



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

# **BUSINESS MANAGEMENT AND ENTERPRISE**

ATAR COURSE

---

Year 12 syllabus

## **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**

This syllabus is effective from 1 January 2024.

Users of this syllabus are responsible for checking its currency.

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

## **Copyright**

© School Curriculum and Standards Authority, 2023

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 (the 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 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 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>11</b>
Unit description .....	11
Unit content.....	11
<b>School-based assessment</b> .....	<b>14</b>
Grading .....	15
<b>ATAR course examination</b> .....	<b>16</b>
Examination design brief – Year 12 .....	16
<b>Appendix 1 – Grade descriptions Year 12</b> .....	<b>17</b>



## Rationale

The Business Management and Enterprise ATAR 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 ATAR 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 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 ATAR 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 strategic international business growth.

#### Unit 4

The focus of this unit is on global business operations.

Each unit includes:

- a unit description – a short description of the purpose 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. The political, legal, economic, cultural, and technological environments all affect how a business operates. Organisations respond to opportunities and threats to provide goods and services. However, they need to do this in an ethical and socially responsible manner. This protects the societies they operate within and their own interests over the longer term. How a business operates depends on the philosophy and goals of its management, its internal culture, and the wants and needs of its various stakeholders. This becomes more complex in a globalised world where Australian companies respond to the legal, cultural, and economic environments of countries within which they operate. These factors can foster, or hinder, business operations, innovation, and enterprise.

## Management

Management is responsible for setting the vision, mission, and strategic direction that drives all operational activities in a business. In a globalised environment, organisations need to change and adapt, to align their activities to different economic, social and cultural settings to meet their moral and ethical obligations to their stakeholders. A number of operational activities combine to achieve this. Operational plans are developed and implemented to ensure raw materials are processed to produce goods or services. Marketing strategies are developed and implemented to position the business for competitive advantage. Financial records help to assess and track viability and profitability.

## People

The management of any workforce requires effective leadership, an understanding of motivational tools and techniques, and the ability to continuously change and adapt. To operate in an international setting, organisations need human resource and management strategies that value and recognise their demographically and culturally diverse workforces.

## 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 ATAR 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 ATAR 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 ATAR 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 ATAR 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 ATAR 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 ATAR 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 ATAR 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 ATAR 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 which 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 ATAR 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 learn 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 ATAR 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

In the Business Management and Enterprise ATAR course, 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, 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

In the Business Management and Enterprise ATAR course, students 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 strategic international business growth. The unit explores the need for global expansion and change management. It also addresses the opportunities provided by the global environment and the factors that drive international business development.

### Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12.

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

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

- factors driving global business development, including:
  - financial growth opportunities and/or loss minimisation
  - consumer purchasing and spending patterns
  - World Trade Organisation (WTO) regulations and sanctions
  - deregulation of the financial market
- the impact of globalisation on:
  - employment levels in developing countries and in developed countries
  - global spread of skills and technology
  - international cooperation
  - domestic market
  - tax minimisation – tax havens and transfer pricing
- benefits of home grown/developed products
- role of ethics in global business decisions, including:
  - environmental responsibility
  - outsourcing
  - the use of offshore labour
- host country and home government incentives for international trade, including:
  - grants
  - taxation

- features and role of free trade agreements (FTA), including:
  - ASEAN-Australia-New Zealand Free Trade Agreement (AANZFTA)
  - Australia New Zealand Closer Economic Relations Trade Agreement (ANZCERTA)
- benefits and challenges to Australian owned businesses as a result of FTAs
- the role of e-commerce in a global environment

## Management

### Marketing

- benefits to a business of having a global brand
- factors that determine the feasibility of expanding into a foreign market, including:
  - level of demand by consumers
  - consumption patterns
  - competitor activity
- standardisation or adaptation when applying elements of the marketing mix to global brands
  - corporate slogan
  - product name
  - product features
  - positioning

### Operations

- rationale for and benefits of global strategic alliances
  - outsourcing
  - acquisition
  - mergers
  - joint ventures
  - franchising
- sources of financial risk in export markets, including:
  - currency fluctuations
  - non-payment of monies
- strategies for minimising financial risk in export markets, including:
  - documentation
  - insurance
  - hedging
- the role of innovation in improving products, processes and services
- the benefits of innovation for business, including:
  - financial gain
  - expansion of global market presence
  - increased market share

- factors that impact on the success of innovation
  - timing
  - cost
  - marketing strategy
  - technology

## People

- internal and external factors that drive change in a global environment
- reasons for resistance to change, including:
  - financial costs
  - managerial inertia
  - cultural incompatibility in mergers/takeovers
  - staff attitude
- preparing people for change, including:
  - Lewin's Forcefield Analysis model
  - Kotter's 8 Steps change management model
- managing diversity as a strategy for business growth

## Unit 4

### Unit description

The focus of this unit is on global business operations. The unit explores how businesses operate strategically and examines the features and traits of successful management. It addresses the significance of strategic planning and the concept of competitive advantage.

### Unit content

This unit builds on the content covered in Unit 3.

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

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

- the impact of cultural considerations on global business practice, including:
  - levels of education
  - customs
  - holidays and celebrations
  - religious beliefs
  - business etiquette
  - communication protocols
- the role of business in relation to ethical practice in a global context, including:
  - minimum standards of labour by the International Labour Organisation (ILO), including the use of child labour
  - corporate social responsibility
  - environmental sustainability
- economic factors which impact on business operations in the global market, including:
  - economic activity
  - discretionary spending
  - interest rates
  - currency fluctuations
- types of financial institutions, including:
  - banks
  - finance companies
- sources of internal funding, including:
  - retained profits

- sources of external funding, including:
  - debentures
  - share capital
  - trade credit
  - venture capital
  - secured loans
  - financial institutions
  - government
- political factors which impact on business operation in global markets, including:
  - stability of foreign governments
  - relationship of foreign governments with the Australian Government
- impact of legal systems on business operation in global markets
  - differences regarding competition regulation
    - patent registrations
    - product liability
- impact of technology on business operation in global markets, including:
  - technology that assists business in the expansion into global markets
  - e-commerce, security and privacy issues

## Management

### Strategic management

- purpose and intent of the strategic planning process
- key features of strategic plans:
  - mission and objectives
  - environmental scan
    - PEST
    - Porter's Five Forces
    - Strengths, Weaknesses, Opportunities, Threats (SWOT) strategies
  - strategic formulation
  - strategic implementation
  - evaluation and control

### Operations

- purpose, features and interpretation of the following basic financial ratios:
  - liquidity
    - current ratio
      - formula:  $\frac{\text{current assets}}{\text{current liabilities}}$
  - profitability
    - gross profit ratio
      - formula:  $\frac{\text{gross profit}}{\text{net sales}}$



- profit ratio
  - formula:  $\frac{\text{profit}}{\text{net sales}}$
- expense ratio
  - formula:  $\frac{\text{operating expenses}}{\text{net sales}}$
- return on equity ratio
  - formula:  $\frac{\text{profit}}{\text{equity at end}}$
- stability
  - debt to equity ratio
    - formula:  $\frac{\text{total liabilities}}{\text{total equity}}$
- purpose of production management systems
- features of product development
- features of quality management
  - control
  - assurance
  - improvement
- inventory control techniques
  - just-in-time
  - just-in-case

### Marketing

- use of technology in global markets, including:
  - distribution of products
  - e-commerce
  - social media campaigns

### People

- adapting leadership styles in a cross-cultural setting, including:
  - autocratic
  - participative
  - situational
- leadership traits needed in a cross-cultural setting, including:
  - skilled communicator
  - socially aware
  - skilled decision maker
  - future thinker
  - self-discipline
  - responsible
  - motivational

## 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 ATAR 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 regarding feasibility and/or implementation. Research can result in a business report, such as, a management report or a business plan or sections of these documents.</p> <p>The format can be written, oral or multimedia.</p> <p>Students can work individually or in a group.</p> <p>In addition to the final presentation, other evidence of research can include an in-class validation essay, teacher observation records, survey data, learning journals, reference lists, project plans and/or draft notes.</p>	30%
<p><b>Response</b></p> <p>Students analyse a business situation and/or issue.</p> <p>Typically this requires response to one or more stimuli, such as a case study, a scenario and/or statistical data.</p> <p>Students can be required to respond to short answer and/or extended answer questions.</p>	30%
<p><b>Examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	40%

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 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 for a business research could be

validated by an essay which is completed in class after the research is submitted and/or a declaration of authenticity.

## 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 ATAR 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.

## ATAR course examination

All students enrolled in the Business Management and Enterprise ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the ATAR course examination are prescribed in the examination design brief on the following page.

Refer to the *WACE Manual* for further information.

### Examination design brief – Year 12

#### Time allowed

Reading time before commencing work: ten minutes

Working time for paper: three hours

#### Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: up to three calculators, which do not have the capacity to create or store programmes or text, are permitted in this ATAR course examination

Section	Supporting information
<b>Section One</b> <b>Short answer</b> 60% of the total examination 4–6 questions Suggested working time: 100 minutes	The candidate can be required to explain, interpret, analyse, evaluate and/or compare stimulus material.  Stimulus material can include: statements, extracts from case studies, scenarios, text, diagrams and/or statistical data.
<b>Section Two</b> <b>Extended answer</b> 40% of the total examination Two questions from a choice of three Suggested working time: 80 minutes	Questions can require the candidate to refer to stimulus material which can include: a case study, a scenario, a quote, a statement and/or other material.  Questions can be scaffolded and/or sectionalised.  The candidate can be required to make reference to other relevant case studies covered during the year.

## Appendix 1 – Grade descriptions Year 12

<b>A</b>	Adapts and applies business models, theories and concepts to critically analyse and interpret business opportunities and expansion into global markets.
	Identifies interrelated factors that foster or hinder business operations and expansion, and suggests appropriate management strategies.
	Applies business strategies to develop detailed and sustainable management responses to business opportunities and risks.
	Plans and conducts comprehensive targeted research, and applies relevant evidence to make informed decisions.
	Provides comprehensive and focussed business documentation that effectively communicates to the target audience.
<b>B</b>	Adapts and applies business models, theories and concepts to analyse and interpret business opportunities and expansion into global markets.
	Identifies factors that foster or hinder business operations and expansion, and suggests mostly suitable management strategies.
	Applies business strategies to develop sustainable management responses to business opportunities and risks.
	Plans and conducts research and applies relevant evidence to make informed decisions.
	Provides mostly focussed business documentation that effectively communicates to the target audience.
<b>C</b>	Adapts or applies business models, theories and concepts to explain business opportunities and expansion into global markets.
	Identifies some factors that foster or hinder business operations and expansion, and suggests some management strategies.
	Identifies some business strategies to develop some sustainable management responses to business opportunities and risks.
	Conducts research and uses relevant evidence to make informed decisions.
	Provides some business documentation that communicates to the target audience.
<b>D</b>	Uses limited elements of business models, theories and concepts to provide brief explanations of business opportunities and expansion into global markets.
	Identifies limited factors that foster or hinder business operations and expansion.
	Attempts to use some business strategies to develop limited management responses to business opportunities and risks.
	Conducts minimal research to make decisions.
	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.