

# Assisting learners with their Business Studies coursework

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# Assessment of Learning - Malta Qualifications Framework (MQF)

A classification of educational learning objectives into *different levels of complexity and specificity*:

**MQF 1 – Knowledge & Comprehension**

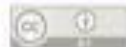
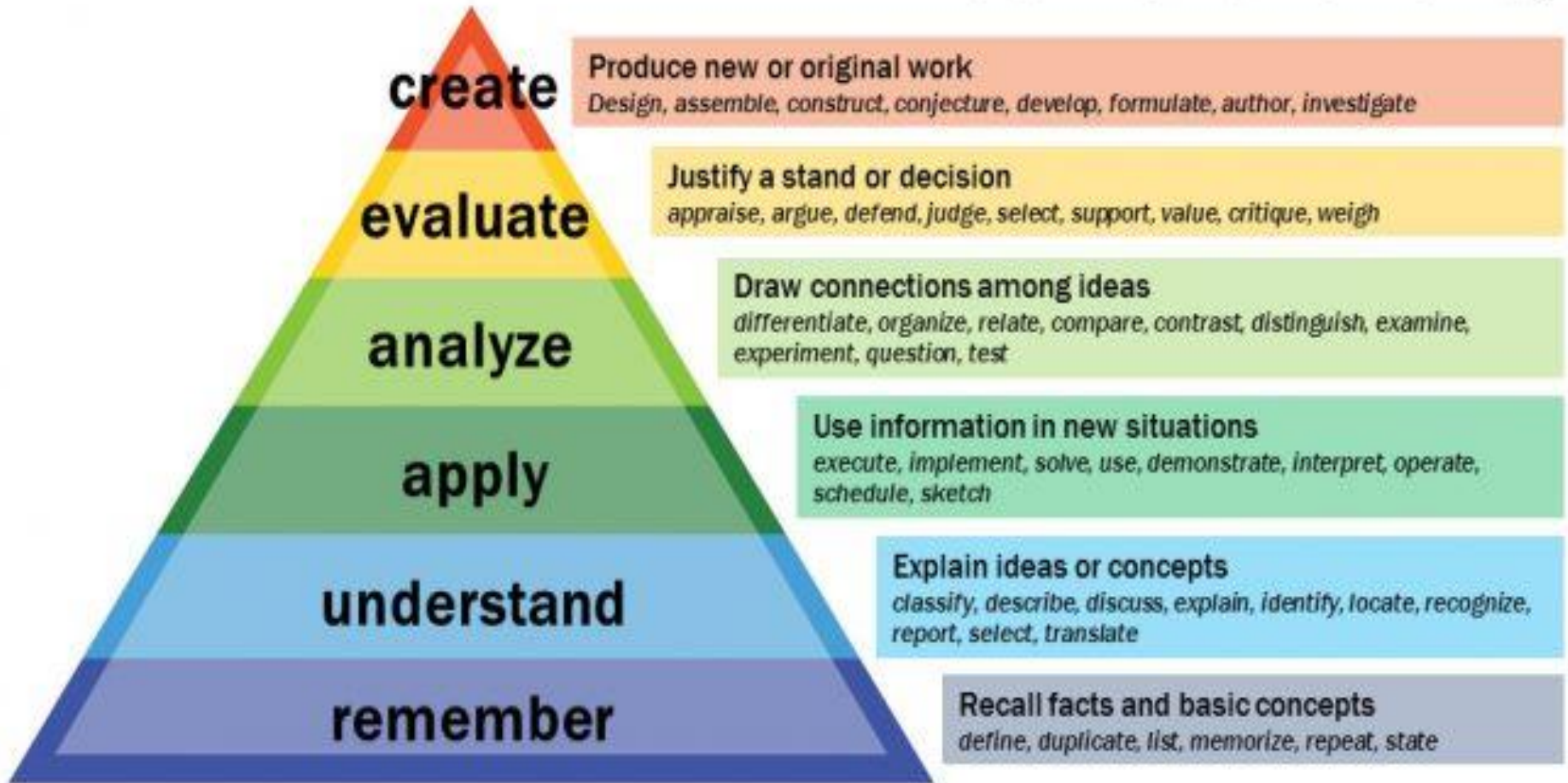
**MQF 2 - Application**

**MQF 3 – Analysis & Evaluation**



We, as educators, need to focus on the promotion of *higher forms of thinking* that lead to *meaningful personal development*.

# Bloom's Taxonomy

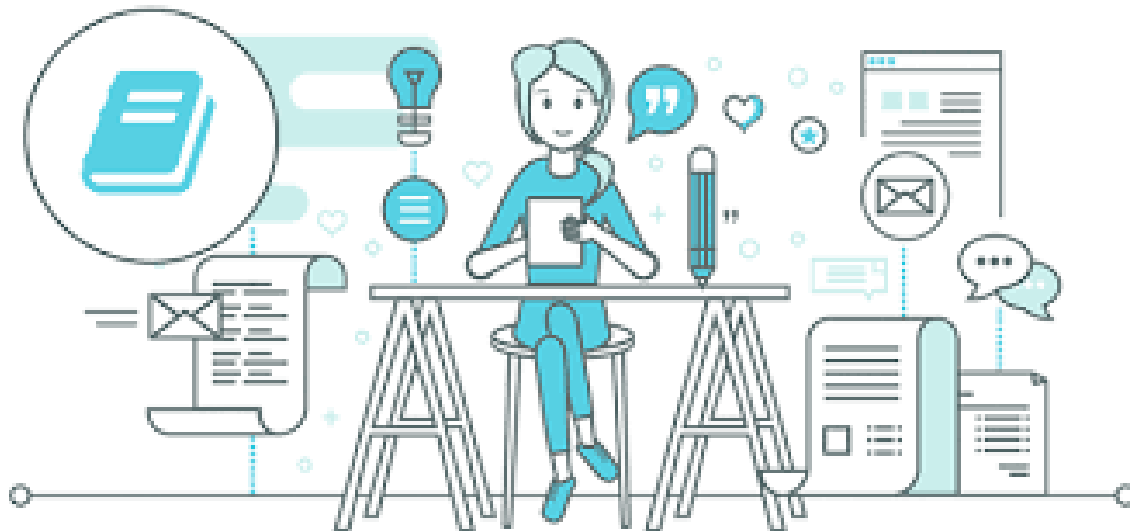


What are the **benefits** of coursework?

Draws on **real-world data** - this helps students realise the **relevance of BS** (e.g. Jephcote & Abbot, 2005).

Students can work **co-operatively** and then move to **individual enquiry**.

Gives students the opportunity **to think and work as a businessperson**.



## BS LOF syllabus p.2:

### Coursework enables learners to:

- cultivate their **critical and independent mind**,
- make **correct value judgements** when editing/correcting their own work,
- encourage **questioning**,
- instil **constructive skills** by making use of different media

# Embed cross-curricular themes in LOs:

Literacy

Digital literacy

Diversity

Entrepreneurship

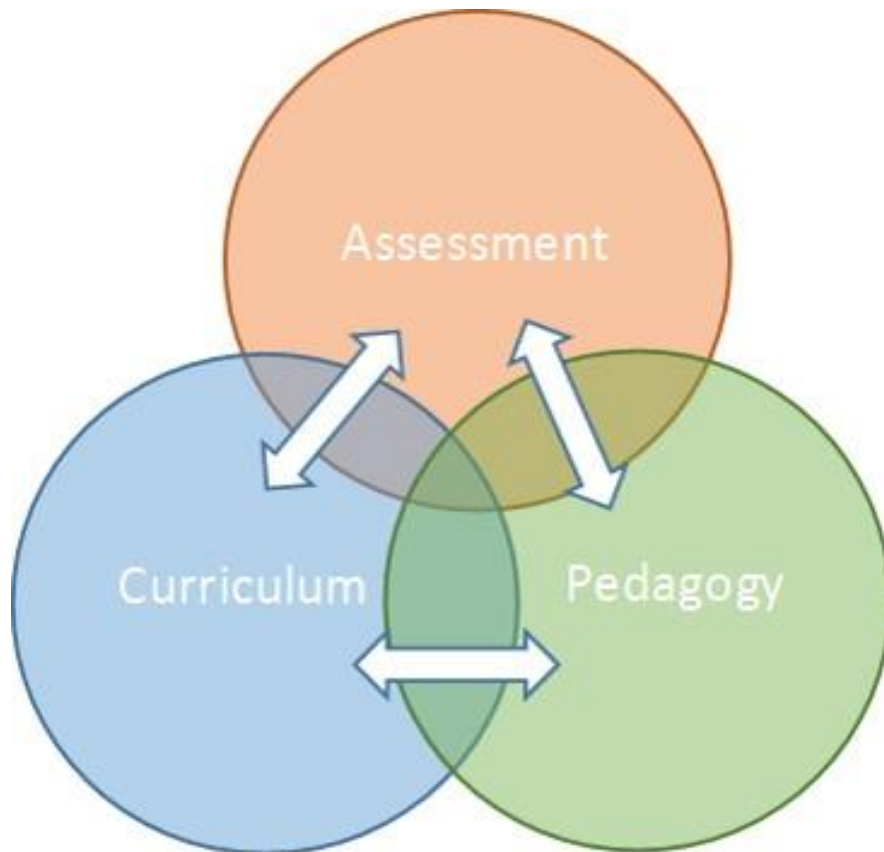
Creativity and innovation

Sustainable development (especially the UN SDGs)

Learning to learn and cooperative learning



Coursework evaluates skills and capabilities that cannot be easily assessed by a summative examination (Davies & Brant, 2006).



# What are the coursework **skills** to be developed?

Undertake independent research into sources of data

Interpret data

Numerical skills

Applying concepts & theories

Solving problems

Writing & presenting clearly

Evaluating





Coursework places demands on both teachers & students ... **plan & organise.**

**Are students doing similar coursework in other subjects?** If they are, **liaise** with other teachers involved e.g. site visit, to spread deadlines to avoid overloading students.

E.g. It may be possible for the same primary data to be used for coursework in two different subjects.

# **Learning Outcomes for BS coursework:**

LO2: Entrepreneurship

LO3: Financial literacy

LO7: Human Resources

LO8: Marketing

[L10 not anymore]

**Coursework assessment: 40%**  
of the total marks

4 tasks of 10% each. Each is  
marked out of 100 marks.

Set during the three-year course  
programme.

1 in Year 9, 2 in Year 10 and one  
in Year 11

Coursework consists of a combination of **at least two** of the following modes. Only **one coursework can be assigned on the same LO.**

**Research  
Project**

**Case Study  
Investigation  
Report**

**Presentation**

**Site Visit  
Report**

**Synoptic  
Essay**

Choose a mode of assessment that **best suits** the school's and class' **needs** and that **lends itself well** to the LO being taught and assessed (accounting syllabus p.33).

One can opt for **other modes of assessment** besides those listed above but needs written approval.

It is recommended that a significant proportion of coursework is done in class under teacher supervision.



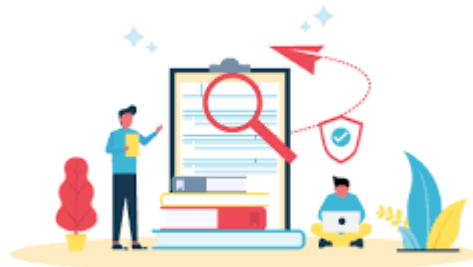
In choosing a topic for coursework:

What are my students' **interests**?

What are the **key issues & concepts** involved in the topic I'm thinking of selecting?

**When** would I have covered the topic?

What **skills** would be developed?



An activity can be organised on a **class basis** so the event may be common to all students (e.g. site visit, talk by expert). Students may work collaboratively when collecting data for the investigation, but any additional work should be completed individually. Each candidate must present an individual report.

**Presentation, analysis & evaluation of the data can be done on an individual basis.**



# Assessment influences the pedagogy

BS Syllabus p.26: 'The examination paper will allocate a total of 10 marks combined, across any of the questions, to any of the LOs earmarked for Coursework.'

So there is more room so that the approach towards teaching the coursework LO can be more **'jazzed up'**.

- make the content more interesting or exciting.





# Refreshed pedagogy for LOs assigned for coursework?

what are other words for jazzed up?



jazzed, jazzy, energized, invigorated, newborn, new, refreshed, resuscitated, revived, renewed



# Some suggestions for this 'jazzed up' pedagogy

- More research and participation on the part of the students
- Start to build the coursework gradually as content is being addressed
- More groupwork (e.g. jigsaw technique)
- Emphasis on understanding than on learning by heart for the exam



As an educator I act as facilitators and enable students to be able to take responsibility for their own learning (McKenzie & Knapton, 2016).



# Matching a diversified curriculum to the diversity of learner characteristics (adapted from Tomlinson, 2003 and Humphrey *et al.*, 2006)

## LEARNER DIFFERENCES:

- Interests;
- Learning Profile;
- Readiness; and
- Affect

## Diversity of CURRICULUM:

- Content;
- Process;
- Product; and
- Learning environment

# Coursework modes suggestions

Presentation -> LO3, LO8

Case Study Investigation Report ->  
LO8, LO2

Research Project -> LO8, [LO10]

Site visit Report -> [LO10], LO7

Synoptic Essay -> LO3

## Presentation suggestion on LO3 (p.31)

One of the most important financial literacy skills is that of preparing a personal budget. Evaluate the importance of such a skill by preparing a multimodal presentation that may include the following:

1. A list and explanation of three main terms relating to personal budgeting;
2. An analysis of the difference between personal income and personal expenditure;
3. The preparation and analysis of a personal budget which takes into consideration expected income, expenditure and any credit repayments; and
4. An explanation of how credit cards and hire-purchase can be used as a means of consumer credit.

What assessment criteria from LO3 (p.11) are involved?

**Familiarise myself** with the instructions regarding each coursework mode.

E.g. for the **presentation mode** on p.30

Students must:

- Present their work & findings through a spoken & written presentation.
- Use a visual presentation to present their ideas, supplemented with text, images, diagrams & possibly video clips.
- Present their findings in a clear & coherent form.

# Familiarise myself with the marking scheme

	MQF1	MQF2	MQF 3
Structure, presentation and referencing	3	6	10
Research question of the presentation	3	6	10
Data collection and data presentation	6	12	20
Discussion and analysis	6	12	20
Recommendations and/or conclusions	6	12	20
Oral presentation (incl. use of resources / tools)	6	12	20
TOTAL	30	60	100



## Presentation suggestion on LO3 (p.31)

One of the most important financial literacy skills is that of preparing a personal budget. Evaluate the importance of such a skill by preparing a multimodal presentation that may include the following:

1. A list (3.1c - MQF 1) and explanation (3.2c - MQF 2) of three main terms relating to personal budgeting;
2. An analysis of the difference between personal income and personal expenditure (3.3c - MQF 3);
3. The preparation (3.2d - MQF 2) and analysis (3.3d - MQF 3) of a personal budget which takes into consideration expected income, expenditure and any credit repayments; and
4. An explanation of how credit cards and hire-purchase can be used as a means of consumer credit (3.1f - MQF 1).

Task	MQF1	MQF2	MQF3
1	3.1c	3.2c	
2			3.3c
3		3.2d	3.3d
4	3.1f		
	30%	30%	40%

A coursework at MQF level categories 1-2-3 must identify **assessment criteria from each of Levels 1, 2, and 3**. These ACs are to be weighted within the assignment's scheme of work and marking scheme at a ratio of **30% at each of Levels 1 and 2 and 40% at Level 3**.

## A suggestion how one can approach task 1:

*A list and explanation of three main terms relating to personal budgeting.*

3.1c and 3.2c mention overspending, saving, contingency planning, contributing towards the community, the notion of credit.

# cooperative learning jigsaw technique:

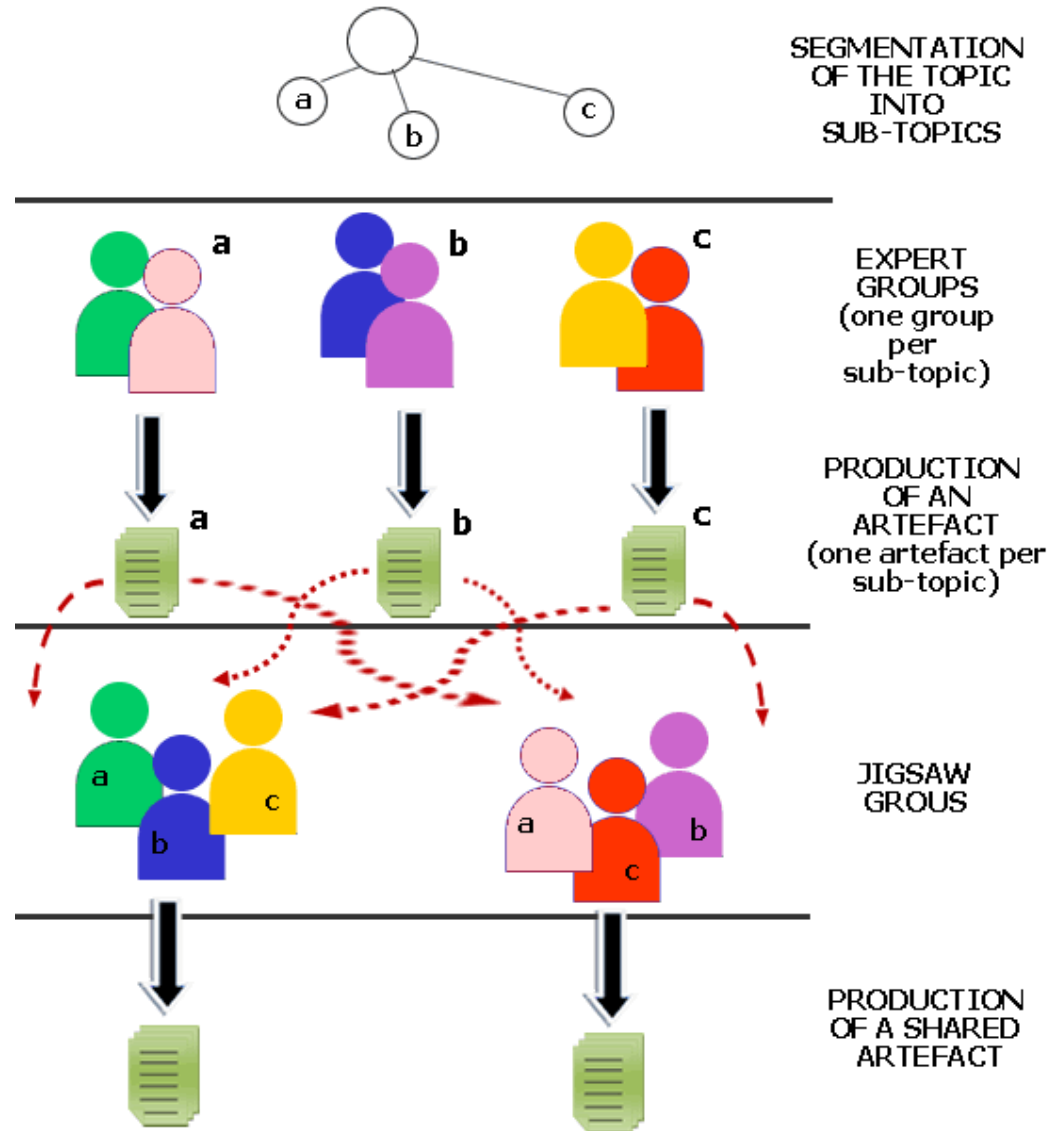
<http://www.jigsaw.org/>

1. Divide students into jigsaw groups.
2. Appoint one student from each group as the **leader**.
3. Divide the lesson into **segments**: overspending, saving, contingency planning, contributing towards the community, notion of credit.
4. Give **each learner** content on one notion, making sure students have direct access only to their own segment.
5. Give students **time to read** over their segment and become familiar with it.

6. Form temporary '**expert groups**' by having one student from each jigsaw group join other students assigned to the same segment.
7. Bring the students **back into their jigsaw groups**.
8. Ask each student to **present** her or his function to the group.
9. Float from group to group, observing & **facilitating** the process.
10. An **assessment** of learning. E.g. quiz, interactive handout.

# Clip: The jigsaw classroom

# Using the jigsaw creatively

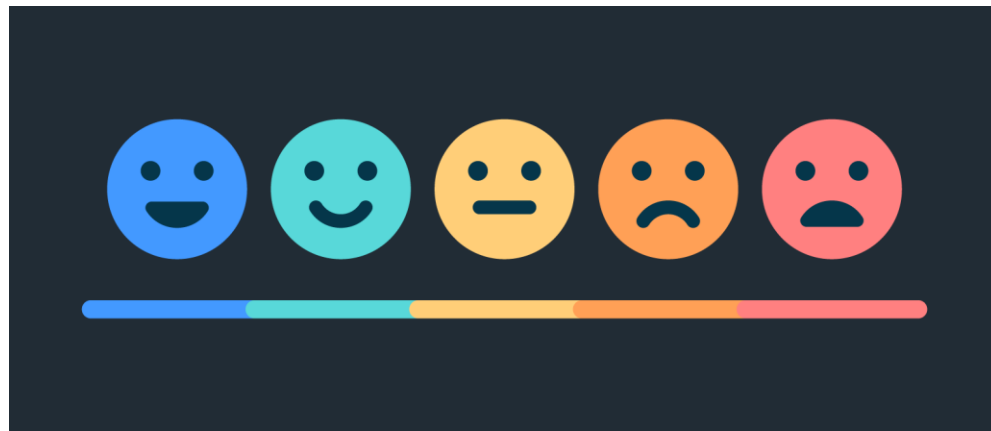


Students are assigned to **prepare notes/slides** on *three* terms they choose.

Can include images, diagrams, video clips.

**Suggestion:** I comment on the work, provide feedback and clear indication of their progress.

Can keep a copy of this work.





# Task 2: An analysis of the difference between personal income and personal expenditure.

Can use think – pair – share activity

for 30 seconds

for 1 minute

during class

before class

turn to your neighbor

walk across the room

group size = 2

group size = 3 or 4

with the whole class

with another group

verbally

in writing

## **THINK - PAIR - SHARE**

Ask students to respond to a question independently.

with pen and paper

or a laptop

in writing

as you doodle

Have students compare answers in small groups.

come to consensus

agree to disagree

explain your reasoning

share your opinion

Ask students to share their work with the class.

via polling software

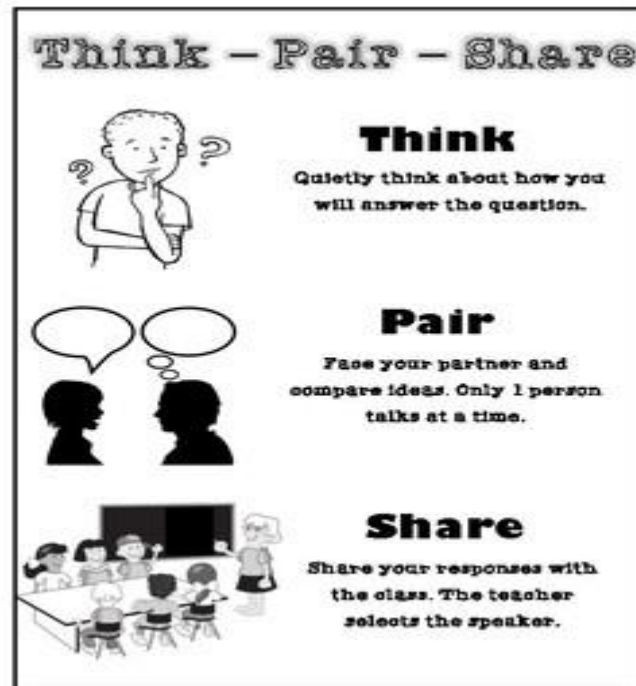
via whiteboard

class discussion

time for telling

# Create questions for discussion.

- a) Jot down the items of money coming in your pockets (personal income) and others going out (personal expenditure).
- b) Discuss the difference between the two.
- c) What is the overall balance?



Ask students to write up work showing the difference between personal income and expenditure.

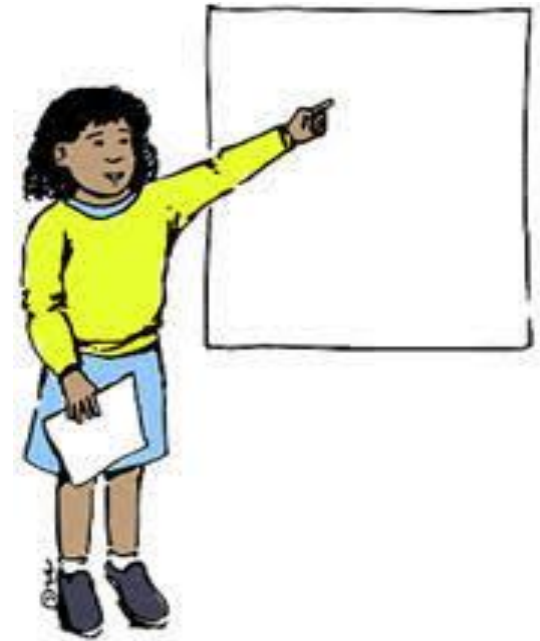
Give feedback.

As regards credit cards and hire-purchase:

- use some variation of the jigsaw technique
- visit to a bank or bring speaker to class
- ask students to research what is offered by local banks and do a comparison

Finally, an oral presentation by each student (up to 6 minutes).

When marking, follow closely coursework marking schemes pp.39 - 48



When marking read well the marking schemes:  
e.g. p.39 Re presentation:

### Structure, presentation & referencing of written part

1-3 marks

The response is **poorly structured**, or where there is a recognizable structure there is minimal focus on the task. Very poor referencing and bibliography. Very poor referencing and bibliography.

4-6 marks

The response is **structured**, generally organized, and can be followed. More could have been done overall, and some deficiencies are evident. Adequate referencing and bibliography, but contains errors, omissions, and inaccuracies.

7-10 marks

The response is **very well structured**, focused and effectively organized. It is clear, coherent and supported with illustrations where appropriate. Adequate referencing and bibliography in a harmonised style. Adherence to presentation time and word count.

# Have everything in place:

E.g. All assignments accompanied by the marking scheme are to be **available** at the candidates' schools for moderation by the Markers' Panel by the date established by the MATSEC Board.

**PRESENTATION (ORAL & WRITTEN)**

	<b>MQF 1</b>	<b>MQF 2</b>	<b>MQF 3</b>	
Structure, presentation & referencing of written part	3	6	10	<b>4</b>
Aim of presentation / hypothesis in written part	3	6	10	<b>7</b>
Methodology & preparatory docs	6	12	20	<b>15</b>
Data collection & data presentation in written part	6	12	20	<b>17</b>
Discussion & analysis of written part	6	12	20	<b>15</b>
Recommendations &/or conclusions in written part	3	6	10	<b>7</b>
Oral presentation (incl. use or resources / tools)	3	6	10	<b>5</b>
<b>TOTAL</b>	<b>30</b>	<b>60</b>	<b>100</b>	<b>70</b>



- ✓ Plan the teaching, learning and assessment. Identify the objectives of tasks at each stage.
- ✓ Specify clearly what is to be assessed. Use of continuous assessment.
- ✓ Coursework is built as the LO is covered.



## References:

Borrington (2004). *Teaching and Assessing Skills in Business Studies*, Chapter 5

Davies & Brant (2006). *Business, Economics and Enterprise*, pp.102-104

Jephcote and Abbott (2005). *Teaching Business Education 14-19*. Chapter 11

McKenzie & Knaption (2016). The Secret of Engaging and Effective Coursework lessons in *Teaching Business & Economics* (20, 3)

International business  
education conference:

<http://www.siec-isbe.org/>

