



Solomon Islands Government

SECONDARY BUSINESS STUDIES SYLLABUS



Years 7 - 9

Ministry of Education and
Human Resources Development





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MEHRD

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Foreword

The Solomon Islands Education System is currently undergoing significant restructuring and reform in response to the needs identified through the development of the Education Sector Investment and Reform Programme (ESIRP) and Education Strategic Plans (ESP). Curriculum Review and Reform Program (CRRP) is a process identified to develop a comprehensive curriculum that is fair and responsive to the needs of all Solomon Islanders in order to achieve the vision and national goals of the education system advocated in the National Education Action Plans (NEAP 2007 – 2009 & 2010 – 2012) and Education Strategic Framework (2007 – 2015).

The new Business Studies Syllabus is to be used by Secondary Business Studies teachers to teach Years 7 to 9 in Secondary Schools throughout the country. It is developed as a guiding framework to meet the teaching and learning needs in all secondary schools. The programme of study presented in this syllabus contributes significantly towards the holistic development of the learner as an individual and the achievement of human integral development.

This Business Studies Syllabus is a key document and it forms the basis of the curriculum shift from a curriculum defined in terms of subject content to a curriculum defined in terms of what learners are expected to know, understand, and be able to do, value and appreciate. This is an outcomes based education model and curriculum approach based on the achievement of learning outcomes through a learner centered Approach, problem posing and the use of multiple intelligence education philosophy.

This syllabus builds upon concepts, skills, attitudes and values from the Primary Business Studies learning as well as from the learners home environment and links them to the concepts, skills, attitudes and values in this syllabus. It also forms a background for further learning beyond Year 9 as well as preparing individual learners for future life in the Solomon Islands.

The Business studies syllabus had covered the Solomon Islands economy and the business organizations and the impacts on economic activities. Second, how the accountant and the book keeper analyses businesses and retrieve information and documentation needed for the business owners and non-profit organizations. Finally, how the managers or business owners plan and manage the businesses well according to the country law and how they perform their marketing strategies.

The development and implementation of this syllabus is a step towards providing relevant and meaningful learning experiences for our children. It is important that all policy makers, teachers, education authorities and other important education stakeholders support the implementation of this syllabus.

As the Minister responsible for the provision of education services in the Solomon Islands, I commend and endorse this syllabus as the official document for teaching and learning of Business Studies in Secondary Schools throughout the Solomon Islands.



Hon. Reuben Inoana Dick Ha'amori

Honourable Minister of Education, 2013

Ministry of Education and Human Resources Development

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Subject Advisory Committee and Workshop participants

- Secondary Business Studies Advisory Committee members (2004 – 2009)
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- Secondary Business Studies Working Group members (2007-2010)

Curriculum Development Division team

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Quality Assurance Group

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Section 1. INTRODUCTION

The National Curriculum Statement states that Education is a lifelong learning process. In Solomon Islands, an outcome based education approach was adapted to develop the Business Studies syllabus and learning and teaching materials. The Business Studies Syllabus has been designed using Learning Outcomes which identify the knowledge, skills, attitudes and values that all learners should achieve and demonstrate by the end of Year Nine (Yr. 9). The syllabus integrates businesses and local knowledge to ensure the syllabus provides relevant skills and knowledge for all learners. Business Studies is one of the national curriculum learning areas and builds on the teaching and learning of fundamental knowledge and skills from Year 1 to 6 in mathematics, Social Studies and English in the Primary level.

Learning in Business Studies is fundamental to understand the world in which we live and work. It helps people to clarify ideas, to ask questions, to proof ideas through research and observation, and to use their findings to make theories come true. It also involves investigating economic issues and problems, utilizing the four factors of production such as land, labour, capital and enterprise to increase the productivity in the economy. It also provides an opportunity for learners to find out factors that contribute to successful businesses. The syllabus also provides learners with time and space to reflect on learning about the diverse systems of indigenous knowledge development and skills transfer practised for many years in the past. Learners can be able to explore relationships between contemporary models of business and traditional ways of constructing knowledge in order to value both systems that sustains natural resources, life and the learners standard of living.

The syllabus emphasises learners working individually and in groups, in planning and conducting research. They will evaluate issues and problems, identify questions for inquiry and draw evidenced based conclusions from their investigations. Through this problem solving process they develop their critical thinking skills and creativity. Learners are provided with experiences in making informed decisions about the issues, problems and advance technological world and in communicating their understanding, ideas and perceptions. The practical nature of the subject must be emphasised through calculations of transaction, solving issues, attitudes and hands on activities such as running a business and become an entrepreneur that will improve economic growth of the country. All learners will be required to undertake research projects, solving problems and tackling economic issues. They must become a successful entrepreneur and have skills and knowledge in solving accounting equations. The Business Studies curriculum is designed to encourage all learners to continue their participation in Business Education as an optional subject. The learners have the ability and interests in it and continue to study business as an integrated subject. Learners will study accounting, economics and start your own business and business as a subject.

Assessment is an important component of teaching and learning and is integrated into the teaching and learning different activities of Business Studies. The emphasis is on continuous assessment and as such will provide feedback to learners and the teacher on learner's progress towards achievements of the learning outcomes. It helps learners improve their standards of achievements by knowing what they need to do well and where they need to improve. In Business studies, teachers will gather evidence from learner's work during the course of the term and uses those continuous assessments to improve their teaching and learner's learning.

To promote a contemporary and comprehensive Business education, this curriculum has been organized into learning strands. The three strands in business studies are: economics, accounting and start your own business. These strands provide the broad learning contexts and are further subdivided into sub strands as units and topics in the Business Studies curriculum.

Section 2. RATIONALE

Knowledge, skills and attitudes of Business Studies is essential for all Solomon Islands learners if they are to participate fully in life, both now and in the future. Knowledge, skill and attitudes acquired in this course will enable learners to participate fully and appropriately as a citizen of Solomon Islands.

Local as well as the global commercial environment influence the daily lives of Solomon Islanders. As income earners, consumers, producers, decision makers, voters, and people of Solomon Islands, understanding of the changing nature of the business environment enables them to participate more fully in their respective roles. Participation is an important part of citizenship and it is a process that requires learners to understand the values, skills and knowledge of Business Studies.

Good commercial practice requires learners to make numerous value judgments and to anticipate the consequences of their actions. The moral value process draws on value such as careful stewardship of money, sharing equity, diligence and responsibility. Decision-making, which centres on these values, is an essential life skill and one which leads to responsible self-direction and personal development.

The skills of valuing and managing scarce resources and finance depend on the knowledge of a range of principles, and on the ability to understand the interrelationships between ideas, values and skills. Such understanding includes many facets. For example, to be a responsible citizen requires people to become economically literate, to grasp the complexity of economic matters, to understand their relationship to law and to comprehend a variety of issues which focus on justice and integrity.

The Business Studies education not only instils moral and value outcomes on learners, it also prepares learners for life. The experiences learners gain from the course of three years (Year 7 - 9) enable them to acquire various skill and attitude's to critically analyse business situations and utilize business opportunities and make informed decisions on various situations. It also enables learners to critically analyse alternative situations and make the best use of scarce resources that are at their disposal.

Section 3. AIMS

The aims of the secondary Business studies learning for the three years are in two sections. The first part will help to equip the learners with the basic knowledge, skills and attitudes that prepare them when they leave school at the end of Year 9. Secondly, it provides a basic knowledge for those learners that will continue their studies further to Year 10 and beyond.

The Business Studies Curriculum aims to enable learners to:

- Investigate types of business organisation and systems that regulate economic activities and analyse the impacts on economic activities or issues.
- Use decision making and problem solving strategies to acquire quality goods and services, and to become informed and responsible consumers.
- Investigate complexities and interrelationships when goods and services are produced and distributed on local, national and global level.
- Identify, investigate and propose solutions to economic challenges.
- Complete, analyse, store, and retrieve information and documentation needed for individuals, businesses and non profitable organisations to operate efficiently.
- Use principles of record keeping and reporting relevant needs of particular individuals and organisations.
- Use information and communication technologies to generate, manipulate, store, present and access information in business contexts for different users.
- Generate enterprising ideas, develop business proposals and plans, undertake ventures (small income generating business) and evaluate their outcomes.
- Use understanding of enterprise to propose solutions to business, economic, political or legal issues for positive outcomes.

Section 4. SYLLABUS STRUCTURE

The syllabus for Years 7 to 9 for Secondary Business Studies is presented in Section 12. It is a series of Strand and Sub-strand sheets; each sheet has the same structure. This is a copy of the Strand and Sub-strand structure, with an explanation of each part and its coding system.

Subject: Business studies Year Level: (Year level coded as 7)		
<p>Strand: Title (Strand need not to be coded as it is used consistently in the syllabus) A Strand is the term for the main areas of study into which the subject is divided. In Business Studies there are three strands: <i>Economics, Accounting and Starting Your Own Business</i></p>		
<p>Sub-strand : Title (No. of periods) A strand is divided into Sub-strands. For example, within the Business Studies Economics Strand in Year 7 there are three Sub-strands: <i>Satisfying Needs and Wants; Resources and Production and The Solomon Islands Economy</i>. This section contains the title of each Sub-strand.</p>		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>General Learning outcomes are general statements that specify what learners will know or be able to do as a result of a learning activity. General Outcomes are usually expressed as Knowledge (k) Understanding (u) Skills (s) Attitudes (a) or Values (v) The brackets after each Outcome refer to the kind of Outcome: Know(k) Understand...(u) Be able to(s) Appreciate.....(a/v) The General Learning Outcome is coded(numbered) in the syllabus, for example: 7.1.1 know that a business is made up of a person or a group of people who either sells a good or provide a service to consumers (k) 7.1.2, etc</p>	<p>Learners should be able to</p> <p>Specific learning Outcomes are specific statements that specify what learners can do and demonstrate if they have achieved the learning outcomes. They are usually observable and measurable.</p> <p>The specific learning outcomes are coded(numbered) in the syllabus, learner books, teacher's guide, learner's record sheet, learner's monitoring sheet and learner's report sheet, for example:</p> <p>7.1.1.1 identify what is an entrepreneurship and organisation or company</p> <p>7.1.2.1 differentiate between making of goods and provision of services</p>	<p>Learners can be assessed on</p> <p>For selected Learning Outcomes, there is a Suggested Assessment Event.</p> <p>This is a suggested way of assessing one or more Specific Learning Outcomes formally for the purposes of knowing and recording the learner's achievement and progress.</p> <p>Other Specific Learning Outcomes will also be assessed but the assessment need not be recorded. Assessment events must involve the four domains: Knowledge (k) understanding (u) Skills/application (s) and Values/ attitude (v/a) Examples are given in this column in the syllabus.</p> <p>Other activities or Assessment Events are also in the Learner's Book.</p>

Section 5. STRAND STATEMENTS

This section contains a brief statement for each strand covering Years 7 to 9 in the Business studies syllabus. There are 3 strands and statements for each strand covered in this syllabus are explained below:

Strand 1: Economics

Economics enable learners to investigate types of business organisation and systems that regulate economic activities and analyse the impacts on economic activities. Use decision making and problem solving strategies to acquire quality goods and services to become informed and responsible consumers. Investigate complexities and interrelationships when goods and services are produced and distributed on local, national and global level. Identify, investigate and propose solutions to economic challenges and issues.

Strand 2: Accounting

Learners will complete, analyse, store, and retrieve information and documentation needed for individuals, businesses and non-profit organisations to operate efficiently. Also they will use principles of record keeping and reporting relevant to the needs of individuals and organisations. Use information and communication technologies to generate, manipulate, store, present and access information in business contexts for different users.

Strand 3: Start Your Own Business

Start Your Own Business strand aims to produce learners who will become actively engaged in planning, organising and running small business enterprises and developing strategies to address problems as they occur. The content of this strand has been arranged in four sections: **Planning, Law, Marketing and Management**. Appropriate competencies have been developed from these broad areas for Years 7 to 9.

Section 6. PROCESSES AND SKILLS

This section contain a table of skills which learners should acquire in learning the subject and processes which will be used in learning and teaching the subject. Teachers should use this table as a checklist to ensure that skills are being learnt and taught and processes are being used. The skills and processes for this syllabus are outlined below.

This table outlines the major categories of skills that will be acquired from Years 7 to 9.

Level	Research and Investigative Skills	Information Processing skills	Reporting and communication skills	Planning and management skills
Year 7	Site Visits Participate in observing and asking questions, on taking relevant issues accounts of requested business and economic activities Book Reviews Use handouts, articles, books, and other documents to find requested information or data	Recording/ documentation Use prepared templates or formats to record or document information and data Differentiate/ Compare Organise findings or information in a manner that comparisons and conclusions can be made. Calculations Perform simple calculations on data to find solutions.	Verbal and Written Communication Produce written presentations using relevant formats Use clear and logical verbal communication of ideas and issues. Use debates or discussions for communicating ideas and issues Tabular Presentation Use simple tables to present data in a logical order	Planning Use methods for generating business ideas Building Strategies Use proper methods for assessing the market Managing Produce charts showing structure of records, organisations and operations. Building a system for managing organisations and resources.
Year 8	Site Visits Participate in observation, asking questions and take descriptive record or account of such trip Book Reviews Use published and unpublished articles, historical accounts, data and other documents to collect required information or data Library Search Use the library to research and collect required information or data Interviews Conduct interviews to collect relevant information about economic, business activities or data	Recording/ documentation Use prepared templates or formats to record or document information and data Differentiate/ Compare Record or document findings or information and data in a logical order using appropriate formats Calculations Perform simple calculations on data to find solutions	Charts Use of tables and charts to present data and information Visual Presentation Presentation of ideas or issues using pictures and drawings Written Report Use summaries and outlines as a way of presenting data and information Use comprehensive reports to present findings	Planning Generate business ideas using known methods Building Strategies Assess the market and develop a marketing strategy Managing Produce charts showing structure of records, organisation, operations Building a system for managing organisation and resources

Level	Research and Investigative Skills	Information Processing skills	Reporting and communication skills	Planning and management skills
Year 9	<p>Site Visits Participate in observation and asking questions and take descriptive record or account of such trip</p> <p>Book Reviews Use published and non-published articles, historical accounts, data and other documents to collect requested information or data</p> <p>Library Search Use the library to research and collect requested information or data</p> <p>Interviews Conduct interviews to collect relevant information about economic and business activities or data</p> <p>Questionnaire Proper development and administration of questionnaire for the collection of relevant raw information and data</p>	<p>Recording/ documentation Use prepared templates or formats to record or document information and data</p> <p>Differentiate/ Compare Record or document findings and or information and data in a logical order using appropriate formats</p> <p>Calculations Perform simple calculations on data to come with solutions Statistical methods Use relevant statistical techniques to determine rates, trends, ranges and so on.</p>	<p>Charts Proper use of charts like tables, graphs, diagrams to clearly present findings, solution and issues</p> <p>Written reports Produce summaries, outlines of events, issues, transactions. Compile properly formatted reports of issues, events, transactions</p> <p>Discussions/ debates Use discussions and or debates in finding solutions, agreements, defending and idea</p>	<p>Planning Use methods for generating business ideas Building Strategies Use proper methods for assessing the market</p> <p>Managing Produce charts showing structure of records, organisation, operations Building a system for managing organisation and resources</p>

Section 7. CONTRIBUTIONS TO KEY LEARNING OUTCOMES

This section contains a brief statement highlighting how each of the key Learning Outcomes (KLO) will be achieved through learning and teaching of the syllabus. The contribution of the syllabus to achieving each of the KLO is described below.

Key Learning Outcomes	Secondary Business Studies Contribution
1. Culture Promotion Awareness of the Solomon Islands culture ; in particular, the promotion of the concept of 'unity in diversity', the need for equity, and inclusiveness	Traditional/cultural knowledge and skills and practices, traditional trade and exchange, their integration with modern business practices and processes. Appreciate other traditional exchange systems or practices.
2. Life-long Learning Realization that learning is a lifelong experience ; encouragement of innovation, creativity, and a positive view of learning post-school	Develop essential skills that would equip learners to cope with their every day challenges in life.
3. Ethics and good Citizenship Development of positive, moral and ethical values, with respect to others, based on personal integrity and social responsibility ; focused on : values education ; civics and citizenship ; peace and reconciliation	Develop ethical business values that are essential to sound business practices and in accordance with the law. Learners will learn some issues about the country laws relate with the business.
4. Peace and Reconciliation Development of positive attitudes with the mind and heart to create peace, reconciliation and be able to live in harmony in a multi ethnic diverse community	Develop business that promotes interaction through exchange, distributing of goods, sharing and encourage dialogue, negotiation, resolution and encourage friendship among different groups within and between societies.
5. Technology Use of appropriate traditional and modern technology to improve livelihoods and community standards of living	Develop and appreciate the use of traditional tools and processes. Use appropriate technology in today's changing business environment.
6. Entrepreneurship The development of entrepreneurial skills for job creation through initiative and creativity.	Develop entrepreneurial knowledge, skills and attitudes. Develop in learner's aspects of self-reliance, innovation, creativity and decision making to cope with everyday challenges and contribute to development.
7. Environment, Conservation and Climate Change Development of interactive skills, social sensitivity, environmental and health awareness and good practices	Develop informed independent opinions and judgments. Develop positive self-esteem and recognize failures as temporary set-backs. Develop interpersonal skills which are essential in life. Develop healthy living practices.
8. Development of the Whole Person Develop how to appreciate and understanding about the significance of a person social, health and spiritual development issues.	Assist learners to formulate informed opinions and critical judgements on the significance of a persons social, economic, political, spiritual, and health issues in the development of the societies.

Section 8. LEARNING, TEACHING AND ASSESSMENT

This section contains a brief explanation on learning and teaching approaches that teachers may use for this subject. It also describes the links that Business studies has with other subjects, sensitive issues that teachers may consider when teaching the subject and Assessment framework, and information to guide teachers with effective recording, monitoring and reporting of learners achievements.

8.1 Learning and Teaching Approaches

Learners learn more effectively when they are in a learning environment that has clear goals and motivation to achieve.

Teachers as facilitators of learning are encouraged to be creative and to customise activities to stimulate learning. They must put more effort into planning and prior preparations to effectively use these approaches.

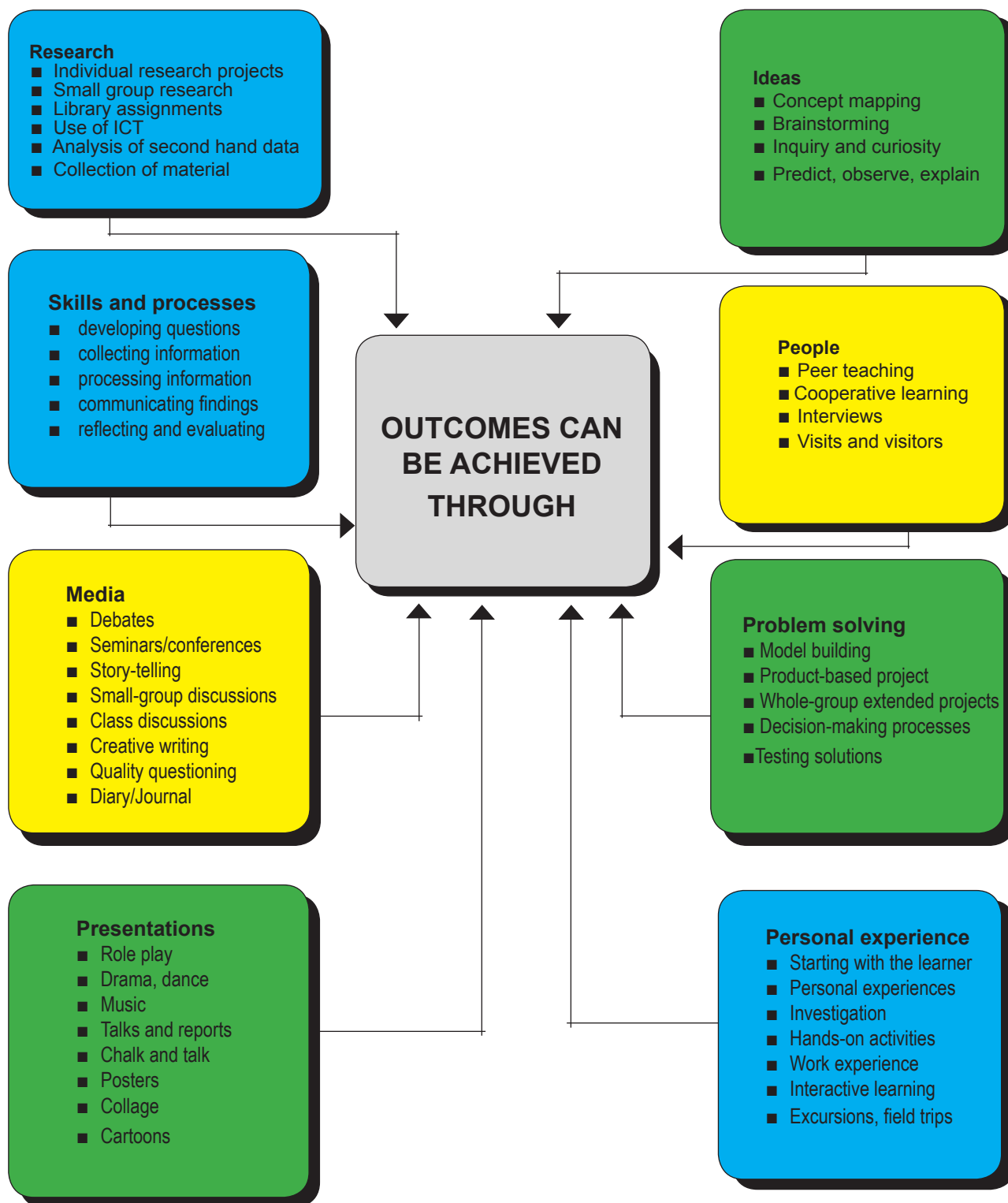
In this syllabus, the learning outcomes and specific learning outcomes are stated. Teachers must use these as a guide to design learning experiences that will achieve these outcomes. It is therefore the duty of teachers, given the locality, to come up with appropriate teaching approaches.

It is encouraged in this syllabus to limit teacher centred learning. Teachers are therefore encouraged to use variety of teaching approaches. This will guarantee the motivation and interests of pupils in these learning activities.

An effective way to get learners actively involved in business is to involve them in the running of a school canteen, under the supervision of the Business Studies teacher.

Teaching Strategies

A range of strategies for helping learners to achieve the overall learning outcomes are shown below. They are grouped into 8 categories.



8.2 Links with other Subjects

Subject	Link with other Subject	Business Studies Syllabus links
Maths	Year 7 to 9 <ul style="list-style-type: none"> Use of mathematical skills concepts, applications to calculate and /or prepare numerical information for business decisions. 	Year 7 <ul style="list-style-type: none"> Calculating the profit, selling price of goods, percentages and mark-up %.
Social Sciences	Year 7 <ul style="list-style-type: none"> Natural resources of Solomon Islands Year 8 <ul style="list-style-type: none"> Western influence on exchange, Small and large scale manufacturing 	Year 7 <ul style="list-style-type: none"> Resources and production
Home Economics	Year 7 to 9 <ul style="list-style-type: none"> Create certain home grown environment for small income generating projects. Sale of products of home economics e.g. cooked food, clothing etc. Year 8 <ul style="list-style-type: none"> Budgeting 	Year 7 <ul style="list-style-type: none"> Being an entrepreneur- sole trader, partnership and companies. Income generating projects like poultry, piggery, taxi, trade store and selling cooked food. Year 9 <ul style="list-style-type: none"> Budgeting
Technology	Year 7 to 9 <ul style="list-style-type: none"> Create and provide certain small income generating avenues like sale of wood, plastic, metal and furniture products. 	Year 7 <ul style="list-style-type: none"> Being an entrepreneur Income generating projects or a trade store, poultry, piggery, taxi service and selling furniture.

Subject	Link with other Subject	Business Studies Syllabus links
Arts and Culture	Year 7-9 <ul style="list-style-type: none"> Create or provide certain small income generating avenues like visual arts, painting works, handicrafts, visual and music productions. Year 9 <ul style="list-style-type: none"> To develop important values such as honesty, integrity and ethical business practices. 	Year 7 <ul style="list-style-type: none"> Being an entrepreneur in selling handicrafts or music production or painting industry Applying good and ethical business practices such as honesty, debt payment, fairness and loyalty, complaint response.
Christian Education	Year 9 <ul style="list-style-type: none"> To develop important values such as honesty, integrity and ethical business practices. 	Year 7 <ul style="list-style-type: none"> Applying good and ethical business practices like honesty, debt payment, fairness, loyalty, complaint response.
Agriculture	Year 7-9 <ul style="list-style-type: none"> Farm management and costing, cash flow, calculation of selling price, profit determination Year 9 <ul style="list-style-type: none"> Farm management and costing 	Year 7- 8 <ul style="list-style-type: none"> Calculating selling price, profit, percentages and mark up price and percentages. Calculate the profit statement for the month. Year 9 <ul style="list-style-type: none"> Managing a small business
English	Year 7 - 9 <ul style="list-style-type: none"> Use of English as a means of communicating financial information for effective decision-making. 	Year 7 <ul style="list-style-type: none"> Business documents used in communication Year 10 <ul style="list-style-type: none"> Two functions of accounting are a means of communication and aid to business decision making.

8.3 Sensitive Issues

In the Business Studies curriculum there are some sensitive issues that may arise while teaching and learning in the classroom. It is important for teachers be aware of and handle these issues in a sensitive manner so that the right atmosphere and approach is provided for learners to achieve the best in their education.

These issues would cause drawbacks in the students learning process and these would includes, family problems, customs, cultures, religions, rights versus responsibility and students sexuality. For example, giving a break down business which the owner is a relative of a student in the class will cause embarrassment to the student.

Some content areas in the Business Studies syllabus which could be seen as sensitive includes:

- Features of traditional business
- Wantok system
- Business structures
- Corruption and leadership in business
- Risks to modern business and risks to traditional business
- Wealth in traditional society
- Savings and Inflation
- Starting a business or running a small business
- Consumers rights
- Business Project evaluation
- Gender equity issues in business

8.4 Assessment, Recording, Monitoring and Reporting

8.4.1 General

The main purpose of assessment is to improve student learning and the teaching approaches of the teachers. Assessment needs to be **for learning, as learning** as well as **of learning**. It is used to evaluate and improve teaching and learning, report achievement and provide feedback to learners on their progress.

Assessment measures *Learners' achievement of, as and for learning outcomes* as described in this syllabus. It is the ongoing process of identifying, gathering and interpreting information about Learners' achievement of the learning outcomes. Assessments can be conducted as **formative, diagnostic and summative assessments**. For **Formative assessment**, it is recommended that teachers assess at least for four (4) assessment events to evaluate the domains of knowledge, understanding, skills and attitudes/values for each sub strand or chapter. This is done as the learner's continuous assessment for the purposes of improving both the learning of the learners and the teaching process. **Diagnostic assessment** is essential for identifying where your learners are in terms of their achievement level of an assessed outcome at any one time during the year. This is important for teachers to give remedial work as an intervention strategy to allow learners to improve their learning in the classroom. **Summative assessment** can be conducted at the end of each semester during the year and will involve the assessment of Specific Learning Outcomes that are not assessed as part of the formative assessment. This type of assessments can be integrated with the formative assessment as part of the reporting system with less weighting. Such form of assessments should not be confused with the National Summative Examination at the end of Year 9.

For teaching and learning to be outcome-based, teachers need to plan their teaching and assess learner performances in relation to outcomes using selected criteria derived from those outcomes.

Assessment in this syllabus involves focusing less on whether a learner has “passed” or “failed” but more on what outcomes a learner has achieved and in which areas further support is required.

8.4.2 Assessment in Business Studies

A learner’s achievement in Business Studies at the end of year 9 will be assessed by a written Business studies examination against the General and Specific Learning Outcomes. Assessment of student progress towards achieving these broad outcomes is cumulative throughout years 7, 8 and 9 using specific outcomes for each unit. The national examination will be sat by all year 9 Learners throughout the Solomon Islands.

During the course of each sub strand, learners must complete the assessment events specified for the unit or each sub stand. Teachers will expand each task and provide clear guidelines to Learners on how the task will be completed and how the criteria will be applied.

The assessment tasks and criteria in each unit of the learner books will ensure that there is a common focus for internal assessment in the subject across schools while allowing for flexibility in the design of tasks. A variety of tasks are specified to give Learners the opportunity to demonstrate all General and Specific learning outcomes in different ways and to improve the **validity** and **reliability** of the assessment. The **authenticity** of learners assessment is an important part of the assessment process. This places the importance of assessing the learners own work. It is not fair to assess learners work with the assistance or input of teachers and others. It is important that teachers plan the teaching and learning sequence so that there is a balanced spread of assessment during the unit. Some tasks, such as investigations or case studies can be designed so that they are completed over a period of time rather than at the end of the unit/topic. Other tasks can be done immediately after the relevant section of the unit/topic has been covered

8.4.3 Suggested Assessment Strategy and Criteria

Type of assessment	Assessment Strategy	Assessment Criteria Learners can be assessed on
Group Work Projects / school canteen	Record various transactions in relevant books. To complete a business document. Using the mark up or discount to calculate the selling price. Learners assign to do cashier/ store keeper or bookkeeping work.	The ability to draw and fill in cash Book and stock record; to draw up a Profit/Loss statement and balance sheet. <i>The learner is expected to record, analyse and present the financial statement.</i>
Research Interview Participate in a field trip/excursion and collect information	Conduct research or an investigation on issues or problems affecting business organisation or the economy.	Brief statements on aims and objectives; and what to do and what the learner is expected to find and the ability to follow instruction; the ability to experience and find out the real issues or problems in the country .The ability to collect, record, calculate, analyse and interpret data or use the information collected to draw conclusions based on the findings.
Oral Presentation	Make a verbal report on research finding. Explain and evaluate current issues, business products, business organisation and ideas.	The ability to make clear introduction; clear heading, clarity of voice; and clear explanation and clear instructions that link to economics, accounting and small business enterprise concepts.
Written test Assignments Home work Quiz Do an activity (from text books or self prepared or simulation activity)	Perform calculations. Provide a written report Write short answer in response to questions Complete a written test Use Single entry or Double entry book keeping to determine profit or loss.	The ability to answer questions correctly; apply correct use of formula and units; clear explanations and link with accounting, economic and small business enterprise concepts.

8.4.4 Recording, Monitoring and Reporting

Teachers must keep accurate and consistent records of learner's achievements of the specific learning outcomes by recording the results from assessment events. They must report these achievements in fair and accurate way to parents, guardians, teachers and learners. Suggested recording methods includes anecdotal notes in a journal or diary, checklists, portfolios of learners work, progressive records and work samples with comments written by the teacher. Teachers should use the records to properly monitor the learners' achievements, progress and performances on a consistent way to help teachers provide effective guidance for the learner. Such records should also guide the teacher to plan and implement remedial teaching to assist learners to acquire the learning outcomes required by the approved school curriculum.

The purpose of reporting is to give information to learners about the extent to which they have achieved the expected learning outcomes. Reporting also gives feedback to teachers and parents. For every sub strand, the learning and teaching situation will have many assessment activities. Each sub strand of this syllabus presents at least one example of an assessment event. Teachers are encouraged to design assessment tasks to evaluate the four domains of knowledge, understanding, skills and attitudes or values.

Teachers are encouraged to use an effective recording, monitoring and reporting system. This is a requirement and is important for teachers to keep accurate records of Specific Learning Outcomes assessed for both individual students and the whole class. It is essential for teachers to keep accurate and updated records of all assessments for the purposes of monitoring and reporting of results from formative assessment or continuous assessment in the classroom. This is the teacher's reference to measure learner's performances, progress and achievements. Learning outcomes in the syllabuses are simplified into two categories; namely the General Learning Outcomes (GLO) and Specific Learning Outcomes (SLO). The GLO are general and open ended statements where as SLO are clear and specific statements that can be measured, observed and demonstrated. The learning outcomes in the syllabuses are coded.

Recording of Assessment events should be described in the appropriate columns in the recording form. Teachers must take note of how to record the learner's achievement using following the approved recording format. Learners achievement should be recorded and described as achieved, partially achieved and not achieved. The assessment events will be used to build a report on the learner's achievements over a period of time. A record of the learner's achievement of specific learning outcomes must be recorded in the form of a learner's report.

Reporting of learning outcomes must be based on learners' achievement of learning outcomes. This is a descriptive reporting system to inform learners, parents and other stakeholders on the learners' performance, progress and achievements. For transparency and accountability in education, teachers through the school administration must ensure that learner reports are prepared, distributed and made known to learners, parents and other stakeholders. These results must be communicated and discussed with the parents. Parents then must consult and discuss results with their own children. Teachers' must use recommended recording, monitoring and reporting samples or forms described in the National Curriculum Statement and the Teacher Guides for effective recording, monitoring and reporting systems in our education system. Samples of recording, monitoring and reporting instruments or forms are explained in detailed in this Teacher Guides.

Section 9. CURRICULUM PROFILE

This section contains a brief explanation on the required time allocation and the number of periods per day and per week. It also outlines the time allocation for teaching the Business studies syllabus.

Subject	Periods per week	Total time in minutes per week	% of total timetable (1600 mins)	Status
Academic subjects				
English	5	200	12.5	Compulsory assessed
Mathematics	5	200	12.5	Compulsory assessed
Science	4	160	10.0	Compulsory assessed
Social Studies	4	160	10.0	Compulsory assessed
Total Academic	18	720	45.0	Compulsory assessed
Practical/vocational subjects				
Agriculture	4	160	10.0	Compulsory assessed
Business Studies	4	160	10.0	Compulsory assessed
Home Economics/ Technology	2 core each =4 Plus 2 extension, either H.E. or Technology.	160 80	10.0 5.0	Compulsory assessed
Total Practical/ vocational	14	560	35.0	Compulsory assessed
Personal development subjects: Christian Education Arts and Culture Physical Education Health	8	320	20.0	Compulsory assessed
Total	40	1600	100	

Section 10. SCOPE AND SEQUENCE

This section shows the overview of the curriculum and the progression of each strand and sub strand for each year's level to the next in the syllabus.

STRAND	YEAR 7	YEAR 8	YEAR 9
ECONOMIC	<p>7.3 The Solomon Islands economic system</p> <p>7.3.1.1 explain economy, economic system and traditional economic system.</p> <p>7.3.2.1 list the types and the characteristics of the economic system in Solomon Islands.</p> <p>7.3.2.2 explain the importance of the types of economic system used in Solomon Islands.</p> <p>7.3.3.1 describe historical accounts of trade and exchange in Solomon Islands.</p> <p>7.3.3.2 describe how barter as a system of exchange takes place and its limitation.</p> <p>7.3.3.3 differentiate between traditional and modern economic system.</p> <p>7.3.4.1 discuss how modern money uses in the modern economic system.</p> <p>7.3.5.3 identify the goods and services which are provided by the government and the businesses.</p>	<p>8.1 Money and Trade</p> <p>8.1.1.1 explain money, traditional money, coins, medium of exchange, bank notes, store of value, a measure of value, trade, currency and foreign currency</p> <p>8.1.2.1 explain the functions, characteristics and importance of money.</p> <p>8.1.3.1 discuss and display the history and development of traditional and modern money.</p> <p>8.1.4.1 name the various types and uses of traditional money and their origins.</p> <p>8.1.4.2 explain how money works and from barter to medium of exchange.</p> <p>8.1.5.1 describe the impacts of money on traditional and modern money and how to solve the coincident problem.</p> <p>8.1.6.1 describe the characteristics of traditional trade.</p> <p>8.1.7.1 list the benefits of traditional and modern trade.</p> <p>8.1.7.2 explain how trade has evolved from traditional to modern trade.</p> <p>8.1.3 identify and explain the various forms of modern money.</p> <p>8.1.5 categorized the different forms of traditional money in Solomon Islands.</p> <p>8.1.6 examine a case study of one of the traditional money made locally.</p>	<p>9.1 Consumer decision on consumption</p> <p>9.1.1.1 explain how the Law of Contract can protect the interests of consumers.</p> <p>9.1.2.1 state the importance of the law for wise buying.</p> <p>9.1.3.1 explain the aims of the wise buyer.</p> <p>9.1.4.1 explain the term 'Caveat Emptor' in relation to wise buying.</p> <p>9.1.5.1 explain the importance of price, quality, and quantity to wise buying.</p> <p>9.1.6.1 list five guidelines buyers should follow in order to obtain best value for money.</p> <p>9.1.6.2 calculate and determine which alternative purchase is the best value for money.</p>

STRAND	YEAR 7	YEAR 8	YEAR 9
ACCOUNTING	<p>7.5 Transactions and documents 7.5.1.1 explain credit, credit transactions, bad debt, creditor, and debtor.</p> <p>7.5.2.1 explain the purpose of credit books.</p> <p>7.5.3.1 explain the concept of credit and how bad debts can lead to losses.</p> <p>7.5.3.2 list the consequences of not managing credit.</p> <p>7.5.4.1 complete simple credit documents.</p> <p>7.5.4.2 record credit transactions.</p> <p>7.5.5.1 list the stages of communication that takes place between the buyer and the seller.</p> <p>7.5.5.2 fill in a statement form.</p> <p>7.5.6.1 explain selling price, cost-into store, percent and the mark up.</p> <p>7.5.6.2 explain how to calculate the two steps of the selling price.</p> <p>7.5.6.3 calculate the cost into store, the mark up and percentages.</p>	<p>8.6 Single entry for bookkeeping for a trade store 8.6.1.1 explain cash sales, cash sales book and cash book.</p> <p>8.6.2.1 explain the purpose and importance of a cash book, cash sales book, stock taking and journals.</p> <p>8.6.3.1 construct and prepare a cash sales book, cash book, stock taking, Profit and loss statement using information from relevant sources.</p> <p>8.6.3.2 explain drawings, refunds and returns, surpluses, shortages and stock taking or inventory.</p> <p>8.6.4.1 discuss how drawings, surpluses, shortages and refunds are recording in a cash book</p> <p>8.6.5.1 explain the examples of stock or inventory and give examples of relevant books to prepare profit and loss statement.</p> <p>8.6.5.2 understand stock taking procedures and produce proper record of stock taking.</p> <p>8.6.6.1 explain journal, profit and loss statement and Balance sheet.</p> <p>8.6.7.1 explain the purpose of Profit and loss statement.</p> <p>8.6.7.2 prepare a Profit and loss statement and balance sheet</p> <p>8.6.8.1 discuss and show how to calculate the profit (a-c) using goods, goods at start and goods at the end of the month.</p>	<p>Double entry bookkeeping 9.5 Conceptual Basis of Accounting 9.5.1.1 explain book keeping and accounting.</p> <p>9.5.2.1 explain the purpose and the functions of accounting.</p> <p>9.5.3.1 contrast the difference between book keeping and accounting.</p> <p>9.5.3.2 list the users of accounting information.</p> <p>9.5.4.1 explain the reasons why the accounting users need accounting information.</p> <p>9.5.5.1 discuss reasons why different users need accounting information.</p>

STRAND	YEAR 7	YEAR 8	YEAR 9
ACCOUNTING			<p>9.6 The Elements of Accounting</p> <p>9.6.1.1 explain accounting entity, accounting equation (Assets, Liabilities & Proprietorships)</p> <p>9.6.2.1 explain the accounting entity concepts and accounting equation.</p> <p>9.6.2.2 give examples of assets, liabilities and owners equity or proprietorships.</p> <p>9.6.2.3 explain and give an example of a simple balance sheet.</p> <p>9.6.4.1 prepare the balance sheet, reflecting the changes by the transactions.</p> <p>9.6.4.2 list the effect of transactions in balance sheet.</p> <p>9.6.5.1 interpret a simple balance sheet.</p> <p>9.6.6.1 explain the term expanding accounting equation</p> <p>9.6.6.2 explain and list the components of the expanded accounting equation.</p>

STRAND	YEAR 7	YEAR 8	YEAR 9
STARTING YOUR OWN BUSINESS	<p>7.6 Entrepreneurs</p> <p>7.6.1.1 explain entrepreneurs, ethical and related terms.</p> <p>7.6.2.1 describe the benefits or reasons of running small businesses in the community.</p> <p>7.6.3.1 identify the characteristics of a successful business person.</p> <p>7.6.3.2 list the advantages and disadvantages of being a business owner.</p> <p>7.6.4.1 list the good and ethical business practises.</p> <p>7.6.5.1 present a case study for “sustaining your own livelihood by running your own business”</p>	<p>8.8 Starting a business</p> <p>8.8.1.1 explain interests, talents, resources, values and beliefs.</p> <p>8.8.2.1 explain how these factors can be used to start a business.</p> <p>8.8.2.2 analyse a case study to show a feasible business idea.</p> <p>8.8.3.1 produce a business plan using pre-produced templates, or a recommended format.</p> <p>8.8.3.2 list the advantages and disadvantages of planning as a way to start businesses.</p> <p>8.8.4.1 discuss the benefit of systematic planning in developing a business plan.</p>	<p>9.9 Running a small business</p> <p>9.9.1.1 explain business project.</p> <p>9.9.2.1 discuss the activities needed when preparing to launch the new business projects.</p> <p>9.9.3.1 explain how the procedure a business projects will follow to register with provincial government and city council.</p> <p>9.9.3.2 discuss how to obtain finance, procurement of materials, supplies and construction of buildings and hiring of labour.</p> <p>9.9.3.3 list and prepare the orientation of employee duties, operational procedures and prepare appropriate records.</p> <p>9.9.3.4 give an orientation of employees and maintain basic records like cash or credit books, debit or credit notes, receipts or payment vouchers, accounts payable records, stock record, asset register, employee record, petty cash book and daily sales record.</p> <p>9.9.4.1 prepare timely business reports, income statement and balance sheet.</p>

Section 11. LEARNING PROGRAMME PLANNER

This section shows the entire learning programme for the three years of the Secondary Business Studies course and the suggested teaching times based on 17 Teaching Weeks per Semester and 34 Teaching weeks per Year in Years 7 and 8. Year 9 has 17 weeks and 11 weeks i.e. 28 weeks only, due to year 9 National Examinations. In the table the title in *italics* is the Strand title; the title in **bold** is the title of the strand for that year; the smallest titles are for the sub-strands or main topics of the sub-strands.

SEMESTER ONE

Year 7																				
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Y E A R 7		Economics (10 weeks)										Accounting (7 weeks)							Revision and Exams	
		<ul style="list-style-type: none">Needs & WantsResources & ProductionS.I. economic system										<ul style="list-style-type: none">Business Documents								
Year 8																				
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Y E A R 8		Economics (10 weeks)										Accounting (7 weeks)							Revision and Exams	
		<ul style="list-style-type: none">Money & TradeBanking & FinanceIncome & WealthSavings & InflationRetailing										<ul style="list-style-type: none">Single entry bookkeeping for a trade store								
Year 9																				
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Y E A R 9		Economics (9 weeks)										Accounting (8 weeks)							Revision and Exams	
		<ul style="list-style-type: none">Decision on ConsumptionTrade MarksConsumer RightsBudgeting										<ul style="list-style-type: none">Conceptual Basis of AccountingThe Elements of Accounting								

SEMESTER TWO

Year 7																				
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Y E A R 7		Economics (7 weeks)							Accounting (10 weeks)										Revision and Exams	
		<ul style="list-style-type: none">• Transactions and documents• Entrepreneurs							<ul style="list-style-type: none">• Business structure• Introduction to marketing• Modern and traditional business											
Year 8																				
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Y E A R 8		Economics (7 weeks)							Accounting (10 weeks)										Revision and Exams	
		<ul style="list-style-type: none">• Continue single entry bookkeeping for a trade store• Cash control							<ul style="list-style-type: none">• Starting a business• Forming a business• Marketing• Financing a small business• Managing a small business											
Year 9																				
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Y E A R 9		Economics (4 weeks)				Accounting (8 weeks)								Year 9 National Exams and Holiday						
		<ul style="list-style-type: none">• Accounting process to financial reports				<ul style="list-style-type: none">• Writing a business plan• Running a small business• Business project evaluation														

A sample is given below. You can use a format suitable for your subject.

Year Level	Number of weeks	Number of weeks	
Year 7	Strand 1: Economics Sub-strands: 3 No. of periods: 40	Strand 2: Accounting Sub-strands:3 No. of Period:46	Strand 3: Start your own business Sub-strands: 4 No. of periods: 56
Year 8	Strand 1:Economics Sub strands: 5 Number of periods: 52	Strand 2: Accounting Sub strands: 2 Number of periods: 36	Strand 3: Start your own business Sub strands: 5 Numebr of periods: 47
Year 9	Strand 1: Economics Sub-strands: 4 Number of periods: 70	Strand 2 Accounting Sub-strand:3 Number of periods: 48	Strand 3: Start your own business Sub strands: 3 Number of Periods: 32

Section 12. DETAIL SYLLABUS

12.1 Business Studies Year 7 Syllabus

Subject: Business Studies Year: 7		
Strand: Economics		
Sub – strand: 7.1 Needs and wants (12 periods) This introductory strand help learners to understand the meaning of business studies. It focuses on the needs and wants of society, how these have changed overtime, and how they can be satisfied by consuming goods and services as outputs of the production process. It also focus on the importance of production activities in an economy in order to satisfy basic human needs and wants.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.1.1 know the meaning of business study, business, economics and related terms (k) 7.1.2 understand the importance of Business Studies and examples of goods and services (u) 7.1.3 understand the concepts of needs and wants (u) 7.1.4 know the difference between traditional and modern needs and wants (k) 7.1.5 show a real substitute and complementary goods and services (s) 7.1.6 appreciate the purpose of production (a) 7.1.7 understand export and imports (k)	<i>Learners should be able to</i> 7.1.1.1 explain the terms business study, business economics, goods, services, consumers and production 7.1.2.1 state the importance of Business Studies and give examples of goods and services 7.1.3.1 explain the meaning of needs and wants 7.1.4.1 differentiate between the examples of past and present needs and wants 7.1.4.2 describe reasons why traditional needs and wants are different from modern needs and wants 7.1.5.1 explain the terms substitute and complementary goods and services 7.1.5.2 give examples of substitute and complementary goods and services 7.1.6.1 state the importance and purpose of production in Solomon Islands 7.1.7.1 explain the terms export and import and give examples of export and import	<i>Learners can be assessed on</i> 1. divide into groups and list traditional and modern needs and wants a. are needs and wants different from people living in villages compared to people living in towns? discuss this in a paragraph in your exercise book

Strand: Economics**Sub – strand: 7.2 Resources and Production (12 periods)**

Production is the making of goods or the provision of services. It involves the use of factors of production. The natural resources, capital, labour and the enterprise in Solomon Islands help to produce goods and services. This sub-strand highlights the importance of resources in any given production process and how these resources could be better managed.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>7.2.1 know the meaning of resources, production and related terms (k)</p> <p>7.2.2 understand the types of resources used in the production process (u)</p> <p>7.2.3 identify the importance of each type of resource in Solomon Islands (s)</p> <p>7.2.4 appreciate the need to use our resources in a sustainable manner (a)</p> <p>7.2.5 know the three types of production (k)</p> <p>7.2.6 know the resources used in a given production process (k)</p>	<p>Learners should be able to</p> <p>7.2.1.1 explain the terms resources, production and factors of production</p> <p>7.2.2.1 list the types of resources used in the production process</p> <p>7.2.3.1 explain the importance of the types of resources used in the production process</p> <p>7.2.3.2 give examples of the different types of resources in Solomon Islands</p> <p>7.2.4.1 explain why it is important to use our resources wisely</p> <p>7.2.4.2 differentiate between renewable and non-renewable resources</p> <p>7.2.5.1 list the three types of production</p> <p>7.2.6.1 identify the resources used in a given production process</p> <p>7.2.6.2 investigate production processes using local examples of goods and services, export and import</p>	<p>Learners can be assessed on</p> <p>1. identify in writing the main resources and their importance in the Solomon Islands context</p>

Strand: Economics**Sub – strand: 7.3 The Solomon Islands economic system (16 periods)**

The Solomon Islands dual economy is made up of traditional and modern systems. In traditional economy barter was used to exchange goods for goods and in modern economy money is used to exchange for goods and services. It also involves the role of government in an economy.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>7.3.1 know the meaning of an economy, economic system and related terms (k)</p> <p>7.3.2 understand how the Solomon Islands economy has developed over the years in terms of exchange and trade (u)</p> <p>7.3.3 know the differences between the traditional and commercial economies (k)</p> <p>7.3.4 appreciate the uses of modern money in the modern economic system (a)</p> <p>7.3.5 appreciate the main roles of the government in an economy (a)</p>	<p>7.3.1.1 explain the terms economy, economic system and traditional economic system</p> <p>7.3.2.1 list the types and the characteristics of the economic system in Solomon Islands</p> <p>7.3.2.2 explain the importance of the types of economic system used in Solomon Islands</p> <p>7.3.3.1 describe historical accounts of trade and exchange in Solomon Islands</p> <p>7.3.3.2 describe how barter as a system of exchange takes place and its limitation</p> <p>7.3.3.3 differentiate between traditional and modern economic system</p> <p>7.3.4.1 discuss how modern money uses in the modern economic system</p> <p>7.3.5.1 explain the terms government and rules</p> <p>7.3.5.2 list the roles of government in an economy</p> <p>7.3.5.3 identify the goods and services which are provided by the government and the businesses</p>	<p>1. write a short essay describing how exchange and trade evolve within their own community</p> <p>2. learners to work in groups to play a barter game</p>

Strand: Accounting**Sub – strand: 7.4 Business Documents (18 periods)**

This sub – strand introduces to learners on business documents in single entry book keeping. Learners will learn how to keep records of cash and credit transactions of small business using relevant documents.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>7.4.1 know the meaning of business document and related terms (k)</p> <p>7.4.2 understand the importance of business documents (u)</p> <p>7.4.3 understand the purpose of business documents and cash documents (u)</p> <p>7.4.4 appreciate the need to record transactions (a)</p> <p>7.4.5 differentiate cash and credit documents (s)</p> <p>7.4.6 use the correct documents to record relevant transactions (s)</p> <p>7.4.7 have opinions to record cash documents in the right book (v)</p>	<p>Learners should be able to</p> <p>7.4.1.1 explain the terms business documents, accounting, bookkeeping, profit, revenue and expenses</p> <p>7.4.2.1 discuss the importance of business documents</p> <p>7.4.3.1 explain the purpose of bookkeeping and business documents</p> <p>7.4.3.2 identify the use of different business documents</p> <p>7.4.4.1 explain the terms transactions, cash and credit transactions</p> <p>7.4.5.1 give examples of cash and credit document</p> <p>7.4.6.1 explain what is a basic cash book</p> <p>7.4.6.2 fill in a basic cash book</p> <p>7.4.7.1 draw a receipt document</p> <p>7.4.7.2 explain the terms cash register docket or tape, cash sale dockets, cheque and legal tender</p> <p>7.4.7.3 list people who can issue or sign a cheque</p>	<p>Learners can be assessed on</p> <p>1. use given data to complete a business documents such as receipt, cash sale dockets and basic cash book</p>

Strand: Accounting**Sub – strand: 7.5 Transactions and Documents (12 periods)**

This sub – strand focuses on transactions and documents. There are different documents used to record in credit and cash transactions and this provide information to make good decisions for the business. Also, it shows how to calculate the selling price, percentage, mark up and the profit or loss.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>7.5.1 know the meaning of credit, credit transactions and related terms (k)</p> <p>7.5.2 understand the purpose and the use of credit books (u)</p> <p>7.5.3 appreciate the effect of buying and selling of goods on credit (a)</p> <p>7.5.4 use the correct documents to record relevant transaction (s)</p> <p>7.5.5 understand how business documents are used in communication (k)</p> <p>7.5.6 be able to calculate the selling Price of goods using, percentages, cost-into store or freight and mark up (s)</p>	<p>Learners should be able to</p> <p>7.5.1.1 explain the terms credit, credit transactions, bad debt, creditor, and debtor</p> <p>7.5.2.1 explain the purpose of credit books</p> <p>7.5.3.1 explain the concept of credit and how bad debts can lead to losses</p> <p>7.5.3.2 list the consequences of not managing credit</p> <p>7.5.4.1 complete simple credit documents</p> <p>7.5.4.2 record credit transactions</p> <p>7.5.5.1 list the stages of communication that takes place between the buyer and the seller</p> <p>7.5.5.2 fill in a statement form</p> <p>7.5.6.1 explain the terms selling price, cost-into store, percent and mark up</p> <p>7.5.6.2 explain how to calculate the two steps in determining the selling price</p> <p>7.5.6.3 calculate the cost into store, and the mark up percentages</p>	<p>Learners can be assessed on</p> <p>1. record cash and credit transactions in the relevant books</p> <p>2. learners to work in groups to calculate the selling price, cost-into store, percentage mark up when calculating the selling prices</p>

Strand: Start Your Own Business**Sub – strand: 7.6 Entrepreneurs (16 periods)**

This sub – strand helps learners to understand the concepts in planning, law, marketing and management in small business. A business has to be planned and organized by somebody and a business is an organization which is formed by combining all factors of production - land, labour, capital and enterprise. An entrepreneur is an independent factor and is the most important factor that is responsible for combining all the other factors. Entrepreneur is the person who does all the planning and organizing of all the other factors in forming the business into a complete unit.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>7.6.1 know the meaning of entrepreneurs ethical and related terms (k)</p> <p>7.6.2 understand the benefits of small businesses in the community (u)</p> <p>7.6.3 appreciate the characteristics of successful business person (a)</p> <p>7.6.4 acquire the ability to think of how to run any business (s)</p> <p>7.6.5 value self-employment as basis for sustainable livelihood (v)</p>	<p>Learners should be able to</p> <p>7.6.1.1 explain the following terms, entrepreneurs, enterprise and business opportunity</p> <p>7.6.2.1 describe the benefits of running small businesses in the community</p> <p>7.6.3.1 identify the characteristics of a successful business person</p> <p>7.6.3.2 list the advantages and disadvantages of being a business owner</p> <p>7.6.4.1 list the good things about ethical leadership in business practises</p> <p>7.6.5.1 present a case study for “sustaining your own livelihood by running your own business”</p>	<p>Learners can be assessed on</p> <p>1. explain entrepreneur as a very important factor</p> <p>2. identify and explain benefits of small businesses in the community</p> <p>3. list business opportunities they can identify in their area</p> <p>4. organise learners to work in groups to write a case study on how a successful business in their own area</p> <p>5. list the good things about ethical leadership in business practises</p>

Strand: Start your own Business**Sub – strand: 7.7 Business Structures (16 periods)**

Business structures consist of different types of business organizations. A sole trader, partnership, private company, public company, joint venture and cooperative society owned by one, few or many people. These structures are to be registered under the law of a country. The government wants people to start up businesses in order to help the economy grow by charging taxes.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>7.7.1 know the meaning of business structures, unlimited liability and related terms (k)</p> <p>7.7.2 understand the different business structures in Solomon Islands (u)</p> <p>7.7.3 know how each business structure is operating as a business in the society (s)</p> <p>7.7.4 appreciate the examples of different business structures around their community (v)</p> <p>7.7.5 have opinions on reasons why cooperatives societies no longer exist in Solomon Islands (a)</p>	<p>Learners should be able to</p> <p>7.7.1.1 explain the following terms, business structures, unlimited liability, liability, sole trader, partnership, Private and Public companies, Join ventures and cooperatives societies</p> <p>7.7.2.1 differentiate between the business structures, sole trader, Partnerships, Private and public companies, join venture company and cooperative societies</p> <p>7.7.3.1 describe how each business structure is different from others</p> <p>7.7.3.2 identify the advantages & disadvantages of the different business structures</p> <p>7.7.4.1 discuss each of the structures and decide one or two types which will be suitable in their community</p> <p>7.7.5.1 list the reasons why a cooperative society is highly likely to fail</p> <p>7.7.5.2 identify the type of business they currently can start and run in their community</p>	<p>Learners can be assessed on</p> <p>1. describe any three businesses in the community and say what business structure they fall in and provide reasons</p> <p>2. give the reasons why cooperative societies are likely to fail in our society</p> <p>3. list the advantages and disadvantages of each business structure</p>

Strand: Start your own Business**Sub – strand: 7.8 Introduction to Marketing (12 periods)**

This sub – strand is on how the businesses do marketing of their goods and services to the customers. Advertising is making a product known to the potential market and communicating with the Market. The different types of media used are to advertise a product to the public and this can lead to increase productivity and earn more profit.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>7.8.1 know the meaning of marketing, advertising and related terms (k)</p> <p>7.8.2 understand key factors that determine whether or not a business is viable (u)</p> <p>7.8.3 know the various means and ways of advertising (k)</p> <p>7.8.4 appreciate the different media for marketing (a)</p> <p>7.8.5 appreciate the main media used for advertising of a product (v)</p> <p>7.8.6 construct a table on a market research to do a simple market survey (s)</p> <p>7.8.7 have formed opinions on the marketing strategies used by businesses to compete with other businesses (s)</p>	<p>7.8.1 explain the following terms, marketing, advertising, potential market, direct selling, indirect selling, target market and demography</p> <p>7.8.2.1 describe how information about location, demography, competition and target market is essential to business success or failure</p> <p>7.8.2.2 identify examples of businesses around the community or in the provincial capital who are successful, and discuss how these successes relates to location, demography, competition and target market</p> <p>7.8.3.1 explain how advertising can help attract customers</p> <p>7.8.4.1 discuss the main media used for advertising</p> <p>7.8.5.1 identify consumer behaviour by preparing and do a market research</p> <p>7.8.6.1 draw a table on market research to do a simple market survey</p> <p>7.8.7.1 explain how best marketing strategies used by businesses to compete with other businesses and how to be successful</p>	<p>1. discuss and produce an advertisement in the form of poster or banner for example, informing teachers and parents to buy products from the school farm</p> <p>2. list various ways of advertising</p> <p>3. work in groups to prepare and present to the class a market research about a particular market</p> <p>4. describe the effects of advertising</p> <p>5. discuss the advantages of advertising</p>

Strand: Start your own Business**Sub – strand: 7.9 Modern and Traditional Business (12 periods)**

This sub – strand focuses on the modern and traditional business in Solomon Islands. The features of modern and traditional business are conflicting with each other. The nature of modern business is different from the traditional business in terms of culture, values and beliefs.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>7.9.1 know the meaning of economy, dual economy and related terms (k)</p> <p>7.9.2 understand the difference between modern business and traditional business practices (u)</p> <p>7.9.3 appreciate the nature of trade and exchange in modern business and traditional business (v)</p> <p>7.9.4 apply the major aims of modern business to earn profit and that of a traditional business in real life situation (s)</p> <p>7.9.5 understand the sustainability of modern business and traditional business (u)</p> <p>7.9.6 have formed opinions on corruption in relation to religious teachings, business practices and leadership in enterprise (a)</p>	<p>Learners should be able to</p> <p>7.9.1.1 explain the following terms, economy, dual economy, traditional and modern business</p> <p>7.9.2.1 explain the difference between modern and traditional business practices</p> <p>7.9.3.1 describe how trade and exchange happens in both the modern business and cultural business</p> <p>7.9.4.1 differentiate the key importance of having modern and traditional business in the community</p> <p>7.9.4.2 discuss reasons why modern and traditional business may be at risk in our communities</p> <p>7.9.5.1 explain the sustainability of modern business and traditional business</p> <p>7.9.6.1 list the advantages and disadvantages of the wantok system for modern business practices</p> <p>7.9.6.2 explain the definition of corruption in relation to religious teachings, business practice and leadership in enterprise</p>	<p>Learners can be assessed on</p> <p>1. make a list of ideas and “wantok system” that can be used to improve business operation in the village</p> <p>2. work in groups to discuss how corruption relates to religious teachings, businesses practice and leadership in enterprise</p> <p>3. list and discuss on how trade and exchange had happened in the past</p> <p>4. write a plan and list of strategies to run a business successfully</p> <p>5. make a role play on exchange and trade</p>

12.2 Business Studies Year 8 Syllabus

Subject: Business Studies Year: 8		
Strand: Economics		
Sub – strand: 8.1 Money and Trade (12 periods) This sub – strand focus on the functions of money in society, foreign currency and the importance of savings to accumulate wealth. Secondly, the uses of traditional money in the country and how money aids trade in exchange for goods and services.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 8.1.1 know the meaning of money, traditional money, coins, legal tender and related terms (k) 8.1.2 understand the roles, functions, characteristics and importance of money (u) 8.1.3 understand the various types of traditional money and forms of money used by Solomon Islands societies (u) 8.1.4 construct and show the history and development of traditional and modern money in society (s) 8.1.5 demonstrate how trade has evolved over the years (s) 8.1.6 understand the impacts of money on traditional and modern trade (u)	Learners should be able to 8.1.1.1 explain the following terms money, traditional money, coins, medium of exchange, legal tender, bank notes, store of value, a measure of value, trade, currency, foreign currency, milled and forging 8.1.2.1 explain the roles, functions, characteristics and importance of money 8.1.3.1 discuss and display the history and development of traditional and modern money 8.1.4.1 name the various types and uses of traditional money and their origins 8.1.4.2 explain how money works and from barter to medium of exchange 8.1.5.1 explain how trade has evolved from traditional to modern trade 8.1.5.2 describe the impacts of money on traditional and modern money and how to solve the coincident problem 8.1.6.1 describe the characteristics of traditional trade 8.1.6.2 explain the impacts of money of traditional and on modern trade	Learners can be assessed on 1. describe and label on a chart how trade has evolved in Solomon Islands from pre-contact to modern time 2. discuss how foreign currency was exchange in Solomon Islands and its security features. 3. explain the history and development of traditional money and modern money 4. list the differences between traditional and modern money in Solomon Islands 5. invite someone from a Central bank to talk on how modern money is made and the history of it 6. learners work in groups to do a research on how each traditional money is made in Solomon Islands

Sub – strand: 8.1 Money and Trade (12 periods)

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>8.1.7 show how the Solomon islands traditional money is made (s)</p> <p>8.1.8 appreciate the uses and benefits of traditional and modern trade (v)</p> <p>8.1.9 have formed opinions on how traditional money and moden money were made (a)</p>	<p><i>Learners should be able to</i></p> <p>8.1.7.1 identify and explain the various forms of traditional money and how they are made in Solomon Islands</p> <p>8.1.7.2 discuss the uses of traditional money in Solomon Islands</p> <p>8.1.8.1 list the benefits of traditional and modern trade</p> <p>8.1.9.1 examine a case study on one of the money made locally and how modern money is made</p>	<p><i>Learners can be assessed on</i></p>

Strand: Economics**Sub – strand: 8.2 Finance and Banking (10 periods)**

This sub – strand discusses sources of finance and various services provided by commercial and central bank of Solomon Islands in our modern society. The functions of each financial institutions are important for the country. The final section is the use of exchange rates and how we convert own currency to other currencies.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
8.2.1 know the meaning of finance and banking (k)	8.2.1.1 explain the terms finance and banking	1. explain the difference between finance and banking
8.2.2 understand the sources of finance and various services provided by different types of banks in our modern society (u)	8.2.2.1 state the possible sources of finance 8.2.2.2 state the functions and services of commercial banks, Central bank, development bank, saving banks and credit unions	2. use the exchange rate to calculate the amount of one currency to another 3. list the Pacific Island countries currencies and other foreign countries
8.2.3 understand savings accounts and term deposit accounts (u)	8.2.3.1 explain the terms saving account, and term deposit accounts 8.2.3.2 compare saving accounts and term deposit accounts	4. fill in a deposit slip, withdrawal form and a cheque leaf
8.2.4 complete a deposit slip, withdrawal form and cheque(s)	8.2.4.1 correctly fill in deposit slip, withdrawal form and cheque	
8.2.5 know the currencies of some countries (k)	8.2.5.1 explain the term currency and give examples of countries and their respective currencies	
8.2.6 be able to convert currencies (s)	8.2.6.1 use exchange rates to convert units of one currency into another 8.2.6.2 explain the uses of credit and debit cards	
8.2.7 appreciate the roles of banks in the commercial society (v)	8.2.7.1 discuss the roles of banks in the commercial society	

Strand: Economics**Sub – strand: 8.3 Income and Wealth (12 periods)**

This sub – strand discusses types of income and wealth that working people earns from doing jobs for others, for themselves and from earning an interest from saving in banks. The customer need to know how banks calculate interest paid to their saving accounts and term deposit. The government also charge tax on income earned from salary and wages.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
8.3.1 know the meaning of income and wealth (k)	8.3.1.1 explain the terms income and wealth	1. describe and explain one example of earning income and one example of wealth
8.3.2 understand the types of income and wealth (u)	8.3.2.1 explain the types of income and wealth	2. discuss and calculate how banks pay interest on the money people save and how Ministry of Finance calculates people wages and salaries
8.3.3 know the various ways of earning income (k)	8.3.3.1 list the different ways of earning an income from working for others, owning a business and investing by deposits in the bank, lending money to others and buying shares in companies	3. list the reasons or factors why wage and salary is high or low than others
8.3.4 understand the difference between individual and community wealth (u)	8.3.4.1 differentiate between individual and community wealth	
8.3.5 calculate how banks pay the interest on money where people save in the bank, lending money to others and buying shares in companies (s)	8.3.5.1 explain how to calculate the interest rates charge on money kept in banks, lending money to others and how dividends are earned and how interest charge 8.3.5.2 show how to calculate tax charge on the salary and wages earned	
8.3.6 appreciate the various ways of earning income in the country (v)	8.3.6.1 discuss what type of work that people does to inorder to earn salary or wage	
8.3.7 have formed opinions of how people work for others to earn salary and wages (a)	8.3.7.1 explain the reasons why there are many people to do certain job, but not that many who can do other types of jobs	

Strand: Economics**Sub – strand: 8.4 Savings and Inflation (10 periods)**

This sub – strand emphasis on why people save money and methods of saving money in the past and today. The sub-strand also discusses how to calculate inflation rate from one year to another and know the causes and effects of inflation.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>8.4.1 know the meaning of saving, inflation and related terms (k)</p> <p>8.4.2 understand the reasons why people save and the methods of saving money (u)</p> <p>8.4.3 know the different types of savings and be aware of which type is appropriate to use (k)</p> <p>8.4.4 understand the effects of inflation on saving (u)</p> <p>8.4.5 calculate the rate of inflation from one year to another (s)</p> <p>8.4.6 appreciate and value the concept of saving (a)</p> <p>8.4.7 have formed opinions on the effects of inflation in rural and urban areas</p>	<p>Learners should be able to</p> <p>8.4.1.1 explain the terms saving, inflation, commercial banks, investment, deposit and withdrawal</p> <p>8.4.2.1 list the reasons why people save and methods of saving money</p> <p>8.4.3.1 describe the different types of saving bank accounts and their importance</p> <p>8.4.3.2 identify the ways of saving in the past and today</p> <p>8.4.4.1 state the advantages and disadvantages of each type of saving</p> <p>8.4.4.2 explain the causes of inflation and describe its effects on saving</p> <p>8.4.5.1 discuss how to calculate inflation rate when using Honiara consumer price index in one year to another</p> <p>8.4.6.1 describe the value concept of saving in the banks</p> <p>8.4.7.1 discuss how inflation affects the rural and urban areas</p>	<p>Learners can be assessed on</p> <p>1. describe and explain the advantages and disadvantages of different methods of savings</p> <p>2. identify the causes of inflation</p> <p>3. explain the effect of inflation on saving</p> <p>4. discuss how to calculate the inflation rate using the Honiara Price index</p>

Strand: Economics**Sub – strand: 8.5 Retailing (12 periods)**

The retailing sub – strand outlines the retail outlets in Solomon Islands and various steps in the retailing process. The explanation of retailing outlets highlights how the business operates and how they put mark up percentage.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>8.5.1 know the meaning of retailer, retail outlets and related terms (k)</p> <p>8.5.2 understand the various steps in the retailing process and examples of it in Solomon Islands (u)</p> <p>8.5.3 understand the difference between various types of retail outlets or businesses (u)</p> <p>8.5.4 appreciate the different methods of purchasing goods and services (v)</p> <p>8.5.5 produce and calculate how retail businesses cost their mark up prices for the goods or services they sell to earn profit (s)</p> <p>8.5.6 have opinions about how retail outlets are run successfully (a)</p>	<p>Learners should be able to</p> <p>8.5.1.1 explain the following terms retailer, retail outlet, market sellers, street sellers, trade stores, specialty stores and super markets</p> <p>8.5.2.1 describe various steps in the retailing process</p> <p>8.5.2.2 identify examples of the retail process in Solomon Islands</p> <p>8.5.3.1 differentiate between various types of retail outlets or businesses</p> <p>8.5.3.2 state the advantages and disadvantages of types of retail outlets</p> <p>8.5.4.1 list the examples of retail outlets in Solomon Islands</p> <p>8.5.4.2 describe the means of purchasing goods and services</p> <p>8.5.5.1 describe how a retail business operates and how they calculate their mark up prices to earn their profit</p> <p>8.5.5.2 identify and explain the various methods of purchasing goods and services</p> <p>8.5.6.1 discuss how retail outlets are run successfully</p>	<p>Learners can be assessed on</p> <p>1. explain the advantages and disadvantages of three types of retail outlets</p> <p>2. learners to work in group to do a research on examples of retail outlets near their school and how they calculate their mark up percentage</p> <p>3. list the difference between various types of outlets</p>

Strand: Accounting**Sub – strand: 8.6 Single - Entry for Bookkeeping for a trade store (24 periods)**

This sub – strand aims to introduce simple Accounting, so that learners can understand and develop further the concept of Single entry book keeping and continue from Year 7 documents.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>8.6.1 know the meaning of cash sales book, cash book and related terms (k)</p> <p>8.6.2 understanding the purpose and importance of cash Sales book, cash book and stock taking procedure, and journal in business (u)</p> <p>8.6.3 calculate and fill in the transactions refunds, surpluses and shortages in a cash book (s)</p> <p>8.6.4 produce proper record of stock or inventory (s)</p>	<p>Learners should be able to</p> <p>8.6.1.1 explain the following terms cash sales, cash sales book and cash book</p> <p>8.6.2.1 explain the purpose and importance of a cash book, cash sales book, stock taking and journal</p> <p>8.6.2.2 construct and prepare a cash sales book, cash book, stock taking, Profit and loss statement using information from relevant sources (cash books, stock books and journals)</p> <p>8.6.2.3 discuss how credit and cash transactions are recorded in the journal</p> <p>8.6.3.1 explain the terms, drawing, refunds and returns, surpluses, shortages and stock taking or inventory</p> <p>8.6.3.2 discuss how drawing, surpluses, shortages and refunds are recorded in a cash book</p> <p>8.6.4.1 explain the examples of stock or inventory and give examples of relevant books to prepare profit and loss statement</p> <p>8.6.4.2 understand the stock taking procedure</p> <p>8.6.4.3 produce proper record of stock taking or inventory journal</p>	<p>Learners can be assessed on</p> <p>1. carry out an actual stock taking exercise using given data or using the stock in the school canteen or a local store</p> <p>2. explain how to calculate the finding profit a-c in a profit statement</p> <p>3. prepare a cash sales book and cash book in your exercise book using given data from the school canteen or a local store</p> <p>4. draw a profit and loss statement and balance sheet from the given information</p>

Sub – strand: 8.6 Single - Entry for Bookkeeping for a trade store (24 periods)

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>8.6.5 know the meaning of journal, profit and loss statement and balance sheet (k)</p> <p>8.6.6 understand the purpose of Profit and loss statement and Balance sheet (u)</p> <p>8.6.7 appreciate how to find the profit (a- c) using goods sold and bought goods at start and goods at the end of the month (v)</p> <p>8.6.8 have formed opinions about the profit statement and balance sheet (a)</p>	<p>Learners should be able to</p> <p>8.6.5.1 explain the terms, journal, profit and loss statement and Balance sheet</p> <p>8.6.6.1 explain the purpose of profit and loss statement and balance sheet</p> <p>8.6.6.2 prepare a balance sheet</p> <p>8.6.7.1 discuss and show how to calculate the profit (a-c) using goods sold and bought goods at start and goods at the end of the month</p> <p>8.6.8.1 prepare the profit and loss statement and balance sheet for the months or a year</p>	<p>Learners can be assessed on</p>

Strand: Accounting**Sub – strand: 8.7 Cash Control (12 periods)**

The sub – strand focuses on cash control and discuss measures for controlling cash recieved and cash paid out from the business. The owner will make sure the reconciliation process must be done between the bank account and statement.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>8.7.1 know the meaning of bank account, cheque account and related terms (k)</p> <p>8.7.2 understand the purpose and the use of a cheque account, cash book, bank account, bank statement and bank reconciliation statement (u)</p> <p>8.7.3 prepare a bank reconciliation statement and bank statement (s)</p> <p>8.7.4 identify relevant information for bank reconciliation statements (a)</p>	<p>Learners should be able to</p> <p>8.7.1.1 explain the terms bank account, cheque account, drawee, drawer, payee and payer</p> <p>8.7.2.1 discuss cheque account, cash book, bank account, bank statement and bank reconciliation statement</p> <p>8.7.2.2 identify the examples of cheque account, cash book, bank account, bank statement and bank reconciliation statement</p> <p>8.7.2.3 draw and fill in a cheque leaf and a cash book</p> <p>8.7.3.1 explain reconciliation, bank statement and bank reconciliation</p> <p>8.7.4.1 draw a bank statement, bank account and bank reconciliation</p>	<p>Learners can be assessed on</p> <p>1. prepare a bank reconciliation statement and bank statement</p> <p>2. fill in a cheque leaf</p>

Strand: Start your own Business**Sub – strand: 8.8 Starting a business (8 periods)**

Starting a business will enable learners to investigate and analyse applications of planning, law, marketing and managing of small business in various situations. An owner of a business will first motivates his or her interest, talents, resources, values and beliefs inorder to have a success business. The business owner will produce business plan and understand the benefits of systematic planning.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>8.8.1 kow the meaning of interests, hobbies, talents, resources, values and beliefs (k)</p> <p>8.8.2 understand ways to find a business idea or concept by considering personal factors in their own lives (u)</p> <p>8.8.3 know how to develop a business plan (s)</p> <p>8.8.4 appreciate the benefits of systematic planning in developing a business plan (v)</p>	<p>Learners should be able to</p> <p>8.8.1.1 explain the meaning of interests, talents, resources, values and beliefs</p> <p>8.8.2.1 explain how the personal factors can be used to start a business</p> <p>8.8.2.2 analyse a case study to show a feasible business idea</p> <p>8.8.3.1 produce a business plan using pre-produced templates, or a recommended format</p> <p>8.8.3.2 list the advantages and disadvantages of planning as a way to start businesses</p> <p>8.8.4.1 discuss the benefits of systematic planning in developing a business plan</p>	<p>Learners can be assessed on</p> <p>1. produce a business plan for a business they could carry out in their home area</p> <p>2. interview another person who has a business idea and seek advice</p>

Strand: Start your own business

Sub – strand: 8.9 Forming a business (8 periods)

This sub – strand focuses on how to form and register a business, different business structures requirement or regulations must be sign and fill in before forming a business. The business needs some documents to support the entrepreneur to become formally recognized as a legal business entity.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>8.9.1 know the meaning of law and regulations (k)</p> <p>8.9.2 understand legal requirements for starting Sole Proprietors and Partnerships (u)</p> <p>8.9.3 understand the process of registering of Sole proprietor and Partnerships (s)</p> <p>8.9.4 appreciate the consequence for not complying with legal registration process (a)</p>	<p><i>Learners should be able to</i></p> <p>8.9.1.1 explain the meaning of law and regulations</p> <p>8.9.2.1 state the laws and regulations that are required for starting Sole proprietors, Partnerships and companies</p> <p>8.9.3.1 describe the process for registering for business name, satisfying National Provident Fund requirement, paying taxes, paying licence and calculating assets</p> <p>8.9.3.2 explain how to calculate the value of assets for a sole trader and for proprietorship.</p> <p>8.9.4.1 identify the benefits of being formally recognised as a legal business</p>	<p><i>Learners can be assessed on</i></p> <p>1. identify the institutions and organisations that enforce regulations for business names, registration process, licence, taxes and assets and outline the work of each one</p> <p>2. write a case study of an entrepreneur as an example</p>

Strand: Start your own business**Sub – strand: 8.10 Understand your Market (10 periods)**

This sub – strand discuss at the importance of assessing the business location, the market and the factors a business must consider before running a business. A business will carry out a simple marketing strategy to find out the business opportunities and ways to promote the selling of business, goods and services.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
8.10.1 know the meaning of market, marketing, marketing environment and related terms (k)	8.10.1.1 explain the terms, market, marketing, marketing environment, cultural practices, location, demography, target market and competitors	1. identify and explain the reasons why a business may be successful or not, in relation to location, market, competition and advertising
8.10.2 understand the importance of assessing the business location, the market, demography, target market and competitors (u)	8.10.2.1 explain the importance of assessing the business location, the market demography, target market and possible competitors 8.10.2.2 describe the different stages of the marketing and distribution process	2. explain the reasons for packaging goods
8.10.3 carry out simple marketing strategies to find business opportunities (s)	8.10.3.1 formulate and describe simple methods for assessing a business location, the market demography, target market and the possible competition 8.10.3.2 explain how to carry out a simple marketing strategy to find business opportunities	
8.10.4 appreciate number of ways businesses can use to promote their business and products (a)	8.10.4.1 describe a number of ways small businesses can promote the selling of the goods and services in the business	
8.10.5 know the meaning of advertising and reasons for packaging (k)	8.10.5.1 explain advertising 8.10.5.2 list reasons for packaging goods	
8.10.6 understand the advantages and disadvantages of advertising (u)	8.10.6.1 discuss the advantages and disadvantages of advertising	

Strand: Start your own business**Sub – strand: 8.11 Financing a small business (8 periods)**

Financing a small business, the owner needs to have own capital or borrow money from the commercial banks and financial institutions to start the business. There is a need for customer's to know the procedure on how to apply for a business loan from the banks and financing institutions.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>8.11.1 know the meaning of the finance and related terms</p> <p>8.11.2 know various sources of businesses financing available for small businesses (k)</p> <p>8.11.3 understand how to apply for a business loan from commercial banks and financing institutions (u)</p> <p>8.11.4 appreciate the responsibility to repay the loan on time (a)</p> <p>8.11.5 understand how important on repaid loans and the consequences of non-repayment (u)</p>	<p>Learners should be able to</p> <p>8.11.1.1 explain the terms finance and financial institution</p> <p>8.11.2.1 identify some sources of business finances available to business owners, including savings, retained profits and loans</p> <p>8.11.3.1 describe the procedures and requirements for applying for commercial loans from commercial banks</p> <p>8.11.3.2 complete the application form for applying for loans from financial institutions or agencies</p> <p>8.11.4.1 list ways how to repay the loan on time required</p> <p>8.11.4.2 explain the importance of repayment of loan on time</p> <p>8.11.5.1 discuss the consequences of non-repayment of loans</p>	<p>Learners can be assessed on</p> <p>1. identify financial institutions that provide loans in Solomon Islands, and work out for each institutions, the cost of borrowing funds</p>

Strand: 8.12 Start your own business**Sub – strand: 8.12 Managing a small business (12 periods)**

The sub – strand discusses how to manage a small business, and the procedures used. There are reasons for paying cash, receiving of cash and recording of this on a daily basis. In managing small business there are some measures or controlling ways to control the business equipment or resources to reduce the expense of the business.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
8.12.1 know the meaning of managing, small business, business equipment and related terms (k)	8.12.1.1 explain the terms managing, small business, business equipment and labour	1. investigate how a business in a case study is performing and describe the reasons for its success or failure
8.12.2 understand the procedures and rules for paying and receiving cash when using and managing equipment, labour and meeting legal requirements (u)	8.12.2.1 explain the procedures and reasons for paying and receiving of cash, as well as recording of this on a daily basis 8.12.2.2 identify ways for controlling the use of business equipment	2. draw a cash flow statement and profit and loss statement
8.12.3 appreciate the need to provide quality service and practise ethical business (v)	8.12.3.1 explain the monetary, ethical and moral value of practicing honesty when running small businesses 8.12.3.2 discuss the need to provide quality services and practise ethical business	
8.12.4 use relevant records to prepare business reports and recommend appropriate changes (s)	8.12.4.1 explain the terms cash flow statement and profit and loss statement 8.12.4.2 prepare a cash flow statement, profit and loss statement and recommend changes to improve the business	

12.3 Business Studies Year 9 Syllabus

Subject: Business Studies Year: 9		
Strand: Economics		
Sub – strand: 9.1 Consumer decision on consumption (10 periods) This sub – strand aims to learners to appreciate a wise buying and to be aware of factors in obtaining the satisfaction when making purchasing decisions. Learners should also know how to devise personal budgets for their own use.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 9.1.1 know the meaning of Law of Contract and how it protects Solomon Islands consumers (k) 9.1.2 appreciate the importance of wise buying (v) 9.1.3 understand the aims of the wise buyer (u) 9.1.4 know the meaning of the term Caveat emptor (k) 9.1.5 understand the factors to consider when making purchases to obtain maximum satisfaction (u) 9.1.6 produce and select which alternative purchase is the best value for money (s)	<i>Learners should be able to</i> 9.1.1.1 explain the term, the Law of Contract 9.1.1.2 explain how the Law of Contract can protect the interests of consumers 9.1.2.1 state the importance of the law for wise buying 9.1.3.1 explain the aims of the wise buyer 9.1.4.1 explain the term 'Caveat Emptor' in relation to wise buying 9.1.5.1 explain the importance of price, quality, and quantity to wise buying 9.1.6.1 list five guidelines buyers should follow in order to obtain best value for their money 9.1.6.2 calculate and determine which alternative purchase is the best value for money	<i>Learners can be assessed on</i> 1. take an active part in a group discussion and presentation on how the law of contract affects consumers and how it protects the consumers 2. select from a list of goods and select the best buyer of the lists 3. discuss how the Caveat emptor apply in Solomon Islands

Strand: Economics**Sub – strand: 9.2 Trade Marks (8 periods)**

The sub – strand aims discuss the roles and trademarks used by foreign and local manufacturers. The manufacturers have their reasons why they select the brand names and trademarks by putting them on the particular goods they produced.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
9.2.1 know the meaning of trade mark and brand names (k)	9.2.1.1 explain the term trade mark and brand names	1. design own trademark for a named product and justify their design
9.2.2 understand the roles of brand names and trade marks (u)	9.2.2.1 explain the reasons why producers use brand names and trademarks 9.2.2.2 identify brand names and trademarks used by foreign and local manufacturers 9.2.2.3 state reasons why one brand is preferred to another	2. do some research on brand names and trademarks of companies and present the results to the class
9.2.3 understand the concepts of guarantee, warranty, quality & fitness (u)	9.2.3.1 explain the terms guarantee or warranty, merchantable, quality, and fitness	
9.2.4 appreciate the conditions whereby consumers have protection by each of the above terms listing (a)	9.2.4.1 state the conditions whereby consumers have protection by each of the above terms listing	

Strand: Economics**Sub – strand: 9.3 Consumer Rights (8 periods)**

The sub – strand discusses the consumer rights of Solomon Islands consumer. The Consumer Association policy looks after the rights and concern of the consumers. And will try their best to solve the issues affecting consumers and their choice.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
9.3.1 know the meaning of consumer rights and consumer association (k)	9.3.1.1 explain the term consumer rights and consumer association	1. take an active part in a discussion on consumer's rights and compile a list of rights for consumers
9.3.2 understand the roles of Consumer Associations (u)	9.3.2.1 state the roles of Consumer Associations and how they can assist consumers concern	2. visit the Consumer Association Office and ask them about their roles in Solomon Islands
9.3.3 appreciate how the Consumer Associations can benefit consumers (v)	9.3.3.1 state possible actions consumers may use when they are unfairly treated by sellers of goods and services	
9.3.4 use the consumer Association rules to address issues affecting consumer's rights (s)	9.3.4.1 list some issues affecting consumer's rights	
9.3.5 formed opinions about the consumer Association in Solomon Islands whether they are helping consumers when purchasing goods and services (a)	9.3.5.1 discuss whether the Solomon Islands Consumer association is helping consumers when purchasing goods and services	

Strand: Economics**Sub – strand: 9.4 Budgeting (12 periods)**

Budgeting focuses on a simple way of drawing a personal, school and government budget. It also looks at the importances and disadvantages of budgeting and ways to improve the recommendations made.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
9.4.1 know the meaning of budgeting, personal, school and government budgeting (k)	9.4.1.1 explain the term budgeting, personal, school and government budgeting	1. draw up a simple personal , school and government budget
9.4.2 understand the importance of budgeting and the steps in designing a budget (u)	9.4.2.1 state the purpose of budgeting 9.4.2.2 describe the steps in preparing a budget	2. discuss the importance of design a budget 3. explain the disadvantages of budget
9.4.3 form opinions of the viability of a budget and make recommendations for improvements (a)	9.4.3.1 evaluate and make recommendations on advantages and disadvantages of budget 9.4.3.2 discuss the consequences of not budgeting	
9.4.4 appreciate the importance of budgeting (v)	9.4.4.1 discuss the importance and values of budgeting	

Strand: Accounting**Sub – strand: 9.5 Conceptual Basis of Accounting (16 periods)**

This sub – strand aims to help learners to understand the basic concepts of double entry book keeping and accounting system of recording financial information. There are purposes and the functions of accounting and bookkeeping.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>9.5.1 know the meaning of book keeping and accounting (k)</p> <p>9.5.2 understand the purpose and the main function of accounting (u)</p> <p>9.5.3 appreciate the importance of accounting (a)</p> <p>9.5.4 formed opinions on how the users of accounting need informations (v)</p> <p>9.5.5 use the principles of book keeping and reporting relevant needs of individuals and organisations (s)</p>	<p>Learners should be able to</p> <p>9.5.1.1 explain the terms,book keeping and accounting</p> <p>9.5.2.1 explain the purpose and the functions of accounting</p> <p>9.5.3.1 contrast the difference between book keeping and accounting</p> <p>9.5.3.2 list the users of accounting information</p> <p>9.5.4.1 explain why accounting users need accounting information</p> <p>9.5.4.2 explain the meaning of GAAP and apply it to a variety of situations</p> <p>9.5.5.1 discuss why different users need accounting information</p>	<p>Learners can be assessed on</p> <p>1. explain why we need an accounting system to run a business</p> <p>2. discuss the function of accounting</p>

Strand: Accounting**Sub – strand: 9.6 The Elements of Accounting (16 periods)**

Accounting equation explains the entity concepts of accounting and all five main individual accounts which financial reports depends on them to prepare a simple balance sheet. They affects different transactions in financial reports.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>9.6.1 know the meaning of accounting entity concept, accounting equation and related terms (k)</p> <p>9.6.2 understand the concepts of assets, liabilities and owners equity (proprietorships) (u)</p> <p>9.6.3 prepare and formed opinions of the importance of a balance sheet (a)</p> <p>9.6.4 show the effect of different transactions in balance sheet (s)</p> <p>9.6.5 appreciate and interpret a simple balance sheet (v)</p> <p>9.6.6 state the expanded accounting equation (s)</p>	<p>9.6.1.1 explain the terms accounting entity, accounting equation, assets, liabilities and proprietorships</p> <p>9.6.2.1 explain the accounting entity concepts and accounting equation</p> <p>9.6.2.2 give examples of assets, liabilities, owners equity and proprietorships</p> <p>9.6.3.1 explain and give an example of a simple balance sheet in narrative form and T - account form</p> <p>9.6.4.1 prepare the balance sheet, reflecting the changes resulting from different transactions</p> <p>9.6.4.2 state the effect of different transactions in balance sheet</p> <p>9.6.5.1 interpret a simple balance sheet</p> <p>9.6.6.1 explain the term expanded accounting equation</p> <p>9.6.6.2 explain and list the components of the expanded accounting equation</p>	<p>1. prepare and interpret a balance sheet</p> <p>2. list the examples of an asset, liabilities and proprietorship</p>

Strand: Accounting**Sub – strand: 9.7 Accounting Process to Financial Report (10 periods)**

Accounting cycle focuses on the purpose and steps involved in the accounting cycle. It also discusses the seven journals, ledger accounts, trial balance and final reports for the financial year.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>9.7.1 know the meaning of accounting cycle and related terms (k)</p> <p>9.7.2 understand the role and purpose of source documents, journals, ledgers, trial balance and final reporting in the accounting cycle (u)</p> <p>9.7.3 know the meaning of seven journals, ledger accounts, trial balance and final reports (k)</p> <p>9.7.4 prepare the seven journals, ledger accounts, trial balance and final reports (s)</p> <p>9.7.5 appreciate the need to organise, classify and maintain information (a)</p>	<p>9.7.1.1 explain accounting cycle and other documents</p> <p>9.7.1.2 describe the purpose and steps of the accounting cycle</p> <p>9.7.2.1 identify the purpose of the accounting cycle</p> <p>9.7.2.2 list and explain the steps involved in the accounting cycle</p> <p>9.7.3.1 explain and give the examples of the terms, purchase journal, Purchase returns, sales journal, sales return, cash payment journal, cash receipt journal and general Journal</p> <p>9.7.3.2 explain trial balance, balance sheet and revenue statement</p> <p>9.7.4.1 show and explain how to prepare journals, ledger accounts, trial balance and final reports</p> <p>9.7.5.1 discuss how to organise evaluate and classify information on final reports</p>	<p>1. prepare Journals, ledger accounts, trial balance and simple final reports</p> <p>2. discuss how to balance each individual accounts in the ledger accounts</p>

Strand: Starting Your Own Business**Sub – strand: 9.8 Writing a Business Plan (12 periods)**

This sub – strand aims to help learners to work individually and to collaborately assume the role of a practising entrepreneur as they apply appropriate skills and decisions in planning, law, marketing and managing small businesses.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>9.8.1 know the meaning of business plans and related terms (k)</p> <p>9.8.2 understand the reasons for making a business plan (u)</p> <p>9.8.3 understand the process of forming a new business idea (u)</p> <p>9.8.4 appreciate the writing of a simple business plan for a new project (a)</p> <p>9.8.5 show how to write a business plan (s)</p> <p>9.8.6 formed opinions of information that the business plan should include in the plan (v)</p>	<p>Learners should be able to</p> <p>9.8.1.1 explain the terms business plan, market research and strategy</p> <p>9.8.2.1 explain the reasons for making a business plan</p> <p>9.8.3.1 find required information in starting a new business. These including possible customers, customer population, competitors, where to get materials and supplies</p> <p>9.8.3.2 discuss the best sources of finance and the cost of materials and supplies to use in construction when starting a business</p> <p>9.8.3.3 list the best price to sell the product when finding required information in starting a new business</p> <p>9.8.4.1 write a business plan that includes: -kinds and number of people targeted, competitors and how to sell more of the product</p> <p>9.8.5.1 writing the business plan will include the followings, the selling price, location, where to get materials and supplies, minimum number of customers per day, the people to be employed and their skills, diagram showing the business organisation, the time schedule from planning till operation and financing</p> <p>9.8.6.1 budget from planning to some months or a year after starting an operation</p>	<p>Learners can be assessed on</p> <p>1. identify a business idea by assessing personal skills and interests, opportunities, own resources and financial capacity and challenges</p>

Strand: Start your own business**Sub – strand: 9.9 Running a small Business (8 periods)**

This sub – strand discusses how to prepare a project and to implement the project plan and activities. It also focuses on how to do the registration of the business project and ways to fill in the documents.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>9.9.1 know the meaning of business project and related terms (k)</p> <p>9.9.2 understand the ability to prepare and launch a new business project (u)</p> <p>9.9.3 appreciate the competence in implementing the business plan and carry out routine sales, marketing and recording activities (a/v)</p> <p>9.9.4 understand SWOT analysis in terms of strength, weaknesses, opportunities and threats (u)</p> <p>9.9.5 prepare the project objectives and visios (k)</p> <p>9.9.6 perform the ability to prepare a simple statement of income and balance sheet (s)</p>	<p>9.9.1.1 explain the terms business project and other business plan</p> <p>9.9.2.1 discuss the activities needed when preparing to launch the new business project</p> <p>9.9.3.1 explain how the business projects are registered with provincial government and city council</p> <p>9.9.3.2 discuss how to obtain finance, procurement of materials, supplies and construction of buildings and hiring of labour</p> <p>9.9.3.3 list and prepare the orientation of employee duties, operational procedures and prepare appropriate records (single or double entry)</p> <p>9.9.3.4 give a orientation of employees and maintain basic records like cash or credit books, debit or credit notes, receipts or payment vouchers, accounts payable records, stock record, asset register, employee record, petty cash book and daily sales record</p> <p>9.9.4.1 discuss the SWOT analysis of a project in terms of the strength, weaknesses, opportunities and threats</p> <p>9.9.5.1 list the project objectives and vision</p> <p>9.9.6.1 prepare timely business reports, income statement and balance sheet</p>	<p>1. implement the project plan and operate the new business project without major complications on day one</p> <p>2. draw a business report of income statement and a balance sheet</p>

Strand: Start your own business

Sub – strand: 9.10 Business Project Evaluation (12 periods)

The sub – strand deals with how to evaluate the business project, in terms of profitability, expense and revenue. The second section discusses the necessary improvement and recommendations of the project for the next financial term.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>9.10.1 know the meaning of evaluation and business project (k)</p> <p>9.10.2 understanding the expense, revenue and the profitability of the business project (u)</p> <p>9.10.3 evaluate the performance of a new business project (s)</p> <p>9.10.4 make recommendations for improving the business for the next financial term (v)</p> <p>9.10.5 appreciate the changes of the business project (a)</p>	<p><i>Learners should be able to</i></p> <p>9.10.1.1 explain the terms evaluation and business project</p> <p>9.10.2.1 assess business profitability and compare actual and estimated expense and revenue</p> <p>9.10.3.1 identify areas for improvement where necessary for the next financial term</p> <p>9.10.4.1 list the recommendations for improving the business for the next financial term</p> <p>9.10.5.1 discuss the changes of the business project</p>	<p><i>Learners can be assessed on</i></p> <p>1. compile a list of practical changes to be made to improve the performance of a business</p>

Section 13. LEARNING AND TEACHING RESOURCES

This section contains a list of learner's books, teacher's guides and other learning and teaching resources for effective teaching and learning of Secondary Business Studies syllabus for years 7 to 9.

No	Title	Publishing Date	Publisher
1.	Solomon Islands Business Studies Year 7 Learner's Book	2011	Pearson Education, Australia
2.	Solomon Islands Business Studies Year 7 Teacher's Guide	2012	Pearson Education, Australia
3.	Solomon Islands Business Studies Year 8 Learner's book	2013	Pearson Education, Australia
4.	Solomon Islands Business Studies Year 8 Teacher's Guide	2013	Pearson Education, Australia
5.	Solomon Islands Business Studies Year 9 Learner's book	2014	Pearson Education, Australia
6.	Solomon Islands Business Studies Year 9 Teacher's Guide	2014	Pearson Education, Australia

Section 14. TOOLS AND EQUIPMENT

This section contains a list of tools and equipment for effective teaching and learning of Secondary Business Studies syllabus for years 7 to 9.

CLASSROOM TOOLS

NO	DESCRIPTION OF ITEM	Quantity
1	Calculator	100
2	Cabinet file and Key	10
3	Lever Arch File	10
4	Computer or Lab top	10
5	Documents-receipts, invoice, stock take record book, cash book	10
6.	Stapler and cello tape	5
7.	Ruler	5
8.	Marking pens, biros and pencils	10
9.	Exercise books and accounting exercise books	100

CANTEEN TOOLS

1.	Calculator	5
2.	Computer	3
3.	Scale	3
4.	Documents-receipts, invoice book, stock take record book, cash book, order form, Proforma book,	50 each
5.	Cash box, Locker/key	3
6.	Canteen Tray, Cabinet File	8
7.	Cheque book, pass book	2
8.	Refrigerator	4
9.	Solar panel	3
10.	Stapla and cello tape	5
11.	Measuring tape	2
12.	Ruler	5
13.	Marking Pens, biros and pencils	10
14.	Paper bouncer	4
15.	Lever Arch File	15
16.	Kerosene Lamp	3
17.	Generator and bulb	2
18.	Heater	2
19.	Torch	2

Section 15. FORMATIVE AND SUMMATIVE ASSESSMENT

The Secondary Business Studies Syllabus for Years 7 – 9 is written using the outcomes - based approach to education in Solomon Islands. This syllabus is based on an outcomes - based curriculum framework with a philosophy of a learner centred teaching pedagogy. It is based on learning outcomes as *curriculum standards*. These are *curriculum requirements* that should guide the planning for effective teaching and learning strategies as well as designing and setting of valid, fair and reliable assessments. These standards or curriculum requirements will become the *assessment benchmarks* for assessment at the school and national levels using both the formative and summative form of assessments.

Assessment is defined as a continued planned process of gathering, analysing and interpreting information and data about students learning. It is a process of seeking and interpreting evidences used by learners and their teachers, to identify where the learners are in their learning, and where they need to go to and how best to get there. It is important that teachers diagnose and identify learning abilities of the learners in order for them to develop and implement intervention strategies to improve both the learning process of learners and teaching approaches of the teachers. Teachers should support learners who have acquired the learning outcomes or curriculum requirements in order to maintain their level of performance and similarly assist learners who have not acquired the requirements with remedial tasks. This is to enable learners to acquire curriculum requirements and progressed on with their learning. Therefore such assessment strategy is aiming towards improving learning and teaching processes and should focus more on a learner centred teaching pedagogy.

The assessment component in this syllabus involves both internal and external assessments and national examinations. Such an assessment approach is sometimes referred to as formative and summative assessments. However, assessment of learning outcomes differs in some ways from the traditional way of assessing objectives using the norm – referenced assessment. Assessment of learning outcomes focuses more on the criteria – referenced assessment and will allow learners to compete against set and agreed curriculum standards. The emphasis is more on formative and diagnostic form of assessments because it is an ongoing assessment in the classroom. The assessment of learning outcomes will be based on achievement levels. These levels have descriptors of possible performance abilities or skills at different intellectual and hierarchical competencies for each of the learning outcome assessed. Teachers will then be able to identify achievement levels for each student and be able to set remedial tasks to assist underachieving learners. The assessment data and information should be recorded and kept in a systematic and orderly manner as learning records in the schools.

The assessment information and data gathered from such assessments can be used for improving the learning and teaching processes in the classroom and for making informed decisions regarding assessments in the schools and national assessments and examinations. Furthermore, such information and data will also inform the Curriculum Development Division (CDD) and National Examination and Standards Unit (NESU) of the Ministry of Education and Human Resources Development (MEHRD) as well as the School of Education and Humanities (SOEH) of the Solomon Islands National University (SINU) on how the prescribed or the intended curriculum was taught and learnt in schools and how best to improve both the teaching and learning processes and implementation of valid, fair and reliable formative and summative assessments.

It is the Ministry's plan to examine *all subjects* at the end of Year Nine (9), the final year level at the end of the Universal Basic Education in Solomon Islands. It would mean that all subjects offered in the national curriculum would need to offer school base assessment (SBA) as part of the formative or continuous/internal assessment. The SBA should be implemented as part of the teaching and learning processes and is focussed more on learner centred teaching philosophy. The purpose of having an SBA is for assessing skills that are not assessable in

the summative and national examinations at the end of the term, semester or a year. Furthermore, such an assessment approach is required to strengthen key components of the formative assessment, that is, to be more valid, fair and reliable in terms of having common assessment tasks (CAT) in a more organized manner as well as creating provisions for teacher designed assessment tasks (TDAT) to meet the learning needs of learners within the school context and learning environment.

Detailed information, guidelines and appropriate weightings for SBA and internal assessment for Secondary Business Studies can be obtained from the subject prescription handbook.

Achievement Levels

Particular levels in the development of a learner towards a learning outcome; where the top level is the outcome.

Aims

Broad statement of what the curriculum or a syllabus hopes that learners will achieve as a result of the learning processes.

Assessment

Judging and describing the learning outcomes that learners have achieved.

Assessment event

An opportunity for a learner to demonstrate achievement on a specific learning indicator, usually recorded to give a record of learner's progress.

Attitude

Ideas or beliefs in what is right and wrong, good or bad. The way you think or feel about something.

Competency Levels

Similar to achievement levels, but usually referring to a stage in the development towards command of a particular skill.

Curriculum

All learning opportunities planned, guided and supported by the school. The curriculum includes all subjects taught and all other activities, including extra-curricular activities, which the learners take part in.

Entrepreneurial thinking

Considering and planning to start or organize a commercial enterprise involving a financial risk.

Improvisation

The process of making something from whatever resources are available rather than relying on resources or equipment bought or supplied. Doing something without advanced planning or practice.

Specific Learning Outcomes

Statement of an observable behaviour which shows that a learner has achieved some level of competence on a learning outcome.

Key Learning Areas

The main areas of learning considered important for all learners to be exposed to throughout the whole curriculum. All or most subjects will make some contribution to the achievement of each of these Key Learning Areas.

Learner

A person who is in the process of learning something, in our case in a school situation. In the outcomes-based syllabuses Learner is used rather than Student or Pupil.

Learner – centred

An approach to supporting learning that focuses on an individual learner or a group of learners rather than on the teacher. The Outcomes approach is learner-centred.

Learning

The process of finding, exchanging or being given information which leads to changes in, or an increase in, our knowledge, abilities or feelings.

Learning material

The core textbooks or other written materials that presents the sequenced content for an entire course of study at a given Year level, at a conceptual level appropriate for the learners.

General Learning Outcome

A statement which specifies what the learner is expected to know, understand or be able to do, or the attitude or values expected to have developed as a result of a learning process.

Lesson

A simple, planned segment of instruction that takes place within a certain time – usually part of a unit of work. The school day in Primary schools is divided into a certain number of Lessons, similar to Periods in Secondary schools.

Outcomes-based

A curriculum or syllabus based on the setting and achievement of Outcomes, as explained above.

Period

A unit of time within the school day in a Secondary school, equivalent to a Lesson in Primary schools. The recommended length of a period in Secondary schools is 40 minutes.

Process skill

An action or reaction which a person performs in a competent way – with four component activities namely; perception, planning, recall of pre-requisite knowledge and execution

Programme of study

Detailed plan for teaching a course over a period of time.

Programme Planner

A tool which gives the overview of the planned course of study – showing the strands and sub strands of the overall course.

Rationale

Statement of the principles or reasons for the inclusion of a particular subject in the curriculum.

Scheme of work

Similar to a programme of study – usually linked to the syllabus.

Scope

The extent of the understanding, concepts, skills and attitudes or values to be acquired by a learner as a consequence of a particular course of study at a particular grade level.

Sequence

The order of the introduction or teaching of concepts and skills with in a subject, which reflect the progression of understanding or competence over a period of time.

Strand

The areas of learning into which a course is divided. Each syllabus is divided into a number of Strands which continue throughout each year of the course. Each Strand concentrates on a different topic or theme within this area of learning each year. Each Strand is further divided into sub-strands.

Strand statement

Overall statement of the understanding, concepts, skills and attitudes intended to be acquired by learners for a particular strand of a course over the whole period of the course.

Strand year statement

Statement of understanding, concepts, attitudes and skills intended to be acquired by a learner within a particular strand during a specific year of study.

Strand theme statement

An alternative term for Strand Year Statement: statement of understanding, concepts, attitudes and skills intended to be acquired by a learner within a particular strand during a specific year of study.

Subject

One of the traditional categories in to which the content of a school curriculum is sub – divided; subjects derive strongly from the range of disciplines of knowledge.

Sub-strand

A sub-division of a strand dealing with a particular topic within that strand.

Syllabus

A document which prescribes the course of the study by learners within a given curriculum area or subject. The syllabus presents the strands, sub strands and their intended learning outcomes, as well as other guidance for teachers.

Teaching material

Range of teaching materials utilized by teachers to assist with the process of facilitating learning.

Value

Moral standard of behaviour; principles which govern a person's actions.

Vernacular Language

Language spoken by a group of people within a particular region or country. The vernacular languages of Solomon Islands are all the languages spoken by people as their first language or mother tongue. This now includes Pijin.

Section 17. REFERENCES

This section contains a list of references that teachers may use for further readings.

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