



سلطنة عُمان
وزارة التربية والتعليم

المديرية العامة للمدارس الخاصة
دائرة برامج ومناهج المدارس الخاصة

الإطار المنهجي ونظام التقويم لمادة دراسات الأعمال

Business Studies Curriculum and Assessment

Grades (11-12) – Bilingual Program

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Grade 11 Syllabus

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Unit 1 - Overview

The purpose of this unit is to enable students to understand some of the fundamental elements of business activity. There are 3 areas of learning associated with this unit which cover:

- 1.1 The Basis of Business Activity - How fundamental economic factors drive and support business activity, how business opportunities are created and how businesses respond to these in a modern economy by providing products and services which meet demands. How businesses create and add value through business activity. The role of entrepreneurs in a successful economy and the advantages & disadvantages of becoming an entrepreneur.
- 1.2 The Types of Businesses - How different types of businesses make up a mixed economy, which can be defined by a range of characteristics including sector, type, ownership, and size. The advantages and disadvantages of different forms of business
- 1.3 The need for businesses and consumers to behave in a more sustainable manner in terms of production & consumption patterns. The importance of sustainable production & sustainable consumption on human health, the natural environment & ecosystems both now and in the future.

Unit 1 - Learning Content & Outcomes

This table on the following page is intended to provide teachers and students with guidance on the content of learning delivery for this unit. There is intentionally no reference to particular texts to provide teachers with the opportunity to draw on a wide range of learning resources and to encourage students to further develop their own research skills. The content is broken down into **Learning Inputs**, **Learning Topics** with detailed **Indicative Content** alongside.

The table also includes **Learning Outcomes** which detail what students should be able to do following completion of this unit. These learning outcomes form the basis of the assessment processes for this unit.

Unit 1 - Teaching Inputs and Learning Outcomes

Topic	Sub Topic	Indicative Content	Learning Outcomes (Students will be able to)
1.1 Enterprise	1.1.1 - The Nature of Business Activity (4 weeks)	<ul style="list-style-type: none"> • The Economic Problem - How consumers infinite wants and the scarcity of resources create business opportunities • Choice & Opportunity cost – every choice made by consumers firms & government involves an opportunity cost • Transforming Inputs into Outputs - how factors of production, Land, Labor Capital, & Enterprise (intellectual capital) are transformed into outputs (Goods & Services) through business activity. • Creating and adding value - how businesses create profit by creating and adding value. 	<ul style="list-style-type: none"> • Understand the difference between consumer needs & wants. • Be able to explain examples of Opportunity Costs for consumers firms & governments. • Understand & analyse the Factors of Production required by different firms. • Understand and evaluate how different types of firms provide added value.
	1.1.2 - The Role of Entrepreneurs (2 Weeks)	<ul style="list-style-type: none"> • The major advantages & disadvantages of becoming an entrepreneur. • The role of entrepreneurs in the development of a successful economy. • The key qualities of successful entrepreneurs & self evaluation of own personal qualities for becoming a successful entrepreneur. 	<ul style="list-style-type: none"> • Understand and explain the major advantages & disadvantages of becoming an entrepreneur. • Understand and analyse the role of entrepreneurs in the development of a successful economy. • Understand and explain the key qualities of successful entrepreneurs • Be able to evaluate their own personal qualities for becoming a successful entrepreneur.
1.2 The Types of Businesses	Business Types & Sectors. (3 Weeks)	<ul style="list-style-type: none"> • Primary, Secondary & Tertiary sectors – how these are categorized and how their importance may change over time. • Public and private sectors – how these are defined and why they exist within a mixed economy. • How organizations can move between these sectors and the reasons for this. • The different legal structures for private businesses (sole traders, partnerships, private limited companies, public limited companies, joint ventures, franchises) • The advantages and disadvantages of each legal structure. 	<ul style="list-style-type: none"> • Be able to describe primary, secondary and tertiary sectors and give examples of each. • Be able to explain why the local Omani economy needs to diversify the sectors it operates within. • Be able to describe, with examples the difference between public and private sector organizations and the reasons for & against privatization & nationalization. • Be able to describe the different legal structures of businesses. • Be able to evaluate the main benefits & drawbacks of the different legal structures of businesses.

Topic	Sub Topic	Indicative Content	Learning Outcomes (Students will be able to)
1.3 Sustainable Business Activity, Stakeholders & The Environment	Sustainable Business Activity (4 Weeks)	<ul style="list-style-type: none"> • Sustainable Business Activity – Conducting business activities in a sustainable manner to maintain natural resources for future generations • The impact of Carbon emissions on the Greenhouse Effect and on increases in Global warming • The importance & methods of reducing Carbon Emissions • The impact of pollution caused by production AND consumption of goods & services on the natural environment, wildlife & human health & well-being. • The importance of recycling as a method of reducing resource depletion • The importance and methods of reducing consumption to preserve resources • 	<ul style="list-style-type: none"> • Understand & explain the difference between Renewable & Non-renewable resources. • Understand & explain the Greenhouse Effect. • Understand & explain the impact of Carbon Emissions on the Greenhouse Effect. • Understand & analyse methods of reducing carbon emissions by consumers & firms. • Understand & explain examples of Sustainable Production & Sustainable Consumption. • Understand & explain the importance of sustainable business activity for humanity now and in the future. • Understand & explain methods to increase the sustainability of a firm's products, services or activities. • Understand & explain methods to that consumers may use to be more sustainable in their consumption.



Unit 1 - The Sequence of Teaching and Assessing

The content of Unit 1 as indicated by the **Learning Inputs** has been presented in a logical sequence which aims to assist students build their understanding of the topics. The sequence teachers deliver and assess this unit is not intended to be entirely prescriptive.

Teachers may use their professional judgement when planning the timing and sequence of teaching and assessments to account for their students' progress and local circumstances at the school.

Assessments should be sequenced to follow-on from relevant teaching inputs, assessments should not occur out of sequence to the relevant teaching inputs and follow-on directly after them before a new **Learning Input** is started.

Unit 1 - Types of Assessment Activities

Teachers should also refer to the curriculum and assessment guidance document when developing assessment activities. Teachers should develop their own assessment activities in line with the comprehensive guidance provided.

Unit 1 - Grading Rubric

When marking students' responses teachers should be looking for understanding, not only memorization. So, responses which may not exactly match the information presented in books or class notes but still demonstrate a correct understanding of the basic terms and principles are valid.

Teachers have to use their professional judgement when grading these types of assessments particularly in the area of language used. Students should not be penalized for minor inaccuracies because their level of English is not highly developed.

Unit 2: Introduction to Human Resource Management, Stakeholders & CRM

Unit 2 - Overview

The purpose of this unit is to enable students to understand how the Human Resource Management (HRM) function contributes to business success. There are 3 areas of learning input associated with this unit which cover:

- 2.1 The role of HRM in workforce planning – How businesses go about the processes of planning the workforce needs, recruiting & selecting suitable staff for different roles and providing development opportunities for new and existing staff to meet business needs.
- 2.2 Motivating staff to perform – The importance of motivating staff to meet business objectives, how different factors effect staff motivation and how theories of motivation may be utilised with the aim of improving staff motivation and performance. How employee performance may be measured and managed.
- 2.3 Stakeholders & Corporate Social Responsibility (CSR) - The roles of various stakeholders and their needs, wants, rights and responsibilities. How business decisions can impact on different stakeholders in different ways. The Shareholder Concept Vs. the Stakeholder concept. The possible differing aims of stakeholders and the potential for conflict. The importance of CSR on long

Unit 2 - Learning Content & Outcomes

This table on the following page is intended to provide teachers and students with guidance on the content of learning delivery for this unit. There is intentionally no reference to particular texts to provide teachers with the opportunity to draw on a wide range of learning resources and to encourage students to further develop their own research skills. The content is broken down into **Learning Inputs**, **Learning Topics** with detailed **Indicative Content** alongside.

The table also includes **Learning Outcomes** which detail what students should be able to do following completion of this unit. These learning outcomes form the basis of the assessment processes for this unit.

Learning Inputs	Topic Areas	Indicative Content	Learning Outcomes (Students will be able to)
2.3 Stakeholders & Corporate Social Responsibility (CSR)	The role & influence of Stakeholders (3 Weeks)	<ul style="list-style-type: none"> • The roles of various stakeholders and their needs, wants, rights and responsibilities. • How business decisions can impact on different stakeholders in different ways. • The Shareholder Concept Vs. the Stakeholder concept • The possible differing aims of stakeholders and the potential for conflict. • The importance of CSR on long 	<ul style="list-style-type: none"> • Understand & explain different stakeholders and explain their needs, wants, rights & responsibilities. • Understand & evaluate how business decisions may impact different stakeholders in different ways. • Understand & evaluate how the differing aims of stakeholders may cause conflict and the likely consequences of this. • Understand & explain the concept of Corporate Social Responsibility (CSR). • Understand & evaluate benefits and drawbacks to a firm and stakeholders of a comprehensive CSR policy.



Unit 2 - The Sequence of Teaching and Assessing

The content of Unit 1 as indicated by the **Learning Inputs** has been presented in a logical sequence which aims to assist students build their understanding of the topics. The sequence teachers deliver and assess this unit is not intended to be entirely prescriptive.

Teachers may use their professional judgement when planning the timing and sequence of teaching and assessments to account for their students' progress and local circumstances at the school.

Assessments should be sequenced to follow-on from relevant teaching inputs, assessments should not occur out of sequence to the relevant teaching inputs and follow-on directly after them before a new **Learning Input** is started.

As Unit 2 also contains topics which are also relevant to the project, teachers should plan to use relevant learning opportunities for students to work on the project during the delivery of Unit 2.

Unit 2 - Types of Assessment Activities

Teachers should also refer to the curriculum and assessment guidance document when developing assessment activities. Teachers should develop their own assessment activities in line with the comprehensive guidance provided.

Unit 2 - Grading Rubric

When marking students' responses teachers should be looking for understanding, not only memorization. So, responses which may not exactly match the information presented in books or class notes but still demonstrate a correct understanding of the basic terms and principles are valid.

Teachers have to use their professional judgement when grading these types of assessments particularly in the area of language used. Students should not be penalized for minor inaccuracies because their level of English is not highly developed.



Grade 12 Syllabus

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Unit 3 - Overview

The purpose of this unit is to enable students to understand how finance is sourced and managed within a successful business and how basic accounting procedures and statements support this process. There are 3 areas of learning input associated with this unit which cover; -

- 3.1 Financing and financial planning within a business – The reasons for individuals & businesses to borrow, save or invest money and the the role of interest rates in Borrowing & Saving. How businesses utilize a range of sources of finance to start-up, operate and grow.
- 3.2 Management Accounting - Controlling finance to become a successful business - how financial tools and processes are used within a successful business to control financial activity to ensure financial stability and inform decision making.
- 3.3 Financial Accounting – The role of the accounting function to a business and how accounting documents are utilized to provide information to stakeholders.

Unit 3 - Learning Content & Outcomes

This following table is intended to provide teachers and students with guidance on the content of learning delivery for this unit. There is intentionally no reference to particular texts to provide teachers with the opportunity to draw on a wide range of learning resources and to encourage students to further develop their own research skills. The content is broken down into **Learning Inputs**, **Learning Topics** with detailed **Indicative Content** alongside.

The table also includes **Learning Outcomes** which detail what students should be able to do following completion of this unit. These learning outcomes form the basis of the assessment processes for this unit.

Unit 3 - Teaching Inputs and Learning Outcomes:

Learning Input	Topic Areas	Indicative Content	Learning Outcomes (Students will be able to)
3.1 Financing and financial planning within a business	Borrowing & Saving (2 Weeks)	<ul style="list-style-type: none"> Understanding the reasons for businesses & individuals to Borrow &/or Save The role & impact of Interest Rates in Borrowing & Saving Understanding the risks & rewards associated with Borrowing & Saving 	<ul style="list-style-type: none"> Understand & explain compound interest rates and their impact on borrowing and saving (lending money) Understand & explain the reasons why businesses & individuals borrow & save Understand & explain explain the basic business model of a bank Understand & analyse the risks & rewards associated with Borrowing & Saving Understand the impact of advanced/delayed loan repayments on total interest payable
	Business Finance (3 Weeks)	<ul style="list-style-type: none"> An overview of the importance of finance and why businesses need finance. Revenue expenditure and capital expenditure. Sources of finance (short and long term, internal and external). Factors influencing the choice and sources of finance. 	<ul style="list-style-type: none"> Understand & explain the importance of finance for businesses. Understand & explain the differences between revenue expenditure and capital expenditure. Understand & analyse different Sources of Finance and their advantages & disadvantages. Understand & evaluate the reasons why businesses may need external sources of finance and justify appropriate source/s of finance.
3.2 Management Accounting - Controlling finance to become a successful business	Costs and break-even (2 Weeks)	<ul style="list-style-type: none"> Business revenue and cost (types, calculation, uses of information). Costs and pricing decisions – cost plus and contribution pricing methods. Break even analysis (concept, uses and limitations, contribution, calculations, drawing charts and analysis). 	<ul style="list-style-type: none"> Understand & explain & calculate different types of revenue and costs within a business. Understand & analyse the impact of changes in revenue or costs on the profit/loss of a business. Understand & evaluate the factors businesses need to consider when calculating pricing levels.

Learning Input	Topic Areas	Indicative Content	Learning Outcomes (Students will be able to)
		<ul style="list-style-type: none"> • The importance of cash to business. • The meaning of cash flow, how it is different than profit, and the cash flow cycle. 	<ul style="list-style-type: none"> • Understand and be able to calculate and draw a break-even chart and interpret the significance of its results. • Understand & analyse the uses and limitations of a break-even calculation. • Understand & explain cash flow, and explain the cash flow cycle.
	Forecasting and managing cash flow (2 Weeks)	<ul style="list-style-type: none"> • The importance of forecasting cash flow. • Cash flow problems and how to overcome them. • Methods of improving cash flow. 	<ul style="list-style-type: none"> • Understand & analyse the importance of maintaining cash flow to a business and the role of forecasting. • Understand & evaluate the major causes of cash flow problems analyse how these may be addressed.
3.3 Financial Accounting	Introduction to accounting (1 Week)	<ul style="list-style-type: none"> • Accounting (meaning, importance, types, and users). 	<ul style="list-style-type: none"> • Understand & explain the purpose of the accounting function to a business and identify who uses the information it produces and for what purpose. • Understand & explain the main differences between financial accounting and management accounting.
	Published accounts (3 Weeks)	<ul style="list-style-type: none"> • Income Statements (P&L), and Statement of Financial Position (Balance Sheet) (preparation, format, and analysis). 	<ul style="list-style-type: none"> • Understand and able to prepare a simple Income Statement (P&L) and Statement of Financial Position (Balance Sheet). • Be able to calculate missing figures from an Income Statement & Balance Sheet using data provided. • Be able to analyse the relative performance of a firm based on an Income Statement & Balance Sheet. • Be able calculate GPM, NPM, ROCE, Current Ratio, Acid Test



Unit 3 - The Sequence of Teaching and Assessing:

The content of Unit 3 as indicated by the **Learning Inputs** has been presented in a logical sequence which aims to assist students build their understanding of the topics. The sequence teachers deliver and assess this unit is not intended to be entirely prescriptive.

Teachers may use their professional judgement when planning the timing and sequence of teaching and assessments to account for their students' progress and local circumstances at the school.

Assessments should be sequenced to follow-on from relevant teaching inputs, assessments should not occur out of sequence to the relevant teaching inputs and follow-on directly after them before a new **Learning Input** is started.

Unit 3 - Types of Assessment Activities:

Teachers should also refer to the curriculum and assessment guidance document when developing assessment activities. Teachers should develop their own assessment activities in line with the comprehensive guidance provided.

Unit 3 - Grading Rubric

When marking students' responses teachers should be looking for understanding, not only memorization. So, responses which may not exactly match the information presented in books or class notes but still demonstrate a correct understanding of the basic terms and principles are valid.

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Unit 4 – Overview:

The purpose of this unit is to enable students to understand the role of effective marketing in supporting business success. There are 3 areas of learning input associated with this unit which cover; -

- 4.1 Marketing in a business – The role marketing plays within a business and how it impacts on other business activities. How understanding the different types of markets and how these can change is key to business success.
- 4.2 Market research in a business – The importance of undertaking market research and the options available to businesses to research and understand their markets, how they use this market intelligence to inform the development of effective marketing strategies and plans.
- 4.3 Key marketing principles – What is the marketing mix and how can this and other marketing principles be used to support the development of an effective marketing strategies within a range of business contexts.

Unit 4 - Learning Content:

This section is intended to provide teachers and students with guidance on the content of learning delivery for this unit. There is intentionally no reference to particular texts to provide teachers with the opportunity to draw on a wide range of learning resources and to encourage students to further develop their own research skills. The content is broken down into **Learning Inputs** with detailed **Indicative Content** alongside.

The table also includes **Learning Outcomes** which detail what students should be able to do following completion of this unit. These learning outcomes form the basis of the assessment processes for this unit.



Unit 4 - Teaching Inputs and Learning Outcomes:

Learning Inputs	Topic Ares	Indicative Content	Learning Outcomes (students will be able to)
4.1 Marketing in a business (3 Weeks)	The Role of Marketing	<ul style="list-style-type: none"> The role of marketing in identifying and satisfying customer needs, maintaining loyalty, gathering information about customers and anticipating changes in markets. 	<ul style="list-style-type: none"> Understand & explain the role and importance of the marketing function to a business. Understand & explain the typical activities of a marketing function within a business. Understand & explain the typical sections within the marketing function and the roles which each undertakes. Be able to explain the relevance of each marketing function to a firm's success. (Sales, Research, Promotion, Distribution)
	Market Types & Market Segments	<ul style="list-style-type: none"> Why customers are often grouped into segments. How markets can be segmented by mass and niche, socio economic groups, age, location, gender, product use & lifestyle and how different marketing responses are utilised to penetrate segmented markets. The difference between B2B and B2C markets (producer & consumer markets). 	<ul style="list-style-type: none"> Understand & explain the importance of segmenting markets into sub-groups (segments) of customers. Be able to distinguish between Mass & Nice Markets Understand & analyse different methods of market segmentation. Understand & explain the rationale for different segmentation methods for different products/ services Be able to provide examples of how certain segments may be satisfied in differing ways. Understand & explain the difference between B2B and B2C markets.
	The External Environment & Dynamic Markets	<ul style="list-style-type: none"> Factors which can bring about changes in markets. Including changes in fashion, technology, income levels, demographics and how businesses have responded. 	<ul style="list-style-type: none"> Understand & explain the main factors STEEPL which can bring about changes in markets. Be able to provide examples of changes in the external environment which have impacted the marketing of products & services



Learning Inputs	Topic Areas	Indicative Content	Learning Outcomes (students will be able to)
			<ul style="list-style-type: none"> Understand & analyse why and how STEEPLE changes have impacted on different markets & products
<p>4.2 Market research in a business (4 Weeks)</p>	<p>The Need for Market Research</p> <p>Qualitative & Quantitative Data</p> <p>Primary & Secondary Research Methods</p>	<ul style="list-style-type: none"> The purpose of market research how and why understanding markets and customers can impact business success. How market research is used to assist the business by – identify opportunities in markets, assess how a business can better meet its customer needs & assess the effectiveness of marketing activity. How market research can produce quantitative and qualitative information and the differences between the two. The uses, benefits & limitations of different research methods 	<ul style="list-style-type: none"> Understand & explain why businesses undertake market research and its importance to business success. Understand & analyse different ways in which market research may be used to assist the business. Understand & explain qualitative and quantitative market research information and explain the difference between the two. Understand & explain the difference between and main methods of primary and secondary market research Understand & evaluate the advantages and disadvantages of main methods of primary and secondary market research Understand & evaluate which types and methods of market research are fitting to different situations and explain the reasons why.
<p>4.3 - The Marketing Mix (5 Weeks)</p>	<p>Products & Brands</p>	<ul style="list-style-type: none"> The marketing mix (4P's) – Introduction to the classical 4P's – Product, Price, Place & Promotion illustrated with practical examples. Product – Factors that make a product successful, the role of product differentiation, the growing importance of branding, Examples of USPs and their marketing advantages. 	<ul style="list-style-type: none"> Understand & explain the 4 elements of the classic marketing mix. Understand & explain why it is important businesses differentiate their products from the competition and typical ways this is attempted. Investigate and evaluate a brand and identify what key components make up its identity and why these may appeal to new or existing customers.



Learning Inputs	Topic Ares	Indicative Content	Learning Outcomes (students will be able to)
			<ul style="list-style-type: none"> Understand & explain a USP and explain why/how it brings a marketing advantage.
	<ul style="list-style-type: none"> Price 	<ul style="list-style-type: none"> Price – Factors which determine the price of a product – type of product, cost of production, ability of customers to pay, demand, competitors. Methods of pricing - cost-plus, competitive, penetration, price skimming, promotional, psychological, dynamic. Price elasticity of demand – introduction to the concept. 	<ul style="list-style-type: none"> Understand & analyse the factors which determine the price of a product. Understand & explain the different methods of pricing used by businesses. Understand & explain the basic concept of price elasticity of demand.
	<ul style="list-style-type: none"> Place 	<ul style="list-style-type: none"> Place – The types of distribution channels and their suitability to different products. Factors to consider when choosing a distribution channel. Key factors of a successful distribution (retail) outlet. 	<ul style="list-style-type: none"> Understand & explain the different forms of distribution channels. Understand & evaluate the factors influencing choice of channels. Understand & analyse the main features which influence the success of a distribution (retail) outlet.
	<ul style="list-style-type: none"> Promotion 	<ul style="list-style-type: none"> Promotion – the purpose of promotion – to inform customers, persuade customers, fight competition, increase sales/profits, build & develop brand image and customer loyalty. Methods of promotion – The promotion mix – Advertising, personal selling, merchandising, branding, direct mail, public relations, sales promotion – including modern technologies such as internet/social media. 	<ul style="list-style-type: none"> Understand & explain why businesses undertake promotional activity. Understand & analyse the methods of promotion available to businesses and their advantages/disadvantages. Understand & explain the importance of and differences between Paid, Owned & Earned promotion/media. Analyse & evaluate selected examples of promotional activity.



Learning Inputs	Topic Areas	Indicative Content	Learning Outcomes (students will be able to)
	The Product Lifecycle	The product life cycle and how this can influence marketing responses.	<ul style="list-style-type: none"> Understand & explain how the different stages of the product life cycle can influence the marketing response.



Unit 4 - The Sequence of Teaching and Assessing:

The content of Unit 4 as indicated by the **Learning Inputs** has been presented in a logical sequence which aims to assist students build their understanding of the topics. The sequence teachers deliver and assess this unit is not intended to be entirely prescriptive.

Teachers may use their professional judgement when planning the timing and sequence of teaching and assessments to account for their students' progress and local circumstances at the school.

The **Continuous Assessment Standards** have been developed to assess elements of the content of this unit, other elements may be assessed by examinations.

Assessments should be sequenced to follow-on from relevant teaching inputs, assessments should not occur out of sequence to the relevant teaching inputs and follow-on directly after them before a new **Learning Input** is started.

As Unit 4 also contains topics which are also relevant to The project, teachers should plan to use relevant learning opportunities for students to work on The Project during the delivery of Unit 4.

Unit 4 - Types of Assessment Activities:

Teachers should also refer to the curriculum and assessment guidance document when developing assessment activities. Teachers should develop their own assessment activities in line with the comprehensive guidance provided.

Teachers have to use their professional judgement when grading these types of assessments particularly in the area of language used. Students should not be penalized for minor inaccuracies because their level of English is not highly developed.

Unit 4 - Grading Rubric

When marking students' responses teachers should be looking for understanding, not only memorization. So, responses which may not exactly match the information presented in books or class notes but still demonstrate a correct understanding of the basic terms and principles are valid.

Teachers have to use their professional judgement when grading these types of assessments particularly in the area of language used. Students should not be penalized for minor inaccuracies because their level of English is not highly developed.

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A. Introduction

This document is aimed at providing tutors with guidance on the implementation of this revised qualification. There have been some developments and changes from the previous published curriculum for 2013/2014 and the previous published assessment guidance for 2012/2013, this document brings together both the curriculum and assessment guidance.

The process of revising this qualification has been informed by researching the needs of;

- I. The Sultanate and its economy.
- II. Businesses and their needs for suitably equipped employees for the future
- III. Higher educational establishments and their needs for students equipped with appropriate knowledge and skills.

The views of teaching professionals from both the public and private sectors have also been integral to the review process as have the views of students and parents.

B. Format of the Qualification

This version of the qualification has been designed to be delivered over 2 academic years to students in grades 11 and 12.

The qualification comprises of 4 mandatory Units:

Grade	Unit
11	1. Business and its Environment
	2. Human Resources Management
12	3. Finance and Accounting
	4. Marketing

It is mandatory that units 1 to 4 are taught during the grades indicated above because this is linked to the external assessment process.

C. Teaching & Learning

Guidance on teaching & learning within the qualification is provided at a range of levels. Each unit comprises;

Learning Outcomes – these are broad statements which specify the minimum that students need to achieve to complete the unit successfully. They state: *a student should be able to.../ a student should understand ... etc*, and then provide supplementary information linked to the content of each area. Teachers should use these to help orientate students with the content of each unit and to provide them with information on the standards they need to achieve to be successful.

D. The Unit Projects

During each unit, the students should complete a small project alongside each unit. Teachers should refer to the project guidance for more detailed information on learning content and ongoing assessment. The project contributes to the overall marks for continuous assessment recorded for each unit. For full details of the weighting of the continuous assessments please refer to the Assessment Guidance section.

Some suggested project ideas are contained in the table below. Teachers may however select their own suitable project task/title. Suitable project tasks should require the students to “Apply” their learning of that unit to a real-world business scenario.

Unit	Grade	Semester	Project Idea
Business and its Environment	11	1	Investigate a current news story or contemporary business issue (covering one PEST criteria) and analyse & evaluate the impact of that story issue on a business of your choice.
Human Resources Management		2	Write a CV for yourself in 15-20 years time.
Finance and Accounting	12	1	Investigate a source of finance from a real financial institution and make a presentation which analyses & evaluates that source of finance.
Marketing		2	Undertake Market Research for a business idea of your choice and use the results of the research to develop a Marketing Plan

E. Assessment Objectives (AO)

- AO1: Knowledge and Understanding

Demonstrate knowledge and understanding of business concepts, terms and theories.

Example Command Words: **Define, Identify, Label, List, Match, State.**

- AO2: Application

Apply knowledge and understanding of business concepts, terms and theories to problems and issues in a variety of familiar and/or unfamiliar business situations and contexts. The ability to apply knowledge and understanding to different business situations can be shown in one of two ways:

Application questions based on Case Studies:

When questions are based on case studies, the skill of application can be shown by making a **direct and relevant** reference to the business in the case study, the data provided about this business, or the decisions and issues that the business is faced with.

Application questions NOT based on Case Studies:

In these questions, there is no detailed business context for students to read or incorporate into their answer. Application is therefore shown by either:

- Using the industry reference (context) provided in the question and then explaining the issue in the context of this industry. E.g. *Explain one benefit to a **manufacturing** business of.....*

Or

- Making clear reference to any business context that a student themselves, selects in their answer, when there is no industry referred to in the question. E.g., *Explain one benefit to a **business of your choice** of using primary research methods*

- **AO3: Analysis**

The skill of analysis is important in students' responses to questions that use the following command words 'analyse', 'explain', 'comment', 'distinguish', 'interpret', 'suggest', 'demonstrate'.

Students may analyse business problems, issues and situations by, for example:

- Understanding and explaining possible **causes** of a business decision or action.
- Understanding and explaining possible **impacts/consequences** of a business decision or action.
- Using appropriate methods and techniques to make sense of qualitative and quantitative business information.
- Distinguishing between factual evidence and opinion or value judgement.
- Drawing valid inferences and making valid generalisations.

- **AO4: Evaluation**

This means to use 'Critical Thinking' to evaluate evidence in order to make reasoned judgements, present substantiated conclusions or make recommendations for action and implementation.

Evaluation questions may include the following Command Words: **Advise, Evaluate, Assess, Recommend, Justify.**

When evaluating students are expected to show that they have ‘weighed’ or questioned the evidence presented to them. This may be achieved by, for example:

- Understanding the relative significance or relevance of benefits/drawbacks to a particular decision or event.
- Recognising the difference between short-term & long term impacts/consequences.
- Regognising the relative significance of events, actions, decisions or evidence.
- Reconising the relative significance of the causes and/or effects.

- Assessment Objectives Requirements

ALL Assessments should contain questions to ensure that each of the four assessment objectives (AO1, AO2, AO3 & AO4) are being assessed.

In recognition that it is not always easy or practical to create assessments which incorporate precise degrees of each Assessment Objective, teachers are required to adhere to the following requirements for all assessments:

Assessment Objective	Allocation per Assessment
AO1: Knowledge & Understanding	30% - 50%
AO2: Application	20% - 30%
AO3: Analysis	20% - 30%
AO4: Evaluation	10% - 20%

F. Assessment Format

Qualification Grading - There are 2 main components to the assessment of this qualification as in previous years, **Continuous Assessments (CA)** and **Examinations**. Units 1 to 4 are each subject to 40% Continuous Assessment and 60% Examination.

Student achievement is graded by awarding marks, a maximum of 100 marks are available for each Unit which is recorded at the end of each semester. The table below provides an overview of the assessment for this qualification per unit/semester.

Assessment	Number per Unit	Type	Weight	Total Weight
STs - Short Tests (Min of 2, Max of 4) *	Minimum of 4	Continuous (CA)	30%	40%
CAA - Written Assignment (maximum of 1)				
CAA - Group Presentation (maximum of 1)				
Unit Project	1	Continuous (CA)	10%	
Final Exam	1	Examination	60%	60%

* In place of one or two of the 4 “**Short Tests**” (STs), students may alternatively, complete either of the the following “**Continuous Assessment Activities**” (CAAs):

- **Continuous Assessments (CA):**

Types of Continuous Assessment Activities (CAA) – teachers have some flexibility when devising assessment activities for their students but any assessment activity must follow the guidance below;

- The activity set must provide students with the opportunity to meet the Assessment Objectives and activities should clearly label which Assessment Objectives are being assessed (Knowledge Analysis, Application & Evaluation).
- The activity must require some form of written response by the student – entirely oral responses or multi-choice questions are not acceptable.
- A deadline for completion should be provided to students, submissions beyond the deadline should not be accepted unless there are exceptional circumstances at the discretion of the teacher. Deadlines should provide all students ample opportunity to complete the tasks.

The complexity of the activity (and the student responses required) should reflect the level of *thinking skills* required by the student. Assessment activities should reflect the Assessment Objectives they apply to.

1. Continuous Assessment Activities (CAAs) - (Written Assignments & Presentations):

- Written Assignment (maximum of 1) A written assessment (essay) which may be completed at home.
- Group Presentation (maximum of 1) A group project presentation within groups of up to 4 students.
- Presentations **MAY** be completed in small groups (maximum of 4 students) or individually.
- Written Assignments **MUST** be completed individually.
- All CAA's must include a written response which can be in the form of a written/typed assignment document or a printed presentation such as Powerpoint, Google Slides or Apple Keynotes etc.
- Students **MUST** cite external sources of information – making it explicitly clear where they have included the work of others by the use of in-text citations.
- Citations must also be accompanied by a full, detailed reference within the document
- For all citations, students **MUST** provide full references for the sources they have used including (Author/Source, Title, Publisher, Date/Year of Publication)



2. Short Tests (STs):

- Short Tests must be completed by individual students (not groups).
- Must not be ‘open book’ activities where students have access to class notes or text books.
- Must not be completed without teacher supervision.
- Short Tests must assess each of the four Assessment Objectives (Knowledge, Application, Analysis, Evaluation).

- Grading Group Work:

Group-work and grading – The ability to work in groups on projects and tasks are essential skills that need developing in students. Working collaboratively on Continuous Assessment activities is strongly encouraged but not mandatory. Grading work under these circumstances does present additional challenges to teachers around the contributions each group member makes to the task they are undertaking. Teachers will need to use their professional judgement when grading work and do have the flexibility to award different marks to individuals from the same group (although this should not be the norm). In order to ensure individual students, contribute equitably to group activities teachers should;

- Make clear the expectations, that their work will be monitored and that teachers have the capacity to award different grades to students who do not contribute fairly to the group task.
- Help ensure that tasks are shared equitably amongst group members.
- Observe students working on the task during lessons and the contributions they are making.
- Warn students who are not contributing that their grade may be affected, if this persists grade accordingly.
- Utilize peer evaluations to assist in informing the grading process, providing these are valid and reliable.

Re-submission of Continuous Assessments – Students should **not** have the option of re-submitting or re-sitting continuous assessment activities. Only in exceptional circumstances with the approval of the teacher may students re-submit activities. Examples of exceptional circumstances could include prolonged authorized absence, a significant medical condition, etc. If these circumstances do not apply students should not be given the opportunity to re-submit or re-sit simply to raise their grades.

Feedback on Continuous Assessment – Providing effective feedback is one of the most effective methods of helping students improve their marks. It is essential as part of the learning process that students receive feedback on both areas they are performing well in and in areas they need to improve. To enable feedback related to continuously assessed activities to be utilized teachers should refer to the guidance below;

Feedback for Short Tests: To enable students to receive feedback in advance of the summative continuous assessment teachers may utilise formative *mock assessments* to enable them to gauge individual students' progress and provide feedback. The mock assessments can be used in a variety of settings as whole class activities or mock tests. Teachers must not use identical questioning for formative mock assessments as in the summative continuous assessment.

Feedback for Continually Assessed Activities: Teachers must not use mock formative assessments for these activities but should provide ongoing feedback as the students work on the summative assessment activity. This type of feedback requires teachers to use their professional judgement so that areas for improvement are discussed, but students are not simply given the information they need to improve their grade. Questioning strategies may be utilized to help students discover for themselves where important information may be missing or wrong information provided.

- Final Examinations:

Examination Format & Preparation - The examinations account for 60% of the assessment for each Unit/semester, the current MOE guidelines on the examinations are detailed below;

- One formal examination will be prepared and set at the end of each semester.
- The Final Examination is worth 60% for each unit, though the exam paper does not have to contain exactly 60 marks – a maximum of 120 marks can be available which must then be converted into a mark out of 60. (See section G below).
- Until further notice, teachers will be responsible for preparing & setting the examination paper based on the Unit Content and Learning Outcomes
- The duration is between 2 – 3 hours.
- Exam papers may contain between 60 & 120 marks
- Each examination should contain the following question types;
 - Multiple Choice Questions (minimum 20% of marks).
 - Short-Answer Questions, (minimum 20% of marks).
 - Long Answer/Essay Questions, (minimum 20% of marks).
 - Case Study Questions (minimum 20% of marks).
- Marks in Final Examinations should also be awarded for each of the four Assessment Objectives, as previously described for all other assessments as follows:

Assessment Objective	Allocation per Final Exam
AO1 Knowledge & Understanding	30% - 50%
AO2 Application	20% - 30%
AO3 Analysis	20% - 30%
AO4 Evaluation	10% - 20%



- **Recording Students Marks** – Students’ marks should be recorded for each Unit/semester using the following suggested model, teachers may also use a spreadsheet prepared in this format:

GED Economics Studies Marks Sheet											
Grade					Semester					Year	
Students Name	Continuous Assessment									Final Exam %	Total %
	Unit ()						Total %	Project %	CA Total %		
	Short Tests				Continuous Assessment Activities		30 Max	10 Max	40	60	100
	Test1	Test2	Test3	Test4	Written Assignment	Group Presentation					
	4	4	4	4	7	7					

G. Calculating Grades – Raw Marks to Uniform Marks

In recognition of the fact that it is not always easy or practical to design assessments to contain a precise number of marks, and to give teachers some flexibility in the number of raw marks contained in each assessment, the following method should be used to convert “Raw Marks” into “Uniform Marks”

- **Calculating Grades for Continuous Assessments** (Short Tests, Projects, CAAs ...etc.):

The Raw Marks from Continuous Assessments should each be **converted into percentage marks**. At the end of each semester, the teacher should calculate each student’s average percentage across the semester. Once students’s average Continuous Assessment percentage has been calculated, this should be converted into a “Uniform Mark” out of 40 using the following formula/method:

$$\text{Uniform Mark out of 40} = (\text{Average CA Percentage}) / 100 \times 40 \text{ marks}$$

- **Calculating Grades for Final Examinations:**

The “Raw Marks” for final exams are to be at least 60 Raw Marks. Raw Marks for the final exam should be converted into a percentage.

The final “Uniform Mark” out of 60 is calculated using the following formula:

$$\text{Uniform Mark out of 60} = (\text{Final Exam Percentage} / 100) \times 60 \text{ mark}$$

H. Student Induction to the Qualification

Induction – Students must be introduced to the qualification and its structure before delivery of the learning content, this will assist in preventing problems or misunderstandings occurring in the future and will help students focus their efforts. It is mandatory that all students are provided with an induction to the qualification at the outset and are provided with written materials they can refer to later. The induction should cover the following topics;

- The qualification structure and timetable
- Guidance on textbooks
- An overview of the unit content
- Assessment methods
- Information on grading and how grades are awarded
- The supporting documentation
- Students' questions

I. Student Portfolios

For each student, teachers should create and maintain a portfolio of all assessments the student completes throughout the course. It is essential this is completed and maintained and that the work it contains are originals and not copies. The purpose of the portfolio is to facilitate the moderation process so that the marking and grading process can be quality assured. Every Continuous Assessment Activity must have a front cover page clearly identifying the mark awarded. The portfolio should also include the student's cumulative assessment record fully completed with a record of all the assessment activities within the portfolio and the marks awarded, as well as the final calculation of the cumulative marks awarded to the student.

J. Quality Assurance

Business Studies may be subject to Ministry revised quality assurance processes going forward. Teachers should use their professional judgement in ensuring consistency of grading both continuous assessments and examinations.

K. Students with Learning Difficulties & Disabilities

Students who can evidence they have a recognized learning difficulty or disability are entitled to further flexibilities in the assessment processes. Teachers should follow the guidance published by the Ministry of Education and the policy of the school under these circumstances.

Appendix (1)

Presentation Assessment Form

The purpose of this form is to enable teachers to assess student presentations and provide feedback to students. This document enables teachers to assess both the presentation content and the research behind it as well as the presentation techniques and capability.

Student Name(s):

Assessment Title/Reference:.....Date Issued:.....

Assessment Deadline:.....

Presentation Delivery

Attributes	Feedback
Introduction	
Organisation	
Delivery Style	
Slide Clarity	
Confidence	
Summary	
Questions	

Additional Feedback or Comments

Mark	
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Teacher Signature:

Date:

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End of the Newsletter
