



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

# **BUSINESS MANAGEMENT AND ENTERPRISE**

PRELIMINARY COURSE

---

Year 11 and 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>Introduction to the Preliminary courses .....</b>	<b>1</b>
<b>Rationale for the Business Management and Enterprise Preliminary course .....</b>	<b>2</b>
<b>Aims .....</b>	<b>2</b>
<b>Organisation .....</b>	<b>3</b>
Structure of the syllabus .....	3
Representation of the general capabilities .....	4
Representation of cross-curriculum priorities.....	5
<b>Unit 1.....</b>	<b>7</b>
Unit description.....	7
Unit outcomes .....	7
Unit content .....	7
<b>Unit 2.....</b>	<b>9</b>
Unit description.....	9
Unit outcomes .....	9
Unit content .....	9
<b>Unit 3.....</b>	<b>11</b>
Unit description.....	11
Unit outcomes .....	11
Unit content .....	11
<b>Unit 4.....</b>	<b>13</b>
Unit description.....	13
Unit outcomes .....	13
Unit content .....	13
<b>School-based assessment .....</b>	<b>15</b>



## Introduction to the Preliminary courses

Preliminary courses provide a relevant option for students who cannot access the ATAR or General course content with adjustment and/or disability provisions, or who are unable to progress directly to training from school, or who require modified and /or independent education plans. Preliminary courses are designed for students who have been identified as having a recognised disability under the *Disability Discrimination Act 1992*, and who meet the above criteria.

The Preliminary courses are:

- Business Management and Enterprise
- English
- Food Science and Technology
- Health and Physical Education
- Materials Design and Technology
- Mathematics
- Religion and Life
- Visual Arts

Preliminary courses provide opportunities for practical and well-supported learning to help students develop a range of skills to assist them upon leaving school. They acknowledge the broad range of abilities of students with special needs and the need for adapted approaches to teaching and learning.

Preliminary courses may form all or part of a student's program of study. Schools will make decisions about the content to be taught in each course on the basis of individual student needs, goals and priorities.

## Rationale for the Business Management and Enterprise Preliminary course

The Business Management and Enterprise Preliminary course provides students with the opportunity to understand how business impacts on many aspects of people's lives. Businesses need people who are enterprising, innovative and creative. The course focuses on the development of essential skills within the business cycle of establishment, day-to-day running and continuing viability. It exposes students to a range of business activities and management strategies which helps them to appreciate the significance of their role as both participants and consumers in the business world.

The course encourages students to identify possibilities and opportunities for creating products and services. It also provides students with the opportunity to make business decisions that are in line with their own values and the values of society. It equips students to participate in business activities, while behaving responsibly and demonstrating integrity.

### Aims

The Business Management and Enterprise Preliminary course aims to develop students':

- knowledge of concepts and principles underpinning how a business operates
- knowledge of business opportunities, ways of creating products and providing services, and the marketing of these items
- interpersonal and business skills for participation in business activities

# Organisation

## Structure of the syllabus

This course consists of a combined Year 11 and Year 12 syllabus. The syllabus is divided into four units. Each unit is designed to be delivered over a semester; however, the pace of delivery will reflect the abilities of the students.

### Unit 1

This unit focuses on exploring a product or service. It addresses reasons for being in business and factors that contribute to the successful provision of products and services. Students investigate ideas for a product or service and create a product or service suitable for an intended market.

### Unit 2

This unit focuses on creating a product or trialling the provision of a service. It addresses business processes for creating a product or trialling the provision of a service, and introduces students to processes and documentation for purchasing and ordering.

### Unit 3

This unit focuses on preparing for the selling of a product that has been created, or providing a service. The unit addresses simple techniques to promote products and services, and explores processes involved in selling the product or providing the services.

### Unit 4

This unit focuses on selling a product or providing a service that has been created. It addresses simple business principles relating to the selling of products and services. Students engage in business activity, gain sales experience and handle cash.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned

## 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 Preliminary course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

Literacy involves students listening to, reading, viewing, speaking, writing and creating texts, and using and modifying language for different purposes in a range of contexts. It encompasses knowledge and skills students need to access information, make meaning, interact with others, and participate in activities within and beyond school. In the Business Management and Enterprise Preliminary course, students learn to use the specialised language and terminology of business when engaging in exploring, creating, marketing and selling products and services.

### Numeracy

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. When teachers identify numeracy demands across the curriculum, students have opportunities to transfer their mathematical knowledge and skills to contexts outside the mathematics classroom. In the Business Management and Enterprise Preliminary course, students apply relevant numeracy knowledge and skills when calculating costs of products and services and when participating in handling, counting and recording moneys received from the sales of products and services.

### Information and communication technology capability

The nature and scope of information and communication technology (ICT) capability is not fixed, but is responsive to ongoing technological developments. Students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem solving, decision making, communication, creative expression, and evidence-based reasoning. Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. In the Business Management and Enterprise Preliminary course, students use ICT skills to explore, create, prepare and sell their product or service.

### Critical and creative thinking

This capability combines two types of thinking – critical thinking and creative thinking. Critical thinking involves students learning to use information to solve problems. Creative thinking involves students in learning to generate and apply new ideas, and seeing or making new links that generate a positive outcome. In the Business Management and Enterprise Preliminary course, students learn to use critical and creative thinking skills to solve problems or issues when exploring, creating, preparing and selling their product or service.



### **Personal and social capability**

Personal and social capability encompasses students' personal/emotional and social/relational dispositions. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work. The more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish positive relationships. In the Business Management and Enterprise Preliminary course, students learn to appreciate the effect of business decisions on their lives and those of others. While working independently and/or collaboratively in teams, they develop self-awareness and use self-management skills, build positive relationships, learn to negotiate and resolve conflict, and make decisions.

### **Ethical understanding**

Students learn to behave ethically as they recognise ethical issues with others, discuss ideas, and learn to be accountable as members of a democratic community. As ethics is largely concerned with what we ought to do and how we ought to live, students need to understand how people can come to ethical decisions. In the Business Management and Enterprise Preliminary course, students learn to behave ethically and develop a positive attitude to work, while working independently or collaboratively.

### **Intercultural understanding**

Intercultural understanding involves students learning to value their own cultures and practices and those of others. Intercultural understanding encourages students to make connections between their world and the worlds of others, and to work through differences. In Business Management and Enterprise students are aware of cultural diversity when they explore different customs while developing a product or service.

## **Representation of 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 Preliminary 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 Business Management and Enterprise Foundation course values the histories, cultures, traditions and languages of Aboriginal and Torres Strait Islander Peoples, and their central place in contemporary Australian society and culture. This priority may provide opportunities for all learners to develop their knowledge of Australia by exploring the world's oldest continuous living cultures. In the Business Management and Enterprise Preliminary course, students are provided with the opportunity to develop an awareness of Aboriginal and Torres Strait Islander histories and cultures when they explore, create, prepare and sell a product or service.

### **Asia and Australia's engagement with Asia**

This priority reflects Australia's extensive engagement with Asia in social, cultural, political, and economic spheres. Students develop an understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. In the Business Management and Enterprise Preliminary course, students are provided with the opportunity to experience Asian societies, cultures and beliefs when they explore, create, prepare and sell a product or service.

## **Sustainability**

Education for sustainability develops the knowledge and skills necessary for people to act in ways that contribute to more sustainable patterns of living. Sustainability education encourages students to think about the future, focusing on preserving and protecting environments. Actions that support more sustainable patterns of living require consideration of connected systems (environmental, social, cultural, and economic) in our world. The sustainability priority provides a context for developing students' knowledge, understanding and skills related to business management and enterprise. It is addressed by providing an opportunity for students to consider the economic, social and environmental sustainability of decisions made in the context of exploring, creating, marketing and selling products and or providing services.

# Unit 1

## Unit description

This unit focuses on exploring a product or service. It addresses reasons for being in business and factors that contribute to the successful provision of products and services. Students investigate ideas for a product or service and create a product or service suitable for an intended market.

## Unit outcomes

By the end of this unit, students will:

- recognise that businesses have customers
- recognise differences in customs
- recognise reasons for businesses to exist
- recognise the difference between a product and a service
- recognise the concepts of profit and not-for-profit
- apply the attributes of an efficient worker

## Unit content

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

### Knowledge and understandings

- awareness of the impact of customs when creating and marketing a product or service
- reasons for businesses to exist
- the concept that the business has customers
- the concept of being in business to make money (profit)
- the concept of not-for-profit businesses
- events or customs that can create a business opportunity, including:
  - Mother's Day
  - Father's Day
  - Easter
  - birthdays
  - weddings
  - school celebrations
  - sports days
- the difference between a product and a service
- ideas for a product or service, including:
  - a gift for a special occasion
  - an art and craft item
  - a baked item
  - a horticultural product
  - leisure activities

- awareness of the need to determine the suitability of a product or service for intended market
- awareness of the need to determine the characteristics of customers, including:
  - where customers are located
  - whether customers celebrate special events
- awareness of the need to determine customer requirements, including:
  - a quality product
  - a dependable service
- attributes of an efficient worker
  - uses resources efficiently when exploring a product or providing a service
  - seeks assistance when necessary
  - focuses on tasks and avoids distractions
- key words associated with exploring a product or service, including:
  - product
  - service
  - customer
  - profit
  - not-for-profit
  - market

**Skills**

- investigates ideas for a product or service to suit a business opportunity
- uses a decision-making tool to decide on a suitable product or service to create
- determines if product is suitable for the intended market
- lists tasks that need to be completed to create a product or provide a service
- selects materials or resources required to create a product or provide a service
- recognises potential customers and their characteristics
- recognises customer requirements
- recognises their own strengths that will be valuable to the team
- follows classroom rules when exploring a product or providing a service
- demonstrates attributes of an efficient worker
- uses business vocabulary

## Unit 2

### Unit description

This unit focuses on creating a product or trialling the provision of a service. It addresses business processes for creating a product or trialling the provision of a service, and introduces students to processes and documentation for purchasing and ordering.

### Unit outcomes

By the end of this unit, students will:

- recognise ways of gathering market information
- recognise that costs are involved in creating products and services
- use business procedures and documents
- apply attributes of an efficient worker
- apply attributes of working in a team

### Unit content

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

#### Knowledge and understandings

- ways to gather market information at school, including:
  - use of the school website
  - surveys
  - notices in school newsletters
- the concept of recycling of resources
- the need to consider costs when creating a product or providing a service
- the concept that businesses follow procedures for:
  - taking orders
  - placing orders
  - delivering orders
- the concept that businesses use documents and proformas, including:
  - email
  - order form
- attributes of an efficient worker when creating a product or trialling the provision of a service, including:
  - uses resources efficiently
  - seeks assistance when necessary
  - focuses on tasks and avoids distractions

- teamwork skills when creating a product or trialling the provision of a service, including:
  - co-operates with team members
  - takes turns
  - shares resources
- key words associated with creating a product or trialling the provision of a service, including:
  - orders
  - purchases
  - email
  - order form
  - market survey
  - selling price
  - costings

## **Skills**

- recognises materials needed to create the product or service
- follows procedures to:
  - take orders
  - place orders
  - deliver orders
- uses the following documents and proformas:
  - email
  - order form
- gathers market information
- recognises materials or resources needed to create a product or trial a service
- calculates the costs of making a product or providing a service
- recognises own teamwork skills
- recognises own strengths that will be valuable to the team
- uses recycled materials
- follows classroom rules when creating a product or trialling the provision of a service
- demonstrates the attributes of an efficient worker when creating a product or trialling the provision of a service
- demonstrates team work skills when creating a product or trialling the provision of a service
- uses business vocabulary

## Unit 3

### Unit description

This unit focuses on preparing for the selling of a product that has been created, or providing a service. It addresses simple techniques to promote products and services, and explores processes involved in selling the product or providing the service.

### Unit outcomes

By the end of this unit, students will:

- recognise that the selling price of an item needs to return a profit
- recognise correct ways of handling money
- recognise ways to promote products and services
- show how, where and when to seek assistance
- apply the attributes of an efficient worker
- apply the attributes of working in a team

### Unit content

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

#### Knowledge and understandings

- the concept of ethical practice when
  - receiving cash
  - refunding cash
  - dealing with customers
- the concept of selling price to provide a profit for the business
- ways to promote a product or service, including:
  - radio advertising
  - television advertising
  - internet advertising
  - outdoor advertising
  - sponsorship
- ways to communicate when promoting a product or providing a service
- features of an advertisement
- locations to promote a product or service within the school
- attributes of an efficient worker when preparing for the selling of a product or providing a service, including:
  - uses resources efficiently
  - seeks assistance when necessary
  - focuses on tasks and avoids distractions

- teamwork skills teamwork skills when preparing for the selling of a product or providing a service, including:
  - co-operates with team members
  - takes turns
  - shares resources
- key words associated with preparing for the selling of a product or providing a service, including:
  - selling price
  - market promotion
  - advertising
  - sales

## **Skills**

- recognises ways of promoting a product or service
- calculates the profit to be made on the sale of the product or service
- calculates the selling price for a product or service
- chooses from a variety of media to advertise a product or service
- creates an advertisement
- finds suitable locations to promote a product or service within the school
- uses the advertisement to publicise the product or service
- uses effective communication skills when promoting a product or providing a service
- recognises own teamwork skills
- recognises own strengths that will be valuable to the team
- uses customer service skills when greeting a potential customer
- follows instructions or a schedule to complete a task
- follows classroom rules when preparing for the selling of a product or providing a service
- uses team work skills when promoting a product or providing a service
- applies the attributes of an efficient worker preparing for the selling of a product or providing a service
- uses business vocabulary



## Unit 4

### Unit description

This unit focuses on selling a product or providing a service that has been created. It addresses simple business principles relating to the selling of products and services. Students engage in business activity, gain sales experience and handle cash.

### Unit outcomes

By the end of this unit, students will:

- recycle resources
- recognise money spent versus money received
- handle money correctly and ethically
- apply customer service skills
- show how, where and when to seek assistance
- apply the attributes of an efficient worker
- participate as a member of a team

### Unit content

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

#### Knowledge and understandings

- ethical practice when ensuring the security of cash
- the concept of money spent versus money received
- the concept of spending money to make money
- correct procedures for handling money, including:
  - receiving money
  - giving correct change
  - recording money
- ways to communicate when selling a product or providing a service
- recycling of resources where possible
- attributes of an efficient worker when selling a product or providing a service, including:
  - uses resources efficiently
  - seeks assistance when necessary
  - focuses on tasks and avoids distractions
- teamwork skills when selling a product or providing a service, including
  - co-operates with team members
  - takes turns
  - shares resources

- key words associated with the selling of a product or providing a service, including:
  - change
  - money
  - profit
  - loss
  - sales

## **Skills**

- uses effective communication skills when dealing with customers
- uses customer service skills when dealing with customers
- resolves customer issues
- sells the product or provides a service
- follows simple, correct procedures for handling money, including:
  - receiving money
  - giving correct change
- counts and records amount of money received on the sale of product or service
- calculates profit using money spent and money received
- follows correct procedures when seeking assistance
- follows instructions or a schedule to complete a task
- follows classroom rules when selling a product or providing a service
- recognises own teamwork skills
- recognises own strengths that will be valuable to the team
- uses team work skills when selling a product or providing a service
- applies the attributes of an efficient worker when selling a product or providing a service
- uses business vocabulary

## School-based assessment

Approaches to assessment should support teachers to identify, broaden and deepen their understanding of what students can do, and assist teachers to determine the educational priorities for each student.

The unit content forms the basis of a teaching, learning and assessment program. The content points in each unit form the basis of teaching and learning opportunities for students, and also provide examples of assessable activities on which teachers can make informed judgements.

Teachers are required to develop an assessment outline for each unit.

The assessment outline must:

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

To cater for individual needs and student capabilities, a range of assessment tasks will be developed by the teacher, appropriate for a student's expected ways of learning.

The assessment tasks will provide opportunities for teachers and students to reflect on progress towards individual learning goals. Teachers make decisions about each student's readiness to progress to the next level of proficiency on his or her individual learning goals using a range of assessment tools.

Tools for the collection of evidence to support student progress towards individual learning goals may include:

- observation rubrics
- oral and/or written tasks, or any combination of oral and written tasks
- work experience feedback and/or reports.

Decisions about whether it is appropriate to offer adjustments to students in course work and assessment tasks are the responsibility of the school.

### Unit completion

Schools report on each student's learning progress for a unit in Preliminary courses as either completed or not completed.

To be deemed to have completed the course, the school determines whether a student meets the following criteria:

- completion of the education and assessment program for the unit (unless the school accepts that there are exceptional and justifiable circumstances)
- evidence of progress in demonstrating the unit outcomes, including sufficient attendance and engagement, either independently or with support.

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