

Business Studies

Stage 6 Draft Syllabus Package

Consultation Report

1. Background

The preparation of the Business Studies Stage 6 Draft Syllabus Package took into account the instructions described in the writing brief approved by the Board 16th December, 1998.

The Business Studies Stage 6 Draft Syllabus Package has been distributed widely for comment over the period 1st March, 1999 to 26th March, 1999. Additionally, consultations on the Business Studies Stage 6 Draft Syllabus Package have involved meetings with the following:

- ⇒ school sector representatives
 - Department of Education and Training
 - Catholic Schools Commission
- ⇒ tertiary representatives
 - Macquarie University
 - University of Sydney
 - University of Technology, Sydney
 - University of Western Sydney Kingswood
 - University of Western Sydney Nepean
- ⇒ industry education representatives
 - Dr Ian LIN Quo Vadis Consulting
 - Retail Traders' Association
- ⇒ The following professional associations
 - Economics Business Educators (N.S.W)
 - Met North Social Sciences Teachers' Association
 - Met West Social Sciences Teachers' Association
 - Sou Wester – the Met South West Social Sciences Teachers' Association
 - MESSTA – the Met East Social Sciences Teachers' Association
 - Illawarra Economics Business Teachers Association
- ⇒ the Board Curriculum Committee for Business Studies Economics and Commerce.

Modifications to this draft, following widespread consultations, will enable the syllabus package to be finalised for submission to the Board Curriculum Committee, and the Board.

132 written responses to the consultation progress report in Business Studies were received. The sample profile is as follows:

102 Individual responses

Teachers	93			
<hr/>				
Rural	20			
Government	7	Catholic	4	Independent 9
<hr/>				
Metropolitan	73			
Government	39	Catholic	14	Independent 20
Academics	4	TAFE	5	
Others				

30 institution/group responses

Organisation details:

Schools:	22			
Moderate (<500)	0	Medium (500 – 800)	5	Large (>800) 17
Government	14	Catholic	2	Independent 6
<hr/>				
Tertiary/post-school:	1			
Universities		TAFE		Industry/training 1
<hr/>				
Special Interest:	7			
Parent Groups	1	School Sectors	4	Other
Teacher/professional associations			2	

Key Issues

<p align="center">Summary of Key Issues for Stage 6 Business Studies arising from the consultation process:</p>	<p align="center">Summary of action taken as a result of these Key Issues:</p>
<ul style="list-style-type: none"> - The role of small business within the Syllabus. Small Business was to be incorporated and highlighted throughout the Preliminary Course as a central theme of the course. The focus on small business is no longer apparent. - The course outcomes flow clearly from the objectives but some sections of course content are not directly related to the achievement of the outcomes. This problem is most apparent within the HSC course. - Positive support for the inclusion of a list of financial ratios that should be examined within the course content. - Strong support by teachers for the inclusion of lists of terminology with each topic. - Strong support by teachers for the inclusion of an extensive glossary - Internal assessment components There is overlap between the Business Plan and Business Assignment within the Preliminary course. The intentions of HSC internal components are not clear 	<ul style="list-style-type: none"> - The role of small business has been made much more explicit within the course content of Preliminary Course topics 1 and 2 pp12 The role of planning for a small business has been validated through inclusion in the Business Assignment of the Preliminary course. - Reappraisal and redevelopment of the course outcomes and content to ensure that all aspects of the course content are required in the achievement of the outcomes - The list has been amended to include solvency and return on owners equity. In line with the strictures of the Writing Brief to minimise the number of financial analysis ratios that were included the Times Interest Earned Ratio has been deleted as it was of less importance than either solvency or return on owners' equity. - As the subject matter continues to develop new terms will come into common use within business. If there is an extensive list of terms included in the syllabus document any new terms which would not be specified in the syllabus could not be examined externally. - Only new terms will be included in the glossary. - Refinement of the wording for the Business Assignment. Inclusion of explanations of all components to direct teachers in the development of appropriate instruments.

3. Analysis

3.1 Quantitative Analysis

3.1.1 Business Studies in the Stage 6 Curriculum

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
7	29	76	6	4	1
5%	24%	61%	5%	3%	1%

3.1.2 Pathways for Business Studies Stage 6 Students

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
9	30	67	19	0	0
7%	24%	54%	15%	0%	0%

3.1.3 Aim

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
14	36	68	4	1	0
11%	30%	55%	3%	1%	0%

3.1.4 Objectives

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
8	26	72	10	7	2
6%	21%	58%	8%	6%	1%

3.1.5 Course Structure

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
12	31	62	9	9	2
9%	25%	50%	7%	7%	2%

3.1.6 Outcomes

3.1.6a Preliminary course outcomes

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
11	25	66	14	7	2
8%	19%	53%	12%	6%	2%

3.1.6b HSC course outcomes

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
11	23	62	17	10	2
8%	18%	50%	14%	8%	2%

3.1.7 Content

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
15	25	53	19	9	4
12%	20%	43%	14%	8%	3%

3.1.8 Course Requirements

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree

3.1.9 Assessment Components, Weightings and Tasks

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
8	16	47	20	16	17
7%	13%	37%	16%	13%	14%

3.1.10 Business Studies Stage 6 HSC Examination Specifications

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
21	15	47	18	9	16
17%	12%	38%	14%	7%	12%

3.1.11 Post-School Opportunities

3.1.11a Links between courses and training packages

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
16	26	52	16	8	7
13%	20%	41%	13%	7%	6%

3.1.11b Links between courses and VET opportunities

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
16	24	53	16	10	6
13%	20%	42%	13%	8%	4%

3.1.12 Glossary

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree

3.1.13 Business Studies Stage 6 Sample HSC Assessment Items

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
11	16	67	16	8	4
9%	13%	55%	13%	7%	3%

3.1.14 Business Studies Stage 6 Draft Performance Bands

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
15	20	57	25	6	2
12%	16%	45%	20%	5%	2%

3.1.15 Overall Evaluation

Nil Response	Excellent as is	Good, with fine-tuning	Acceptable with re-working	Unsure	Unsatisfactory in issues treatment
4	3	53	51	3	10
3%	2%	43%	42%	2%	8%

3.2 Issues Raised and Writing Team Action

Syllabus Item	Issues	Source/s	• Action
<p>Business Studies in Stage 6 Curriculum Page 6</p>	<ul style="list-style-type: none"> • Omits the significant role of both small and global businesses • Lacks reference to participation in business on a variety of levels including as an employee, self employed and an employer. • Omits any reference to the development of entrepreneurship and a more entrepreneurial culture in society. 	<ul style="list-style-type: none"> • DET, teachers • teachers, professional association • Industry representatives teachers 	<ul style="list-style-type: none"> • Now incorporated • These references are now incorporated in first paragraph • Now incorporated in third paragraph
<p>Pathways for Business Studies Stage 6 Students Page 7</p>	<ul style="list-style-type: none"> • “Pathways” title is misleading • The study of Stage 4,5 Commerce is an significant advantage but not a prerequisite as implicit in the diagram • More subjects have an input than those listed • Pathways after Stage 6 are not indicated despite the valuable role played by the subject in the future prospects of students. 	<ul style="list-style-type: none"> • BCC, teachers • BCC,DET, CEO, teachers, professional association • teachers • teachers academics 	<ul style="list-style-type: none"> • Now entitled “Continuum of Learning” • The input of Commerce is indicated with a dotted arrow in the diagram • Diagram amended to include other elective HSIE subjects. • Diagram amended to incorporate post school destinations including university, TAFE, employment and other life situations

Syllabus Item	Issues	Source/s	• Action
<p>Aim See p8</p>	<ul style="list-style-type: none"> • Good aim • The aim is no longer expressed as a Mission Statement, which is a pity. • A generic sounding aim; insufficient emphasis on business and its unique knowledge and skills. • Management is a strong focus of the course but is not included in the aim • the concepts of Business Studies apply past the business sector to include government and other organisations, which is not reflected in the aim. 	<ul style="list-style-type: none"> • teachers • AHISA • professional association and teachers • teachers • teachers 	<ul style="list-style-type: none"> • Noted • The Writing Brief dictated the move from a mission statement framework for the Aim • Reworded • Not appropriate in the aim but implicit within the objectives and explicit in the outcomes and course content • The aim statement by design is succinct and thus can not include all aspects. These issues are implicit within the Rationale and developed through the content
<p>Objectives See p 8</p>	<ul style="list-style-type: none"> • Clearly expressed, vast improvement And at a higher level than the current objectives • More prescriptive than those of the previous syllabus. An improvement • The wording in some objectives requires clarification • Small business/ global omitted • Skills objectives could be strengthened to include critical analysis and evaluation. 	<ul style="list-style-type: none"> • teachers • teachers • teachers • teachers • DET 	<ul style="list-style-type: none"> • Noted • An intention of the team in line with the Writing Brief • Wording amended • Too specific for inclusion as course objectives. Both are embedded within the course outcomes and content. • Analysis is now included in the skills objectives. Both critical analysis and evaluation are included within the knowledge and understanding outcomes of the course

Syllabus Item	Issues	Source/s	• Action
<p>Course Structure See p9</p>	<ul style="list-style-type: none"> • Include numbers on topics please • Great: no options. This will ensure common learning experiences for all. • This simple course structure should allow equitable assessment and examination programs for the full candidature • Structure clear – better flow from Preliminary course to HSC course • Topic order in the Preliminary Course was much debated. Many alternatives were proposed. • Positive incorporation of popular options and elements of 2 unit and 3 unit courses 	<ul style="list-style-type: none"> • teachers • BCC.DET, CEO, teachers and professional associations • DET • teachers • teachers professional associations • BCC.DET, CEO, teachers and professional associations 	<ul style="list-style-type: none"> • Adaptation made • Achieved in line with the writing brief • Noted; the project team has met an aim of the Writing Brief • Noted; an aim of the Writing Brief • The topic order in a syllabus is never mandatory for teachers to follow. The proposed order is considered to be appropriate. • Noted; an aim of the Writing Brief

Syllabus Item	Issues	Source/s	• Action
<p>Outcomes</p> <p>see p10 for knowledge and understanding outcomes</p> <p>and p11 for skills outcomes</p>	<ul style="list-style-type: none"> • Course outcomes flow clearly from the course objectives; but sections of course content don't relate to the outcomes included for that topic (esp in HSC course) • Small business is 'getting lost' in the Preliminary Course, it should be explicit in the outcomes and strengthened in the course content. • These course outcomes are an Improvement on the current outcomes. • A manageable number of outcomes • Skills outcomes should be strengthened to include critical analysis and evaluation. • Skills outcomes are too long and complex • Group work is a difficult outcome to achieve and assess equitably • Outcome H2.1 too broad 	<ul style="list-style-type: none"> • CEO, professional association • BCC, DET, teachers and professional associations • Teachers • BCC, Teachers • DET • teachers • teachers • teachers 	<ul style="list-style-type: none"> • Reappraisal and redevelopment of the outcomes to ensure that all aspects of the content as currently specified are required in the achievement of the outcomes. • The role of small business has been made more explicit and strengthened through the Preliminary Course outcomes and content. • Noted • Noted • Skills outcomes have been reworded The skills of analysis and evaluation are inherent through the knowledge and understanding outcomes. • Skills outcomes reworded to be more explicit and concise • The ability to work with others is a key competency and hence of value to students. Strategies are available to assess this outcome equitably which could be included in the support documents. • Outcome reworded to refer to <i>business functions</i> rather than list all business functions that would be assessed separately.

Syllabus Item	Issues	Source/s	• Action
Content	<ul style="list-style-type: none"> • Good mix of content from the existing course and options at both 2 and 3 unit levels • Plenty of detail and depth included to facilitate the development of teaching programs • Good division of skills and knowledge achieved through both courses. • The intended concentration on small business within the Preliminary course, in line with the findings of the Evaluation Report is not sufficiently explicit. • Business law and the impact of technology require more explicit inclusion 	<ul style="list-style-type: none"> • BCC, DET, CEO, AHISA, teachers • teachers • teachers • BCC, DET, CEO Professional associations and teachers • DET, AHISA teachers 	<ul style="list-style-type: none"> • Noted. This mix is the result of the directions and decisions made by the project team based on the Writing Brief • Noted • Noted • The contribution of small business has been added to the <i>Importance of Business</i> in topic 1 p12. The focus area of <i>Establishing a Business</i> topic 2 p14 has been extended and an investigation of small business is now required in the skills of the topic • There is not sufficient time available to incorporate all previous content from the 2 and 3 unit courses. As recognised by DET some hard choices were made in regards to the inclusion of content. Technology is an external source of change when examining responses to change. Business law is the focus within the <i>ethical and legal responsibilities</i> of business that is included in each topic

Syllabus Item	Issues	Source/s	• Action
Content (continued)	<ul style="list-style-type: none"> • Excellent to specify ratios required in the Financial Management topic p24 • Exclusion of return on equity and gearing ratios • Development of more general skills should be incorporated eg writing business reports • Needs terminology lists in each topic to facilitate assessment of the depth of content to include within the topic. • Scientific management is not a contemporary theory. • need to recognise global impacts on solely domestic operators 	<ul style="list-style-type: none"> • BCC, CEO, teachers • teachers • teachers • teachers • teachers • Teachers, professional associations 	<ul style="list-style-type: none"> • Noted • Return on equity ratio incorporated Solvency included as measured by gearing. Times interest earned ratio deleted as least important ratio to minimise increase in overall content. • “Learn to” sections of content further developed see topic 2 p14 • The extent of coverage that is required to achieve the outcomes is evident within the content outlines. • Agreed. However, it is still used by many businesses in Australia and therefore appropriate to include. • Course content adapted in <i>Global Business</i> HSC topic 5/p30
Course Requirements	<ul style="list-style-type: none"> • The Business Assignment is a very worthwhile feature of the Preliminary Course, assisting in the achievement of high order outcomes. 	<ul style="list-style-type: none"> • BCC, DET, CEO, teachers, professional associations 	<ul style="list-style-type: none"> • Noted. The wording of the assignment has been updated to further clarify the task. Outcomes have been included. See p20-21

Syllabus Item	Issues	Source/s	• Action
<p>Assessment components, weightings and tasks</p>	<ul style="list-style-type: none"> • Guidelines re the nature of tasks must be included to ensure that the assessment programs are interpreted accurately and can be implemented. • Business plan/ Business assignment Overlap. Some teachers use the Assignment to investigate an existing business while others require students to plan a new business • Oral assessment component in the Preliminary Course presents practical problems but not philosophical issues • Too much investigation with students doing own case studies in HSC course • Assessment based on financial reports is good; but would be difficult to achieve in practice. 	<ul style="list-style-type: none"> • BCC, DET, CEO, teachers, professional association, • BCC, CEO, Professional associations, teachers • BCC, teachers • teachers • BCC, CEO, academics 	<ul style="list-style-type: none"> • Explanations of assessment components have been incorporated into document. see p38 • The Business Assessment has been clarified. Both a Business investigation and Small Business Plan should be included in Preliminary Assessment. see p20 • Agreed. The Preliminary Course assessment schedule is suggested without being mandatory. Support documents should provide advice on time efficient and practical assessment strategies that encourage the utilisation a wide range of tools. • Poor wording of internal assessment gave this implication which is not correct. Assessment components are now reworded. see p 37. The 'learn to' sections of the content section have also been rephrased to aid clarity • HSC Internal Assessment reviewed. Financial analysis now incorporated in the stimulus based skills. See p37

Syllabus Item	Issues	Source/s	• Action
	<ul style="list-style-type: none"> Balance sheets / annual reports a problem to use due to structural differences and inclusion of appropriate information. Colour printing is difficult to reproduce for students 	<ul style="list-style-type: none"> Teachers, professional associations 	<ul style="list-style-type: none"> Project team still working on the clarification of assessment issues. Suggestion to use financial analysis of an existing or hypothetical business
<p>Business Studies Stage 6 HSC Examination Specifications</p>	<ul style="list-style-type: none"> Specify the number of short answers within section II please. The report format is good but will require clarification re the distinction between business report format and extended response A good move to specify 2 writing styles as a preparation for further studies and employment. Sections III and IV of the HSC exam use of questions across topic boundaries which is too hard - especially for less able students 	<ul style="list-style-type: none"> teachers BCC, DET, CEO, Teachers, professional associations, teachers professional associations teachers 	<ul style="list-style-type: none"> Wording adapted to “<i>between 4 and 6 short answer questions which may be further subdivided into parts</i>” Clarifications incorporated into the glossary section of the syllabus document Noted. The clarifications are being developed by the project team for inclusion in the glossary Questions are being developed to provide access across the performance bands

Syllabus Item	Issues	Source/s	Action
Glossary	<ul style="list-style-type: none"> Teachers are very enthusiastic about the inclusion of a glossary. Many want every term that could be examined to be included in the syllabus glossary. Terms with similar meanings should be included in the glossary eg Working capital with up to 6 distinct but very similar equations. 	<ul style="list-style-type: none"> teachers teachers 	<ul style="list-style-type: none"> Not the purpose of the glossary. There are specialist dictionaries available. A limited range of new terms and those with contestable meanings are being incorporated in the glossary.
Business Studies Stage 6 Sample HSC Assessment Items	<ul style="list-style-type: none"> Too much reading in the stimulus in the scenario for the business report question Mark break down required (short answer section) Why list the outcomes with each question in the sample questions? 	<ul style="list-style-type: none"> teachers teachers teachers 	<ul style="list-style-type: none"> A sample question. The issue has been considered in the development of the Sample Paper An omission that has been since rectified. Intentional to assist teachers in the development of outcomes based assessment
Business Studies Stage 6 Draft Performance Bands	<ul style="list-style-type: none"> Generic wording – good, better, best style is used in too many aspects. Work samples required for non HSC markers to gain an insight into the interpretation of descriptors of the Performance Bands 	<ul style="list-style-type: none"> DET, teachers teachers 	<ul style="list-style-type: none"> Wording improved in iteration of the Performance Bands which will accompany the final syllabus. May be incorporated into support Material.
Overall Evaluation	<ul style="list-style-type: none"> Extensive support is required A need to highlight Australia's role in the global market adequate legal aspects can be incorporated into Preliminary course 	<ul style="list-style-type: none"> teachers teachers teachers 	<ul style="list-style-type: none"> Noted Noted. The direct and indirect impact of global influences on Australian business has been investigated through the HSC course content in particular. Noted

4. Responses

Written responses were received from the following individuals and groups:

Individuals

Name	School/Group
Jane Knox	Abbotsleigh
Greg Marr	Abbotsleigh School
Anthony Florido	Abbotsleigh Senior School
Mr Stephen Kennaugh	All Saints Catholic Senior College Casula
Cathy Beh	Ambarvale High School
M. Borri	Asquith Girls High School
Mr Anthony Sunderland	Australian School of Commerce and Management
S. Budden	Barham High School
Mr Len Nixon	Barker College
Margaret Robinson	Beacon Hill Technology High School
Greg Hannelly	Berkeley Valley Community High School
Teacher	Berkeley Value Community High School
Patricia Byrne	Brigidine College
Mr Dean Newbold	Cabramatta High School
Anne Caithness	Canowindra High School
Ken Edge	Cardiff High School
Anita Berton	Carroll College
Br. David Ivers	Casimir Catholic College
Bill Holani	Casimir Catholic College
Vicki Finlayson	Catherine McAuley High School
Ms Hilary Thomas	Cessnock High School
Jennifer Bevan	Cherrybrook Technology High School
Mr Richard McKenzie	Corowa High School
Malcolm Freak	Corowa High School
Les Griffith	Corowa High School
Mr Mark Linfoot	Coverdale Christian School
Roslyn Miles	Coverdale Christian School
Mr Ted Kramer	Cromer High School
Mr D. Neal	Cromer High School
Robert Mulas	Doonside Technology High School
Bob Wilson	Dubbo South High School
K. Thomas	Dunheved High School

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Gary Bennett	Eden Marine Technology High School
Mr Jeff Shadbalt	Erina High School
Ms Janette Meehan	Forster High School
Mr Dave Bradley	Illawarra Christian School
Mr Peter Gannon	J. J. Cahill Memorial High School
Kim Jackson	Kingsgrove North High School
Elaine Curl	Kinross Wolaroi School
Mrs Cherie Byrnes	Kinross Wolaroi School
Norrie Cannon	Knox Grammar
Wendy Wilson/ Megan Pursche	Loreto Normanhurst
R. Azzi	Lurnea High School
Mr Anthony Ang	Lurnea High School
J White	Macarthur Anglican School
Dr Sue Wright	Macquarie University
R Grana	Masada College
Mr Peter Nicholl	MCNS
John Murray	Meadowbank TAFE
Anne Layman	MLC School
Simone Ireland	MLC School
M Wride	Moorefield Girls High School
Monica O'Brien	Mount Saint Joseph
Mrs F Borgona/ Mr R Barrett	Mt. St Benedict's College
John Nairn	Muirfield High School
Individual	Newtown High School of Performing Arts
Ms Rosemary Ronage/ Mr Hugh Turnbull	Northholm Grammar School
Sonia Elliot	Oakhill College
Patrick Colby	OTEN
Mr Chris Lake	Pacific Hills Christian School
Wayne Sheridan	Peakhurst High School
Allan Wilson	Pennant Hills High School
Vicki Taranto	Penshurst Girls High School
Carylan Hinds	Penshurst Girls High School
Ross Kirbyshire	Penshurst Girls High School
Judy Lawler	Pittwater High School
Mohan Dhall	PLC Sydney, Croydon

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David Broadbridge	Pymble Ladies College
Mr Bruce Marsh	Queenwood
Ms Cassy Norris	Randwick Boys High School
Pat Catchataryan	Ravenswood School for Girls
Ms Patricia Chisholm	Santa Sabina College
Philip Cooney	Scots College
H. Brown	Sefton High School
Ms Rhonda Ross/ Mr Peter Fowler	St Andrew's Cathedral School
Stacey Armstrong	St Clares College
Peter C. Longobardi	St Francis De Sales College
Louise Lake/ Jocelyn Booth	St Mary Star of the Sea College
Ms Anne Symons	St Patrick's College, Strathfield
Mrs J MacDonald/ Mrs N Marshall	St Patricks College
Ms Wendy Murdoch	St Paul's College
Sally Hunt	Stella Maris College
Ms Jennifer Bailey	Sutherland College of TAFE
Helen Kam	TAFE Access ESD
Jim Clark	Tara Anglican School for Girls
Elizabeth George	Tara Anglican School for Girls
Mr Gary Tagliasue	Temora High School
Andrew Pearson	The Scots College
Warren Quigley	Trinity Catholic College
Ross Burton	Tri-sectoral Campus, Senior College
Ron Day	University of Newcastle
Mike Horsley/ Ian Biddle	University of Sydney
J Burton	Wenona School
Mr Rupert Grech	West Wyalong High School
Mr Ken Colem	Woolooware High School
P. Bassett	Woonona High School

Groups

Group
AHISA
Bankstown Girls High School
Corpus Christie College
Corrimal High School
Economic Business Educators
Elizabeth Macarthur High School
Heathcote High School
Illawara Sports High School
Illawarra Business and Economics Teachers Association
Lurnea High School
Macksville High School
Moriah College
Newington College
Parents and Citizens Federation
Plumpton High School
Port Hacking High School
Prairiewood High School
Riverside Girls High School
St Aloysius College
Tamworth High School
Tara Anglican School for Girls
The Henry Lawson High School
Wenona School
Westfields Sports High School