

Malaysian Independent Chinese Secondary Schools

Business Studies Curriculum Standards

Unified Curriculum Committee of
Malaysian Independent Chinese Secondary Schools
Working Committee
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Contents

1. Preface	1
2. Aims	1
3. Core Competencies	2
4. Fundamental Principles	8
5. Curriculum Objectives	9
6. Curriculum Design	13
7. Curriculum Content.....	14
8. Pedagogical Suggestions.....	27
9. Assessment Suggestions	30
10. Implementation Highlights	35
11. Appendices	
Appendix 1: Cognitive, Psychomotor and Affective Domains	37
Appendix 2: Action verbs commonly used in Business Studies Cognitive Objectives.....	37

1. Preface

In 2018, the motto “Enjoy teaching, love learning—empower children to attain achievement” was raised as the education reform vision in the *MICSS Education Blueprint*; it literally translates independent Chinese secondary schools are paradises where teachers enjoy teaching and students love learning. Each and every student who steps into any independent Chinese secondary school will grow healthily and learn actively. The MICSS education prepares students to find a foothold domestically and brave the world lying ahead as it helps them to achieve success in the future. Within this vision, the main objectives of the MICSS education reform are as follows: Every student is given the leeway to develop holistically and individually under the umbrella of moral education, intellectual education, physical education, social education and aesthetics education. They will eventually realise the importance of lifelong learning, constant self-improvement, risk-taking, innovation, ever-readiness, self-confidence and teamwork in life. In this way, they are able to attain personal happiness and are willing to strive for harmony, prosperity, development, freedom and equality for their family, ethnic group, community and country and contribute themselves successively. Aiming to implement and put the vision and objectives raised in the *MICSS Education Blueprint* in place, the Unified Curriculum Committee forwarded the *MICSS Main Curriculum Standards* (simply put as the *Main Standards*) to concretely push the reform and development of the MICSS Curriculum forward.

The ultimate goal of the MICSS curricular reform is the production of “lifelong learners” and thus it endeavours to improve subject curriculums to provide cross-subject and interdisciplinary learning opportunities. These are to nurture self-activated learning, collaborative learning and the ability to participate in society naturally. The curriculum standards of each subject are designed amenable to the principles and direction set forth in the *Main Standards* to pursue the command of basic notions, objectives, competencies, curricular planning and contents of the subjects, let alone pedagogical approaches and assessment recommendations. In terms of curricular practice, there will be allowances for flexibility and options targeting to encourage group learning, task-based learning, inquiry-based learning, etc.; while in the matter of the assessment for learning effectiveness, multiple assessments for the development of multiple intelligences are adapted. As such, the design and formulation of each and every subject must correspond to both the vision of the *MICSS Education Blueprint* and the recommendations of the *Main Standards* to break new ground for subject advancement.

2. Aims

MICSS education is a sustainable education industry; other than the dissemination of Chinese culture, it also ensures every student in Malaysian independent Chinese secondary schools develops holistically in terms of morality, intelligence, physical health, teamwork and aesthetics. Students are expected to sustain lifelong learning and to strive unremittingly for self-improvement as well as being inquiry-oriented, innovative, daring in response to unpredictable change, confident, and willing to work as a team. In this way, the students are capable of achieving their personal happiness and willing to strive relentlessly for the harmony, prosperity, development, freedom and equality of their family, ethnic group, community and country to contribute successively.¹

¹ Dong Zong. (2018). *Malaysian Independent Chinese Secondary Schools Education Blueprint* (p. 49). United Chinese School Committees' Association of Malaysia (Dong Zong).

2.1. Junior Level Curriculum Objectives

- a. To build up students' foundation on morality, intelligence, physical health, teamwork and aesthetics and to develop their capabilities complying with their own personality in balance based on these basics;
- b. To nurture and train students on the capabilities and habits of learning how to learn, read and think to prepare for self-directed learning/active learning;
- c. To ensure students to reach the basic level in knowledge, capability and attitude so as to further unleash their potentials for distinctive achievements;
- d. To build up students' proactiveness and positive value towards living and life; and
- e. To create an environment for students to know about the languages, cultures and religions, etc. of the ethnic groups in the country so as to lead students to respect pluralistic culture, recognise reality of the country thus to open up global perspective.

2.2. Senior Level Curriculum Objectives

- a. To suitably build up students' foundation on morality, intelligence, physical health, teamwork and aesthetics to get ready for their prospective career, learning and living;
- b. To establish students' foundation on self-directed learning to further build up their capabilities on learning eagerness, independent thinking, critical thinking and innovation;
- c. To cultivate students with the will to seek excellence and be altruistic thus creating the prerequisites for greater happiness for oneself, community, country and humankind;
- d. To lead students to recognise themselves comprehensively and be confident and assured in the face of their society and era change;
- e. To nurture students' responsibility towards their own family, ethnic group, society and country and respect multiple cultures as well as broadening their world view; and
- f. To create the opportunities for students to partake proactively in various ethnic group activities, and ensure them to be able to interact and learn in cross cultural environment.

3. Core Competencies

The *Main Curriculum Standards* is based on the six core competencies² proposed in the *MICSS Education Blueprint*, as well as three additional core competencies added to cater to curriculum development needs, forming a total of nine core competencies. Further explanation is given in the design of Junior Middle Level and Senior Middle Level curriculum development. Core competencies emphasise the holistic qualities of individuals and encompass knowledge, skills and attitudes.

² Dong Zong. (2018). *Malaysian Independent Chinese Secondary School Education Blueprint* (pp. 40-41). United Chinese School Committees' Association of Malaysia (Dong Zong).

Figure 1
Framework for MICSS Core Competencies



Figure 1 shows that MICSS curriculum development cultivates lifelong learners. The structure expanded into three aspirations that empower children to attain achievement, namely self-directed learning, communication and collaboration as well as societal participation. The outer ring of the core competency structure is presented in a colour spectrum, revealing the integration of nine competencies with the three aspirations. The misalignment of the inner and outer circle further clarifies that the implementation of each competency incorporates the three major aspirations. Based on the principle of integration and feasibility, the *Main Curriculum Standards* promote each competency through three aspirations. Table 1 presents the core competencies and their definitions.

Table 1
MICSS Core Competencies and Definitions

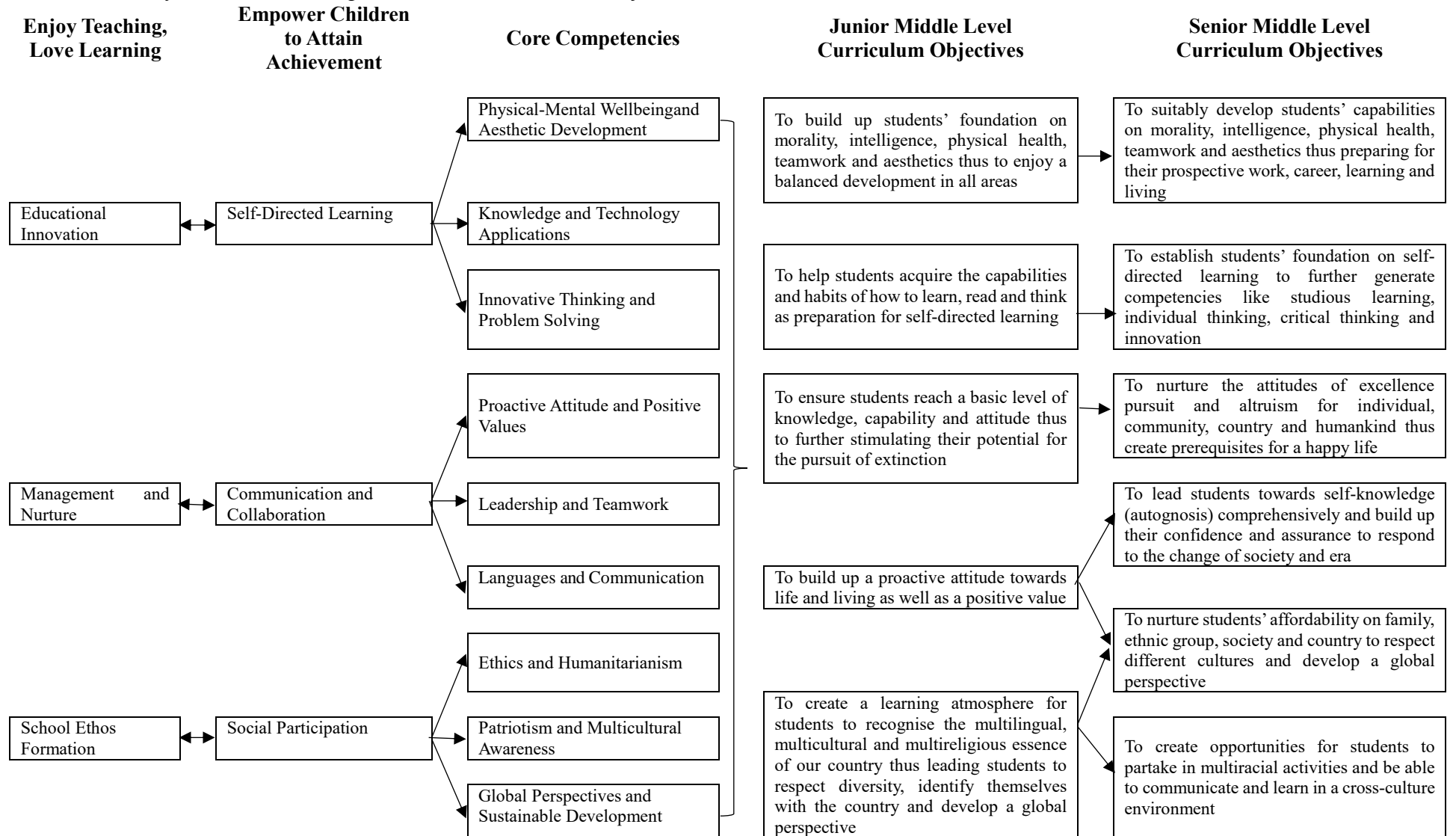
Curriculum Principle	Core Competencies	Definitions	Junior Middle Level	Senior Middle Level	Student Outcome
A. Self-Directed Learning	A1. Physical-Mental Wellbeing and Aesthetic Development	She/He possesses the capability to take care of personal mental and spiritual health and knows how to appreciate the best parts in life, and can reflect on her/his experience in learning and growing thus adjusting stages of pursuits in career development. This way, it not only benefits mental and spiritual growth but also exerts proactiveness in creating happiness for her/his own life.	She/He is well informed of personal mental and spiritual health, knows the uniqueness of aesthetics and can discover personal value in living to exert richness and aesthetics thus experiencing the meaning of life proactively.	She/He possesses the competency and is informed of the approaches to promote her/his physical and mental wellbeing; she/he knows how to appreciate the true goodness of people and entities, affirm the personal value and realise professional pursuits, including how to enrich life by applying aesthetics in daily life, and relentlessly seek self-improvement to transcend herself/himself thus to create a happy personal life.	One who cares about herself/himself
	A2. Knowledge and Technology Applications	She/He possesses literacy and numeracy and living skills as well as acquiring the three languages, core subjects like Mathematics and History, etc. She/He knows and learns knowledge of other domains, leverages Information Technology to communicate, interact and express for comprehensive development; meanwhile, she/he applies these in real life for better learning outcomes thus resolving difficulties in learning.	She/He possesses the fundamentals of knowledge and various symbols and commands the application of Information Technology to sense problems in daily life and is able to communicate, experience and practice in such circumstances.	She/He possesses the ability to make use of various symbols to express and is literate in Information Technology and can focus on and deepen the particular field of knowledge to exchange experience, and express thoughts and values in innovative problem-solving.	One who is knowledgeable
	A3. Innovative Thinking and Problem Solving	She/He possesses inquisitive, critical and inferential capabilities and can use her/his creativity to monitor her/his self-directed learning skills to tackle or solve problems in living and life thus deciding on a response to societal changes.	She/He possesses the capabilities of self-directed learning, inquiry-based learning, critical and inferential and innovative higher-order thinking thus using appropriate strategies to resolve and tackle daily life problems and issues.	She/He can consolidate inquiry-based learning, critical thinking and innovative higher-order thinking, and can practise active learning as well as expressing her/his creativity to further inquire into unknown realms and solve all sorts of issues and challenges in the face of daily life on this basis.	One who can solve problems

Curriculum Principle	Core Competencies	Definitions	Junior Middle Level	Senior Middle Level	Student Outcome
B. Communication and Collaboration	B1. Proactive Attitude and Positive Values	She/He possesses values like respect, voluntary accountability, studious and positive values to confront challenges generated in daily life and the learning process. She/ He also recognises the importance of fulfilling social responsibility and has the courage to make a clear and appropriate judgement when confronted with dilemmas and can learn to face discrepancies as well managing conflicts.	She/He inquires about the personal and environmental values and senses the discrepancies between them. She/He learns to live with discrepancies and build up respect, responsibility, studious attitudes and positive value in life.	She/He deepens her/his attitudes and values thus to respect, care and appreciate others' discrepancies, and can fumble on the differences of values between oneself and the existence and learn to tackle confrontation, affirm and practise positive value and competency; she/he braves to make a proper judgment in the face of difficulties and challenges.	One who cares about others
	B2. Leadership and Teamwork	She/He possesses the capability to lead and can effectively work and build up an interactive relationships with others thus developing teamwork competencies of communication, negotiation and service.	She/He possesses the basic self-directed capability and good habits and is happy to interact thus building up good collaborative relationships and can complete tasks through collaboration.	She/He possesses compassion, personal judgment, gregarious capability and attitude; meanwhile, she/he develops communicative co-operation and teamwork competency; she/he can get along well with others collaboratively, and is able to complete the assignment well with advanced planning.	One who knows the importance of teamwork
	B3. Languages and Communication	She/He possesses the background knowledge of culture, tradition and religion and can make use of Chinese learned, together with the command of Bahasa Melayu towards patriotism and love for community and is versed in English for international linkage. When it permits, she/he will master more languages and use these languages in different situations for optimal effect.	She/He possesses the background knowledge of culture, tradition, religion and can make use of Chinese learned, together with the command of both Bahasa Melayu and English to make friends from different ethnic groups thus enhancing the four skills in language learning and eventually realise the importance of language as a medium of cultural dissemination and communication.	She/He is well versed in Chinese and possesses appreciative competency to enrich her/his knowledge of local and exotic cultures, lifestyles and religions through the learning of Bahasa Melayu and English. If it permits, she/he will equip herself/himself with more additional languages in the face of academic pursuits and professional development.	One who is skillful in communication

Curriculum Principle	Core Competencies	Definitions	Junior Middle Level	Senior Middle Level	Student Outcome
C. Social Participation	C1. Ethics and Humanitarianism	She/He practices good morality and can manage her/his own behaviours and understand that it is a social responsibility to promote personal competencies. She/He can appreciate, is compassionate and respect others for their freedom of speech.	She/he practices well on good morality and can suitably reflect her/his own behaviours; she/he can likewise sustain and modify her/his initiated voluntary proactiveness and is willing to listen to different views, ways of expression and respect others' decisions.	She/He possesses the correct attitude towards ethical and public issues and presents herself/himself as someone who treats others generously and is severe with herself/himself and expresses her/his care towards society through rational expression and care and learns to judge public issues from different aspects and angles.	One who is open-minded
	C2. Patriotism and Multicultural Awareness	She/He possesses the cultural identity of her/his own culture, understands and respects others' culture thus merging herself/himself in a multicultural environment, recognise the history of her/his country and realise the multiplicity of the country and is proud of herself/himself as a Malaysian who has civic awareness and responsibility safeguarding the harmony of the country for national unity and integration.	She/He is well versed in her/his own culture, understands and accepts the culture of other ethnic groups; she/he respects discrepancies, cares about national issues, and is proactive in community construction and is ready to be of service to others.	She/He identifies her/his cultural identity, respects and appreciates the discrepancies between cultures; she/he has civil awareness and knows her/his responsibilities; she/he safeguards national harmony and promotes the spirit of national consolidation and is proactive in the development of her/his community and country to confer benefits on society.	A patriot and one who loves her/his community
	C3. Global Perspectives and Sustainable Development	She/he has the competency of caring for world issues and international relationships and also cares about the environment, economics and social problems. She/He walks her/his talk in the protection of the environment, her/his and others' living mode and sustains the concept of sustainable development and cherishes resources on earth.	She/He is informed of global issues and international relationships and can express herself/himself on environmental, economic and social problems. She/He cherishes the living of resources appreciation and cares about the environment and social justice-related issues.	She/He possesses the ability to express her/his own views on global issues and international relationships and can debate on the environment, economy and social problems; She/He can keep her/his word and not bring harm to the environment, people and lifestyle; she/he is willing to partake charity campaigns such as environmental protection and social justice.	One who knows the importance of sustainable development

Figure 2

The Relation of Vision, Core Competencies and Curriculum Objectives

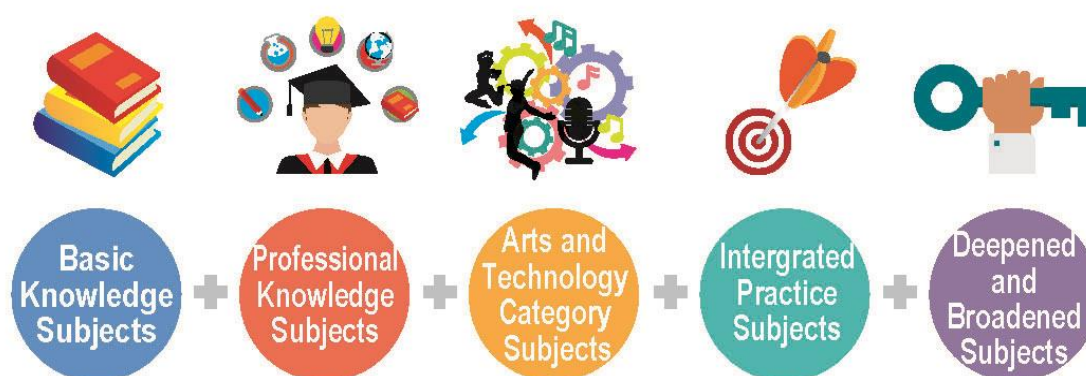


4. Fundamental Principles

The "professional knowledge series of subjects" in the Curricular Structure of Senior Level Category (Figure 3) aims to provide an adaptive development for students in their individual aspirations, interests and careers. Specifically, Senior Middle Business Education is one such series of subjects under the "professional knowledge category ". They provide a learning platform to prepare interested students, in both their future higher studies and job careers.

Figure 3

The Curricular Structure of Senior Level Categories



Business Studies is one subject in the Senior Middle Business Education, pertaining to Social Science field. Its curricular content covers the topics of Basic Business, Business Management and Start-up, embracing both theories and practices. It aims to nurture Business Literacy (or Business Competency) in interested students, so that they will discover their potentials and plan their future careers. Meanwhile it aims to cultivate the necessary human resources in various business sectors, thereby meeting the socio-economical needs.

Through the learning of Business Studies curricular content, students master the topics of Basic Business, Business Management and Start-up, and apply these knowledges and skills to explore various happening, phenomena, relationship and changes in business worlds. Their execution, management and leadership competencies are likewise aroused, laying firm foundation to become competent and ethical professionals and entrepreneurs. They also become responsible citizens, bringing benefits to themselves, their families, communities and countries.

The Business Studies curriculum emphasizes a multi-faceted approach, allowing students to gain such learning experiences: particularly the associated knowledge, skills and attitudes during the process. These experiences would benefit students as follows:

a. Mastery and application of fundamental knowledges of Basic Business, Management and Start-up.

The fundamental knowledges gained by students while in schools will assist them in their individual aspirations and interests and career planning. They will understand the important role of business activities in national and world economical development. They will live happily and

confidently in business worlds. Furthermore, their business cognitive competency can be applied to various other environments, in their lifelong learning pursuits.

b. Mastering Business Skills

Contents of Business Studies textbooks include Warming Exercise, Learning Activity, Extended Learning, Business File, Self Stimulation, Project-based Learning that consolidates the contents of a few chapters. The above will facilitate the knowledge application of Basic Business, Management and Start-up; as well as the mastery of business skills, for example: communication, team cooperation, marketing and socializing skills. Students will learn to adapt to the diverse business worlds.

c. Inculcating Business Ethics in students

Establishing correct work value as well as good character and attitude are important factors in successful job careers and happy living. The above is evolved through textbook material, from the angle of a sustainable business, that is : to explore the society-related humanistic culture, the economy-related wealth disparity, and the environment-related protection issues. Students would embrace the necessary business ethics as human resource capitals to contribute to the business worlds and the society at large.

d. Laying foundation to further studies

Learning about Business, Management and Start-up helps to maintain students' inquisition, to spear ahead their interests, so that they would choose Business Studies subject in their further education.

e. Preparing for employment and entrepreneurship

through the learning of Business Studies subject, students begin to understand the job and business worlds, and to ponder on their job interests and career development. The above would facilitate students to explore their career and entrepreneurial ambition, as well as to adapt to environments with multiple and cross cultures.

5. Curriculum Objectives

Curriculum design of the Business Studies subject is competency-oriented, requiring students to adapt to the present livelihood and future challenges with appropriate competencies on knowledges and cognition; skills; attitudes, emotion, values and motivation. The above can be summarised under the three concepts of "Fulfilling Children" in Independent Chinese Secondary Schools, which are Self-directed Learning, Communication and Collaboration, and Societal Participation.

Competencies in the Cognitive Domain are gained after understanding and grasping the knowledge therefrom the practices of Business, Management, and Start-up. The above would include the low level thinking capability arising from rote memory and comprehension; and the high level thinking capability arising from application, analysis, evaluation and creation.

Competencies in the Psychomotor Domain are gained after completing learning assignments (like: assignments, activities, projects). The above would include active listening, communication, time management, team cooperation, multi-tasking skills, innovative skills, marketing and socialising skills.

Competencies in the Affective Domain relate generally to the expression of values, feelings and viewpoints concerning people, tasks and works, after experiencing, and thinking. Specific competencies would relate to integrity, being pro-active, risks taking, and entrepreneurship.

In summary, Business Studies subject determines relevant competencies in accordance with the career of a business student, namely Execution Competency, Management Competency and Leadership Competency. These three competencies would eventually guide the learning and evaluation of that subject matter:-

a. Execution Competency

From curriculum and learning activities, students gain the Basic Business knowledge of an executive, and master the necessary skills and attitudes from project-based learning.

b. Management Competency

From curriculum and learning activities, students gain the Business Management knowledge of a manager, and master the necessary skills and attitudes from project-based learning.

c. Leadership Competency

From curriculum and learning activities, students gain the start-up knowledge of an entrepreneur, and master the necessary skills and attitudes from project-based learning.

In other words, through the curriculum content of Basic Business (Senior 1), Business Management (Senior 2), and Start-up (Senior 3), and the practices of project-based learning, students would exhibit the Execution Competency, the Management Competency and the Leadership Competency. The contents of these Competencies (Table 2) would constitute the important lifelong learning capabilities.

Table 2*Subject Competency Content in Business Studies*

Level	(Learning Area) Subject Competencies	Content		
		Cognitive	Psychomotor	Affective
S1	(Basic Business) Execution Competency	1. Business Studies Learning and Project-based Learning 2. Business and Sustainability 3. Domestic Trade 4. International Trade 5. Business Organisation 6. Personal Financial Management 7. Smart Consuming	1. Active Listening 2. Communication 3. Time Management 4. Teamwork and Cooperation 5. Learning Skills 6. Setting Objectives and Key Results Skills 7. Multi-tasking Skills 8. Auditing and Review Skills 9. Digital Skills 10. Data Analysis and Interpretation 11. Problem-solving Skills 12. Exploratory Research 13. Market and Networking Skills 14. Innovation	1. Integrity 2. Pro-active 3. Self-discipline 4. Conformity 5. Helpfulness 6. Positive Thinking 7. Adaptability 8. Fact-finding 9. Seek Commonality and Keep Differences 10. Be Responsible 11. Decisiveness 12. Risks Taking 13. Entrepreneurship 14. Never Give-up
S2	(Business Management) Management Competency	1. Operations Management 2. Supply Chain Management 3. Marketing Management I 4. Marketing Management II 5. Human Resources Management I 6. Human Resources Management II 7. Financial Management I 8. Financial Management II		
S3	(Start-up) Leadership Competency	1. Venture and Entrepreneurship 2. Leadership and Management 3. Business Models 4. Corporate Governance and Responsibility 5. Enterprise Risk Management 6. Government Budget and Taxation		

The Education Vision of Malaysian Independent Chinese Secondary Schools is: Enjoy teaching, love learning. The MICSS's *Main Curriculum Standard* proposes Self-directed Learning, Communication and Collaboration, and Societal Participation, in order to practise Core Competencies, so that students become lifelong learners, following the above Education Vision. Further to the *Main Curriculum Standard*, Curriculum Objectives of Business Studies are aligned with the core competencies, as follow:-

Core Competencies		Curriculum Objectives	
		After completing the Senior Middle 3 years programme, students are able to:	
A Self-Directed Learning	A1 Physical-Mental Wellbeing and Aesthetic Development	CO1	Work engagement & dedication; To develop a sense of beauty balancing both work & living; To demonstrate Truth, Goodness & Beauty in all living and work processes; To discover personal potential & interest in one's career.
	A2 Knowledge and Technology Applications	CO2	To master knowledges of Basic Business, Business Management & Start-up; To master Execution, Management and Leadership competencies and to apply digital technology & mass media during curriculum and project learning.
	A3 Innovative Thinking and Problem Solving	CO3	To understand business activities, business management environment and market trends through systems thinking; To apply skills like learning, auditing, analysis & interpretation, exploration and innovation in order to solve problems.
B Communication and Collaboration	B1 Proactive Attitude and Positive Value	CO4	To demonstrate pro-active and positive thinking, adaptability, fact-finding, being responsible, decisiveness, risks taking, entrepreneurship, never give-up attitude while exploring problems and themes related to business, management and start-up.
	B2 Leadership and Teamwork	CO5	To apply them in daily lives and works; and Through learning activities like project-based learning, to make decisions and to apply skills such as teamworking, time management, setting objectives and key results, multitasking.
	B3 Languages and Communication	CO6	To demonstrate inter-racialism and multiculturalism in business communication, listening, market and social interaction skills.
C Social Participation	C1 Ethics and Humanitarianism	CO7	To comply with laws and civic responsibilities; To establish occupational and business ethics; To demonstrate attitudes like integrity, self-discipline, helping others and seeking commonalities-keeping differences.

	C2 Patriotism and Multicultural	CO8	Realising to pay respect and appreciate multi-culturism in business activities, management, enterprising and workplaces; To promote national development and to protect solidarity among citizens.
	C3 Global Perspectives and Sustainable Development	CO9	To understand issues relating to globalisation and sustainable development; To reflect upon business organisations and individual social responsibilities.

6. Curriculum Design

6.1 Curriculum Settings

According to the Curricular Structure of Senior Level Category (Figure 3) in the *Main Curriculum Standard*, the Business Studies curriculum is part of the professional knowledge category subjects. Teaching periods should entail one exploratory year (Senior Middle 1) and two specialising years (Senior Middle 2 and 3). Each period is 40 minutes teaching and learning. Proposal is two periods (4 credits) every week in Senior Middle 1; three speriods (6 credits) every week in Senior Middle 2 and 3. Totalling 16 credits for the entire program.

Business Studies curriculum is spreaded over three volumes of textbooks with 21 chapters in total. Compulsory and electives are proposed as follow:-

Curriculum	Compulsory (Commerce stream, Arts & Commerce stream)	Electives - proposal
Senior 1 Area: Basic Business 2 periods (4 credits)	√	(Each school to decide) Senior 2 (Arts, Science, Technical streams)
Senior 2 Area: Business Management 3 periods (6 credits)	√	(Each school to decide)
Senior 3 Area: Start-up 3 periods (6 credits)	√	(Each school to decide)

6.2 Approaches to Curriculum Design

According to the Fundamental Ideology, the approaches are as follow:-

a. Overall development of students

Students are the learning entity. Curriculum design will be based on business knowledge, social needs and student development i.e learning how to comprehend, how to perform tasks, how to live together, and how to survive. In short, the curriculum highlights the learning of Basic Business, Management and Start-up knowledges, the cultivation of appropriate skills and attitudes, in order to meet students' needs for further studies, employment, and lifelong learning, thereby creating a breed of holistic students.

b. Curriculum content to link closely with daily lives

Business is interlinked with daily living, working, consuming, saving, investment and venturing. Selection of curriculum content is done by considering students' learning routines and living experiences. The above incorporates the business trends both inside and outside a country. Students are encouraged to apply what they have learned in their daily lives, so that they can live ably, confidently, and happily in a diverse society.

c. Competency orientation

Curriculum design, learning activities and assessment are employed to assist students to grasp the subject matters. Textbook editing adopts the principle of ease to difficulty, simplicity to complexity, from practical to abstract, together with texts and pictures, in order to enhance its readability, practicality and stimulation. Besides, the Textbook is also designed to include Warm-up Activities which aim to motivate learning, and other activities which improve learning effectiveness, such as Learning Activity, Extended Learning, Business Case, Revision Room, Self-challenges, and Project-based Learning.

d. Enhancing Lateral and Vertical Linkages

In order to obtain a complete grasp of knowledges and skills, students ought to see the lateral linkage between Business Studies subject and other subjects, as well as lateral linkage between one chapter with other chapters within the same subject. Additionally, students ought to see the vertical linkage between one paragraph with other paragraph within the same chapter.

7. Curriculum Content

These Business Studies textbooks are compiled with reference to the business Studies syllabus of the Ministries of Education of Malaysia, Hong Kong and Taiwan, as well as the United Kingdom Cambridge Examination. The Content is created from the perspective of a business person or an entrepreneur. It entails both theories and practices, and is presented in a lively, interesting, practical and step-by-step manner, and is explained with texts and illustrations. Each chapter employs the assistance of a Mind Map, and a Concept Map to highlight its core ideas, important theories and principles, and relationship between paragraphs.

Curricular Objectives require students, during the learning processes of Basic Business, Business Management and Start-up, to master the necessary skills and attitudes, in order to inculcate their competencies. These competencies serve as a foundation to enrich the human resources in various business sectors, meeting the needs for social development.

The Curricular Structure comprises three fields: Basic Business, Business Management and Start-up. Its content is split into: compulsory content, elective content, and reference content (for extended reading and not for examination purpose).

Table 3

Curricular Structure of Business Studies

		Senior 1	Senior 2	Senior 3
Areas		Basic Business	Business Management	Start-up
Contents	Compulsory	2. Business and Sustainability 3. Domestic Trade 4. International Trade 5. Business Organisation 6. Personal Financial Management 7. Smart Consuming	1. Operations Management 3. Marketing Management I 4. Marketing Management II 5. Human Resource Management I 7. Financial Management I	1. Venture and Entrepreneurship 3. Business Models 4. Corporate Governance and Responsibility
	*Elective		2. Supply Chain Management 6. Human Resource Management II 8. Financial Management II	2. Leadership and Management 5. Enterprise Risk Management 6. Government Budget and Taxation
	# Reference	1. Business Studies Learning and Project-based Learning		

In order to assist students to comprehend the scope of Business Studies subject, this Curricular Standard has integrated its thinking (knowledge structure, the trend and association of knowledge development). The relationship of each chapter is as follows:-

Figure 4

Relationship of each chapter in Business Studies



7.1 Content Standards

Content	Item	Details
Senior 1 (Learning Area : Basic Business)		
1. Business Studies Learning and Project-based Learning #	1.1. Business Studies Learning	1.1.1. Interaction between Learning Method and Learning Process
	1.2. Concept of Project-based Learning	1.2.1. To experience exploration and deep learning, through mastering the PBL steps.
	1.3. Three Stages of Project-based Learning Appendix 1: Forms for PBL	1.3.1. To explore using the PDP process (plan, do, present) 1.3.2. To use time management principles, logical tree diagram, Mind map, brainstorming, 6W, Golden Circle principles, SWOT analysis 1.3.3. Using primary and secondary data 1.3.4. Written report and oral report
2. Business and Sustainability	2.1. Business-related Concepts	2.1.1. Evolution of transaction 2.1.2. Needs and wants, types of products, branches of business 2.1.3. Views on profit and sustainability
	2.2. Process of Business Transaction	2.2.1. Four basic factors in business transaction
	2.3. Importance of Business	2.3.1. Importance to individuals, country and the world
	2.4. Business Environment	2.4.1. Relationship between business environment and operation
	2.5. Business Cycle	2.5.1. Four stages in business cycle
	2.6. Business Development Trends Appendix 1: Bank Negara Malaysia #	2.6.1. To adapt operations according to business development trends
3. Domestic Trade	3.1. Distribution Channels	3.1.1. Producer and Middlemen 3.1.2. Selecting distribution channels
	3.2. Physical Retail Store and Non-store Retailing	3.2.1. Forms and roles of retailing with and without stores
	3.3. Chain Store Operation	3.3.1. Characteristics of regular chain and franchising
	3.4. Trade Documents	3.4.1. Importance of trade documents 3.4.2. Use of various trade documents

	3.5. Modes of Payment Project-based Learning Appendix 1: Main documents used in domestic trade #	3.5.1. Cheques, debit and credit cards, e-payment
4. International Trade	4.1. Types of International Trade	4.1.1. Export, import, and entrepot
	4.2. Importance of International Trade	4.2.1. Importance to country, businessmen and people
	4.3. Characteristics of International Trade	4.3.1. Characteristics of transaction 4.3.2. Foreign exchange and exchange rate
	4.4. International Commercial Terms	4.4.1. Free on-board (FOB), Cost Insurance & Freight (CIF) Cost and Freight (CFR)
	4.5. International Trade Documents	4.5.1. Main documents in shipping documents 4.5.2. Purpose of bills of lading
	4.6. Modes of Payment for International Trade	4.6.1. Letter of credit, remittance, collection
	4.7. Procedures of International Trade	4.7.1. Trade relationship between importer and exporter in documentary letter of credit 4.7.2. Transaction procedure between businessmen, banks and shipping companies.
	4.8. International Trade Policy Appendix:1: FOB、CIF、CFR # Appendix:2: Time Draft and Sight Draft #	4.8.1. Free trade and protective trade policies adopted by governments
5. Business Organisation	5.1.The Concept of Organisation	5.1.1. Organisation structure and design
	5.2. Forms of Business Organisation	5.2.1. Private and government-owned enterprises 5.2.2. Transformation of corporations
	5.3. Sole Proprietorship	5.3.1. Its establishment, characteristics, advantages and disadvantages
	5.4. Partnership and Limited Liability Partnership	5.4.1. Establishment, characteristics, advantages and disadvantages of the two.

	5.5. Limited Company	5.5.1. Shareholders, General Meeting and Board of Directors 5.5.2. Establishment, characteristics, advantages and disadvantages of private limited company 5.5.3. Establishment, characteristics, advantages and disadvantages of public limited company 5.5.4. Characteristics of multinational company and holding company
	5.6. Commercial Association	5.6.1. Roles of chambers of commerce and trade associations
	5.7. Public Corporation	5.7.1. Characteristics, advantages and disadvantages 5.7.2. Privatised public corporation
	5.8. Non-profit Organisation	5.8.1. Roles
	5.9. Social Enterprises Appendix:1: Partnership Agreement, Partnership Act 1961, Limited Liability Partnership Agreement # Appendix:2: Company Constitution #	5.9.1. Roles
6. Personal Financial Management	6.1. Personal Financial Planning	6.1.1. Principles and steps in personal financial planning
	6.2. Personal Financial Budget	6.2.1. Drafting personal financial budget
	6.3. Consumer Credit	6.3.1. Credit purchase and Hire purchase
	6.4. Rental	6.4.1. Concept of rental
	6.5. Risk and Personal Insurance	6.5.1. Personal risks and insurance planning 6.5.2. Insurance principles
	6.6. Time Value of Money	6.6.1. Concept of time value of money 6.6.2. Calculating future value and present value
	6.7. Investment, Risk, and Return Appendix 1: Common Personal Life Insurance and General Insurance #	6.7.1 Relationship between investment, return, and risk
7. Smart Consuming	7.1. Concept of Smart	7.1.1. Essence of smart consumers

	Consumption	
	7.2. Consumer Rights	7.2.1. Types of consumer rights
	7.3. Consumer Responsibilities	7.3.1. Basic responsibilities of consumers
	7.4. Consumer Support Units	7.4.1. Consumers Association 7.4.2. Government bodies and departments
	7.5. Business Responsibilities Towards Consumers	7.5.1. Main responsibilities
	7.6. Steps in Making Consumer Complaints Project-based Learning Appendix 1: Consumer Protection Laws #	7.6.1. Reasons and steps in complaints
Senior 2 (Learning Area: Business Management)		
1. Operations Management	1.1. Production and Operations	1.1.1. Meaning, Relationship 1.1.2. Goods production and services provision
	1.2. Production Process: Input, Transformation, Output	1.2.1. Production factors 1.2.2. Create or increase utility, and added value 1.2.3. Compliant goods & services 1.2.4. Essence of goods-services continuum
	1.3. Operations Management of Goods and Services	1.3.1. Concept for goods operations management 1.3.2. Strength and weakness of specialisation and division of labour 1.3.3. Concept of operation management for services
	1.4. Process Selection	1.4.1. Common production processes of goods and services
	1.5. Quality Management	1.5.1. Concept
2. Supply Chain Management*	2.1. Operations and Supply Chain	2.1.1. Meaning of supply chain 2.1.2. Relationship between operations & supply chain 2.1.3. Network structure in supply chain 2.1.4. Upstream and downstream corporations in the supply chain

	2.2. Supply Chain Process	2.2.1. Four processes of supply chain (logistics flow, business flow, information flow, capital flow)
	2.3. Importance of Supply Chain Management to Enterprise	2.3.1. Scope of supply chain management
	2.4. Essential Activities in Supply Chain Management	2.4.1. Main differences between logistics and supply chain 2.4.2. Procurement and Inventory Management 2.4.3. Out-sourcing
	2.5. Enterprise Resource Planning	2.5.1. Integrate internal resources and provide information
3. Marketing Management I	3.1. Concept and Roles of Marketing	3.1.1. Concepts of sales and marketing 3.1.2. Importance of marketing to corporations
	3.2. Consumer Buying Behaviour	3.2.1. Factors influencing consumers' behaviour
	3.3. Target Marketing	3.3.1. Relationship between market segmentation, target markets, and positioning
	3.4. Marketing Mix and Strategy	3.4.1. Relationship among 4P 3.4.2. Life cycle, branding, trademark, packaging and labelling of goods 3.4.3. Strategy for goods 3.4.4. Pricing strategy 3.4.5. Place strategy 3.4.6. Promotion strategy
	3.5. Internet Marketing	3.5.1. Social media marketing 3.5.2. Multichannel marketing 3.5.3. Omnichannel marketing
	3.6. Marketing Research	3.6.1. Six steps in marketing research
4. Marketing Management II	4.1. Concept of Services	4.1.1. Invisible services & digital services
	4.2. Features of Services	4.2.1. Four features of services
	4.3. Core concept of Services Industry	4.3.1. Customer needs & benefits 4.3.2. Services quality
	4.4. Services Marketing Strategy	4.4.1. Relationship among 7P 4.4.2. Services orientation and customer centred
	4.5. Customer Relationship Management	4.5.1. Factors affecting customer loyalty 4.5.2. Importance of customer relation management to corporations
	Project-based Learning	

5. Human Resource Management I	5.1. Concept of Human Resource Management	5.1.1. Attract, develop, use and retain talent
	5.2. Human Resources Planning	5.2.1. Relationship between Job analysis, job description, and job specification
	5.3. Recruitment	5.3.1. Differences between recruitment and selection
	5.4. Training and Development	5.4.1. Importance of training and developing employees
	5.5. Performance Management	5.5.1. Evaluation and Rewards
	5.6. Compensation System	5.6.1. Purpose of compensation and benefits
	5.7. Occupational Safety and Health	5.7.1 Working conditions and working environment
	5.8. Labour Relations Management	5.8.1 Relationship between rights and obligations
	5.9. Employee Experiences Appendix 1: Employment (Amendment) Act 2022 (partial clauses) # Appendix 2: SOCSO #	5.9.1. Employees' holistic experiences towards the organisation
6. Human Resource Management II *	6.1. Concept of Motivating and Engagement	6.1.1. Meaning 6.1.2. Motivation to individuals and teams
	6.2. Motivation	6.2.1. Extrinsic and intrinsic motivation 6.2.2. Maslow's hierarchy of needs 6.2.3. Two-Factor Theory
	6.3. Engagement	6.3.1. William Kahn's theory of employee engagement 6.3.2. Relationship between employee engagement and organisational performance
	6.4. Employee Work Ethics Project-based Learning	6.4.1. Relationship between employee work ethics and organisational performance
7. Financial Management I	7.1. Concept of Financial Management	7.1.1. Applying PDCA to Financial Management
	7.2. Importance of Financial Management	7.2.1. Functions
	7.3. Budget	7.3.1. Meaning, Importance
	7.4. Sources of Finance	7.4.1. Internal and external sources of

		fund 7.4.2. Corporate finance: short-term, medium-term and long-term
	7.5. Financing Strategies for Every Stage of Enterprise	7.5.1. Financing Strategy
	7.6. Capacity for Credit of Enterprise	7.6.1. Conditions of borrowing
	7.7. Utilisation of funds	7.7.1. Fund planning
	Appendix 1: Malaysian Financial System #	
8. Financial Management II *	8.1. Cost and Revenue	8.1.1. Costs and revenues of running a business
	8.2. Break-even Analysis	8.2.1. Calculating break-even point 8.2.2. Apply break-even analysis to make decisions
	8.3. Financial Statements	8.3.1. Financial position statement, income statement, cash flows statement
	8.4. Financial Ratios Project-based Learning	8.4.1. Profitability ratios, liquidity ratios, capital structure ratios 8.4.2. Use financial statements and financial ratios to evaluate the financial and operating situations of an enterprise
Senior 3 (Learning Area: Start-up)		
1. Venture and Entrepreneurship	1.1. Business Opportunities	1.1.1. Concept 1.1.2. Green business opportunity and cultural business opportunity
	1.2. Venture	1.2.1. Basic factors of starting a business 1.2.2. Ways of starting a business 1.2.3. Steps to venture
	1.3. Enterprise Life Cycle	1.3.1 Concept 1.3.2 Second Curve
	1.4. Contribution of Entrepreneur and Entrepreneurship	1.4.1. Important contributions and characteristics
2. Leadership and Management *	2.1. Leader and Manager	2.1.1. Meaning and relation
	2.2. Characteristics of a Leader	2.2.1. Relationship with organisational development
	2.3. Importance of Leadership	2.3.1. Impact on the organisation
	2.4. Leadership Style	2.4.1. Different leadership styles

	2.5. Management by Objective Project-based Learning	2.5.1. Concept and function
3. Business Models	3.1. Basic Framework of Business Model	3.1.1. Concept and basic framework
	3.2. Types of Business Model	3.2.1. Characteristics of different business models
	3.3. Importance of Business Model	3.3.1. Importance of Business Model to Enterprises
	3.4. Business Plan Project-based Learning	3.4.1. Purpose of a business plan
4. Corporate Governance and Responsibility	4.1. Corporate and its Stakeholder	4.1.1. Corporate responsibilities to stakeholders
	4.2. Corporation Responsibilities	4.2.1. Economic responsibility 4.2.2. Legal responsibility 4.2.3. Social responsibility
	4.3. Corporate Governance	4.3.1. Corporate governance structure 4.3.2. Importance of corporate governance
5. Enterprise Risk Management *	5.1. Enterprise Risk	5.1.1. Risk-based thinking
	5.2. Types of Enterprise Risk	5.2.1. Internal risk and external risk
	5.3. Enterprise Risk Management Method and Process	5.3.1. Risk management method 5.3.2. Risk management process
	5.4. Insurance Project-based Learning	5.4.1. Transfer of risk 5.4.2. Group insurance and business insurance
6. Government Budget and Taxation *	6.1. National Financial Budget	6.1.1. Importance 6.1.2. Sources and allocation of funds 6.1.3. Surplus budget and deficit budget
	6.2. Direct Taxes	6.2.1. Income taxes 6.2.2. Calculating personal income tax
	6.3. Indirect Taxes	6.3.1. Customs duty, excise duty, sales tax and services tax

7.2 Learning Standards

Under the cognitive, psychomotor and affective domains of the Learning Standards, students will learn about the knowledge, skills, attitudes and values of Business Studies subject as follows:-

Domain	Cognitive (C)	Psychomotor (P)	Affective (A)
Item	Ca Basic Business	Pa Execution	Aa Quality attitude
	Cb Business Management	Pb Management	Ab Occupation ethic
	Cc Start-up	Pc Leadership	Ac Innovation attitude

Description of Items in Learning Standards as follows:

Domain	Item	Descriptions
Cognitive (C)	Ca Basic Business	I. How goods and services move from site to markets. II. Importance of product quality to consumers. III. Personal finance management and smart consuming.
	Cb Business Management	I. Various departments (marketing, operations, finance, HR) to co-operate in order to meet company objectives. II. Aware of market changes and take prompt actions. III. Resources and people management.
	Cc Start-up	I. Leading and operations knowledge. II. Multiple business opportunities. III. Risk and sustainability thinking.
Psychomotor (P)	Pa Execution skills	I. Master procedures and methods to complete tasks, and to meet objectives.
	Pb Management skills	I. Formulate measures to realise the action plan, flexibly formulate contingency countermeasures, assess whether the standard is met and improve the management method.
	Pc Leadership skills	I. Grasping the market and operations trends; taking opportunities; Designing action plan to meet market needs with available resources.
Affective (A)	Aa Quality attitude	I. Operate with integrity and meet customer needs.
	Ab Work ethics	I. Loyal to organisation; shouldering responsibility; proactive and co-operate with others; committed to sustainable development.
	Ac Innovation attitude	I. Brave to explore and create new goods & services.

Examples of Alignment of Content Standards and Learning Standards as follows:

Example 1:

<div>Learning Standards</div> <div>Content Standards</div>	Cognitive	Psychomotor	Affective
	CbII Aware of market changes and take prompt actions	PbI Formulate measures to realise the action plan, flexibly formulate contingency countermeasures, assess whether the standard is met and improve the management method.	AaI Operate with integrity and meet customer needs.
3.1.2. Importance of marketing to enterprises	Decisions taken on production, pricing, distribution, and promotion, with market information from marketing department	To formulate marketing plan realising sales targets, following changes	To pay attention to customers' needs and satisfaction

Under the same “Content Standard”, teachers may need to generate different learning objectives for different classes. In the following Example 2, while teaching “3.1.2 Importance of marketing to enterprises”, teachers may select a different combination:- such as Cognitive CaII, Psychomotor PaI, and Affective AaI, forming a matrix table of “Content Standard” and “Learning Standard”.

Example 2:

<div>Learning Standards</div> <div>Content Standards</div>	Cognitive	Psychomotor	Affective
	CaII Importance of Product quality to consumers	PaI Master procedures and methods to complete tasks, and to meet objectives	AaI Operate with integrity and meet customer needs.
3.1.2. importance of marketing to enterprises	To understand the relationship between marketing and product quality; and how the two interact.	To formulate a marketing plan to sell a product	To pay attention to customers' needs and satisfaction

From the above two examples, learning objectives of “Importance of marketing to enterprises” are different. It is important for students to understand “the role of marketing” as well as to apply “the role

of marketing” to solve related problems in their daily scenarios. This transition means the learning of knowledge is not just “rote memory” or “comprehending a specific knowledge content”, but to comprehensively apply and solve problems by grasping the essence of the knowledge.

8. Pedagogical Suggestions

According to the requirement of *Main Curriculum Standard*, the total yearly teaching lasts 40 weeks and each period carries 40 minutes. The instructional suggestions will be 2 periods per week for Senior One; 3 periods per week for Senior Two and Senior Three.

Business Studies subject has a total of 21 chapters. Periods for each chapter including project-based learning are suggested as follows:

Academic year and Learning area	Chapter	Periods
Senior 1 Basic Business	1. Business Studies Learning and Project-based Learning	4
	2. Business and Sustainability	8
	3. Domestic Trade	9
	4. International Trade	11
	5. Business Organisation	10
	6. Personal Financial Management	8
	7. Smart Consuming	6
	Project-based Learning (2 projects)	12
	Subtotal	68
	Total	80
	<i>(Suggestion: to add 12 flexible periods, for classroom practices, revision, tests, dialogues and other learning activities, totalling 80 periods per year)</i>	

Academic year and Learning area	Chapter	Periods
Senior 2 Business Management	1. Operations Management	10
	2. Supply Chain Management	9
	3. Marketing Management I	12
	4. Marketing Management II	9
	5. Human Resource Management I	11
	6. Human Resource Management II	9
	7. Financial Management I	12
	8. Financial Management II	11

	Project-based Learning (3 projects)	22
	Subtotal	105
	Total	120
	<i>(Suggestion: To add 15 flexible periods, for classroom practices, revision, tests, dialogue and other learning activities, totalling 120 periods per year)</i>	

Academic year and Learning area	Chapter	Periods
Senior 3 Start-up	1. Venture and Entrepreneurship	12
	2. Leadership and Management	12
	3. Business Models	12
	4. Corporate Governance and Responsibility	12
	5. Enterprise Risk Management	12
	6. Government Budget and Taxation	12
	Project-based Learning (3 projects)	30
	Subtotal	102
	Total	120
	<i>(Suggestion: to add 18 flexible periods for classroom practices, revision, tests, dialogues and other learning activities, totalling 120 periods per year)</i>	

Teachers implement a “Teachers-facilitating and students-centered” teaching strategy. For an example, teachers use business cases and project-based learning to guide students to learn and to help them to link business, management, and start-up concepts, from the concrete to the abstract, and from the simple to the complex. It is important to progressively stimulate their intrinsic motivation to learn, so that they will take the initiative to participate in the learning process. This is the key to effective teaching.

During and after the learning process, teachers ought to reflect on the teaching process, and to summarise and apply the resulting information and experience learned, as a cornerstone to their personal growth in the teaching profession.

Two basic factors should be considered by teachers while designing their lesson plans:

8.1 How to induce student learning

Learning is a process to explore knowledge, and not to pass on knowledge. Every student must possess this learning capability. The first task of teaching is to use “questioning” to encourage students to associate thinking and system thinking, leading to exploratory dialogue. Tasks of developing any one competency would be an integrating idea of: questioning, active listening, associating and constructing knowledge.

During the learning process, teachers would employ learning objectives, content, project-based learning, business cases, community resources and realistic experience of various service scenarios. It

is not just about “ what is learned”. It is more important to teach “how to learn”. For examples: to organise what is learned, to write reports and so on, and not just rote memorising. The above will encourage students to shoulder self-learning responsibility, so that they will be pro-active and accept learning as their personal duties.

The instructional words must carry education purposes: to construct a problem scenario, to induce an interactive learning, to present a challenge. The above will feed on their inquisitive minds, leading to exploratory experiences. Furthermore, there are activities, like self-challenges, project-based learning, team discussion, role-plays, to consolidate their knowledge, skills and attitudes. The above learning activities will help students to discover their interests and potentials, as foundations to their future further studies, employment, entrepreneurship and lifelong learning.

8.2 How to select an appropriate pedagogical approaches

To effectively accomplish the teaching practices, teachers must select and apply appropriate diverse pedagogical methods. Often, an ineffective learning outcome means the pedagogical method is not appropriate. Before deciding on a pedagogical method, teachers need to consider the following influencing factors, and then flexibly and appropriately select the method, like lecturing, questioning, team discussion, site visit, role-play, viewing movie and so on.

Generally, factors to consider cover the following elements:

- a. Curriculum objectives, learning objectives, nature of content, depth of learning.
- b. Highlights of content and its ease and difficulty.
- c. Cognitive level of students.
- d. Conditions of teachers including professional level, practical experience and personal character.
- e. School facilities.
- f. Teaching hours.

According to the learner-centered multivariate pedagogy as advocated by the *Main Curriculum Standard*, herewith some approaches are suggested for the Business Studies subject:

- a. Mastery learning;
- b. Exploratory learning (e.g. investigation of a cross-subjects topic)
- c. Scenario learning (e.g. real or virtual business scenario)
- d. Collaboration learning (e.g. team discussion, team collaboration, debating, learn-think-present method, learning communal body, role-play)
- e. Project-based learning
- f. Outdoor learning (e.g. visit, investigation)
- g. Constructive learning
- h. Learning through games (e.g. Designing business board and mobile games)
- i. Teaching integrated with technology (e.g. using free applications and softwares)

9. Assessment Suggestions

Assessment of Business Studies subject must meet the curriculum objectives and the requirements of learning standard, and performance standard. Since students' intellectual domains are multi-faceted, assessment methods need to be diversified: using paper-and-pencil tests, project-based learning and so on, in order to perform separate assessment at cognition, psycho-motor and affection domain. (please refer to Appendix 1). The above will be beneficial to students' healthy development to implement core competencies.

Curriculum Objective	CO1--CO9		CO2, CO3, CO5, CO6	CO1, CO4, CO7, CO8, CO9
Objective Domain	Cognitive		Psychomotor	Affective
Item	Business System	Basic Business	Execution	Quality Attitude
		Business Management	Management	Work Ethics
		Start-up	Leadership	Innovation Attitude
Assessment Method	Paper-and-Pencil Tests (UEC and School-based Assessment)		Project-based Learning (School-based Assessment)	

Below is the performance standards for cognitive, psychomotor, and affective domains; Common behavioural verbs used in cognitive objectives (please refer to Appendix 2)

Domain	Item	Level	Performance Standards
Cognitive (C)	Ca Basic Business	1 Remember	Recognize various knowledge content, like terminology, concept, principle, theory, procedure.
		2 Understand	Describe the knowledge content of Basic Business, and its overall rules and significance.
		3 Apply	Apply Basic Business to certain business scenarios.
		4 Analyse	Analyse the Basic Business content in business activities.
		5 Evaluate	Evaluate basic business activity and make value judgement.
		6 Create	Create or discover new knowledge content in basic business activities.

	Cb Business Management	1 Remember	Recognize various knowledge contents, like terminology, concept, principle, theory, procedure.
		2 Understand	Describe knowledge content of Business Management, and its overall rules and significance.
		3 Apply	Apply business management knowledge to certain management scenarios.
		4 Analyse	Analyse business management activities.
		5 Evaluate	Evaluate business management scenario and make value judgement.
		6 Create	Discover new business management method.
	Cc Start-up	1 Remember	Recognize various knowledge contents in venturing activities, like terminology, concept, principle, theory, procedure.
		2 Understand	Describe knowledge content of venturing, and its overall rules and significance.
		3 Apply	Apply venturing knowledge to certain venturing scenarios.
		4 Analyse	Using venturing knowledge to analyse venturing activities.
		5 Evaluate	Evaluate venturing activities and make value judgement.
		6 Create	Discover new ventures, goods and services.
Psychomotor (P)	Pa Execution	1 Imitation	To imitate other's behaviour.
		2 Manipulation	To follow operating instruction
		3 Precision	To complete a task independently and skillfully.
		4 Articulation	To adjust work procedure and instruction to match workplace changes.
		5 Naturalisation	To automatically comply with and insist on work procedures and instructions.
	Pb Management	1 Imitation	To imitate other's management.
		2 Manipulation	To follow enterprise objectives and manage.
		3 Precision	To manage independently and skillfully, in order to achieve objectives.
		4 Articulation	To adjust enterprise policies and objectives, to match enterprise changes.

		5 Naturalisation	To master and implement sustainable strategy and management practices
	Pc Leadership	1 Imitation	To follow other's leadership steps.
		2 Manipulation	To determine market needs and to implement leadership principles
		3 Precision	To complete leadership plan independently and skillfully.
		4 Articulation	To adjust leadership plan and operations, matching market changes.
		5 Naturalisation	To insist on leadership principles and sustainable development.
Affective (A)	Aa Quality Attitude	1 Receiving	To be aware of quality messages from people, happenings and materials in business and workplace environments.
		2 Responding	To deal with goods and services of poor quality.
		3 Value judgement	To share with others quality views.
		4 Organising values	To formulate quality behaviours.
		5 Characterising Values	To form quality habits in daily lives.
	Ab Work Ethics	1 Receiving	To be aware of harmony messages from workplaces.
		2 Responding	To encourage harmonious human relationship.
		3 Value judging	To share harmony concept with others in workplaces.
		4 Organising values	To act out harmonious behaviour in workplaces.
		5 Characterising Values	To form harmony habits in workplaces.
	Ac Innovation Attitude	1 Receiving	To be aware of creativity in workplaces.
		2 Responding	To improve non-creative happening.
		3 Value judging	To share with others creative thinking.
		4 Organising values	To act out creative behaviour.
		5 Characterising Values	To form creative habits.

Examples of Alignment of Content Standards and Learning Standards with Performance Standards as follows:

Example 1:

Learning Standards Content Standards	Cognitive	Psychomotor	Affective
	CbII Aware of market changes and take prompt actions.	PbI Formulate measures to realise the action plan, flexibly formulate contingency countermeasures, assess whether the standard is met and improve the management method.	AaI Operate with integrity and meet customer needs.
3.1.2. Importance of marketing to enterprises	Decisions taken on production, pricing, distribution, and promotion, with market information from marketing department.	To formulate marketing plan realising sales targets, following changes.	To pay attention to customers' needs and satisfaction.
Performance Standards	To analyse how the department reacts to changes and trends. (C4 analyse)	To formulate suitable marketing plan for certain product, following market situation and product character. (P3 precision)	To answer customers' needs and complaints. (A2 responding)

While teaching the same knowledge topic, teachers may establish different performance standard for separate classes. In Example 2 below, since the next class level is deemed inadequate, teachers develop different learning objectives with different performance level: CbII second level (comprehension) i.e. "to comprehend knowledge content of Business Management, and its overall rules and significance". PbI changed to PaI first level (imitation) i.e. "to imitate others' actions". AaI maintained at second level (responding) i.e. dealing with goods and services of poor quality".

Teaching objectives are progressively evolved, with increasing confidence and interest in students' learning. Learning quality is at the heart of a Quality-oriented Education. If students are compelled to achieve a particular level for a certain knowledge topic while they simply do not possess such capabilities, this itself will increase the difficulty of teaching practices. The self confidence of students' learning is also affected. This will not improve the learning results, causing a depletion of passion and interest in learning.

Example 2:

<div>Learning Standards</div> <div>Content Standards</div>	Cognitive	Psychomotor	Affective
	CbII Aware of market changes and take prompt actions.	PaI Master procedures and methods to complete tasks, and to meet objectives	AaI Operate with integrity and meet customer needs.
3.1.2. Importance of marketing to enterprises	Decisions taken on production, pricing, distribution, and promotion, with market information from marketing department	To formulate a marketing plan to sell a product	To pay attention to customers' needs and satisfaction
Performance Standard	To quote examples on the functions of marketing (C2 understand)	Each team to formulate a product marketing plan using template and steps provided (P1 imitation)	To respond to customers' needs and complaints (A2 responding)

9.1 External Assessment

External assessment refers to the public Unified Examination, after Chinese independent school students complete their study programs. The assessment result serves as a reference in their career planning.

9.2. Internal Assessment

During the daily teaching practices, teachers would assess the cognitive, psychomotor, and affective domains of students' entire learning process. The assessment methods include paper-and-pencil tests and project-based learning. Particularly, the school-based assessment of the project-based learning cover the process and outcome aspects. In other words, paper-and-pencil tests and project-based learning can comprehensively assess students' competencies. Depending on students' situation, teachers can develop fresh project themes independently or those suggested by the textbooks.

The outcomes of project-based learning comprises a written report and an oral report. Such marked outcomes are appropriately added to their term results. Thus, students become cooperative and are encouraged to compete.

While marking written reports, teachers should use positive comments instead of negative comments; pinpoint the weak areas or those areas that require improvement. Assessment of an oral

report can be shared collectively among instructing teachers, own as well as other teams. A prior condition will be that the assessment principles and main points are briefed beforehand.

Project-based learning is useful to assess the subject competencies, particularly the performance of skills and attitudes. The assessment factors must include the critical performance during the learning process and the outcomes. The assessment factors of the school-based assessment are suggested below:

Assessment factors	Cognitive capability	Non-cognitive capability
1. Process		
1.1 time management		√
1.2 team cooperation		√
2. Written report		
2.1 basic format		√
2.2 introduction	√	
2.3 report description	√	
2.4 conclusion	√	
3. Oral report		
3.1 presentation	√	√
3.2 means of presentation (PPT or others)	√	√
3.3 question & answer	√	√

10.Implementation Highlights

10.1 Editing Principles for Competency-based Learning Materials

- Business Studies Curriculum Standards realises the core competencies of the *Main Curriculum Standard* of Independent Chinese Secondary Schools by developing the so-called business competencies. This is the basis on which the Editorial Committee selects and organised the textbook content and learning experiences. It should serve as a principle to assess the teaching materials.
- The first step in editing the teaching materials is to clearly define its editing ideas. The editing ideas include the positioning of Business Studies subject, relevance to secondary school students, curriculum objectives and its design thought. These editing ideas invariably influence the direction and control on the learning objectives, the design of content, design of student activities, structure and implementation suggestions for teaching.
- As an editing reference, the curriculum objectives will be transformed into specific learning standard and learning objectives. During the editing process, the curriculum design embodies the views of knowledge-centered approach, student-centered approach, and society-centered approach, as well as learning psychology and pedagogical methods and the like. The above must match the level of subject knowledge system, student learning rhythm and cognitive development level.

- d. Content design of Business Studies subject also includes the selection, the organisation and the presentation of its content. Content selection must be educative, basic, adaptive (to students' cognitive level and psychological development), practical, contemporary (meeting the needs of the time). Content organisation and presentation are logical, suitable to students' psychology, sequential, continual, integral, readable and interesting. The above are to induce learning and comprehension, for the benefits of students' self-directed learning, communication and collaboration, and social participation.
- e. The themes for Project-based learning, learning activities and business case studies must be diversified, and readable with appropriate difficulty, aiming to develop business competencies in students.
- f. Business Studies textbooks structure includes functional modules (e.g. learning objectives, mind map, business quotation, warming exercise, learning activity, extended learning, revision room, teamwork, business case), textual presentation (e.g. using description, discussion, questioning, scenario to elaborate), non-textual presentation (e.g. table, figure, picture, layout design). These factors are important to the learning and teaching processes, characterising the present learning materials.

10.2 Use of Resources

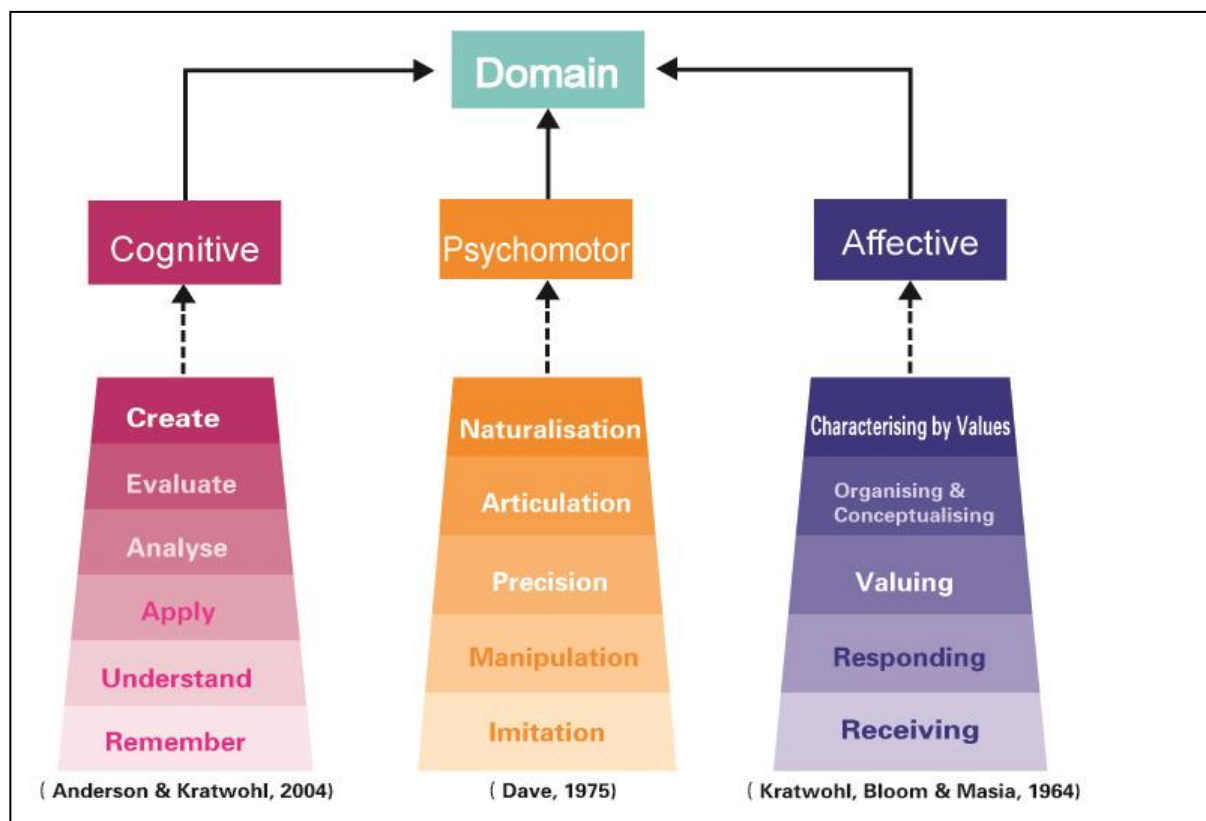
Each School should be well versed to organise teacher resources, in order to strengthen lesson preparation as well as the quality of curriculum implementation. Resources for Business Studies subject would include material resources like teaching materials, teaching-learning facilities, libraries, audiovisual rooms, business arenas, internet; human resources like teachers, students, parents, and business people.

The following mechanisms can serve as a reference to the use of curriculum teaching resources:

- a. Dong Zong E-learning platform;
- b. Communities;
- c. Parents;
- d. alumnus;
- e. Business candidates (e.g. theme talk, experience sharing)
- f. Professional bodies, organisations, associations;
- g. Newspapers, magazines, TV stations, radio stations, internets and other mass media
- h. Cloud resources (e.g. shared questions bank and exam papers)
- i. Inter-school teaching-learning (e.g. shared videos, shared lesson preparation, open online classes).

11. Appendices

Appendix 1: Cognitive, Psychomotor and Affective Domains



Appendix 2: Action verbs commonly used in Business Studies Cognitive Objectives

Cognitive Objective	Performance Standard Level	Action verbs	learning level explanation
1. Students clearly demonstrate their memory and understanding with the use of: a. Business terminology, concept, principle, theory, method, tool & technique; b. Business problem, issue & decision. 2. Students to relieve knowledge content from their memories. Also to establish significance from scenario.	C1 Remember	State, Write down, Give, List, Define, Recognizing, Identify	Only need to make reference to such terms, without further explanation or giving reasons.
	C2 Understand	Illustrating, Give an example	Practical example.
		Describe	Saying the information once again; or stating the situation pertains to people and happening.
		Summarizing	Main points.

		Classifying, Categorizing	Differentiating or giving categories.
		Explain	Not just mentioning main points, but with details (e.g.why things happen or how).
<p>1. Students demonstrate their application and analysis of knowledge and skills, when they can refer to:</p> <p>a. various business cases and scenarios;</p> <p>b. business decisions on key problems, supporting data selected & explained; use of appropriate tools, techniques, theories & concepts.</p> <p>2. Students can apply what they have learned on given scenario; also to determine inter-relationship of various scenarios, and with the overall entity as a whole.</p>	C3 Apply	Calculate	Answer or conclusion from given facts, figures & information.
		Apply	Application of what is learned to given scenario.
	C4 Analyse	Differentiate, Distinguish	Compare between two or more entities, and recognise their differences.
		Outline	Categorically describe; to organise one's description.
		Analyse	How: relationship between various components, and its totality; cause and effect between them.
<p>1.Students demonstrate their evaluation and creativity when they can relate to:</p> <p>a. business strategy & practices with supporting evidences;</p> <p>b. business decision with suggestions;</p> <p>c. PBL reports and/or finished articles</p> <p>2. Decision making based on principles and standards. Also to re-formulate various key factors to achieve new results</p>	C5 Evaluate	Discuss	To state one's view or standpoint on selected issue; To identify and support with reasons in favour or against.
		Checking	To discover the contradiction or errors within a process or a product.
		Evaluate, Judging	To identify sources of problems, next to identify, explain and analyse related points, and finally to make a decision or a judgement or a conclusion.
	C6 Create	Producing	To complete a report; to complete an article.