

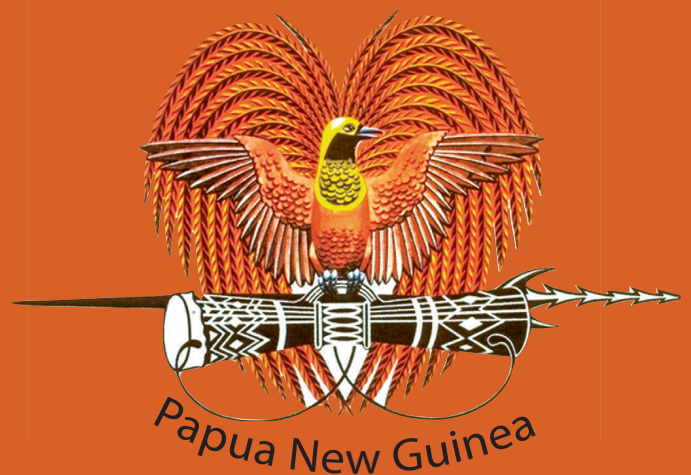
Business Studies

Junior High

Grades 9 and 10

Syllabus

Standards-Based



**'FREE ISSUE
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Department of Education

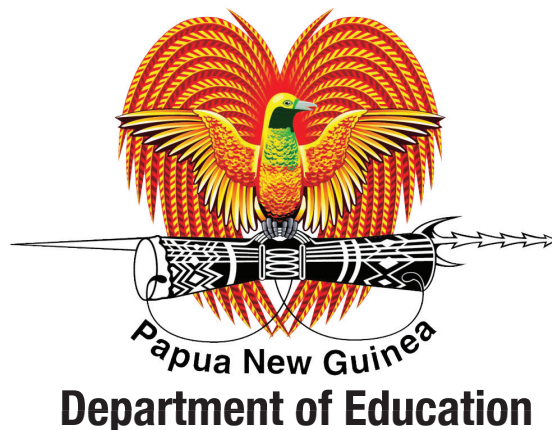
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Issued free to schools by the Department of Education

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Contents

Acknowledgements.....	iv
Acronyms.....	v
Secretary’s Message.....	vi
Introduction	1
Aims and Goals	2
Overarching Curriculum Principles.....	9
Standards-Based Curriculum Principles.....	16
Protection of Children Rights.....	17
Business Studies Rationale, Aim and Goals, and Guiding Principles.....	18
STEAM Rationale, Aims and Goals, and Guiding Principles	22
Core Curriculum	24
Essential Knowledge, Skills, Values and Attitudes	25
Content Standards, Benchmarks, and Evidence Outcomes.....	29
Content Overview	31
Strand 1: Nature of Business	32
Strand 2: Business Management	37
Strand 3: Marketing	47
Strand 4: Establishing a Business	52
Strand 5: Electronic Business	56
Assessment, Monitoring and Reporting	64
Glossary	68
References.....	71

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Acronyms

AAL	Assessment As Learning
AFL	Assessment For Learning
AOL	Assessment Of Learning
BOS	Board of Studies
BS	Business Studies
CDD	Curriculum Development Division
CP	Curriculum Panel
CS	Content Standards
GoPNG	Government of Papua New Guinea
IHD	Integral Human Development
NDoE	National Department of Education
KSAV	Knowledge, Skills, Attitudes, Values
OBC	Outcome-Based Curriculum
OBE	Outcome-Based Education
SAC	Subject Advisory Committee
SBC	Standards based Curriculum
SBE	Standards based Education
SBOS	Secondary Educations Board of Studies
SCG	Subject Curriculum Group
SMEs	Small to Medium Enterprises
STEAM	Science, Technology, Engineering, Arts, and Mathematics
UNCRC	United Nations Convention on the Rights of the Child

Secretary's Message

The ultimate aim of Standards-Based Education in Papua New Guinea (PNG) is to prepare students for careers, higher education, and citizenship. This means that education should focus on developing and equipping students with essential knowledge, skills, values, and attitudes that they can use in all spheres of their lives. Education must, therefore, aim to provide all children an equal opportunity to achieve high academic standards that are internationally comparable. Rigorous and comparable academic standards have been set and all students are expected to achieve these standards. Education must also aim to motivate and prepare students to pursue Science, Technology, Engineering, Arts, and Mathematics (STEAM) courses in higher education and pursue careers in STEAM related fields. National Curriculum Standards and grade-level benchmarks have been written to provide students with STEAM related experiences both inside and outside of the classroom.

The emphasis on the study of Business is for students to develop fluency in skills that will involve production, business laws, business start-up and management, keeping accounts, business communication and e- business. Students will also learn to identify appropriate Business processes, transfer skills between contexts, make informed decisions, make connections and develop Business arguments.

By the end of grade 12, all students will be proficient in the essential Business knowledge, skills, values and attitudes and develop the ability to be creative, innovative, productive and competitive in diverse and knowledge-based contexts. The fundamental Business knowledge, skills, attitudes and values students acquire will prepare them to effectively meet the demands of the 21st century.

Teachers are encouraged to use the syllabus in conjunction with the Teacher Guides and other relevant resources, to generate creative teaching and learning activities to teach the Business Studies content and enable all students to progressively learn and master the essential Business knowledge, skills, values, and attitudes.

I approve and commend this Grade 9 and 10 Business Studies Syllabus to be used by teachers in all Junior High Schools throughout Papua New Guinea.



.....
UKE W. KOMBRA, PhD
Secretary for Education

Introduction

The 21st Century is a time of rapid change. New knowledge, tools, and ways of doing and communicating Business Studies continue to emerge and evolve, and impact on our lives in many different ways.

PNG needs to be on par with the rest of the world. The need to understand and be able to use Business in everyday life, in schools, and in the workplace has never been greater. Business knowledge, skills, values, and attitudes are essential for employment and careers, including STEAM related careers, in the 21st Century. The job market is very competitive. Those who do not possess 21st knowledge, skills, values, and attitudes will find it difficult to get any sort of employment. Thus, it is important that children are encouraged, motivated, and enabled to develop a business studies attitude of the mind to enjoy learning business studies and simultaneously achieve high academic standards.

And motivated to pursue STEAM academic programs in institutions of higher education and take up STEAM related careers.

In this 21st Century and beyond, those who understand and can do Business will have more opportunities and options for determining their futures. Business competence opens doors to productive futures. A lack of Business competence keeps those doors closed. Everyone needs to understand business. All students should have the opportunity and the support necessary to learn significant business knowledge with depth and understanding.

Grades 9 and 10 Business learning standards are comparable to regional and global business standards. This syllabus and the teacher guide will provide the bases for all children to progressively learn and master the essential business knowledge, skills, values, and attitudes to effectively prepare them for careers, higher education, and citizenship in the 21st Century and beyond.

Business Studies is to be timetabled for 5 periods per week in Grades 9 and 10.

Aims and Goals

The ultimate aim of education in PNG is to prepare children for careers, higher education and citizenship.

To achieve this aim, a number of enabling aims and goals were formulated based on evidence. The ultimate aim and the enabling aims and goals are closely linked. The enabling or operational aims and goals are described below.

Aims and Goals of Standards-Based Education and Curriculum

Curriculum aims and goals articulate the outcomes that will be achieved in the long-term and the medium-to-long term. They embed the development and educational aspirations of PNG and its citizens. These have been influenced by evidence from the analysis of context and research on teaching and learning, and on social, economic, political, technological, and cultural developments. There is a close link between the aims and goals of the curriculum. This is important for ensuring that the chain of learning results is clear.

Aim 1: Students will acquire essential and relevant knowledge, skills, values, and attitudes that will prepare them for careers, higher education, and citizenship.

Goals

Students will be able to:

- (a) obtain prerequisite knowledge and skills and cultivate and foster important values and attitudes required to effectively function in a higher education and training environment.
- (b) achieve high language, technology, science social science, moral, values, and ethical, creative and vocational skills, and citizenship standards that will ensure a smooth transition from secondary school to higher education and training institutions.

Aim 2: Students will achieve high standards in Language, Science and Technology, Social Science, Civic and Citizenship Education, Character and Social Development, and Skills Education (Creative, Physical, and Vocational skills).

Goals

Students will be able to:

- (a) acquire and use intellectual, emotional, cultural, physical, creative, vocational, recreational, and spiritual knowledge, skills, values, and attitudes as a basis for living a fulfilling and a productive life in the communities in which they choose to live.
- (b) understand and apply mathematical reasoning, processes, formulas, and concepts to solve mathematical problems.

- (c) examine and apply scientific reasoning, processes, and concepts to improve real life situations.
- (d) aware of scientific standards and methods and their application across all branches of science.
- (e) aware of logical and abstract thinking in the formulation of problems, the importance of mathematics in science reasoning, and recognize the role of science in every aspect of life.
- (f) explain the connection between science and technology and recognize the importance of technology in the development of communities, the improvement of peoples' lives, in communication, and industry.
- (g) acquire fundamental knowledge and skills to build and market different types of technology.
- (h) communicate orally and in writing, use different approaches and modes of communication, identify different purposes of communication, and understand and appreciate PNG's languages and the languages of people from different cultures.
- (i) aware of their civic and citizenship responsibilities, the importance of these responsibilities to harmonious living and maintaining social cohesion, and to community and national development and well-being.
- (j) acquire knowledge, skills, values and attitudes required for learning and practice of creative arts, and the application of knowledge and skills to express themselves, promote PNG's cultures, and make a living.
- (k) recognise the importance of healthy mind, body, and spirit, the importance of physical exercise and sport, balanced diet, and regular exercise in living a healthy life style.

Aim 3: Students will attain both regional and internationally comparable standards in literacy and numeracy

Goals

Students will be able to:

- (a) acquire essential reading skills to enable them to learn to read and read to learn throughout their lives.
- (b) learn basic skills of writing, comprehending and evaluating information, following instructions, analysing others writing, and communicating with others.
- (c) learn and apply basic mathematic skills in real life situations to improve their own personal growth and the advancement of their communities and the nation.

Aim 4: Students will develop their full potential and empowered to be dynamically involved in the process of freeing themselves from oppressive situations, contribute to promoting the common good and welfare of society, and develop a sense of responsibility for oneself and others.

Goals

Students will be able to:

- (a) recognize and critically analyse the situations that oppress and marginalize them and others, and take appropriate individual and collective actions to transform these situations in order to improve their wellbeing.
- (b) develop a positive attitude towards community service and responsibility for the well-being of the community while being responsible for their personal behaviour and conduct and hold others to account for their behaviour and attitudes in the interest of public good.
- (c) develop effective communication and social skills, and think critically and rationally when solving problems and making decisions at different stages of their personal development.
- (d) interpret language and cultural expressions attributed to oppressed and marginalized groups by dominant and powerful groups and challenge these in order to improve their situations.

Aim 5: Students will contribute towards the development of knowledge-based economy and society, and the transformation of Papua New Guinea from a developing to a middle income country by continuously learning and applying knowledge, skills, values, and attitudes to improve the prevailing social, economic, political, cultural, scientific, and technological conditions.

Goals

Students will be able to:

- (a) value creativity and innovation; the spirit of autonomy and independence; and foster an attitude to knowledge creation and application to improve working and development conditions.
- (b) obtain relevant knowledge, skills, values, and attitudes that will enable them to be multi-skilled, lifelong learners, and knowledge-based workers capable of functioning in a changing world and work environment.

Aim 6: Students will continue to learn throughout their lives and apply the outcomes of learning to improve their personal and collective learning, growth and development, and the quality of life for oneself and others.

Goals

Students will be able to:

- (a) think sensibly for themselves and to develop as individual members of a community.
- (b) develop and foster an attitude towards continuous learning as a basis for improving one's own knowledge, thinking, practice, value and belief system and hence improve life outcomes.
- (c) cultivate a positive attitude towards research, reflection, and critical analysis as bases for lifelong learning.

Aim 7: Students will acquire essential knowledge, skills, values, and attitudes necessary for the building of peaceful and safe communities, living together, upholding the principles of a democratic state and society, building social cohesion, promoting equity and social justice, and ensuring economic prosperity for all.

Goals

Students will be able to:

- (a) value justice, responsibility, equality between men and women, mutual respect and cooperation, and actively contribute to the building and fostering of peaceful, safe, and inclusive communities.
- (b) use effective communication skills and think creatively in a rational manner and develop better problem solving and decision making skills at appropriate levels and ages.

Aim 8: Students will foster an understanding and an appreciation of PNG's many cultures and languages, their influence on the construction and representation of Papua New Guinean's identities, and the value, knowledge, and belief systems that underlie these diverse cultures and languages; while embracing the cultural and linguistic differences, and take actions to sustain the good and eliminate the bad aspects of cultures.

Goals

Students will be able to:

- (a) have pride and responsibility towards their cultures and languages, and preserve and promote one's identity through language and culture while at the same time learning, appreciating, and tolerating other cultures and languages, both local and international.
- (b) communicate with other people through written and spoken language, through mathematics and through other ways such as art, music and movement.
- (c) investigate the underlying knowledge, value, and belief systems of different cultures and languages, and take appropriate individual and collective actions to eliminate aspects of cultures that hinder the building and fostering of healthy relationships and peaceful and safe environments, that are oppressive

and detrimental to human development, and detrimental to the promotion of inclusive development and a hindrance to promoting and safeguarding fundamental human rights.

Aim 9: Students will develop their knowledge and an appreciation and respect for the natural environment and physical and human resources, and the need to develop these in ways that are sustainable for the benefit of current and future generations.

Goals

Students will be able to:

- (a) cultivate and maintain an attitude to respect life, care for nature, and contribute to the protection of the environment.
- (b) help develop and sustain Papua New Guinea's environment and its physical and human resources, for the benefit of current and future generations.
- (c) become wise guardians of Papua New Guinea's resources.
- (d) act responsibly and within the spirit of environment sustainability in the use of natural resources with the knowledge that local actions on environment have both local and global consequences.

Aim 10: Students will develop healthy self-concepts; contribute to the establishment and sustainability of healthy communities; the eradication of common diseases; and improvement in the health status of all citizens.

Goals

Students will be able to:

- (a) demonstrate an understanding of the different stages of child development from conception to childhood, adolescence to adulthood.
- (b) show awareness and understanding of the importance of building and promoting healthy life styles and healthy communities as prerequisites for healthy living and life style.
- (c) investigate common diseases in PNG and their causes and symptoms, appreciate the consequences and impact they have on the citizens, look at what is being done to eradicate these diseases, and know how they can contribute to eradicating these diseases.

Aim 11: Students will understand that parenthood is a lifelong responsibility however, in exercising this right they should be aware of the impact of uncontrolled population growth and its consequences on families, communities, the environment, available resources, and the nation.

Goals

Students will be able to:

- (a) appreciate the importance of having a family unit and show awareness of parental responsibilities, recognize the consequences of the decisions they make regarding the size of their families, recognizing the fact that the quality of life for their children depend on the decisions they make.
- (b) aware of the contributing factors to population growth and demonstrate an understanding of the consequences of uncontrolled population growth.

Aim 12: Students will acquire knowledge, skills, values, and attitudes required for social and economic development, for gainful employment and self-employment, and for transforming individual and collective livelihoods and alleviating poverty.

Goals

Students will be able to:

- (a) acquire knowledge, skills, values, and attitudes required for active participation in the formal and informal economy as means for making a sustainable living.
- (b) explain and apply the concepts and practices of self-reliance and personal viability to create own employment as an alternative to formal employment.
- (c) foster an attitude towards work by acquiring relevant values, knowledge, and skills that will prepare them to pursue vocational skills occupations.

Aim 13: Students will develop required values and respect for oneself, others, and the community, and use these as a basis for developing effective national and global citizenships traits.

Goals

Students will be able to:

- (a) learn about and show awareness about past and present outstanding and model citizens whose character, moral standing, ethical standards, and contributions have shaped PNG and the world.
- (b) demonstrate awareness and understanding of their civic and citizenship roles and responsibilities, the importance of performing these responsibilities in a transparent and accountable way for the greater good of PNG and their communities, and the consequences of neglecting these roles and responsibilities.
- (c) develop and foster values, behaviours, attitudes, and communication competencies required to live together and in harmony with peoples of other cultures and linguistic groupings.
- (d) show awareness and concern for the welfare and the rights of others, contribute to the promotion of justice for all and the empowerment of the oppressed and marginalized people, promote gender and social inclusion as the basis for protecting and promoting the rights of all.

Overarching Curriculum Principles

Curriculum principles identify, describe and focus attention on the important concerns that must be addressed when developing the curriculum at all levels of schooling. They are based on significant cultural, social and educational values and beliefs.

Relevance

The National Curriculum should be relevant to the social and resource development needs of a community. This can be achieved by integrating teaching and learning situations that reflect the knowledge, skills, attitudes and values needed for integral human development. A relevant national curriculum will prepare students for productive community living; integrate academic and practical education; and will provide ways to paid and unpaid employment.

Most people in Papua New Guinea work in the informal economy. Students who leave at the end of grade 8, 10 and 12 will need to find work in the informal economy. These students, however, will not only need to be skilled to work in the informal economy, but they need to be prepared to work in the formal economy and undertake formal education if there are opportunities. All students will need applied and academic skills and knowledge so they know how to adapt new technologies and knowledge appropriately to their environment to sustain their lives and contribute meaningfully to the society.

The National Curriculum will enable teachers to support students learning by encouraging teaching in real-life contexts. This means relating the skills and knowledge of subjects to real life situations. For example, mathematics in terms of business can be used to study how a business or an appropriate technology can be applied to improve water supplies. People from the community with the knowledge of a concept can be brought into the classroom to help teach a topic such as running a business and support students undertake useful projects in the community.

Multiculturalism

Papua New Guinea is blessed and fortunate to have so many languages and cultures. The diversity of our cultures is the source of our knowledge, skills, attitudes and values. As a multicultural society, we must protect, promote and respect our many cultures and languages. There are many people from our own ethnic groupings and from other countries with their own cultures, living and working together in Papua New Guinea. This is the most multicultural country in the world. We must ensure that we promote and share our cultures with the rest of the world.

Ethics, Morals, and Values

Papua New Guinea is striving to create a society in line with democratic liberal traditions. The citizens of Papua New Guinea should recognize appropriate social relationships based on sound human and religious ethics, morals and values. These are required for interaction with families, villages, and other economic groups and people from other provinces and nations. The process of socialization requires a belief in the ethics, morals and values of the Melanesian extended family, dialogue with and respect for others and a willingness to conserve and promote those aspects of our traditions, which are consistent with integral human development. Socialization also requires an awareness of the interdependence of individuals, societies and nations in the modern world. It requires involvement with family, school, church, community and the world beyond.

Integral Human Development

The Philosophy of Education for Papua New Guinea as described in the Matane Report acknowledges the National Goals and Directive Principles in the National Constitution and is based on integral human development:

- integral in the sense that all aspects of a person are important;
- human in the sense that social relationships are basic; and
- development in the sense that every individual has the potential to grow in the knowledge, wisdom, understanding, skill and goodness

Integral human development is the ultimate goal for every person who receives an education and;

- will result in every person being dynamically involved in the process of freeing himself or herself from every form of domination and oppression so that each individual will have the opportunity to develop as an integrated person in relationship with others. This means that the National Curriculum must integrate and maximize socialization, participation, liberation and equality;
- is based on an awareness of human potential and the willingness to develop this potential so that each individual can solve his or her own problems, contribute to the common good of society and maintain, promote and improve learning and living; and
- presumes the goodness and dignity of every person. It calls for the promotion of self and mutual respect, a sense of self-worth and self-discipline and a sense of responsibility for one self and others

Papua New Guinea is a rapidly changing society and faces many challenges. To face this effectively, an individual must strive to become an integrated person and to work with others to create a better community.

The process of integral human development calls for a National Curriculum, which helps individuals to:

- identify their basic human needs;
- analyse situations in terms of these needs;
- see these needs in the contexts of spiritual and social values of the community; and
- take responsible action in co-operation with others.

The success of a national curriculum requires the integrated involvement of all the agents of education such as the home, church, school and community.

The Right to Healthy Living

The health status of Papua New Guinea is very low. All citizens have a right to a healthy life such as clean water, a nutritious diet, improved sanitation, appropriate and better local health services. Students need to learn attitudes; skills and knowledge that will help them become productive, healthy and contented citizens of Papua New Guinea. They need to be given a set of skills that will enable them to improve their own and their community's health in order to improve the health status of Papua New Guinea. The National Curriculum will ensure that students have the opportunity to learn about healthy living.

Nation Building and National Unity

Our nation is young and there is still a great deal of nation building to be done. Students need to be given the skills to undertake this task and participate in nationally organised events. The national curriculum should enable them to understand how Papua New Guinean societies work and how they can be a useful part of these societies. Students should learn that they have a place in Papua New Guinea and that Papua New Guinea has a place in the world as a whole. They will be able to help Papua New Guinea develop a national identity as one nation if they learn to:

- work together with tolerance
- respect one another, their traditional ways and resolve problems peacefully
- respect and act in the spirit of the National Constitution
- recognise their capabilities and develop their own talents
- participate in the development of the national community and
- protect and safeguard the national wealth and resources and consider how they will contribute to national revenues.

Sustainability

The natural environment of Papua New Guinea is as diverse as its cultures. It is often a violent natural and physical environment, which is under threat from rapid population and misuse of resources such as over logging, abuses associated with mining, over fishing, dynamiting reefs and dumping toxic wastes. Our diverse cultures are also under threat from over exploitation and commercialisation of sacred cultural practices. Our cultural traditions are not being handed down from generation to generation. The national curriculum will guide students to further appreciate, respect and value their natural environment, cultures, customs and traditions. It will give them the skills and knowledge to identify problems and issues and to take action to sustain these aspects of life in Papua New Guinea.

Gender Equity and Social Inclusion

Gender is what it means to be a woman or a man. Gender refers to those behaviours and attitudes that are culturally accepted as ways of being a woman (femininity) and being a man (masculinity). Addressing gender issues goes well beyond ensuring that females have the same opportunities as males to receive an education. A person's experiences determine the way they understand and make sense of the world. Gender is also culturally determined. In Papua New Guinea, there is a need for sensitivity to local cultural practices and values, with respect to traditional roles for males and females. The national curriculum will provide students with subjects, resources, activities and experiences that value the needs of girls and boys.

Females are generally a disadvantaged group in Papua New Guinea. Papua New Guinea does not have in place a good record about gender equity for females. Violence against females is widely acknowledged as a serious problem. A number of health and other indicators of human development show that females have a lower quality of life than males. Females have lower literacy rates and lower income levels than males. Males hold nearly all positions of leadership, authority and decision making.

Men hold most senior positions in government departments and the community. It is a similar situation in the Department of Education, provincial education divisions and schools. The national curriculum will provide students with opportunities to consider these problems and ways of addressing gender issues.

Inclusive Curriculum

The national curriculum is inclusive and designed to meet the needs of all students irrespective of their abilities, gender, geographic locations, cultural and language backgrounds, or their socioeconomic backgrounds. The national curriculum must be implemented by teachers in ways that are inclusive of all students at all levels of schooling. Much more can be achieved if parents, community leaders, churches, and schools co-operate and communicate with each other.

Students learn in different ways. It is best to use a variety of methods to teach them. No one method is best. It is true that students are very different and even the same students learn best from different methods at different times. By using a range of teaching methods, it is more likely that the needs of all students will be met. In order to be inclusive of all students, teachers need to cater for a range of physical, social, cultural, emotional, spiritual, and intellectual needs of their students. This can be achieved through using appropriately and carefully planned learning activities, a range of teaching methods and strategies and thoughtful use of a teacher's language of communication.

To be inclusive, teachers will need to ensure that all girls and boys have the opportunity to participate. Teaching practices, including classroom organisation and management, should ensure that girls and boys are able to participate fully in all learning activities. Participation requires that individuals are motivated to achieve the goal of socialisation fully where they are encouraged to develop a sense of obligation for the opportunity to contribute. Through participation, individual creativity can be recognised and encouraged, without losing sight of the principle of communal sharing. Participation is the key to social interaction and can lead to social mobility. It can also help to conserve and generate knowledge and cultural values for future generations.

Student-Centred Learning

Student-centred learning recognises the fact that no two classes are alike and no two children are the same with respect to their needs. A teacher who uses a student-centred approach will endeavor to create a classroom environment that will motivate students to discover new skills and knowledge. In such an environment, the teacher might focus on teaching students how to learn and help them discover relevant information. It is essential to teach students how to learn while at the same time teaching them important content. A student-centred classroom will usually involve students working together in small groups using activity centres set up in the classroom while the teacher works more closely with one or two students.

The National Curriculum describes the learning outcomes for all subjects. A student centred approach allows teachers to be more flexible in determining the most effective ways to help all students achieve these learning outcomes.

Lifelong Learning

School is an important part of a student's education but learning continues throughout life. The initial experience that students have with the school curriculum is critical in encouraging them to continue learning throughout their lives. Going to school should be an enjoyable and satisfying experience for the students and should prepare them for life after school. Students know many things when they come to school. They will learn many things outside of school and continue to learn after they leave school. The National Curriculum should build on what students already know. Teachers should make use of this knowledge and skills. When students are learning new, unfamiliar things, teachers should relate the new things to what students already understand. This important learning will continue throughout life as students increasingly take responsibility for their own learning. Increasingly, students who leave school will look for opportunities to continue their education and to return to school or some other educational or training institutions in order to improve their qualifications.

Language Development Across the Curriculum

The national curriculum will provide opportunities for language development across the curriculum. Language development across the curriculum should be encouraged because all subject areas provide meaningful contexts purposeful learning. Specific subjects have different language requirements such as, the vocabulary and language features of science and the written and oral genres to narrate, explain, persuade, report, and discuss the particular content of various subjects. The conventions and differences must be explicitly taught in relevant contexts across the curriculum.

Knowledge, Skills, Values, and Attitudes for Careers, Higher Education, and Citizenship in the 21st Century

Papua New Guinea shapes and is being shaped by the 21st century social, economic, political, cultural, religious, and environmental discourses and practices. It is important to provide opportunities for students to learn in-depth and master the 21st century knowledge, skills, values, and attitudes to prepare them for careers, higher education, and citizenship. There is an increasing demand for knowledge-based workers and workers with qualifications in STEAM globally. This cadre of workers are not available in Papua New Guinea because education is not geared towards preparing this category of workers. Papua New Guinea children should be equipped with the necessary 21st century and STEAM knowledge, skills, values, and attitudes to ensure that they are marketable globally and can contribute meaningful to the development of Papua New Guinea.

Science, Technology, Engineering, Arts, and Mathematics

The majority of careers in the 21st century is STEAM related. However, demand for STEAM graduates and experienced workers far exceed the supply of this cadre of workers. What is more, although a slow paradigm shift is taking place, careers in STEAM fields are dominated by males. Females are beginning to venture into these careers but at a very slow pace. There is an enormous gender parity gap in this area. Thus, it is critical for STEAM knowledge, skills, values, and attitudes to be taught from prep to post-secondary school level to provide opportunities for all students to attain STEAM related proficiencies before leaving school. The main aim of this education is to shape students' thinking, motivate, and influence them to develop an interest in careers in the STEAM field, and pursue STEAM related academic programs in institutions of higher education.

Standards-Based Curriculum Principles

The principles of the Standards Based Curriculum (SBC) include the following:

- Setting of high academic standards and a careful and continuous assessment and reporting of students' performance against these standards will motivate students to perform at a much higher level.
- Standards allow every student, every parent, and every teacher to share in common expectations of what students should know, understand, and be able to do.
- Students will learn more when more is expected of them in school and at home.
- The setting of clear, measurable, and attainable standards is the key to attaining high academic standards and hence the attainment of the desired quality of education.
- All children are capable of learning and achieving high academic standards, regardless of their backgrounds.
- Students can learn in their own ways and at their own rates.

Protection of Children's Rights

It is paramount that children's rights stipulated in national legal and policy frameworks, and international conventions such as the United Nations Convention on the Rights of the Child (UNCRC) are recognised, promoted, protected, and safeguarded by everyone and every organisation working and dealing with children's welfare and well-being. A child is defined by UNCRC as a human being below the age of 18 years. However, definitions of a child may differ based on the socio-cultural contexts of different countries. Notwithstanding the differences in definitions, biologically, a child is generally anyone between birth and puberty.

The four core principles of UNCRC underpinning children's rights are:

- non-discrimination.
- devotion to the best interests of the child.
- the right to life, survival and development.
- respect for the views of the child.

Children's rights are human rights and therefore they should be promoted and safeguarded by the whole of the education system. They should permeate all education plans, policies, programs, and activities, and firmly embedded in the school curriculum, teaching and learning practices, and the overall management of the education system.

Business Studies Rationale, Aim and Goal, and Guiding Principles

Rationale

People all over the world are surrounded by countless commercial activities and transactions every day. Likewise, Papua New Guinea has already begun to move into the same trend. In Papua New Guinea, these commercial transactions take place in two different types of societies; the traditional subsistence society and the modern consumer society.

In the traditional subsistence society, many people live a way of life where goods and services are produced by the consumers or obtained and exchanged through their own traditional commercial systems using a simple marketing and distribution network. These societies have managed their resources sustainably based on cultural knowledge, skills, attitudes and values.

In the modern consumer society, many individuals work to earn an income that is then spent to obtain the goods and services they need or want. Apart from formal jobs, there is also an increase in the informal commercial activities that enable people to earn an income to pay for their goods and services.

Business is a dynamic activity that operates in a constantly changing global environment. Although its decision-making processes and operations are subject to various internal and external influences, business also acts as an initiator and agent of change in society. Therefore, it is important that Business Studies is taught in high school grades 9 and 10 education level to make students understand how businesses influence and are influenced by the local, national, regional and global economic and social environments.

Business Studies also provides a means whereby young people, through guidance, experience and action can face the realities of the marketplace, the world of work and leisure and technological change while at school.

Business studies guides students to become competent citizens and develops their confidence to participate responsibly and ethically in a commercial environment. Students acquire knowledge and understanding of business; develop specific skills such as the ability to investigate, analyse, evaluate and communicate in a variety of situations and contexts, and use technology; are encouraged to be enterprising, and to interact with businesses and the community and develop ethical attitudes and values.

Business studies also provides a foundation in the discipline of accounting which prepares students to think locally, to apply accounting principles in a consistent, effective and ethical manner, and to become independent learners. Business studies helps students to also develop skills in managing financial resources at personal level and in the business environment and prepare for further education, training and employment.

Business studies curriculum is focused on business skills and fundamental business processes (production, laws in business, business management, keeping accounts, accounting, communication in business, technology use in business and doing business electronically) and utilizing problem-solving based approaches to enable students to learn and demonstrate proficiency on essential business knowledge, skills, values and attitudes. The end goal is for students to enjoy learning business, develop and sustain a business mindset and achieve high business standards, which are comparable globally.

Ultimate Aim of Business Studies

Business studies prepare students to participate and be aware of the changing social, political, legal and economic issues in the business environments both locally and globally. It also prepares students to participate in roles as active and responsible citizens, workers, employers, entrepreneurs, and wise and responsible consumers in their communities.

Business Studies aims to enable students to:

- appreciate business as an commercial environment.
- understand that there are laws that govern business and business operations.
- Know that business require management.
- Value that communication is vital in the business environment.
- Understand marketing processes in business.
- Appreciate the use of technology in business.
- Appreciate the advantages of e- business.

Goal of Business Studies

The aim of grades 9 and 10 Business Studies course is to develop students’:

- Knowledge and skills in the understanding of the operation and manage a business.
- Knowledge in the understanding of how businesses are influenced by the local, regional, national and global economic and social environments.
- Ability and confidence to communicate in a variety of business situations and to use advance technologies for effective communication in business.
- Understanding of interacting positively with businesses and the community and be able to demonstrate ethical attitudes and values in the business environment.
- Ability to investigate, analyse and evaluate commercial or business matters in variety of business situations.
- Ability to face the realities of marketplaces, the world of work and leisure and technological changes in the business environment.
- Ability in decision making as a wise consumer in relation to financial status and demonstrate the ability to apply healthy consumption practices to protect oneself, other people and the physical environment.
- Confidence and ability to become competent citizens, workers, employers, entrepreneur, and consumers in the communities.
- Understand the relationship of accounting processes to social, legal regulatory and ethical considerations.
- Acquire knowledge and skills in the use of information and communication technology in the accounting process.
- Capacity to analyze, critically examine and interpret financial and non-financial

information, and to contribute to future planning and decision making for a range of accounting entities.

- Attitude in appreciating the need for ethical conducts social responsibility and use of accounting standards in accounting practices.
- Acquire and apply problem solving skills on a range of issues affecting Papua New Guinea's economy and the global community.

Business Studies Guiding Principles

Guiding principles of Business Studies can be described as a strong set of beliefs that influence the approach of teaching and learning business studies content.

The guiding principles of business studies course is to;

- integrate teaching and learning situations that reflect the knowledge, skills, attitudes and spiritual values needed for integral human development
- prepare students for productive community living
- promote and respect our many cultures and languages
- recognize appropriate social relationships based on sound human and religious ethics, morals and values
- integrate knowledge, skills and attitudes to allow students to achieve the desired outcomes of integral human development
- promote attitudes; skills and knowledge that will help them become productive, healthy and contented citizens
- promote tolerance, respect for one another and resolve problems peacefully
- promote respect and act in the spirit of the National Constitution
- encourage the building of capabilities and talents
- promote participation in the development of their own community and that of the national and international community
- promote and safeguard the national wealth and resources and consider how they will contribute to national revenues
- promote teaching and learning based on the ideals and principles that supports sustainability of - human rights, sustainable livelihoods, peace, environmental protection, health, biological and landscape diversity, climate change, gender equality, and protection of indigenous cultures
- use teaching and learning strategies that meet the needs and rights of all female and male students
- use gender inclusive language, content, methodology and assessment
- skill male and female students to participate fully in work, both paid and unpaid
- respect positive cultural values and challenge unfair cultural practices
- respect the contributions of men and women to society
- promote positive attitudes and behaviors of social responsibility, empathy and sensitivity
- promote teaching, learning and assessment activities that are inclusive of all students
- promote teaching and learning that enables critical and creative thinking,
- problem solving and decision making skills, as well as a range of practical skills and knowledge
- encourage language development across the curriculum to provide meaningful contexts for real purpose learning

Gender Equity and Social Inclusion

All children, regardless of their gender, ability and other backgrounds, are expected to achieve high academic standards in studying business studies. High expectations and strong support for especially female students and children living with disabilities will enable all children to be actively involved in the learning of the business studies course. All students come to school with expectations to learn business courses that meets their individual interests and needs. Business standards provide a wide range of opportunities for students to acquire and apply business knowledge, processes, concepts, ideas, skills, values, and attitudes in real life. Every student regardless of race, color, gender and ability should have the benefit of quality instructional materials, good libraries and adequate technology to enable them to effectively learn and attain the expected business studies course outcomes.

Evidence - Based Teaching and Learning

Assessment should focus on improving students' learning of business course. Student's progress towards meeting the expected business standards should be assessed and evaluated. Assessment data should be used to report on students' progress towards meeting grade-level expectations and national content standards, identify and assist students who are yet to meet the expected standards, monitor the progress of weak students, and for lesson planning and instruction . Assessment should inform and guide teachers as they make instructional decisions. The tasks teacher's select for assessment convey a message to the students about what kind of business knowledge, skills, values, and attitudes and performance are valued. Feedback from assessment task helps students' in setting goals, assuming responsibility for their own learning and becoming more independent learners.

Teaching and Learning Business Studies Using Technology

Technology is essential in the teaching and learning of business course. It influences the way business is taught and contributes to enhancing students' learning of business content. Technology can enhance the teaching and learning of business course if used appropriately. The use of technological tools such as business communication technologies, e- business commerce technologies, computers and internet can help students learn and master essential business concepts, ideas, and processes. These tools can contribute to a rich learning environment for developing and applying business concepts.

STEAM Rationale, Aim and Goals, and Guiding Principles

Ultimate Aim

The ultimate aim of STEAM education is to develop a STEAM literate society in which all citizens have the expected level of STEAM literacy. STEAM literacy refers to an individual's:

- knowledge, skills, values, and attitudes to identify problems and questions in life
- situations, explain the natural and design world, and draw evidence-based conclusions about STEAM issues;
- understanding of characteristic features of STEAM disciplines as forms of human knowledge, inquiry, and design;
- awareness of how STEAM disciplines shape our material, intellectual, and cultural environments, and
- willingness to engage in STEAM related issues and with the ideas of STEAM as a constructive, concerned, and reflective citizen.

Goals

The following are the goals of STEAM education;

- i. Provide students with STEAM related experiences and opportunities to use STEAM concepts, ideas, and skills to solve problems relating to the natural and physical worlds, and use the evidence to make informed decisions about the interventions
- ii. Build positive attitudes and embed essential STEAM values in children thereby motivating them to choose STEAM related careers or undertake STEAM related academic programs or courses of study
- iii. Provide students opportunities to work in collaboration and partnership with people engaged in STEAM related careers or disciplines to learn about how STEAM skills, concepts, processes, and ideas are applied in real life
- iv. Build a pool of STEAM workers who can contribute to national and global development and progress
- v. Enable children to achieve high academic standards

Guiding Principles

Integration and application of knowledge and skills in real life situations

Integration of STEAM knowledge and skills and their application to real-life situations inside and outside of the classroom setting will enable students to explain how STEAM disciplines shape our material, intellectual, cultural, economic, social, and environmental contexts.

Emphasis is on the learning and the application of STEAM knowledge and skills to investigate, explain, and solve problems rather than on content

STEAM education emphasises the learning and the application of knowledge, and skills to investigate, explain, and solving physical and natural problems rather than on in-depth teaching and learning of STEAM content.

STEAM related knowledge and skills are used to investigate, explain, and solve problems relating to the natural and physical environments

STEAM education focuses on providing the learners real life experiences of how STEAM related skills, concepts, processes, ideas, principles, values, and attitudes are applied and used to identify problems and questions in real life situations, explain the natural and physical world, and draw evidence-based conclusions.

Core Curriculum

A core set of common learning's, knowledge, skills, values, and attitudes have been integrated into the curriculum to provide all students an opportunity to acquire and master these before they are ready for career, higher education, and citizenship. The core curriculum includes:

- Cognitive skills (critical and creative thinking)
- Reasoning, problem-solving and decision-making skills
- High level thinking skills (analysis, evaluation and synthesis)
- 21st century skills
- STEAM principles and skills
- Spiritual values and virtues
- Reading, writing and communication skills, and
- Essential values and attitudes.

The above knowledge, skills, values and attitudes should be taught and assessed by all teachers from prep to grade 12. These are reinforced at each school grade and school level to enable students to become proficient in their application in different careers, higher education and good citizenship contexts contexts.

Essential Knowledge, Skills, Values, and Attitudes

Students' level of proficiency and progression towards the attainment of content standards will depend on their mastery and application of essential knowledge, skills, values and attitudes in real life or related situations.

These knowledge, skills, values and attitudes have been integrated into the content standards and benchmarks. They will also be integrated into the performance standards. Teachers are expected to plan and teach this essential knowledge, skills, values and attitudes in their lessons, and assess students' performance, proficiency and progression towards the attainment of content standards.

Provided here are examples of different types of knowledge, processes, skills, values and attitudes that all students are expected to learn and master as they progress through the grades. These are expanded and deepened in scope and the level of difficulty and complexity are increased to enable students to study in – depth the subject content as they progress from one grade to the next grade.

Types of knowledge

There are different types of knowledge. These include:	
<ul style="list-style-type: none"> • Public and private (privileged) knowledge • Specialised knowledge • Good and bad knowledge • Concepts, processes, ideas, skills, values, attitudes • Theory and practice • Fiction and non-fiction • Traditional, modern, and postmodern knowledge 	<ul style="list-style-type: none"> • Subject and discipline-based knowledge • Lived experiences • Evidence and assumptions • Ethics and Morals • Belief systems • Facts and opinions • Wisdom • Research evidence and findings • Solutions to problems

Types of Processes

There are different types of processes. These include:	
<ul style="list-style-type: none"> • Problem - solving • Logical reasoning • Decision making • Reflection 	<ul style="list-style-type: none"> • Cyclic processes • Mapping (e.g. concept mapping) • Modelling • Simulating

Types of Skills

There are different types of skills. These include:

1. Cognitive (Thinking) Skills

Thinking skills can be categorized into critical thinking and creative thinking skills.

(i) Critical Thinking Skills

A person who thinks critically always evaluates an idea in a systematic manner before accepting or rejecting it. Critical thinking skills include:

Analysis Skills – Analysis skills involve examining in detail and breaking information into parts by identifying motives or causes, underlying assumptions, hidden messages; making inferences and finding evidence to support generalizations, claims, and conclusions.

Evaluation Skills – Evaluation skills involve justifying and presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on set criteria.

Key Words

Analyse, compare, contrast, classify, distinguish, infer, explain, separate, select, categorise, connect, differentiate, discriminate, divide, order, point out, prioritise, sub-divide, survey, advertise, appraise, breakdown, calculate, conclude, correlate, criticize, devise, deduce, arrange, discover, establish, examine, organize, outline, investigate, examine, simplify, see, research, recognize, highlight, in-depth, discuss, list, find, group, divide, focus, question, experiment, test, illustrate, identify, deconstruct, and simplify.

Key Words

Evaluate, criticize, order, appraise, judge, support, compare, decide, discriminate, recommend, summarise, assess, choose, convince, defend, estimate, find errors, grade, measure, predict, rank, score, select, test, argue, conclude, consider, monitor, check, debate, determine, justify, explain, give reasons, interpret, opinion, validate, and value.

(ii) Creative Thinking Skills

A person who thinks creatively has a high level of imagination, able to generate original and innovative ideas, and able to modify ideas and products. Creative thinking skills include;

Synthesis/Creative Skills – Synthesis skills involve changing or creating something new, compiling information together in a different way by combining elements in a new pattern proposing alternative solutions.

Key Words

Categorise, combine, compose, create, devise, design, explain, generate, modify, organize, plan, rearranges, construct, deconstruct, reconstruct, relate, reorganize, revise, rewrite, summarise, tell, write, formulate, invent, hypothesise, develop, compile, prepare, produce, arrange, rearrange, assemble, role-play, anticipate, make, predict, act-out, model, build, convert, discuss, elaborate, solve, propose, visualize, imagine, extend, tabulate, transform, integrate, innovate, maximize, and minimize.

2. Reasoning Skills

Reason is a skill used in making a logical, just, and rational judgement.

3. Decision-Making Skills

Decision-making involves selection of the best solution from various alternatives based on specific criteria and evidence to achieve a specific aim.

4. Problem Solving Skills

Problem solving skills involve finding solutions to challenges or unfamiliar situations or unanticipated difficulties in a systematic manner.

Types of Values**1. Personal Values (Importance, worth, usefulness etc.)**

Core Values	Sustaining Values
<ul style="list-style-type: none"> • Sanctity of life • Truth • Aesthetics • Honesty • Human • Dignity • Rationality • Creativity • Courage • Liberty • Affectivity • Individuality 	<ul style="list-style-type: none"> • Self-esteem • Self-reflection • Self-discipline • Self-cultivation • Principal morality • Self-determination • Openness • Independence • Simplicity • Integrity • Enterprise • Sensitivity • Modesty • Perseverance

2. Social Values

Core Values	Sustaining Values
<ul style="list-style-type: none"> • Equality • Kindness • Benevolence • Love • Freedom • Common good • Mutuality • Justice • Trust • Interdependence • Sustainability • Betterment of human kind • Empowerment 	<ul style="list-style-type: none"> • Plurality • Due process of law • Democracy • Freedom and liberty • Common will • Patriotism • Tolerance • Gender equity and social inclusion • Equal opportunities • Culture and civilisation • Heritage • Human rights and responsibilities • Rationality • Sense of belonging • Solidarity • Peace and harmony • Safe and peaceful communities

Types of Attitudes

Attitudes - Ways of thinking and behaving points of view

<ul style="list-style-type: none">• Optimistic• Participatory• Critical• Creative• Appreciative• Empathetic• Caring and concern• Positive• Confident• Cooperative	<ul style="list-style-type: none">• Responsible• Adaptable to change• Open-minded• Diligent• With a desire to learn with respect for self, life, equality and excellence, evidence, fair play, rule of law, different ways of life, beliefs and opinions, and the environment.
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Content Standards, Benchmarks, and Evidence Outcomes

Content standards, benchmarks, and evidence outcomes are all curriculum standards. However, they have specific curriculum purposes. Despite this, these curriculum standards are interconnected and enable the intended learning outcomes to be attained

Content Standards

Content Standards are broadly stated expectations of what students should know, understand, and be able to do in particular subjects, grade level, or school level.

They embed essential knowledge, skills, values, and attitudes that all students are expected to acquire and master in each strand or unit to prepare them for next grade and level of schooling.

Benchmarks

Benchmarks are specifications of content standards or more detailed descriptions of a specific level of performance expected of students at particular ages, grades, or levels of development.

Benchmarks focus on the essential knowledge, skills, values and attitudes that all students are expected to learn, master and demonstrate competency.

Evidence Outcomes

Evidence outcomes are indicators that indicate students' progress towards meeting an expectation at the mastery level. They measure students' mastery and application of knowledge, skills, values, and attitudes at each grade, cluster or school levels.

Evidence outcomes indicate that a student is meeting an expectation or achieving a benchmark at the mastery level. They enable teachers to know if a student can do, what the student was expected to know, understand and do in real life or relevant situations. Evidence outcomes are given for each strand in each grade to describe what all students should do at the end of the different strands and their units of business studies course.

Content Standards and Benchmarks Coding

The following is the coding system used to code the content standards and the benchmarks to not only make it easier to interpret and understand the relationship between these two standards but also to help with lesson planning and assessment and reporting of each student's performance in relation to a content standard.

The following is the coding system used to code the content standards and benchmarks not only make it easier to interpret and understand the relationship between two learning standards but also to guide lesson planning, instruction, assessment and reporting of individual student's performance in relation to a benchmark or content standard.

Content Standard Benchmarks Coding	
Grade	: Grades indicated by the first number (for example 9.1.1.1)
Strand	: Strand is indicated by the second number (for example 9.1.1.1)
Content Standard	: Content Standard is indicated by the third number (for example 9.1.1.1)
Benchmark	: Benchmark is indicated by the fourth number (for example 9.1.1.1)
Thus, the code will read as Content Standard 9.1.1 and Benchmark as 9.1.1.1	

Content Overview

The grades 9 and 10 Business Studies syllabus is organized by strands and units. Strands are broad content areas that define and describe the subject matter to be taught and learned while the units are key focus concepts that also define and describe the content to be taught and learned in each of the grades. They incorporate cross-curriculum learning as well. Each strand and unit have a rationale that justifies its purpose in the Business Studies curriculum.

Each strand has units in which each unit embeds a particular aspect of Business Studies concept and articulates the subject matter to be learnt. What students are expected to learn and demonstrate proficiency on is described in the unit content standards. Each unit has one content standard which is set at the national level. Significant aspects of the content standards (knowledge, skills, values and attitudes) are benchmarked at each grade-level.

The Business Studies strands and units for grades 9 and 10 are as follows:

Strands	Units
Nature of Business	Foundations of Business
	Entrepreneurship and Business
Business Management	Management Principles and Practices
	Accounting and Finance
	Human Resource Management
	Business Regulation
	Information Technology
Marketing	Foundation of Marketing
	Marketing and Sales
Establishing a Business	Business Planning
	Business Start-up and Operation
Electronic Commerce	Electronic Business
	Electronic Commerce Technology
	Electronic Marketing

Strand 1: Nature of Business

Rationale

Every society faces a conflict between unlimited wants and needs. Because of high demand for goods and services, different methods of production, including specialization and mass production techniques, have been and are being developed and used to address the problem of limited resources. Different mechanisms of distributing goods and services, such as markets and businesses, are developed to enable buyers and sellers to sell and purchase goods and services. Businesses play important roles in the marketing of goods and services that are wanted by consumers. Businesses too have become more specialized and competitive. This is because their main purpose is to make a profit. Human needs continue to change and evolve. New businesses are developed to meet these changing needs.

Businesses contribute enormously to the economy by creating wealth, employment, and entrepreneurship opportunities as well as make available a wide range of goods and services. There are different types of businesses. They have different purposes, characteristics, are influenced and impacted by different economic ideologies and systems, and are subjected to both internal and external environment factors.

Businesses are influenced and shaped by a core set of ideas, principles, and practices. These evolved and change over time as theoretical perspectives are improved and new theories and best practice are embraced. Business thinking and practices are influence by social, political, economic, cultural, technological, legal, and environment contexts, thinking, ideas, principles, and practice. It is, therefore, important for students to learn and master the essential business ideas, concepts, principles, and practices before they study more advanced business content.

This strand focuses on the nature and foundations of business, and entrepreneurship and business which are fundamental to an understanding of business. The foundations of business must be mastered in order for business-specific content to have relevance to student learning. Students will progressively learn the fundamental ideas, concepts, skills, values, and attitudes of business to prepare them to learn more advanced business and administration content as they progress to higher grades.

Evidence Outcomes

At the end of grades 9 and 10, all students can:

Grade-Level Evidence Outcomes	
Grade 9	Grade 10
<ul style="list-style-type: none"> • select language appropriate to work situations. • demonstrate the ability to speak clearly and concisely. • express thoughts and ideas using various forms of communication. • use a variety of references and resources (both electronic and printed). • discuss the importance cultural diversity when communicating in different situations. • explain the importance of technology in enhancing the effectiveness of communication. • select and use appropriate technology for the intended purpose of communication. • use different electronic messaging technologies to communication with a variety of stakeholders. • adhere to security and confidentiality standards when using communications technology. • identify and explain the characteristics of entrepreneurs. • describe and categorise different types of entrepreneurial venture ownership. • explain the process of starting up, operating an entrepreneurship venture. • discuss the importance and purposes of keeping and maintain records. • use evidence to make informed business decisions. • analyse internal and external factors that impact of on entrepreneurship ventures. 	<ul style="list-style-type: none"> • use correct formulas and mathematical processes to solve various business problems. • select and use appropriate mathematical tools when solving business problems. • analyse the advantages and disadvantages of different mathematical tools used for solving business problems. • use estimation to calculate a result. • solve business related problems using whole numbers, decimals, fractions, percentages, ratios, and proportions. • use algebraic operations to solve business problems. • use domestic and international standards of measurement to solve business problems. • analyse, interpret, and make inferences about business data. • evaluate the characteristics of businesses. • describe and categorise different types of businesses. • explain the process of starting a business. • evaluate various business start-up mechanisms • analyse the internal and external factors that impact on business.

Unit 1: Foundations of Business

Students will participate in the economic system either as consumers, entrepreneurs, business man and women, or employees. It is therefore important for all students to acquire the essential and in-demand competencies and business literacy. Learning and mastery of essential foundational knowledge, skills, values, and attitudes required to effectively function in an economic system and business environment are important prerequisites. Students should develop a solid grounding in the foundations of business and use these as a basis to learn and comprehend more advance and complex business content.

Content Standard 1.1: Students will be able explain and utilize communication, computation, and economic principles, concepts, processes, procedures, strategies, and systems fundamental to business.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.1.1.1. Explain the importance of Communicating in a clear, courteous, concise, and correct manner at personal and professional levels.	10.1.1.1. Determine and use correct mathematical operations and processes to solve business problems.
9.1.1.2. Examine communication skills accepted and used in the workplace.	10.1.1.2. Examine different mathematical tools for solving business problems and evaluate its importance.
9.1.1.3. Assess leadership and supervision techniques, customer service strategies, and personal ethics standards needed for communicating effectively with various business constituencies.	10.1.1.3. Identify and solve business problems requiring whole numbers, decimals, fractions, percentages, ratios, averages, and proportions.
9.1.1.4. Investigate and explain how technology is used to enhance the effectiveness of communication.	10.1.1.4. Identify and solve business problems using algebraic operations.
9.1.1.5. Examine the importance of security and confidentiality in the use of technology for communications.	10.1.1.5. Identify and use domestic and international standards of measurements to solve business problems.
	10.1.1.6. Analyse, interpret, and make inferences about business data.

Unit 2: Entrepreneurship and Business

Entrepreneurship focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. It is the process of designing, launching, and operating a new business, which usually starts as a small business and grows into a big business. On the other hand, business is an institution or system that produces goods and services needed by society and consumers. It is as an activity involving regular production or purchase of goods and services for sale, transfer and exchange with an object of earning profit. If the demand is increased, the producer also will increase production.

Students will benefit from developing an awareness and appreciation for and understanding of entrepreneurship and business in the economy. Most of the jobs created in recent years have been in the small to medium business sector. Entrepreneurship skills are necessary not only for students who will become entrepreneurs, but also for individuals working in the increasingly competitive, corporate, and business world. Entrepreneurship is a nature fit for business education because entrepreneurship integrates the functional areas of business – accounting, finance, marketing, and management, and the legal and economic environments in which any new ventures operates. Today, entrepreneurial ventures are particularly impacted by the development of technology. It is important for students to understand the impact of technology on businesses so that they can make informed decisions and choices.

Content Standard 1.2: Students will be able to investigate and analyse the characteristics, contexts, and functions of entrepreneurship ventures and businesses.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.1.2.1. Identify and explain the characteristics of entrepreneurs and evaluate the degree to which one possesses those characteristics.	10.1.2.1. Identify and examine the characteristics of business.
9.1.2.2. Categorise entrepreneurship ventures according to their purpose, size, features, and function.	10.1.2.2. Identify and list different types and forms of businesses.
9.1.2.3. Identify different entrepreneurship ventures and explain the process involved in starting-up, operating, and maintaining them.	10.1.2.3. Categorise businesses according to their purpose, size, features, and function.
9.1.2.4. Examine the financial skills, processes, and strategies needed by entrepreneurs to make informed decisions.	10.1.2.4. Examine and explain the process of establishing a business.
9.1.2.5. Recognise that entrepreneurs must establish, maintain, and analyse appropriate records to make business decisions.	10.1.2.5: Investigate and analyse the partnerships and support mechanisms (e.g. government, financial institutions, workers unions) for starting up, operating, and managing businesses.
9.1.2.6. Use economic concepts when making decisions for entrepreneurship ventures.	10.1.2.6. Investigate and explain the purpose of different business start-up mechanisms (e.g., business incubation centres, business loans, tax incentives, business mentoring, etc.) used in PNG.
9.1.2.7. Analyse how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures.	10.1.2.7. Evaluate the different business start-up mechanisms in terms of their contexts, inputs, processes, and products/outcomes.
9.1.2.8. Examine the internal and external factors that impact on entrepreneurship ventures.	10.1.2.8. Examine the internal and external factors that impact on business operations.

Strand 2: Business Management

Rationale

Management is the process of using organizational resources effectively and efficiency to achieve organizational goals through planning, organizing, leading, directing, controlling, and evaluating. Business management helps students examine and analyse various management theories and understand how they influence and are applied in business practice. Having a good theoretical understanding of management theories will enable students to make sense of their application in practice, and how they can contribute to improving practice. Business management also helps students to understand the different management functions, their relationships, and the organisations competitive niche. Moreover, it helps students understand how organizational resources could be maximized to achieve optimal results. Successful business managers are able to maximise the utilization of human resources. They are leaders who understand the benefits of team work and consensus building, problem-solving, professional learning, partnerships, and evidence-based decision-making, inside and outside the business operations. They recognize the importance of technology and information management in the decision-making process and the value of ethics and social responsibility in building and maintaining business relationships. And like entrepreneurs, successful managers know that the ability to discern and respond quickly to changing economic conditions and new business opportunities is crucial to remaining viable and competitive in the market place.

Business management will enable students develop business management thinking and acquire high-level thinking skills required to successfully manage the different business functions and people. It will allow students to understand the role change management plays in today's organisations, the importance of ethical and corporate responsibility, and the necessity of incorporating global perspectives in business.

Evidence Outcomes

At the end of grades 9 and 10, all students can:

Grade-Level Evidence Outcomes	
Grade 9	Grade 10
<ul style="list-style-type: none"> • explain the evolution of the scientific management theory. • analyse the principles of scientific management theory and explain their use in business management. • evaluate the strengths and weaknesses of the scientific management theory. • explain the business principles of supply and demand, and specialization. • explain automated accounting, accounting cycle, accounting framework, and accounts classification. • explain of the purpose and function of accounting. • justify the importance of accounting to business. • explain the legal and ethical bases of accounting. • explain the principles of accountability, transparency, honesty, compliance, and evidence-based decision-making. • explain the purpose of each step of manual and computerized accounting systems. • analyse the different documents and electronic data used in recording financial decisions, income and expenditures, credits and loans, liabilities, and business assets. • explain types of journals and ledgers used in accounting. • analyse and interpret values and attitudes of individuals and/or businesses towards accounting. • define human resource management. • explain the importance of human resource management to business. • evaluate management skills, approaches, and strategies for managing people. • explain various ways of regulating businesses. • analyse the impact of business laws on business operations. • explain the relationship between business ethics and legal processes. 	<ul style="list-style-type: none"> • explain the evolution of behavioural theory. • analyse the principles of behavioural theory and explain their use in business management. • evaluate the strengths and weaknesses of behavioural theory. • explain the business principles of individualism, entrepreneurship, and competition. • recognise accounting principles required to satisfy the legal requirements of a business. • explain banking procedures. • interpret and analyse different types of financial statements and other transactions. • evaluate the effects of transactions on the elements of the accounting equation. • apply the rules of debit and credit when recording business transactions and working out the normal accounting balance. • use the basic steps in the accounting cycle for service and merchandising operations. • explain single-entry accounting procedures and processes. • justify the purpose for single-entry accounting for special journals, controlling accounts, and subsidiary ledgers. • explain the principles of internal control, including petty cash procedures and bank reconciliation. • explain the procedures for valuing and recording inventory. • determine and explain how employees are compensated. • analyse different approaches of motivating employees. • explain change management. • analyse implications of change management on human resource management. • explain how principle of professionalism is practiced by businesses. • identify and explain various business enabling, competition, and human resource laws. • evaluate the impact of business laws on business operations.

Evidence Outcomes

At the end of grades 9 and 10, all students can:

Grade-Level Evidence Outcomes	
Grade 9	Grade 10
<ul style="list-style-type: none"> • explain the relationship between business ethics and legal processes. • analyse and explain the impact of technology on society and business. • discuss current and emerging trends in information technology. • solve problems relating to various operating systems and utilities. • use various input technologies to enter and manipulate information. • explain how multimedia software can be used to create media rich projects. 	<ul style="list-style-type: none"> • evaluate available technology information systems. • select and use appropriate information technology software applications. • design, develop, test, implement, update, and evaluate web solutions. • gather, evaluate, use, cite, and disseminate information from technology sources. • use, plan, develop, and maintain database management sources. • evaluate different electronic systems for electronically managing data. • explain the importance of following a code of ethics in the use of information systems and management.

Unit 1: Management Principles and Practice

Management in some form or the other has been practiced in the various parts of the world since the dawn of civilization. With the onset of Industrial Revolution, however, the position underwent a radical change. The structure of industry became extremely complex. At this stage, the development of a formal theory of management became absolutely necessary. It was against this background that the pioneers of modern management thought laid the foundations of modern management theory and practice. This unit focuses on the principles of management, emphasizing managerial functions, explaining internal management of organizations, and behavioural concepts as applied to practical management problems.

Students will learn the basic functions, principles, and concepts of management. It is important that students understand the management functions and principles, decision-making processes, problem-solving approaches and techniques, modern and postmodern trends in the management process, and management theories that underpin these factors of management.

Content Standard 2.1: Students will be able to examine and explain how management principles and practices are used to manage business functions.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.2.1.1. Examine the evolution of scientific management theory.	10.2.1.1. Examine the evolution of behavioural theory.
9.2.1.2. Discuss the principles of the scientific management theory and examine how they are used in actual practice in business.	10.2.1.2. Discuss the principles of behavioural theory and examine how they are used in actual practice in business.
9.2.1.3. Analyse the strengths, weaknesses, and the limitations of the scientific management theory.	10.2.1.3. Analyse the strengths, weaknesses, and the limitations of the behavioural theory.
9.2.1.4. Investigate and report on the application of scientific management theory in one business.	10.2.1.4. Investigate and report on the application of the principles of behavioural theory in one business.
9.2.1.5. Explain the business principles of supply and demand, and specialisation.	10.2.1.5. Examine the business principles of individualism, entrepreneurship, and competition.

Unit 2: Accounting and Finance

Keeping accounts and reporting are two essential skills that any business person must possess. Businesses, regardless of their size, must prepare and report their financial position and performance through proper record keeping.

In grade 9, the unit emphasizes the importance of source documents and journals in the accounting system for different business entities and organisations. In studying concepts in grade 9, students develop the basic knowledge of where the financial information is drawn from in the initial stages of the accounting process.

In grade 10, this unit teaches students about single entry accounting and petty cash. Teaching the concept of single-entry accounting enable students to acquire skills in calculating profit, take stock correctly, and complete appropriate bank documents. The concept of petty cash also enables students to acquire skills in writing cheques, preparing vouchers for making payments and recording in petty cash books.

Content Standard 2.2: Students will be able to examine the concepts, principles, and practices of accounting, finance, and decision-making, and explain their application in the management of business.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.2.2.1. Explain the terminology of accounting; accounting principles and accounting framework	10.2.2.1. Investigate appropriate accounting principles required to satisfy the legal requirements of a business.
9.2.2.2. Examine the purpose and function of accounting.	10.2.2.2. Assess banking procedures and apply correct accounting methods for all financial records.
9.2.2.3. Justify the importance of accounting to business operations and the achievement of desired outcomes	10.2.2.3. Interpret and analyse all banking financial statements and other transactions.
9.2.2.4. Examine the legal and ethical bases of accounting.	10.2.2.4. Interpret and analyse financial statements.
9.2.2.5. Discuss the principles of accountability, transparency, honesty, compliance, and evidence-based decision making.	10.2.2.5. Describe the effects of transactions on the elements of the accounting equation.
9.2.2.6. Explain and justify each the steps of the accounting cycle and explain the purpose of each step using manual or computerised systems.	10.2.2.6. Apply the rules of debit and credit in recording business transactions and recognise the normal accounting balance.
9.2.2.7. Investigate the different documents and electronic data used in the recording of financial decisions, income and expenditures, credits and loans, liabilities, and business assets.	10.2.2.7. Examine and use the basic steps in the accounting cycle for service and merchandising operations.
9.2.2.8. Examine the types of journals and ledgers used in accounting process.	10.2.2.8. Examine the procedures and processes involved in single-entry accounting.
9.2.2.9. Investigate the values and attitudes of individuals and/or business organizations towards accounting.	10.2.2.9. Analyse and justify the purpose for single-entry accounting for special journals, controlling accounts and subsidiary ledgers.
	10.2.2.10. Examine the principles of internal control, including petty cash procedures and bank reconciliation.
	10.2.2.11. Assess the procedures for valuing and recording inventory.

Unit 3: Human Resource Management

Human resource management (HRM) is concerned with people management issues and problems in organisations. The predecessor of HRM is personnel administration, which is basically administrative in nature. HRM is slowly being accepted as a shared function between line management and human resource (HR) management in organisations. As such, HR managers and departments are required to manage employees jointly with line managers and line departments for better business performance. Accordingly, line managers and departments must learn to manage their own HR in their respective departments with the assistance of HR managers and/or departments, who are the experts in people management.

This unit will enable students to understand the importance of human resource management in business organisations and entrepreneurship ventures. They will appreciate that human resources provide the critical labour, an important means of production, need by business to attain their goals. Thus, its effective management will improve its competitive edge and allow it to progress and survive in the context of increasing competition.

Content Standard 2.3: Students will be able to assess the importance of human resources in the performance and sustainability of businesses, and the achievement of business purposes.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.2.3.1. Explore and analyze Human Resource Management	10.2.3.1. Examine how employees are compensated for their labour and evaluate the strengths, weaknesses, and limitations.
9.2.3.2. Explain the importance of human resources and management to business.	10.2.3.2. Investigate and report on the different motivation approaches and strategies for motivating employees.
9.2.3.3. Explain the process involved in recruiting the cadre of workers required by businesses.	10.2.3.3. Explain change management and analyse its implications for human resource management.
9.2.3.4. Examine people management skills required of human resource managers at different levels of a business organisation.	10.2.3.4. Discuss conflict management and resolution processes, strategies, skills, and evaluate their effectiveness.
	10.2.3.5. Examine the principle of professionalism and explain how it is practiced by businesses.

Unit 4: Business Regulation

Business laws are important in terms of guiding the conduct of business activities so that positive results are achieved by businesses, consumers, governments and the society as a whole. This unit aims to create awareness and understanding of the laws of business. Thus, the students should appraise their values and attitudes in relation to business laws to develop and apply good business practices.

In grade 9, the unit teaches the importance of government laws and regulations, and legal requirements and agreements affecting businesses. This unit will therefore enable students to appreciate and take into consideration relevant laws and regulations when planning and operating a business.

In grade 10, this unit covers employment laws that are applied in PNG. The unit also introduces some of the common insurance policies that are relevant to businesses. By studying this unit students will become aware of the relevant business laws and why these laws are necessary for businesses and individuals in the economy. Students will also be expected to grasp the importance of insurance in business and how it can help a business.

Content Standard 2.4: Students will be able to examine the different ways of regulating businesses and their impact on business operations.	
Grade 9 Benchmarks	Grade 10 Benchmarks
9.2.4.1. Describe the process and sources of law, and structure of the court system.	10.2.4.1. Examine national laws more broadly and analyse their impact on business.
9.2.4.2. Rationalise the importance of business laws in business regulation.	10.2.4.2. Examine business enabling laws (e.g. insurance laws) and evaluate their impact on business operations.
9.2.4.3. Analyse the relationship between business ethics and legal processes.	10.2.4.3. Analyse the strengths, weaknesses, and limitations of business enabling laws and suggest improvements.
9.2.4.4. Describe the major government regulations of business organisations.	10.2.4.4. Examine business competition laws and evaluate their impact on business.
9.2.4.5. Identify and categorise business laws according to their purpose, who or what they intend to protect, and legal principles.	10.2.4.5. Analyse the strengths, weaknesses, and limitations of business competition laws and suggest improvements.
9.2.4.6. Investigate the impact of business laws on business operations.	10.2.4.6. Analyse human resource laws (e.g. labour laws) and assess their impact on business.
9.2.4.7. Examine the legal process available to individuals and businesses.	10.2.4.7. Analyse the strengths, weaknesses, and limitations of human resource laws and suggest improvements.
9.2.4.8. Analyse attitudes and values of individual and business organisation towards business laws.	10.2.4.8. Discuss the principle of compliance and its importance in the operation of businesses and entrepreneurial ventures.

Unit 5: Information Technology

Information technology is rapidly changing the landscape of business and the global society. Information technology field is view as an indispensable resource for organisational and personal productivity, that is, for achieving an organisation's business goals, and for facilitating the attainment of individual's life and personal goals.

Mastery technology tools is a requirement rather than an option for enhancing learning, business, and personal performance. Students should be prepared to be competitive and successful in today's global business, which is increasing dependent on, and defined by, technology tools and knowledge creation and management. What students learn will focus on the use of technology not only as a tool for facilitating business functions but also as a catalyst for knowledge creation and management. Students will be taught the value of information technology and the impact it has on business. They will develop the ability to analyse, synthesise, evaluate, and apply technologies to solve problems, increase productivity, and improve the quality of life. And foster the development of interpersonal and service quality skills and demonstrate ethical, legal, and responsible behaviour. Technology is emphasised as a common thread throughout all areas of business. Students will be encouraged to respect intellectual property, personal privacy, and information security, and be catalysts for change.

Content Standard 2.5: Students will be able to explain the information technology concepts and examine the systems and tools needed to gather, access, analyse, synthesise, evaluate, manage, and disseminate information.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.2.5.1. Analyse the impact of information technology on society.	10.2.5.1. Identify and evaluate available information technology systems.
9.2.5.2. Examine the impact of business technology on business.	10.2.5.2. Select and use appropriate information technology applications software.
9.2.5.3. Discuss current and emerging trends in information technology.	10.2.5.3. Design, develop, test, implement, update, and evaluate web solutions.
9.2.5.4. Identify, evaluate, select, install, use, upgrade, customise, and diagnose and solve problems with various types of operating systems and utilities.	10.2.5.4. Gather, evaluate, use, cite, and disseminate information from technology sources.
9.2.5.5. Use various input technologies to enter and manipulate information appropriately.	10.2.5.5. Use, plan, develop, and maintain database management system.
9.2.5.6. Explain how multimedia software can be used to create media rich projects.	10.2.5.6. Identify and evaluate different electronic systems for electronically managing data.
	10.2.5.7. Explain advances in information technology and analyse the legal impact on society and business.
	10.2.5.8. Discuss the importance of following a code of ethics for information systems use and management.

Strand 3: Marketing

Rationale

Marketing is defined as the process of determining the needs and wants of consumers and being able to deliver products that satisfy those needs and wants. Marketing includes all of the activities necessary to move a product from the producer to the consumer. It is a bridge from the producer to the consumer.

Marketing starts with market research, a learning process in which marketers get to know everything they can about the needs and wants of consumers, and it ends when somebody buys something. Many companies feel that services provided to customers after the purchase also are an important part of marketing. All of these enterprises--production, advertising, transportation, processing, packaging, and selling -- are included in the marketing process.

Marketing introduces students to the processes and functions involved in providing products or services to meet consumers wants and needs. As a major business function, marketing impacts both the domestic and international economies. Marketing exists within a dynamic environment of rapidly evolving technology and constant change, emerging interdependent nations and their economies, and increasing demands for ethical and social responsibility. These themes are fully developed and integrated within the major elements of marketing.

The development of new marketing technologies (for example, finger print authentication and loyalty cards) is having a profound impact on how marketing is conducted and how marketing plans are created. Internet technologies in particular have allowed companies to use one-on-one advertising and promotion to customers who register with their web sites. The global economy and the influence of emerging economies is also changing marketer's perceptions about the role culture plays in marketing products. Despite these changes, there are at least two major principles related to marketing that all students should understand and master. These are the general marketing concepts and marketing practices. Students need to understand how general marketing concepts impact individuals, businesses and society. They need to also understand that even though marketing practices continue to change, the conceptual framework, which is built upon a consumer orientation, should not be noticeably altered.

The study of marketing can help students gain a clearer picture of how key business functions are directly related to marketing activities. In addition, it may inspire students to study marketing at a more advance level, which can be a springboard for career in marketing.

Evidence Outcomes

At the end of grades 9 and 10, all students can:

Grade-Level Evidence Outcomes	
Grade 9	Grade 10
<ul style="list-style-type: none"> define and explain important concepts of marketing (e.g., market, market mix, market research, market positions, market segmentation). explain different methods for forecasting sales. determine and explain the five 'Ps' of marketing mix (product, place, price, promotion, and people). identify and analyse the reasons for promoting products. identify and analyse the methods and costs of promoting products. explain the process of marketing and sales. analyse the role of marketing research in decision-making. explain the marketing research process and analyse each step of the process. identify and explain different types of market research. identify and analyse ethical issues relating to marketing research. 	<ul style="list-style-type: none"> identify and evaluate promotion factors (e.g., source, message, media, budget). distinguish between institutional and promotional advertising. identify and evaluate the strengths and weaknesses of each type of advertising media. define and explain a market plan. identify and explain the steps of a marketing plan. identify and describe available resources for implementing the marketing plan. aware of the importance coordinating promotional activities. differentiate between selling direct and going through external sales representatives. identify and describe examples of diverse marketing activities. explain the marketing functions. determine and evaluate the advantages and disadvantages of each marketing function. analyse the utilities of marketing. explain the different forms of marketing. Identify and analyse the factors of production. explain how consumer behavior impact production. discuss the importance of quality control and standards in production.

Unit 1: Foundations of Marketing

The study of marketing foundations will enable students to learn and master the essential concepts, processes, and principles of marketing. They will acquire a realistic understanding of the marketing as an essential function of business.

Content Standard 3.1: Students will be able to examine and explain the essential concepts, processes, and principles of marketing

Grade 9 Benchmarks	Grade 10 Benchmarks
9.3.1.1. Examine the concepts of market, market research, market mix, market positioning, market penetration strategy, market segmentation, market share, target market and customer profile survey.	10.3.1.1. Examine factors that should be evaluated in a promotion (e.g., source, message, media, budget).
9.3.1.2. Discuss the methods for forecasting sales.	10.3.1.2. Distinguish between institutional and promotional advertising.
9.3.1.3. Assess the importance of five (5) P's of the marketing mix: Product, place, price, promotion, and people.	10.3.1.3. Examine types of advertising media and describe the strengths and weaknesses of each.
9.3.1.4. Analyse the elements of the marketing mix, their interrelationships, and how they are used in the market process.	10.3.1.4. Analyse components of a marketing plan.
9.3.1.5. Discuss methods, costs, and importance of promoting products and services (e.g., publicity, public relations, press release, community events, advertising, and internet).	10.3.1.5. Assess the importance of coordinating promotional activities.
	10.3.1.6. Analyze the difference between selling direct and going through external sales representatives.
	10.3.1.7. Examine and describe examples of diverse marketing activities.

Unit 2: Marketing and Sales

Marketing and sales focus on the production, promotion, distribution, sale, and regulation of products or services. Marketing includes the processes and techniques of identifying, promoting, and transferring products or services to consumers and is a function of almost every business. It exists within an environment of rapidly changing technology, interdependent nations and economies, and increasing demands for ethical and social responsibility. Marketing process starts with marketing research, a learning process in which marketers get to know everything they can about the needs and wants of consumers, and it ends when somebody buys something (when actual exchange of money for products is completed). This process includes all of the functions of marketing, including production, advertising, transportation, processing, packaging, and selling.

It is essential that students learn and acquire proficiencies on all aspects of marketing so that they can effectively participate in the market economy as well-informed and wise producers, marketers, regulators, promoters, distributors, quality controllers, or consumers. The creating of a marketing advantage requires knowledge, which is generated using market research and analysis, and leveraging of technology to increase connectivity between buyers and sellers, and increase accessibility to goods and services. Students will be aware of these critical elements of marketing when study the marketing and sales processes and functions.

Content Standard 3.2: Students will be able to examine and explain the processes, functions, utilities, modes, and factors of marketing and sales.	
Grade 9 Benchmarks	Grade 10 Benchmarks
9.3.2.1. Identify and interpret the difference types of market research	10.3.2.1. Identify and examine the marketing functions (e.g., financing, risk management, selling, promotion, pricing, purchasing and distribution).
9.3.2.2. Explain the market research process and examine each step	10.3.2.2. Evaluate the advantages and disadvantages of each marketing function.
9.3.2.3. Explore ethical issues relating to marketing research.	10.3.2.3. Identify and analyse the utilities of marketing (form, place, possession, time).
9.3.2.4. Analyze the role of marketing research in decisions and consumer needs and wants, production, quality and pricing of goods and services.	10.3.2.4. Identify and examine the different modes of marketing (e.g., business to consumer, consumer to consumer, government to consumer, producer to consumer, business to government, business to business, producer to business).
9.3.2.5. Analyze the process of marketing and sales and the steps involved in each process.	10.3.2.5. Investigate how consumer behaviour impact production
	10.3.2.6. Examine the importance of quality control and standards in production

Strand 4: Establishing a Business

Rationale

Businesses are established for the purposes for producing and providing goods and services to meet the needs of society, respond to consumer demands, and contribute to the development and growth of economies at different levels of society. Some businesses are established for the purpose of making a profit while others are established to provide goods and services to citizens who need them to improve their living standards and quality of life. Some businesses start and operate as small to medium enterprises and grow over time to become big organisations while others are developed and operated using prevailing business models and established processes and mechanisms.

It is essential that all students acquire essential entrepreneurial ventures and business start-up processes, foundations, and functions so that they can use these knowledge and skills to start-up and operate their own or family businesses. Understanding how businesses are operated and managed, and the factors that contribute to business success and sustainability as well as failures will enable them to make informed business decisions and choices, effectively manage the different business functions, manage business risks prudently, comply with regulations, and maximize business potential and outcomes. The acquisition of these proficiencies, hopefully, will motivate and encourage students to start-up, operate, and manage their own or family businesses, which they could use to make a living. Opportunities will be provided for students to research and analyse entrepreneurial and business cases to understand in-depth the processes, challenges, successes, and failures of starting and operating entrepreneurial ventures and businesses. Students will use research and development problem solving approaches to identify problems and their causal factors, and make informed decisions about what needs to be done to improve business performance and results.

Evidence Outcomes

At the end of grades 9 and 10, all students can:

Grade-Level Evidence Outcomes	
Grade 9	Grade 10
<ul style="list-style-type: none"> • define planning. • explain the role of planning in entrepreneurship and business. • analyse the principles of planning. • evaluate the application of principles of planning in entrepreneurship and business. • explain the process of planning. • analyse each step of the planning process. • formulate clear, measurable, observable, and attainable entrepreneurship and business goals and targets. • evaluate and monitor the implementation of entrepreneurship and business plans. • explain the role of leaders, stakeholders, and implementers in the development and implementation of entrepreneurship and business plans. • explain the process of generating entrepreneurship ventures and business ideas. • generate available entrepreneurship or business idea. 	<ul style="list-style-type: none"> • explain the planning process entrepreneurs use to start-up and operate entrepreneurial ventures. • evaluate the strengths and weaknesses of the entrepreneurial planning process. • analyse the impact of internal and external factors on the implementation of entrepreneurial venture plans • evaluate the different stages of implementing an entrepreneurial venture business plan. • explain the planning process used in business. • evaluate the strengths and weaknesses of the business planning process. • analyse the impact of internal and external factors on the implementation of business plans. • explain how effective management of risk factors ensures the attainment of intended outcomes. • explain the process and evaluate each step involved in starting a business. • analyse factors that influence the start of a business. • Identify and discuss business related insurance policies.

Unit 1: Business Planning

Planning is an important business management function. Effective planning requires the use of evidence to help decide the potential of an enterprise or business. Analysis of opportunity costs, projection of income flows and profits, demand, viability and impact of internal and external factors, factors of production, market dynamics, and fundamentally, based on this analysis, whether or not to start-up and operate the business. Business planning is critical to the success and sustainability of entrepreneurial ventures and businesses. Thus, it is important that students are well versed to the principles and practice of business planning, and the essential elements of business plans so that they effectively plan and manage their business functions effectively and mitigate the risks in order to realize its intended outcomes.

Content Standard 4.1: Students will be able analyse the principles of planning and examine their significance and application in entrepreneurship and business.	
Grade 9 Benchmarks	Grade 10 Benchmarks
9.4.1.1. Identify business planning and examine its role in entrepreneurship and business	10.4.1.1. Explain the planning process entrepreneurs use to start up and operate entrepreneurial ventures
9.4.1.2. Analyse the principles of planning and evaluate their application in entrepreneurship and business.	10.4.1.2. Evaluate the entrepreneurial planning process in terms of its strengths, weaknesses, and limitations.
9.4.1.3. Examine the process of planning and analyse each step of the process.	10.4.1.3. Explain the planning process used by businesses.
9.4.1.4. Justify the use of evidence and best practice in the development of plans.	10.4.1.4. Evaluate the business planning process in terms of its strengths, weaknesses, and limitations.
9.4.1.5. Discuss the importance of setting clear, measurable, observable, and attainable goals and targets.	10.4.1.5. Discuss how internal and external factors impact on the implementation of business plans
9.4.1.6. Justify the importance of monitoring and evaluating the implementation of plans.	10.4.1.6. Explain how risk factors and their mitigation impact on the implementation of the plans and the achievement of intended outcomes.
9.4.1.7. Assess the role of leaders, stakeholders, and implementers in the development and implementation of plans.	10.4.1.7. Examine the different stages of implementing a business plan.

Unit 2: Business Start-up and Operation

Starting up a business may sound an easy task but it requires patience and courage to start. Careful thinking and prior planning must be done based on careful market research for a chosen business activity.

Starting a business based on careful planning will lead to business success. Apart from planning, there are other essential skills which a person must take into account before starting up a business of a particular type. Studying this unit enables students to get into small- medium-enterprise (SME) promoted by the national government through the SME Policy.

In grade 9, the teaching of concepts will help students develop understanding of different elements and processes involved in starting up a business such as generating business ideas, designing business plans, and conducting market research to obtain relevant data for their business idea.

In grade 10, the students will learn the different processes and factors that need to be considered when setting up a small business as well as the concept of insuring of a business after it is formally set up.

Content Standard 4.2: Students will be able to analyse and explain the processes, enabling factors, and challenges of starting and operating an entrepreneurial venture and business.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.4.1.1. Analyse the processes of generating ideas and identifying business opportunities.	10.4.2.1. Assess all procedures and stages involved in starting a business.
9.4.1.2. Analyse procedures of market research.	10.4.2.2. Evaluate factors that influence the start of a business.
9.4.1.3. Examine a business plan.	10.4.2.3. Relate insurance policies for the start-up business.

Strand 5: Electronic Commerce

Rationale

Electronic commerce or e-commerce has experienced considerable growth since the introduction of the internet. Today a huge volume of international commerce is conducted via the internet. Therefore, strand 5 Electronic Commerce has been included in the business studies curriculum to bridge the gap that exists between traditional commerce and the internet-based commerce.

The strand introduces the concept of going into business with the aid of the internet, the major processes of e-commerce and its influences on society, business organizations and the consumers.

It covers e-commerce and its related technologies, platforms, agencies and networks that enable e-business to function under various e-business models. It further uncovers the common e-businesses that are in practice today and the pre requisites needed for these e-business models.

Further emphasis is placed on the major functions of electronic marketing or e-marketing. E-marketing and other related functions and processes are discussed further within the context of the types of e-commerce.

Evidence Outcomes

At the end of grades 9 and 10, all students can:

Grade-Level Evidence Outcomes	
Grade 9	Grade 10
<ul style="list-style-type: none"> define e-commerce, e-business and e-marketing. analyse the characteristics of e-commerce, e-business, and e-marketing. identify and explain the differences and similarities between e-marketing and traditional marketing. evaluate the impact of e-commerce on businesses, society, producers, marketers, and consumers. appraise the benefits of e-commerce to businesses, society, producers, marketers, and consumers. analyse the advantages and disadvantages of using the internet for commercial purposes. explain the process of e-marketing. evaluate each step of the e-marketing process. identify the range of e-commerce used by public and private organisations. describe the range of e-commerce used by public and private organisations. analyse the elements of e-marketing mix. explain how elements of e-marketing mix are used in e-marketing. identify different e-commerce technology. explain the functions of different e-commerce technology. analyse the advantages and disadvantages of each e-commerce technology. search and locate e-commerce business websites. evaluate e-commerce business websites using a set of criteria. use the links provided by websites access information provided by government, non-government, and commercial institutions. explain the process of marketing products and services using different mobile applications. 	<ul style="list-style-type: none"> appraise types of e-business interrelationships amongst business organisations. identify describe ways e-business is conducted amongst different organisations. identify types/forms of e-marketing. explain types/forms of e-marketing. categorise businesses and organisations under each form of e-marketing. analyse the role and importance of marketing research in e-marketing. explain the process of e-marketing research. evaluate each step of e-marketing research. distinguish between physical and virtual marketing. discuss the importance of internet as a commerce tool or space. research and make a list of businesses that use the internet to market their goods and services. analyse the advantages and disadvantages of using the internet for researching commercial information. analyse the advantages and disadvantages of using the internet for buying and selling goods and services. elaborate on the impact of internet on the production of goods and services. investigate and explain the process of marketing goods and services on the internet. evaluate each step of the process of marketing goods and services on the internet. analyse the benefits of using internet for commercial purposes to marketers, consumers, businesses, government, non-government organisations, and individuals. research and purchase or download a product from the internet. explain the requirements, processes, and practices of establishing an e-business. Identify e-commerce technologies, platforms, and systems needed to start-up an e-business. evaluate the advantages and disadvantages of each e-commerce technology, platform, or system for starting-up e-business. develop an e-business plan. start-up a business using a mobile application.

Evidence Outcomes

At the end of grades 9 and 10, all students can:

Grade-Level Evidence Outcomes	
Grade 9	Grade 10
<ul style="list-style-type: none">• analyse the advantages and disadvantages of using mobile applications for e-commerce.• research and market a product using a mobile application.• compare costing and pricing of products online and traditional marketing.	

Unit 1: Electronic Business

This unit introduces the purpose of doing business online or through the internet. e- Business covers online transactions and extends to all internet-based interactions with business organizations, partners, suppliers and customers. This covers production; direct selling, collaborative product designing, pricing, promotion and distribution. These online interactions are aimed at improving and transforming business processes and efficiency.

E-Business allows companies and business organizations to link their internal and external processes more efficiently and effectively. It also allows businesses to work closely with suppliers and partners to better satisfy the needs and expectations of their customers.

The website is one of the most fundamental inventions which continue to facilitate the growth of web presence for business. It is a key part of the internet that has helped millions of businesses to have an online presence in the virtual market place. Collaboration tools and technologies including mobile and wireless technology continue to promote e-commerce in ways that have never been seen before.

Students in grades 9 and 10 study this unit to link and bridge content learnt in strand 2 Business Practices as a traditional approach of business. Students study e- business as the new approach of convening business through the use of the internet.

Content Standard 5.1: Students will be able to analyse and explain the processes and requirements for establishing and managing an e-business.

9 Benchmarks	Grade 10 Benchmarks
9.5.1.1. Examine general e- commerce products and their marketing processes.	10.5.1.1. Examine prerequisites, processes and practices of establishing e- business
9.5.1.2. Compare costing and pricing of products and services online as opposed to direct costing and pricing and state the differences.	10.5.1.2. Examine and identify appropriate modern e-commerce technologies, platforms and systems needed to start up an e-business.
9.5.1.3. Examine the operational processes and functions of e-commerce and e-marketing	10.5.1.3. Examine e- business start –up processes and develop an e-business plan.
	10.5.1.4. Define and explain the concept of an on-line store
	10.5.1.5. Examine the process and steps for creating an on line store.
	10.5.1.6. Create an online store following the steps for creating online stores.

Unit 2: Electronic Commerce Technology

Commerce is the exchange or buying and selling of commodities on a large scale involving transportation of goods from place to place. It is boosted by the convenience and ubiquity conveyed by mobile commerce technology. There are many examples showing how mobile commerce helps commerce. For example, consumers can buy products from a vending machine or pay a parking fee by using their cellular phones, and mobile users can check their bank accounts without needing to go to a bank.

Electronic commerce draws on technologies such as mobile commerce, electronic funds transfer, supply chain management, internet marketing, online transaction processing, electronic data interchange (EDI), inventory management systems, and automated data collection. Computer networks play a vital part in e-commerce. Modern e-commerce typically uses the World Wide Web at least at one point in the transaction's life-cycle, although it may encompass a wider range of technologies such as e-mail, mobile devices, social media, and telephones as well.

Electronic commerce is generally considered to be the sales aspect of e-business. It also consists of the exchange of data to facilitate the financing and payment aspects of business transactions. This is an effective and efficient way of communicating within an organization and one of the most effective and useful ways of conducting business. It is a market entry strategy where the company may or may not have a physical presence.

Thus, the students in grades 9 and 10 study this unit to link the principles of commerce learnt in the preceding strands under each unit. Students are introduced to e-commerce and the use of commerce technologies used for convening business. Students learn about these technologies to prepare themselves for e-commerce and e-business in grades 11 and 12.

Content Standard 5.2: Students will be able to identify and examine the different e-commerce technology and explain how they are used for producing, promoting, distributing, regulating, marketing, and purchasing different goods and services.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.5.2.1. Identify and explain the functions of different e-commerce technology.	10.5.2.1. Discuss the importance of internet as a commercial space or tool.
9.5.2.2. Analyse the advantages and disadvantages of each technology.	10.5.2.2. Research and make a list of businesses that use internet to market their goods and services.
9.5.2.3. Search for and locate key websites that are used for commercial purposes.	10.5.2.3. Analyse the advantages and disadvantages of using the internet for researching commercial information and buying and selling goods and services.
9.5.2.4. Use the links provided by key websites to access the information provided by government, non-government, and commercial institutions.	10.5.2.4. Examine the impacts of internet on the production and distribution of goods and services.
9.5.2.5. Investigate and explain the process of marketing products and services on the Facebook, You Tube, WhatsApp, and similar applications.	10.5.2.5. Investigate and explain the process of marketing goods and services on the internet and evaluate each step.
9.5.2.6. Analyse the benefits of using these applications to marketers, consumers, businesses, and individuals.	10.5.2.6. Analyse the benefits of using internet for commercial purposes to marketers, consumers, businesses, government and non-government organisations, and individuals.
9.5.2.7. Analyse the advantages, disadvantages, and limitations of these applications.	10.5.2.7. Research and purchase or download a product from the internet.
9.5.2.8. Research and market a product using the Facebook, You Tube, or WhatsApp.	

Unit 3: Electronic Marketing

The unit e- marketing introduces the process of marketing a product or service using the internet.

It considers the ways in which the marketing mix is applied by e-businesses. The marketing mix comprises of Product, Price, Place and Promotion.

Electronic market or virtual market is a business environment created online in which buyers and sellers interact. Various business transactions are conducted which includes activities such as electronic money transfer, airline ticket purchasing, etc. This market is created through the computer networks which bring people together from different places on the planet. Most of these people rarely know each other because they do not have much physical contact.

In e-market, the business centre is not a physical building, but it is a network-based location where business activities occur. In the virtual market place, buyers, sellers and transaction handlers are scattered across the globe with little or no physical interaction.

E-Marketing does not only introduce marketing on the internet but it also includes marketing through other done and wireless formats. E-Marketing uses a range of technologies to help connect businesses to their customers. It uses digital technologies such as websites, mobile devices and social networking to help reach their customers, create awareness of their brand and sell their products. However, basis of marketing remains the same - creating a strategy to deliver the right messages to the right people.

E- Marketing is also a form of direct marketing that uses electronic mail as a means of communicating commercial or information to audiences. Sending emails with the purpose of enhancing the relationship of a business with its current or previous customers and encourages customer loyalty and repeat business.

Students in grades 9 and 10 study this unit to understand the key e- marketing concepts and prepare for in depth content in grades 11 and 12.

Content Standard 5.3: Students will be able to examine how goods and services are produced, promoted, distributed, regulated, priced, and purchased using electronic technology.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.5.3.1. Define e-marketing and analyse its characteristics.	10.5.3.1. Examine types of electronic business interrelationships among business organizations and identify ways of conducting e- business among the organisations.
9.5.3.2. Investigate the differences and similarities between e-marketing and traditional or conventional marketing.	10.5.3.2. Identity and examine the different types of e-marketing (e.g., business to consumer (B2C), consumer to consumer(C2C), government to consumer, producer to consumer, business to government, business to business, producer to business).
9.5.3.3. Evaluate the impact and benefits of e-commerce to business, society, producers, marketeers, and consumers.	10.5.3.3. Identify and categorise businesses and organisations under each type of e-marketing.
9.5.3.4. Analyse the advantages and disadvantages of using the internet for commercial purposes.	10.5.3.4. Analyse the role and importance of marketing research in e-marketing.
9.5.3.5. Explain the process of e-marketing and evaluate each step.	10. 5.3.5. Explain the process of e-marketing research and evaluate each step.
9.5.3.6. Identify and examine the range of e-commerce used by public and private organisations.	10.5.3.6. Compare and distinguish physical and virtual marketing standards.
9.5.3.7. Analyse the elements of marketing mix and how they are used in e-marketing.	

Assessment, Monitoring and Reporting

The relationship between content standards, benchmarks and performance standards is that they all define students' expected levels of proficiency or education quality but at different levels of schooling. Content standards describe the national expectations that all Papua New Guinean children are expected to meet while benchmarks describe the grade-level expectation that all students in a particular grade must meet before proceeding to the next grade. Conversely, performance standards describe the levels of proficiency or quality students should attain to indicate their meeting of grade-level expectations and the national content standards. Effective instruction and assessment are aligned to performance standards, lesson objectives, topic objectives, grade-level expectations, and national content standards.

What is Assessment?

The term "assessment" is generally used to refer to all activities that teachers use to assess students' mastery of what is learned, and to measure and monitor students' progress towards meeting grade-level expectations and the national content standards. Assessment is an on-going process of gathering and interpreting information about students' performance and progress towards meeting grade-level expectations as well as the achievement of the national content standards described in the subject syllabuses. Data should also be used to help and guide students who are yet to meet grade-level and national expectations to make the required progress towards meeting these expectations.

What is Standards Base Assessment?

In standards-based curriculum, assessment is used to assess students' level of competency or proficiency of a specific knowledge, skill, value, or attitude taught using a set of performance standards (indicators or descriptors) and measuring, monitoring, evaluating, and reporting their progress towards meeting grade and national-level expectations. Assessment is viewed not only as a measurement activity that is performed after a course or a curriculum topic has been taught (summative), but more importantly, as a continuous process (formative) that provides students' performance data to teachers and students regarding their progress towards achieving the intended learning standards. Timely and ongoing assessment of student's learning and mastery of what is learned are key to the learning process and the attainment of the desired learning outcomes.

Throughout the year, teachers will be assessing students' performance and progress towards meeting each grade-level benchmark (grade-level expectation) and each content standard (national-level expectation), and using the data to identify areas where a student or a group of students need more attention, and monitor their progress towards meeting the required standards.

Purpose of Assessment

The primary purpose of assessment is to improve students' learning and teachers' teaching. The other purposes of assessment are to:

- improve students' learning, levels of proficiency, and progress towards meeting the expected standards;
- provide data that teachers, schools, and NDoE can use to make informed decisions about how to improve the quality of teaching and learning in the education system;
- inform teachers about the progress of students towards meeting grade-level and national expectations (standards) and enable them to adjust their lesson planning, instruction, and assessment to improve student learning and proficiency levels;
- inform parents and guardians about their children's achievements and status of progress towards meeting national standards; and what needs to be done to close the gaps and enable children to make the progress required to meet these standards, and
- provide information for schools and systems about teaching strategies, resource allocation and curriculum; and other educational institutions, employers, and the community about the achievements of students in general or of particular students.

Whatever its purpose, assessment is seen as an integral part of the teaching and learning program rather than a separate process.

Types of Assessment

The following types of assessment have been adopted to assess and monitor students' achievement of the education standards.

- Assessment For Learning
- Assessment Of Learning
- Assessment As Learning

Assessment for and assessment of learning are also known as formative and summative assessments.

Assessment For Learning (AFL)

Assessment **For** learning, also known as classroom assessment, is different. It is an ongoing process that arises out of the interaction between teaching and learning. It is not used to evaluate learning but to help learners learn better. It does so by helping both students and teachers to see the learning goals and criteria, where each learner is in relation to the goals, where they need to go next and ways to get there. Assessment **For** learning is also known as Formative Assessment.

Assessment *Of* Learning (AOL)

Assessment *Of* learning is the use of a task or an activity to measure, record and report on a student's level of achievement in regards to specific learning expectations. Assessment *Of* learning is also known as Summative Assessment.

Assessment *As* learning (AAL)

Assessment as learning is the use of an assessment task or an activity by the teacher in his/her everyday teaching. This strategy provides students with opportunities to understand what they have learnt or are having difficulties with. Self and peer assessments allow students to reflect on their own learning and identify areas of strengths and weaknesses. These tasks offer students the chance to set their own personal goals to improve their own learning.

Diagnostic Assessment

Apart from these three main types of assessment, teachers are expected to do the diagnostic test/assessment to identify strengths and weaknesses in students. This can be done before any teaching and learning of a new content and for new entry levels for students.

Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide curriculum and lesson planning.

Assessment Methods

These are some methods that teachers can use to assess students' performances, products, and processes:

- Observing students during the lesson;
- Conferencing with students;
- Students' Portfolios;
- Tests, and
- Assignments (projects/reports/quizzes/presentations/practical work samples)

Reporting and Recording

Recording

Teachers must keep accurate records of students' performances and achievements. They must report these achievements in fair and accurate ways to parents, guardians, and students. Examples of recording methods include:

- anecdotal notes in a journal or diary;
- checklists;
- portfolios of students' work;
- progressive records, and
- work samples with comments written by the teacher.

Reporting

Reporting is communicating clearly to students, parents, guardians, teachers, and others the information gained from assessing students' learning.

Students' reports should be based on assessment information collected from ongoing assessments. Schools will decide on how best the reports will be presented to suit the needs of their communities. Methods will include interviews and written reports. Written reports should include:

a written record of progress made towards meeting grade-level expectations and the attainment of content standards by each student since the previous report;

a written record of each student's learning and mastery problems and what needs to be done to make the required progress towards meeting grade-level benchmarks and national content standards, and information about students' attitudes, values and general behaviour.

Monitoring and Evaluation

Assessment information should be used to make judgments about students' achievements and monitor their progress towards meeting grade-level expectations and national content standards.

Monitoring

Data from performance assessment should be used to monitor and report on students' performance towards meeting grade-level and national expectations. Performance standards or indicators should be used to report and keep a tab on each students' progress towards meeting the expected level of proficiency or competency. Teachers should develop a clear and measurable set of performance standards or indicators to monitor and report on students' progress and achievements on a regular basis.

Evaluation

Teachers should use assessment data to evaluate the effectiveness of their teaching and the quality their students' learning, and make improvements to their teaching practices in order to improve student learning outcomes. Evaluation tools such as written records, questionnaires, logs and diaries, submissions or records of meetings and discussion with general staff members, teaching staff, parents, and other community members should be used to evaluate students' and teachers' competency levels, and make informed decisions about how these could be improved.

Glossary

Aims	Broad statements that describe specific content areas that groups of students should learn at each grade level
Assess	Make a judgment of value, quality, outcomes, results or size
Attitudes	Behaviour or general feeling towards something
Business	A particular trade or profession that generates money out of the efforts of people and resources
Business communication	The combination of internal and external factors that influence a company's operating situation. The business environment can include factors such as: clients and suppliers; its competition and owners; improvements in technology; laws and government activities; and market, social and economic trends.
Business environment	The combination of internal and external factors that influence a company's operating situation. The business environment can include factors such as: clients and suppliers; its competition and owners; improvements in technology; laws and government activities; and market, social and economic trends.
Business laws	Laws that deal with the legal rights, duties, liabilities of parties involved in any kind of business transaction related to commerce, trade and merchandising
Business studies	Business studies is a broad subject in the social sciences, allowing the in-depth study of a range of specialties such as accountancy, finance, business organisations, human resource management and marketing
Citizenship	the status of a person recognized under the custom or law as being a legal member of a sovereign state or belonging to a nation
Content standards	Broad statements that describe specific content areas that groups of students should learn at each grade level
Curriculum	refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, etc.
Diversity	a variety of something such as opinion, colour, style, culture
Economics	the study of the production, distribution, and consumption of goods and services
Economic Environment	the environment in which production, distribution, and consumption of goods and services is taking place
Effective Communication	To share information with clients, customers, stakeholders by verbal and non-verbal methods (like writing) using technologies in a successful way and achieving the results that were expected
Enterprise	An organized business activity aimed specifically at growth and profit

Entrepreneur	Someone who exercises initiative by organizing a venture to take benefit of an opportunity and, as the decision maker, decides what, how, and how much of a good or service will be produced.
Ethics	a system of moral standards or principles
Formal commercial activities	Business activities done in accordance with the laws and regulations of business, in terms of normal working hours, regular wages, and are recognised as income sources on which income taxes must be paid
Gender	the state of being male or female
Global economic environment	Refers to the overarching environment in which a company operates. This concept includes a broad range of factors that can influence a business, including geographic location, politics, technology, culture and the economic status of the global environment
Goals	An aim or purpose
Integral human development	It centres on the idea that the dignity of the human person is expressed in work and economic activity — but also in cultural richness, artistic creativity, religious belonging, and spiritual practice.
Informal commercial activities	The opposite of the definition of formal economic activities
knowledge	general awareness or possession of information, facts, ideas, truths, or principles
Local economic environment	Refers to the local environment in which a company operates
Morals	Standards of behaviour; principles of right and wrong.
National benchmarks	a set of national standards, used as a point of reference for evaluating performance or level of quality
National economic environment	Refers to the environment with in the country in which a company operates
National unity	Individuals or parties of one nation working together in order to achieve an outcome
Office technologies	Equipment that are used in the office to help enable the process of creating documents and hence, enables effective communication

Regional economic environment	Refers to the environment within the country's regions in which a company operates
Relevance	the degree to which something is related or useful to what is happening or being talked about
Skills	the ability(s), coming from one's knowledge, practice, aptitude, etc., to do something well:
Social Environments	Refers to the environment where people interact with each other through activities within communities
Strands	The term 'strands' is used to indicate: (a) the disciplines within a learning area, e.g. history, geography, economics and civics under 'social studies', each with its own associated goals for learning; (b) domains that group the related general and specific learning outcomes or achievement aims and objectives within a particular learning area or discipline.
STEAM Education	refers to the teaching and learning in the fields of Science, Technology, Engineering, Arts, and Mathematics in both formal and informal classroom settings
Sustainability	the ability to be sustained, supported, upheld, or confirmed
Technological change	Changes in the uses of applications of devices, machines and techniques in business
Units	A sub division of a bigger formation. In the case, of curriculum, it is a sub division of a strand
Values	Important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable.
Vernacular language	The language or dialect spoken by the ordinary people in a particular country or region.

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