



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

# BUSINESS MANAGEMENT AND ENTERPRISE

ATAR COURSE

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Year 11 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.

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## 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 of day-to-day running and 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 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 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 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 success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage.

#### Unit 2

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

Each unit includes:

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

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

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

## Management

Management refers to the overall planning, leading, organising and controlling 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, staffing, 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 continues to develop student understanding and skills from the Year 7–10 Economics and Business curriculum.

This 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. The 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 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 creating and 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 have the opportunity to 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 interconnection 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 business environment.

## Representation of the cross-curriculum priorities

The cross-curriculum priorities address the 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 development 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

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 1

## Unit description

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

## Unit content

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

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

- Environments
- Management
- People.

### Environments

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

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

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

## **Management**

### **Marketing**

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

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

## Operations

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

## People

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

## Unit 2

### Unit description

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

### Unit content

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

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

- Environments
- Management
- People.

#### Environments

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

- factors that influence spending patterns of small to medium sized enterprises (SME) and consumers, including:
  - the level of economic activity
  - prevailing community social norms, including attitudes to business public image and sustainability
- issues related to the marketing and promotion of the following products:
  - alcohol
  - tobacco
  - fast food
- intent and purpose of the *Equal Opportunity Act 1984 (WA)*
- employee protections at work as provided by the *Fair Work Act 2009*
- intent and purpose of the *Work Safety Act 2020 (WA)*
  - responsibility of an employer within the *Work Safety Act 2020 (WA)*
  - responsibility of an employee within the *Work Safety Act 2020 (WA)*
- influence of government policy on the following:
  - product labelling
  - trading hours
  - advertising practices to children
- the concept of intellectual property (IP)
- purpose of IP laws in Australia



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

## **Management**

### **Marketing**

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

### **Operations**

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

## People

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

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

**Assessment table – Year 11**

Type of assessment	Weighting
<b>Business research</b> 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. The format can be written, oral or multimedia. Students can work individually and/or in groups. 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.	30%
<b>Response</b> Students analyse a business situation and/or issue. Typically this requires response to one or more stimuli, such as a case study, a scenario and/or statistical data. Students can be required to respond to short answer and/or extended answer questions.	40%
<b>Examination</b> Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	30%

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 once over the year/pair of units. 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 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 (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 ATAR 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>	Purposefully adapts and applies business plans and principles to analyse, predict and improve business performance.
	Anticipates short- and long-term effects of interrelated factors on business performance and adapts marketing, operations or human resource management strategies accordingly.
	Develops innovative responses to business opportunities at a national level and formulates strategies to overcome obstacles and minimise risks.
	Demonstrates comprehensive targeted research and analyses relevant data to make informed business decisions.
	Provides detailed, focused documentation that effectively targets communication to specified audiences consistently using appropriate business terminology and communication conventions.
<b>B</b>	Applies business plans and principles to explain or interpret business performance.
	Explains or interprets short- or long-term factors that affect business performance and makes some appropriate adjustments to marketing, operations or human resource management strategies.
	Develops detailed responses to business opportunities at a national level and formulates some strategies to overcome obstacles and risks.
	Demonstrates targeted research and analyses some data to make business decisions.
	Provides organised and relevant documentation which targets communication to specified audiences using business terminology and communication conventions.
<b>C</b>	Uses business plans or principles to make business decisions.
	Describes factors that affect business performance and identifies some of their effects on marketing, operations or human resource management decisions.
	Develops responses to business opportunities at a national level which indicate awareness of obstacles and risks.
	Demonstrates some research to support business decisions.
	Provides some organised and relevant documentation that considers specified audiences through the use of business communication conventions.
<b>D</b>	Uses elements of business plans or principles to make limited business decisions.
	Identifies some factors that influence marketing, operations or human resource management decisions.
	Develops limited responses for business opportunities at a national level.
	Demonstrates minimal research.
	Provides documentation in a prescribed format with limited use of business communication conventions.
<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.