responses to small business scenarios.
	Applies limited skills and processes to selected small business situations.
<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.