

Malaysian Independent Chinese Secondary Schools

**Curriculum Standard**  
**for**  
**Business Studies**

Compiled by the Curriculum Department of Malaysian  
Independent Chinese Secondary School Working  
Committee (March 2012)

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# **I. Introduction**

Human livelihood, entailing jobs, consumption, savings and investment and so on, is closely related to business activities. At the secondary school level, students learn to understand the business environment that covers trading, banking, insurance, warehousing, transportation, advertising, communication, business organisation and management and the like. Such understanding will help them to explore the relationships between business and their personal career planning, including national economic development.

Senior Middle Business Education of independent Chinese secondary schools provides a learning platform for business students to master the business literacy, to promote their overall development and to explore their personal career aspirations. Furthermore, it helps to nurture human resources in the business sectors, to meet its needs for national economic and social development.

## **(i) Nature of the Curriculum**

Business Studies is a social science subject in the Senior Middle Business Education of independent Chinese secondary schools. This subject provides a complete and comprehensive coverage of business basics, both in theories and practices. Students learn to master the basic knowledge and skills of business and management as well as to understand business ethics.

Curriculum Contents aim to nurture students, through diversified teaching, learning and assessment methods, so as to develop their diverse multiple intelligence. Through teaching and learning practices, teachers enable students to understand the business world, and to experience different business activities in their lives. All these will help to develop their comprehension and application of business knowledge and skills, as well as to develop their basic skills, let alone the co-operation and interpersonal communication skills in their future jobs.

### **Consequences of secondary students learning Business Studies are as follows:**

#### **1. Mastering and application of basic knowledge of business and management**

Business knowledge and skills, learned by students during the secondary school level, will help them to explore their personal interests and career planning, as well as to understand the role of business activities in a nation's economic development. Eventually, they can live happily and confidently in the business world. Furthermore, business knowledge and skills thus learned can broadly be useful in many different learning environments, and by all means lays a foundation for their lifelong learning process.

## **2. Mastering basic skills for work in enterprises**

The topics of Business Studies Textbook, such as Hands-on Activities, Brainstorming Activities, Questions and Answers, Case Studies, Project-based Learning, and others, aim to encourage students to problem solving, and to enhance their skills in independent thinking, analysis, communication and teamwork, thereby ensuring that they can survive in the workplace and the business world.

## **3. Inculcating students with concepts of business ethics**

Correct work values, good character and attitudes are important attributes in a person's career and working life. Therefore, this Business Studies Curriculum includes a chapter on "business ethics". Together with other chapters and business cases, the Curriculum also hope to cultivate students with the values of dedication and teamwork as well as an overall good business ethics, so that they can be useful human resource contributing to the business world and the society at large.

## **4. Laying a foundation for students' further studies**

During the secondary school level, students' curiosity of the business world is aroused through learning business knowledge and skills. This will be useful to maintain their interest in business studies, and hence will lay a foundation for those who eventually proceed to further studies in the business faculty.

## **5. Preparing students for their future career**

This Curriculum prepares students to perceive and understand both domestic and international business activities. They will then perform their chosen jobs in their careers according to their own interests and to adapt well to their work environment.

## **(ii) Approaches to Curriculum Design**

Based on the nature of the curriculum, the approaches to Curriculum Design of Business Studies are as follows:

### **1. For all students, and for overall development**

Students are the central entity in the learning process. This Curriculum Design is based on academic knowledge, social needs and student development. Accordingly, the Curriculum Design is organised around learning how to know, learning how to do, learning how to live together and learning how to survive. The Curriculum focuses on the learning and application of basic business and management knowledge, as well as inculcation of skills and emotional goals, so as to meet their needs for further education, employment, and lifelong learning needs, resulting in all-rounded students, both physically and mentally.

## **2. Curriculum Content closely related to life**

Business activities are everywhere in our lives. Hence the Contents of Business Studies are selected to match the physical and mental development of secondary school students, their learning processes, and their life experiences, reflecting the development trend of both domestic and global business activities, so that students can apply what they have learned in their daily lives, and to adapt to the business community with competence, confidence and happiness.

## **3. Competence Orientation**

The Textbook's level of difficulty is compiled with illustrations from the easy to the difficult, from the simple to the complex, from the concrete to the abstract, in order to create interesting, practical and inspiring contents. 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 Brainstorming, Hands-on, Refueling Stations, Case Studies, Revision Rooms, Self-challenges and Project-based Learning. Students learn to master generic competencies, including independent thinking, exploration, analysis, decision making, questioning, problem solving, communication and teamwork. These competencies will be useful to students in their further studies and future employment.

## **4. Enhancing horizontal and vertical linkages**

There are horizontal linkages between this Business Studies subject and other business subjects, as well as between chapters within the textbook, and vertical linkages between sections within a chapter. These will enable students to acquire integrated knowledge and skills.

# **II. Curriculum Objectives**

Based on the Curriculum Nature of this Business Studies subject, the Curriculum Objectives consist of the following elements:

- 1.To develop cognitive competencies, including understanding, application, and other thinking abilities;
- 2.To develop skills, including behaviour, habits and communication competencies; and
- 3.To inculcate correct emotions, including attitudes, values, and business ethics.

Cognition, Skills and Emotions together are complementary to one another, so as to develop holistic and balanced students. Hence, a learning process for business and management knowledge entails the processes of developing cognitive abilities, skill training, acquiring work methods, work dedication and cooperation, and inculcating with business ethics. During their learning processes, students get to explore their

personal interests and career aspirations, for further studies, for future employment and for laying a foundation for lifelong learning.

Using textbook contents, project-based learning, case studies and other learning activities, teachers consolidate organically these three areas of Cognition, Skills and Emotions, for the overall development of students, so as to achieve the goal of a holistic and balanced education, to nurture human resources in business sectors for a nation and to meet its needs for social development.

Objectives of this Business Studies Curriculum are to enable students:

|   |  |
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| 1 | To perceive the global business activities and business environments, to understand the changes in the business environments and the influences of information technology on such business activities; |
| 2 | To master basic knowledge and skills of business and management required by business schools or colleges;  |
| 3 | To know methods of acquiring business knowledge, applying the business knowledge flexibly, as well as acquiring work competencies to deal with business matters;                                       |
| 4 | To have the right attitude and competencies to communicate and to work with others as a team;  |
| 5 | To understand market trends, to stimulate entrepreneurship and innovation competencies;  |
| 6 | To acquire the competencies to independently think, to analyse, to criticize, to question, to solve problem and to create added value; and   |
| 7 | To understand the importance of business ethics, and to know how to protect the environment and to care for the society.   |

### **III. Curriculum Content**

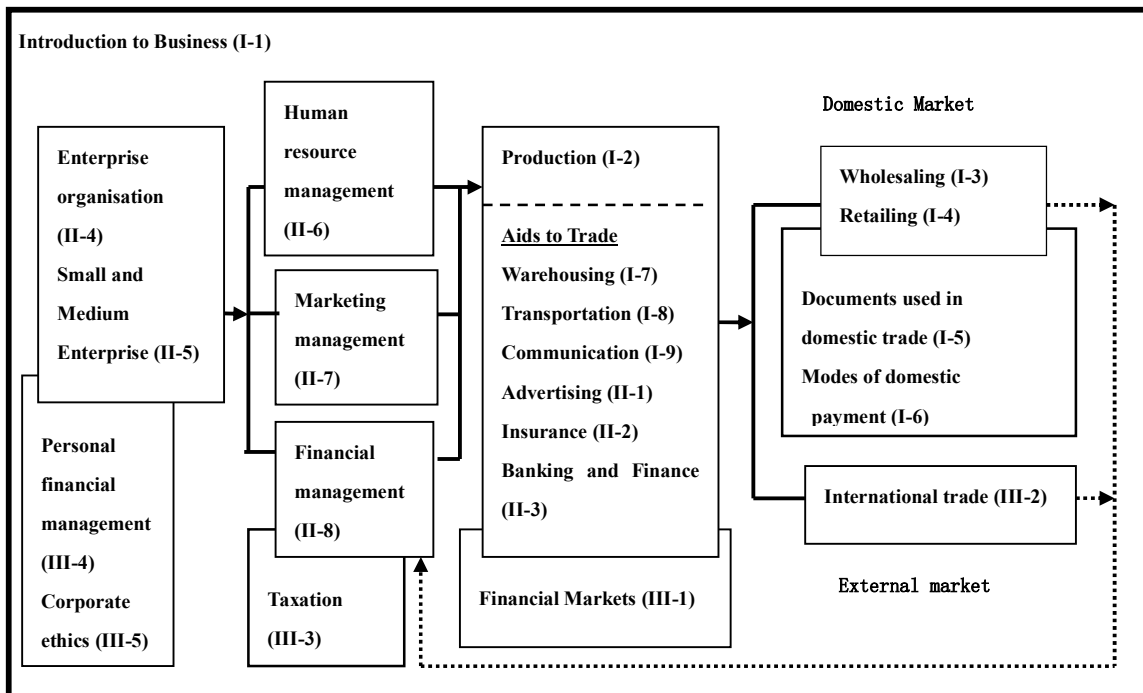
This Business Studies Textbook is compiled with reference to the business studies syllabi of the Malaysia Ministry of Education, Hong Kong and Taiwan, as well as the United Kingdom Cambridge Examination. The Content is created from the perspective of a business person or an entrepreneur. It emphasises both theories and practices, and is presented in a practical, interesting, and step-by-step manner with illustrations.

The learning objectives of this Textbook are to enable students, while in the process of acquiring basic knowledge of business and management, to master the competencies and skills of learning, and to explore their personal interests, career awareness, as well as to be inculcated with the right business ethics. Thus, a vision of

nurturing character and professional accomplishment in the overall development of students is achieved. This is not only for laying a foundation for further studies, future employment and lifelong learning, but it is also to complement a nation’s efforts to nurture human resource in the business sector so as to meet the needs of social development.

In order to help students to integrate what they have learned, a flow chart is designed in “Revision Room” of each chapter to reflect the vertical linkage between sections within the same chapter. The “Main Topics Relationship Diagram” reflects the horizontal linkages between chapters.

**Main Topics Relationship Diagram**



| Chapters   | Learning Objectives   |
|--|---|
| <b>Book 1</b>  |   |
| <b>1. Introduction to Business</b>   |   |
| 1.1 Concept of Business<br>1.2 Branches of Business<br>1.3 Importance of Business<br>1.4 Business Environment<br>1.5 Business Development Trends | <ul style="list-style-type: none"> <li>•Interpret the problems of bartering.</li> <li>•Interpret the definitions of business and profits.</li> <li>•Illustrate visible products and invisible products with examples.</li> <li>•Interpret the branches of business.</li> <li>•Compare trade and aids to trade with examples.</li> <li>•Explain the importance of business to individuals, a nation and the world.</li> <li>•Explain the evaluation factors of a business</li> </ul> |

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|  | <p>environment.</p> <ul style="list-style-type: none"> <li>•Explain the development trend of businesses.</li> </ul>   |
| <b>2. Production</b>   |   |
| <p>2.1 Overview of Industry, Agriculture and Business Sectors in Malaysia</p> <p>2.2 Concept of Production</p> <p>2.3 Types of Production</p> <p>2.4 Production Operations Model</p> <p>2.5 Specialisation</p> <p>Project-based Learning</p> | <ul style="list-style-type: none"> <li>•Identify the evolution of industrial, agricultural and business sectors in Malaysia.</li> <li>•Interpret the definition of production.</li> <li>•Illustrate the creation or addition of utilities during production with examples.</li> <li>•Compare primary production, secondary production and tertiary production with examples.</li> <li>•Interpret the operations models of production.</li> <li>•Illustrate the importance of factors of production to enterprises with examples.</li> <li>•Interpret the advantages and disadvantages of specialisation.</li> <li>•Illustrate the types of specialisation with examples.</li> </ul> |
| <b>3. Distribution - Wholesaling</b>   |   |
| <p>3.1 Distribution Channels</p> <p>3.2 Factors Influencing the Choice of Distribution Channels</p> <p>3.3 Wholesaling</p> <p>3.4 Functions of Wholesaler</p> <p>3.5 Development Trends in Wholesaling</p>                                   | <ul style="list-style-type: none"> <li>•Interpret the meaning of distribution and distribution channels.</li> <li>•Interpret the advantages and disadvantages of direct sales to consumers.</li> <li>•Interpret the advantages and disadvantages of sales through middlemen.</li> <li>•Illustrate the roles of different types of middle Persons with examples.</li> <li>•Explain the factors influencing the choice of distribution channels.</li> <li>•Interpret the concept of wholesaling.</li> <li>•Explain the functions of wholesalers.</li> <li>•Interpret the development trends of wholesaling.</li> </ul>  |
| <b>4. Distribution – Retailing</b>   |   |
| <p>4.1 Concept of Retailing</p> <p>4.2 Functions of Retailer</p> <p>4.3 Types of Retailer</p> <p>4.4 Competitive Advantages in Retailing</p> <p>Project-based Learning</p>   | <ul style="list-style-type: none"> <li>•Interpret the functions of retailers.</li> <li>•Understand the operating characteristics of different types of retailers.</li> <li>•Explain the means of increasing value added of goods by retailers.</li> <li>•Interpret the characteristics of chain store operations.</li> <li>•Interpret regular chain and franchise chain.</li> <li>•Explain the advantages and disadvantages of internet retailing.</li> </ul>   |
| <b>5. Documents used in Domestic Trade</b>   |   |
| <p>5.1 Definition and Types of Trade</p>   | <ul style="list-style-type: none"> <li>•Interpret the importance of trade documents.</li> </ul>   |



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| <p>Documents</p> <p>5.2 Importance of Trade Documents</p> <p>5.3 Use of Trade Documents</p>   | <ul style="list-style-type: none"> <li>•Identify the issuer and recipient of different trade documents.</li> <li>•Interpret the functions of different types of trade documents.</li> <li>•Master the use of trade documents.</li> </ul>  |
| <b>6. Modes of Domestic Payment</b>   |   |
| <p>6.1 Concept of Payment</p> <p>6.2 Cash Payment</p> <p>6.3 Bill Payment</p> <p>6.4 Electronic Payment</p> <p>6.5 Payments through the Post Office</p>   | <ul style="list-style-type: none"> <li>•Understand instant payment, prepayment and deferred payment.</li> <li>•Compare the similarities and differences between credit purchase and hire purchase.</li> <li>•Interpret token and legal tenders.</li> <li>•Understand the use and issuance of cheques.</li> <li>•List the reasons why bank dishonours a cheque.</li> <li>•Understand bill payment, electronic payment and payment by postal order.</li> <li>•Select the appropriate mode of payments.</li> </ul> |
| <b>7. Warehousing</b>   |   |
| <p>7.1 Functions of Warehousing</p> <p>7.2 Types of Warehouse</p> <p>7.3 Importance of Bonded Warehouse</p> <p>7.4 Concept of Inventory Management</p>  | <ul style="list-style-type: none"> <li>•Explain the functions of warehouses to a businessman.</li> <li>•List the characteristics of different types of warehouses.</li> <li>•Compare bonded warehouses and normal warehouses.</li> <li>•Explain the importance of bonded warehouse to government and business persons.</li> <li>•Interpret inventory management and just-in-time system.</li> </ul>   |
| <b>8. Transportation</b>  |   |
| <p>8.1 Importance of Transportation</p> <p>8.2 Modes of Transportation</p> <p>8.3 Roles of Courier Service in Transportation</p> <p>8.4 Container Transportation</p> <p>8.5 Factors Influencing the Selection of Transportation Modes</p> | <ul style="list-style-type: none"> <li>•Interpret the importance of transportation.</li> <li>•Interpret the characteristics of various modes of transportation.</li> <li>•Understand the role of courier services in transportation.</li> <li>•Understand the concept of container transportation.</li> <li>•Explain the factors influencing the selection of a transportation mode.</li> <li>•Select an appropriate mode of transportation.</li> </ul>   |
| <b>9. Communication</b>   |   |
| <p>9.1 Importance of Communication</p> <p>9.2 Mass Communication Service</p> <p>9.3 Roles of Courier Service in Communication</p> <p>9.4 Postal Service</p>   | <ul style="list-style-type: none"> <li>•Explain the importance of communication for business activities.</li> <li>•Understand the characteristics of different types of communication services.</li> <li>•Select a communication service appropriate to a</li> </ul>  |

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| <p>9.5 Telecommunication Service<br/>9.6 Factors Influencing the Choice of Communication Services<br/>Project-based Learning</p>  | <p>business situation.<br/>•Explain the factors influencing the selection of a communication service.</p>   |
| <p><b>Book 2</b></p>  |   |
| <p><b>1. Advertising</b></p>  |   |
| <p>1.1 Definition of Advertising<br/>1.2 Importance of Advertising<br/>1.3 Types of Advertising<br/>1.4 Advertising Media<br/>1.5 Factors Affecting the Choice of Advertising Media</p>   | <ul style="list-style-type: none"> <li>•Understand the definition of advertising.</li> <li>•Analyze the importance of advertising to enterprises and consumers.</li> <li>•Differentiate various types of advertising.</li> <li>•Select an appropriate advertising media.</li> <li>•Understand the factors affecting the choice of an advertising media.</li> <li>•Evaluate the selection of an advertising media by enterprises.</li> </ul>   |
| <p><b>2. Insurance</b></p>  |   |
| <p>2.1 Concept of Insurance<br/>2.2 Importance of Insurance<br/>2.3 Insurance Contract<br/>2.4 Principles of insurance<br/>2.5 Types of Insurance<br/>2.6 Social Security Organisation (SOCSO)<br/>2.7 Insurance Claim<br/>Project-based Learning</p> | <ul style="list-style-type: none"> <li>•Understand the definition of risk, insurance and pooling of risk.</li> <li>•Understand the conditions of insurable risks.</li> <li>•Understand the importance of insurance to individuals, enterprises and national economic development.</li> <li>•Differentiate various stakeholders in an insurance contract.</li> <li>•Differentiate the principles of insurance.</li> <li>•Differentiate major categories of life insurance and general insurance.</li> <li>•Understand the importance of Social Security Organisation (SOCSO)</li> <li>•Understand the basic procedures of insurance claims.</li> </ul> |
| <p><b>3. Banking and Finance</b></p>  |   |
| <p>3.1 Malaysian Financial System<br/>3.2 Central Bank<br/>3.3 Commercial Banks<br/>3.4 Investment Banks<br/>3.5 Non-bank Financial Institutions</p>  | <ul style="list-style-type: none"> <li>•Identify the Malaysian Financial System.</li> <li>•Understand the roles of the Central Bank of Malaysia.</li> <li>•Differentiate various financial services.</li> <li>•Understand the importance of commercial banks and investment banks to enterprises.</li> <li>•Understand the roles of development financial institutions (DFIs).</li> <li>•Understand the purpose of the Employees Provident Fund (EPF).</li> <li>•Understand the characteristics of unit trusts.</li> </ul>  |

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| <b>4. Enterprise Organisation</b>  |  |
| 4.1 Types of Enterprise Organization<br>4.2 Sole Proprietorship<br>4.3 Partnership and Limited Liability Partnership<br>4.4 Limited Company<br>4.5 Multinational Company<br>4.6 Holding Company<br>4.7 Commercial Association<br>4.8 Public Corporation<br>4.9 Privatised Public Corporation | <ul style="list-style-type: none"> <li>•Understand various types of enterprise organisations.</li> <li>•Understand the use of profits by different enterprise organisation.</li> <li>•Compare the characteristics, advantages and disadvantages of different types of private enterprises.</li> <li>•Understand the establishment of private limited companies.</li> <li>•Understand the support given by chambers of commerce and trade associations to private enterprises.</li> <li>•Understand the characteristics, advantages and disadvantages of public corporations.</li> <li>•Understand the purpose, advantages and disadvantages of privatised public corporations.</li> </ul>                                    |
| <b>5. Small and Medium Enterprise (SME)</b>  |  |
| 5.1 Concept of SME<br>5.2 Importance of SME<br>5.3 Modes of Setting up SME<br>5.4 Challenges Faced by SME<br>5.5 Business Trends of SME  | <ul style="list-style-type: none"> <li>•State the definition and types of SMEs.</li> <li>•Understand the characteristics of SME operation.</li> <li>•Understand the importance of SME.</li> <li>•Understand the modes of setting up SMEs.</li> <li>•Analyse the entrepreneurship of an enterprise, using the factors of entrepreneurship.</li> <li>•Analyse the challenges faced by SMEs during different stages of the business life cycle.</li> <li>•Understand the business trends of SMEs.</li> </ul>  |
| <b>6. Human Resource Management</b>  |  |
| 6.1 Concept of Human Resource Management<br>6.2 Human Resource Planning<br>6.3 Recruitment and Selection<br>6.4 Training and Development<br>6.5 Salary and Benefit<br>6.6 Performance Appraisal<br>6.7 Occupational Safety and Health<br>6.8 Labour Relations<br>Project-based Learning      | <ul style="list-style-type: none"> <li>•Interpret the definition of human resource management.</li> <li>•Understand the human resource planning.</li> <li>•Differentiate between recruitment and selection.</li> <li>•Prepare a resume.</li> <li>•Understand the importance of staff training and development to enterprises.</li> <li>•Evaluate the effects of salary and benefits in retaining or attracting talents by enterprises.</li> <li>•Evaluate the effects of performance appraisal and rewards to employees.</li> <li>•Understand the importance of occupational safety and health to enterprises and employees.</li> <li>•Understand the influence of labour relations to enterprises and employees.</li> </ul> |

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| <b>7. Marketing Management</b>   |  |
| 7.1 Concept of Marketing<br>7.2 Consumer Buying Behaviour<br>7.3 Target Marketing<br>7.4 Marketing Mix<br>7.5 Internet Marketing   | <ul style="list-style-type: none"> <li>•Understand the origin of marketing concept.</li> <li>•Understand the importance of marketing management to enterprises.</li> <li>•Differentiate various factors influencing consumer buying behaviour.</li> <li>•Differentiate between market segmentation, target market and market positioning.</li> <li>•Understand the marketing mix.</li> <li>•Understand the relationship between product life cycle and marketing activities.</li> <li>•Using marketing knowledge to recommend a marketing strategy.</li> <li>•Understand the concept of internet marketing.</li> </ul> |
| <b>8. Financial Management</b>   |  |
| 8.1 Concept of Enterprise Financial Management<br>8.2 Responsibilities of a Financial Manager<br>8.3 Financial Statements<br>8.4 Financial Ratios<br>8.5 Break-even Analysis<br>Project-based Learning | <ul style="list-style-type: none"> <li>•Understand the concept of enterprise financial management.</li> <li>•Understand the importance of financial management to enterprises.</li> <li>•Understand the responsibilities of financial managers.</li> <li>•Calculate the ratios of profitability, liquidity and capital structure.</li> <li>•Evaluate the financial and operating positions of enterprises using the financial statements and financial ratios.</li> <li>•Perform the break-even analysis using costs and revenue.</li> </ul>   |
| <b>Book 3</b>  |  |
| <b>1. Financial markets</b>  |  |
| 1.1 Concept of Financial Markets<br>1.2 Shares<br>1.3 Corporate bond /Loan Stock /Loan Note<br>1.4 Warrant<br>1.5 Stock Market<br>1.6 Stock Index<br>1.7 Futures                                       | <ul style="list-style-type: none"> <li>•State the definition and types of financial markets.</li> <li>•Understand the various financial markets.</li> <li>•Understand the foreign exchange and the exchange rate.</li> <li>•Differentiate between preference shares and ordinary shares.</li> <li>•Analyse the fundamental factors affecting a Company's share price.</li> <li>•Understand the advantages and disadvantages of investing in shares.</li> <li>•Differentiate between shares, loan stocks and warrants.</li> <li>•Understand the role of stock market, stock</li> </ul>                                  |

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|   | <p>exchange and stock-broking company.</p> <ul style="list-style-type: none"> <li>•Understand the definition and functions of the stock index.</li> <li>•Differentiate between bull market and bear market.</li> <li>•Interpret the futures market.</li> <li>•Differentiate between futures transaction and spot trading.</li> </ul>  |
| <b>2. International Trade</b>   |   |
| <p>2.1 Concept of International Trade<br/>2.2 Importance of International Trade<br/>2.3 Characteristics of International Trade<br/>2.4 International Trade Policy<br/>2.5 International Commercial Terms<br/>2.6 Documents Used in International Trade<br/>2.7 Modes of International Trade Payment<br/>2.8 Procedures of International Trade</p> | <ul style="list-style-type: none"> <li>•Understand the definition and types of international trade.</li> <li>•Evaluate the importance of international trade.</li> <li>•Understand the characteristics of international trade.</li> <li>•Differentiate between different international trade policies.</li> <li>•Understand the international commercial terms.</li> <li>•Differentiate the international trade documents.</li> <li>•Understand various modes of international trade payments.</li> <li>•Understand the transaction procedures of international trade.</li> </ul> |
| <b>3. Taxation</b>  |   |
| <p>3.1 National Financial Budget<br/>3.2 Direct Tax<br/>3.3 Indirect Tax</p>  | <ul style="list-style-type: none"> <li>•Understand the roles of national financial budget.</li> <li>•Understand the sources and allocation of funds in a financial budget.</li> <li>•Understand the relationship between surplus or deficit budget and national economic development.</li> <li>•Understand direct taxes and income taxes.</li> <li>•Calculate personal income tax.</li> <li>•Differentiate the characteristics of different types of indirect taxes.</li> </ul>   |
| <b>4. Personal Financial Management</b>   |   |
| <p>4.1 Concept of Personal Financial Management<br/>4.2 Basic Principles of Personal Financial Management<br/>4.3 Steps in Personal Financial Planning<br/>4.4 Preparing a Personal Financial Budget<br/>4.5 Time Value of Money<br/>4.6 Risk and Return</p>  | <ul style="list-style-type: none"> <li>•Understand the concept of personal financial management.</li> <li>•Understand the basic principles of personal financial management.</li> <li>•Understand the steps in personal financial planning.</li> <li>•Understand the importance of preparing a personal financial budget.</li> <li>•Preparing a personal financial budget.</li> <li>•Understand simple interest, compound interest and time value of money.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>•Calculate future value and present value for financial investment decisions.</li> <li>•Understand the relationship between risk and return.</li> </ul>   |
| <b>5. Corporate Ethics</b>  |  |
| 5.1 Concept of Corporate Ethics<br>5.2 Corporate Social Responsibility<br>5.3 Environmental Responsibility of Corporate<br>Project-based Learning | <ul style="list-style-type: none"> <li>•Understand the concept of corporate ethics.</li> <li>•Interpret corporate social responsibility (CSR).</li> <li>•Evaluate corporate responsibilities to stakeholders.</li> <li>•Evaluate the rights and responsibilities of consumers.</li> <li>•Understand the support units to consumers.</li> <li>•Evaluate corporate responsibilities to the environment.</li> </ul> |

## IV. Implementation Proposals

### (i) Teaching Approach

Teachers implement a “Teachers-facilitating and students-centered” teaching strategy. For an example, teachers use real cases to impart information to students, to guide them to learn and to help them to link business and management concepts to business activities, 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 questions are considered when designing lesson plans:**

##### **1. How to orientate students to learn**

Learning is an exploratory process, not a process of giving answers. Teaching the Business Studies subject should be “teachers-facilitating and students-centered”. We should believe that every student has the learning capability. During the teaching process, the teacher’s role has changed from one who imparts knowledge to one who facilitates. It is not solely about what the students have learned, but to teach them how to learn. For instance, a teacher should guide the students to organise what they have learned and to write reports, instead of the traditional way of instilling knowledge and rote learning. This change will help them to assume the responsibilities of self-learning, and active learning, and to assume learning as their own responsibility.

Suitable words are used to orientate students towards learning, and conjures the necessary problem-oriented mindset: providing the necessary information and conditions; and on the basis of information provided, mobilising or encouraging students to think and to explore proactively on the related problem. Furthermore, working through Self-challenges, Project-based Learning, Group Discussions, Role Plays and other learning activities in the Textbook, students consolidate the knowledge, competencies and skills learned.

## **2. How to select an appropriate teaching methods**

To effectively complete the task of teaching, teachers must select and apply appropriate teaching methods. Very often, some teachers' teaching is not effective. This is not because the teacher is not qualified, but it is because the teaching method is not appropriate. Before deciding on a teaching method, the teacher must consider the following factors, and then flexibly and appropriately select a teaching method, such as lecturing, question and answer, group discussion, study tour, role play and video appreciation, among others. Generally, in the selection of an appropriate teaching method, the factors to be considered are as follows:

- (1) The nature of curriculum, curriculum objectives and learning objectives.
- (2) The emphasis and difficulties of the content.
- (3) The cognitive level of students.
- (4) The conditions of teachers, including their professional level, practical experiences and personality.
- (5) The school's facilities.
- (6) Teaching hours.

### **Proposal for the allocation of teaching hours to each chapter**

Business Studies is a compulsory subject for business students in the independent Chinese secondary schools. This Textbook is divided into three books with a total of 22 chapters, for three academic years, namely Senior Middle 1, Senior Middle 2 and Senior Middle 3. The proposed teaching hours are two periods a week, forty minutes per period.

| <b>School year</b>     | <b>Chapter</b>                   | <b>Period</b>                 |
|------------------------|----------------------------------|-------------------------------|
| <b>Senior middle 1</b> | Introduction to Business         | 5                             |
|                        | Production                       | 6 +3 (Project-based Learning) |
|                        | Distribution - Wholesaling       | 4                             |
|                        | Distribution - Retailing         | 8 +4 (Project-based Learning) |
|                        | Documents Used in Domestic Trade | 6                             |
|                        | Modes of Domestic Payments       | 6                             |
|                        | Warehousing                      | 4                             |
|                        | Transportation                   | 6                             |
|                        | Communication                    | 5 +4 (Project-based Learning) |
| <b>Senior middle 2</b> | Advertising                      | 6                             |
|                        | Insurance                        | 7 +4 (Project-based Learning) |
|                        | Banking and Finance              | 5                             |
|                        | Enterprise Organisation          | 8                             |
|                        | Small and Medium Enterprise      | 6                             |
|                        | Human Resource Management        | 6 +4 (Project-based Learning) |
|                        | Marketing Management             | 7                             |
| Financial Management   | 7 +4 (Project-based Learning)    |                               |
| <b>Senior middle 3</b> | Financial Markets                | 8                             |
|                        | International Trade              | 8                             |
|                        | Taxation                         | 7                             |
|                        | Personal Financial Management    | 5                             |
|                        | Corporate Ethics                 | 6 +4 (Project-based Learning) |

## **(ii) Evaluation Proposal**

Evaluation of Business Studies subject must meet the requirements of the curriculum objectives and learning objectives of this subject. Since students have diverse multiple intelligences, evaluation methods should also be diversified, which includes: written tests, theme reports, and so on. These methods will quantitatively and qualitatively evaluate students in their cognitive, skill and emotional fields. This proposal is beneficial to achieve the educational goal of nurturing a wholesome adulthood in the healthy development of students.

### **1. School-based Internal Evaluation**

School-based internal evaluation is a set of evaluation measures that are used by schools. Its purpose is to evaluate the learning outcomes of students in the fields of Cognition, Skills and Emotions. Besides written tests, it is also proposed to include project-based learning. Project-based learning emphasises the evaluation of the



learning process and outcomes (or research results). Therefore, the combined written test and project-based learning can more comprehensively measure students' knowledge, skills, emotions, analysis, problem solving, innovation, practice, presentation competencies and the like.

The results of project-based learning take the forms of a written report and an oral report. It is suggested that the results of project-based learning be incorporated into the term results of a student. Therefore, students will learn to co-operate and to mutually monitor themselves.

When evaluating the written report, teachers should give positive comments, avoiding negative criticism. Regarding any shortcoming or area that requires improvement, teachers should indicate specifically the correction or improvement means. The evaluation of oral report may be done by a supervising teacher, by the originating group and other peer groups. Teachers should inform the students about the scoring principles and other salient points.

## **2. Public Evaluation**

This public evaluation of Business Studies is part of the United Examination Certificate (UEC) standardised test. It aims to assess Senior Middle Three student's level of knowledge and skills after completing a three-year study of Business Studies subject in independent Chinese secondary schools. The assessment results can be used as a reference for students in the pursuit of further studies or employment.

### **(iii) Proposal for the Development and Use of Curriculum Resources**

Resources for Business Studies subject include textbooks, teaching facilities, library, audio-visual room, shopping centers, the Internet and other material resources, as well as human resources such as teachers, students, parents and business persons.

The following approach can be used as a reference for Development and Use of Curriculum Resources:

- (1) Independent Chinese Secondary Schools' Teaching Resource Platform at [www.moodle.dongzong.my](http://www.moodle.dongzong.my)
- (2) Parents
- (3) Communities
- (4) Academic institutions and the business community
- (5) Newspapers, magazines, television, radio and the Internet.