

**SEC SYLLABUS (2015)**

**BUSINESS STUDIES**

**SEC 05**

**SYLLABUS**

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| <b>Business Studies SEC 05<br/>Syllabus</b> | (Not available in September)<br>Paper I (2hrs) + Paper II (2hrs) + Project |
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**Introduction**

Business Studies is a course that is firmly based upon current business practice and organisation. While being broad and flexible it is relevant, rigorous, and balanced, thus providing commercial students with a strong foundation for courses of further specialisation such as Economics, Accounting and Marketing. Business Studies is also a key subject in the formative aspects of the student as a consumer, citizen and worker.

**The educational aims of the Business Studies course are to:**

1. Provide a broad understanding of the activities that take place within a business environment with special reference to the local environment, and of the way in which changes in that environment influence business behaviour;
2. Enhance the realisation that business activity is dynamic and to help students identify and understand the changes in social, political, legal, commercial, economic and above all technological influences, to which business activity has to respond;
3. Understand the diversity and complexity of modern business activities and how these activities are interrelated;
4. Provide knowledge of the major institutions and organisations within the private and public sectors of the economy, and an understanding of the socio-economic and commercial roles of these institutions;
5. Develop an awareness of how the main types of business and commercial institutions are set up, organised, financed and operated and how their relationships with other organisations, consumers, employees, owners and society at large are controlled and regulated within a legal framework of rights and duties;
6. Develop an appreciation of the marketing of factor inputs and product outputs of businesses and the forces which determine and control them;
7. Develop the need for decision making in business and how knowledge and understanding of business language, concepts and communication skills help in the decision making process;
8. Develop numeracy and literacy skills in the interpretation of data and how such data can be discovered, selected and presented;
9. Develop an appreciation of the interdependence of all individuals, groups, and institutions within the working world and how socio-economic development could be enhanced through participation, co-operation, mutual understanding and ethical issues (including appreciation of the contribution of each individual as an employer, employee, consumer, as well as honesty, respect for the environment etc.).

**Assessment objectives**

Candidates will be expected to:

- (a) demonstrate knowledge and understanding of terms, concepts and relevant theories in the syllabus content in verbal, numerical and graphical form;
- (b) recognise, select, interpret and apply data;
- (c) organise information and apply it in a creative way to the solution of business problems and to the development of strategies;

- (d) distinguish between evidence and opinion, make reasoned judgements and communicate them in an accurate and logical manner;
- (e) present reasoned explanations, develop arguments and understand implications, and
- (f) make recommendations or judgements.

### **Scheme of assessment**

The examination will consist of two written papers each of two hours duration and an assessed project, totalling 200 marks.

**Paper I** will consist of: a written paper (40% of 200 marks) comprising of eight (8) compulsory short answer questions covering the whole syllabus.

There will be two versions of Paper II: *Paper IIA and Paper IIB*. Each paper carries 45% of 200 marks.

**PAPER IIA** will consist of one (1) compulsory question carrying 30 marks and another five (5) structured questions, each carrying 20 marks, of which candidates will be expected to answer three. The compulsory question will take the form of a case study, followed by a number of short questions.

**PAPER IIB** will consist of one (1) compulsory question carrying 30 marks and another five (5) structured questions, each carrying 20 marks, of which candidates will be expected to answer three. The compulsory question will take the form of a case study, followed by a number of short questions. The questions in Paper IIB may include selected and constructed response questions.

Questions in all papers will be set in the context of Maltese business practice, but candidates may draw on examples from other countries where a question does not specifically refer to Malta.

Questions will be set in English and must be answered in English.

In all papers, where questions are subdivided, the allocation of marks within each question will be given on the question paper so that candidates can allocate their time on each part accordingly.

The use of non-programmable electronic calculators is permitted. In calculations, candidates **must** show all their workings where necessary.

Candidates will be required to submit a project (carrying 15% out of 200 marks) which will be assessed by the candidates' teachers and moderated by the Markers' Panel. Candidates may be called for a short interview in relation to the project.

Candidates are required to indicate on the registration form which Paper II they wish to sit for. No change in the choice of paper will be allowed after the registration period.

### **Private Candidates**

- (a) Candidates who studied the subject at school and are re-sitting the subject may carry forward the coursework mark from the previous session.
- (b) Candidates who never studied the subject at school but have covered the coursework privately will be expected to present their coursework to the MATSEC Board by the date stipulated by the Board. Candidates may be called for an interview about their work.

### **Results**

Candidates sitting for *Paper I and Paper IIA* may qualify for Grades 1,2,3,4 or 5. The results of candidates who do not obtain at least a Grade 5 shall remain Unclassified (U).

Candidates sitting for *Paper I and Paper IIB* may qualify for Grades 4, 5, 6 or 7. The results of candidates who do not obtain at least a Grade 7 shall remain Unclassified (U).

## **Syllabus**

### **1. *The Business Environment***

#### *(a) Economic Environment*

- Purpose and nature of business and economic activity in helping to satisfy society's needs.
- Basic problems of scarcity and choice, allocation of resources, opportunity cost.
- Classification of business activity into primary, secondary and tertiary categories.
- Business growth and measurement of size.
- The impact/contribution of different categories on economic and social activity.
- The trends of these categories within the national economy.

#### *(b) Business Objectives*

- Differing aims of enterprises in both private and public sectors.
- Types of economy – market, planned and mixed economies.
- Main business objectives – profit and sales maximization, survival and growth, customer satisfaction, goodwill.
- Stakeholders' objectives – Producers/consumers, owners/employees, trade unions/employers' associations, government /taxpayers.
- Conflicting, conciliating and prioritising of business objectives in a changing economic environment.

#### *(c) The International Environment*

- Importance of foreign trade to small island states.
- Malta's main trading partners and Malta's place in the EU.
- The impact of the EU on local trade practices.
- An elementary treatment of the Balance of Trade, the Trade Gap, and Balance of Payments.
- Problems faced by local businessmen and exporters.
- The role and methods of trade protectionism (tariffs, quotas, subsidies, exchange controls and embargo) and co-operation.
- The role of multinationals and their impact on a country's economy.
- Fair Trade.

#### *(d) Business Ethics*

Individuals in business organisations should strive to:

- Promote the dignity and quality of life of persons by creating a sense of community at the workplace;
- Be compliant with health and safety regulations and practices in the EU;
- Have ethical dealings with regulatory bodies and labour unions;
- Safeguard the social, national, and global environment;
- Not indulge in corrupt practices;
- Pay all due taxes;
- Dispose waste responsibly (e.g. construction, etc.).

### **2. *Business Structure and Organisation***

#### *(a) Different types of Business Organisations in the Public and Private Sector*

- Historical overview of business development (subsistence economies, crafts industry, industrial revolution, globalisation)
- Sole-trader, Partnership, Limited Liability Company, the Co-Operative Movement, Franchising, Public Corporations, Government Departments, Local Councils, Public-private partnerships.,.
- Differences and similarities as regards aims, ownership, sources of finance, control and responsibility, distribution of profits.

(b) *The role of government in business activity*

- Arguments for and against nationalisation and privatisation.

(c) *Internal structure and management*

- Organisation charts, delayering, chain of command.
- line, functional, staff and committee organisation structures.
- Advantages and disadvantages of centralisation and delegation of authority.
- Worker participation in decision making.

(d) *Business in a changing environment*

- Impact of change on production methods, marketing techniques, work practices, social attitudes.
- Resisting the effects of change.
- Industrial restructuring – business response to market changes.

**3. *Elements of Business Activity***

(a) *Purchasing*

- Choosing suppliers
- Stock control – an overview of the following stock levels: maximum level, minimum level, re-order level (no mathematical treatment is expected); the advantages and disadvantages of overstocking and understocking.

(b) *Production*

- Resources and the production chain.
- Main features of job, batch and mass production systems.
- Working in the production department.
- Purchasing, Design, Quality, efficiency and innovation.
- Scale of production – a descriptive analysis of both internal and external economies and diseconomies of scale.
- Location decisions (i.e. the main factors influencing a firm's location and relocation decisions).
- Environmental effects of production decisions.
- Awareness of EU directives concerning production processes such as Health and Safety and quality.

(c) *Marketing*

- The concept and role of marketing.
- Market research – primary and secondary.
- Presentation and uses of results of market research.
- The importance of market segmentation.
- Mass marketing and niche marketing
- The Marketing mix: a brief overview of the seven Ps
  - Product (design, packaging and branding of goods, product life cycle,)
  - Pricing strategy (e.g. skimming or 'creaming'; penetration pricing; predatory pricing)
  - Distribution channels
  - Promotion (advertising, telephone and personal selling, sales promotion)
    - ◆ Choosing the advertising media, advertising agency.
    - ◆ Arguments for and against advertising. Informative and persuasive advertising.
  - People
  - Process
  - Physical evidence
- Ethical considerations in marketing.
- Selecting and justifying marketing methods appropriate to a given situation.
- Recent developments in retailing, wholesaling, transport, e-commerce.

(d) *Finance*

(i) Money and Banking

- Money - Barter system, and characteristics and functions of money
- Banking - Distinction between commercial banks and Central Bank, and banking services to business

(ii) The distinction between:

- Income and expenditure
- Capital and revenue expenditure

(iii) Final Accounts of Sole Traders in vertical form

- Users of financial information.
- Interpretation of figures in a **given, simple** Trading and Profit and Loss Account and Balance Sheet of **sole traders only**.
  - Carriage and Returns are excluded from the Trading Account'
  - A basic idea of depreciation is expected but calculations are not required.
  - Bad debts and provisions for bad debts are not examinable.
  - An awareness of the distinction between fixed and current assets and between current and long term liabilities is required.

(iv) Sources of Finance

- Internal sources: personal savings, retained profits, selling assets, investing surplus cash, reducing stock.
- External sources: higher purchase, trade credit, loans and overdrafts, mortgages, leasing.
- Other sources: Issuing ordinary and/or preference shares, debentures (knowledge of cumulative, participating and redeemable preference shares is **not** required).
- Factors affecting the methods of finance chosen.

(e) *Assessing Business Performance*

(i) Calculation and basic interpretation of the following accounting ratios:

- Gross Profit and Net Profit Margins (markup is not examinable)
- ROCE
- Working Capital ratio
- Quick Assets ratio
- Stock Turnover ratio

(ii) An elementary knowledge of a break-even chart and its analysis

(iii) Importance of Budgets and the need for Budgeting (with reference to a **given** cash budget **only**).

**4. Human Resources**

(a) *Population Structure and Employment*

- Demographic trends and their impact on business concerns.
- Unemployment (effects and types of unemployment).
- Local trends in employment in various sectors.

(b) *Selection, Recruitment and Training of workers*

- Procedures for recruitment, preparing for the interview
- The employment contract and work conditions
- Importance of training and human resource development. Different types of training.

(c) *Motivation*

- The Personnel Function.
- An understanding of the human pyramid of needs according to Maslow, McGregor and Herzberg.
- Different styles of management and leadership styles.
- Overcoming poor motivation e.g. reviewing pay levels, job enrichment, job rotation.
- A basic overview of health and safety regulations at the place of work.

(d) *Ending Employment*

- Voluntary and involuntary dismissal.
- Redundancy.
- Factors resulting into a reduction in the number of employees.

(e) *Industrial Relations*

- Role and importance of Trade Unions, Employers' and Professional Organisations.
- Nature of collective bargaining and negotiation procedures.
- Industrial disputes – the use of overtime ban, work-to-rule, go-slow, sit-in and strike.
- Resolving the dispute – arbitration and conciliation.

(f) *Regulating Employment*

- A basic knowledge of: working age, contract of work, minimum wage, statutory hours of work, statutory benefits.

**5. Communication**

- The purpose and importance of effective communication (internal and external).
- Basic elements in all forms of communication.
- Various methods of communication: oral, written, and non-verbal.
- Information gathering and dissemination; purposes and methods.
- Formal and informal communication networks.
- Problems in communication: emotional, social, language, technical and geographical.
- Consequences of ineffective communication in business organisations.
- Methods of improving communication - an awareness of technological developments.

**6. Aiding, Regulating and Controlling Business Activity**

- (a) The role of the Malta Stock Exchange to investors, government and businesses. (Knowledge of procedures and documentation is not required).
- (b) Services provided to business by: ETC, Malta Enterprise, Chamber of Commerce.
- (c) A basic awareness of the **main** role of the following regulatory bodies in Malta vis-à-vis businesses: Malta Environment and Planning Authority, Malta Financial Services Authority, Malta Resources Authority, Malta Tourism Authority, Malta Standards Authority, and National Audit Office of Malta.
- (d) Government influence on business decisions vis-a-vis competition and fair trading, conditions of employment, care of the environment and sustainability of resources, consumer protection and industrial location with reference to EU legislation.
- Monitoring and controlling this relationship between firms and consumers
  - Main features of Consumer Protection
  - Government's influence on location decisions
- (e) External costs and benefits of business activity – the role of the government in relation to positive and negative externalities.
- (f) Pressure Groups and other agencies – an appreciation of the role of pressure groups to businesses.

## **BUSINESS STUDIES - Notes for Guidance on Project**

### **Aims**

Candidates are required to present a project that relates business studies to the real world of business and the community at large. The project should be focused outside the classroom as far as possible and it should enable candidates to demonstrate their ability to:

- (a) design and carry out practical research;
- (b) collect and present relevant data concerning a business problem or situation;
- (c) process and use the data in an analysis of the problem or situation; and
- (d) draw conclusions from the available evidence.

Candidates are expected to make use of methods of data collection such as questionnaires, interviews, site visits, letters to business firms and institutions, books, newspapers and magazines, radio and television programmes and the internet.

Projects should normally be carried out individually but in certain circumstances, subject to the approval of the supervisor, the project can be carried out by a group of not more than three candidates. Group projects should be organised in such a way that the contribution of each individual in the group can be assessed.

Projects submitted in 2015 should be chosen from the following list of projects:

### **PROJECT TITLES**

#### **1. Discuss the services provided to business by (a) the Employment & Training Corporation (ETC), or (b) the Malta Chamber of Commerce, Enterprise & Industry (MCCEI).**

- A brief history of organisation;
- Short descriptions of the services provided to businesses by these bodies;
- The effectiveness of these services to small firms (at least 5 small firms to be included in a survey);
- The effectiveness of these services to large firms (at least 2 large firms to be included in a survey);
- Suggestions as to improvements of these services.

#### **2. Primary-sector activity in Malta**

Choose a primary-sector activity in Malta and investigate:

- The problems faced by such businesses;
- The types of business organisations involved as regards aims, ownership, sources of finance, control and responsibility, distribution of profits;
- The distribution channels and marketing methods used;
- Government influence on the primary sector activity chosen;
- The benefits and costs to this activity of EU membership.

In conclusion, state what future there might be for the chosen activity in the short and medium term.

#### **3. A local professional service firm is suffering from a lack of qualified marketers. Consider how the human resource department might set about solving this problem.**

- Develop a job description - tasks to be performed, responsibilities involved, details of pay and any ideal qualities of the candidate for the post;
- Consider the cost of external recruitment - advertising, administration of applications, managerial time in short listing and interviewing candidates;
- Selecting the right person – short listing a number of candidates and calling them for an interview, carrying out specific tests such as aptitude tests;
- Training new employees - on-the job and off-the job training.



#### **4. Promoting Equality in the Organisation**

Choose any two businesses, (preferably one small and in the private sector and one large from the public sector both engaged in different activities) and show how these businesses promote equality in the organization. To complete this task effectively you are advised to learn about the NCPE and the services it provides and how it recommends to firms to implement equality within their organizations. Discuss different types of equality (gender, race etc) . In your conclusion suggest what firms can do in order to increase equality in the work place.

#### **5. Ethics in business**

Fair Trade is a global organization which aims to achieve better deals for workers and farmers. Explore the concept of Fair Trade and how this can impact local businesses. You are advised to research the history and functions of the International Fair Trade Organisation. You are also required to investigate the local environment and to study whether the local market is sensitive to this issue.

#### ***Presentation***

The presentation of the project does not need to follow a standard format but candidates are reminded of the need of clarity or expression, logical sequence, and a systematic approach. A suitable format would include the following:

- the title and the purpose of the project
- an account of the investigation including the methods of research and collection of data
- the analysis of the data
- the presentation of the conclusion or results
- a list of books and other reference materials used.

The project may consist of written material illustrated with diagrams, charts and tables, where appropriate. However, candidates should note that the mere collection of photographs, newspaper cuttings, leaflets and other illustrative materials is NOT suitable as a project at this level.

Students should present their coursework in a neat, well-organised manner. Students should not be penalised if the project is hand-written.

The length of the project does not necessarily reflect the standard of the work. The project should be between 1500-3000 words but in exceptional circumstances (e.g. group projects) the maximum number of words may be extended to 3500 words.

Note that in the case of private candidates marks cannot be allocated for commitment and so the marks obtained by the candidate will have to be grossed up accordingly.

#### ***Assessment***

The coursework carries a maximum of 15 marks. Projects are to be marked by the candidate's teacher and countersigned and stamped by the Head of school. In case of private candidates, the assessment will be made by the Markers' Panel appointed by the University. Marks should be awarded according to the following criteria:

|                                      |            |
|--------------------------------------|------------|
| Knowledge and the Use of Information | <b>20%</b> |
| Application and Analysis             | <b>40%</b> |
| Evaluation and Judgement             | <b>20%</b> |
| Quality of Presentation              | <b>10%</b> |
| Student's Commitment                 | <b>10%</b> |

## MARKING SCHEME

|  |   |   |  |
|--|---|---|--|
| <b>Knowledge and Use of Information</b><br>[20%] | <b>1 – 4 marks</b>  | <b>5 – 10 marks</b>   | <b>11 – 20 marks</b>   |
|  | a) Recalls basic information from areas of the syllabus.<br>b) Makes fair use of information. | a) Recalls and use a range of information from the whole of the syllabus.<br>b) Makes good use of information.  | a) Recalls sufficient facts and knowledge from the whole syllabus so as to provide good answers.<br>b) Makes very good use of information. |
| <b>Application and Analysis</b> [40%]            | <b>1 – 7 marks</b>  | <b>8 – 20 marks</b>   | <b>21 – 40 marks</b>   |
|  | Makes basic use of information.   | Makes use information.  | Makes good use of information.   |
| <b>Evaluation and Judgement</b><br>[20%]         | <b>1 – 4 marks</b>  | <b>5 – 10 marks</b>   | <b>11 – 20 marks</b>   |
|  | Limited attempt to organise material into parts.  | Work planned in a logical manner with an attempt to break down material in a clear and sensible way to try to answer the question posed in the title. | a) Evidence of original and clear analysis of the topic with relevant and accurate use of business ideas.<br>b) Uses logical deductions.   |
| <b>Quality of Presentation</b><br>[10%]          | <b>1 – 4 marks</b>  | <b>5 – 10 marks</b>   |  |
|  | Shows evidence of concern for an orderly presentation.  | Shows care in arrangements and presentation <i>i.e.</i> a well presented coursework.  |  |
| <b>Student's Commitment</b><br>[10%]             | <b>1 – 4 marks</b>  | <b>5 – 10 marks</b>   |  |
|  | <b>1-4 marks</b><br>Demonstrates commitment within his/her ability range.                     | <b>5-10 marks</b><br>Demonstrates outstanding commitment.   |  |

In case of a group project, marks should be awarded for individual candidates. In this case, besides assessing the quality of the project, teachers should keep in mind the degree of participation of each member of the group in the project.

In the case of a resit, candidates who have obtained a pass mark in the project need not carry out a new project but may present their project again and its marks will be carried over the resit.

### **Monitoring**

Candidates are required to hand in their projects on a date set by the MATSEC Support Unit. The projects will be monitored by the Markers' Panel who will use the criteria outlined above. Candidates may be asked to attend for an interview on their project.

**Recommended textbooks and other resources**

The following textbooks will be of use to students who are studying Business Studies. The list is not intended to be exclusive.

| <b>Author</b>  | <b>Title (ISBN)</b>  | <b>Publisher</b>        |
|--|--|-------------------------|
| Anderton, A.   | GCSE Business Studies<br>(1873929846)                          | Causeway Press          |
| Anderton, A.   | AS Level Business Studies for AQA<br>(1902796004)              | Causeway Press          |
| Anderton, A.   | GCSE Business Studies for AQA<br>(1902796292)                  | Causeway Press          |
| Anderton, A.   | GCSE Business Studies for AQA<br>Teachers' Guide (190279630)   | Causeway Press          |
| Anderton, A.   | GCSE Business Studies Teachers'<br>Guide (1873929854)          | Causeway Press          |
| Borrington, K. and Stimpson, P.  | IGCSE Business Studies<br>(0719572231)                         | John Murray             |
| Butler, D.   | GCSE Business Studies<br>(019832797)                           | Oxford University Press |
| Chambers, I., Squires, S. and Linda, H.                                      | Business Studies for GCSE<br>(0582309026)                      | Longman                 |
| Cross, L. and Danks, S.  | Assignments in Business Studies<br>(0174481144)                | Thomas Nelson and Sons  |
| Hall, D., Jones, R. and Raffo, C.<br>(ed. by Chambers, I. and Dickinson, J.) | GCSE Applied Business<br>(1902796624)                          | Causeway Press          |
| Hall, D., Jones, R. and Raffo, C.<br>(ed. by Chambers, I. and Gray, D.)      | Business Studies<br>(1902796837)                               | Causeway Press          |
| Hall, D., Jones, R. and Raffo, C.<br>(ed. by Chambers, I. and Dickinson, J.) | GCSE Applied Business Teachers'<br>Guide (1902796640)          | Causeway Press          |
| Jones, R., Raffo, C. and Gray, D.<br>(edited by Chambers, I.)                | GCSE Applied Business Portfolio<br>Book (1902796632)           | Causeway Press          |
| Kennerdall, P., Williams, A. and<br>Schofield, M.                            | Business Studies for OCR GCSE<br>(0340790520)                  | Hodder and Stoughton    |
| Kennerdall, P., Williams, A. and<br>Schofield, M.                            | Business Studies for OCR GCSE –<br>Teacher's Book (0340804327) | Hodder and Stoughton    |
| Marfell, K., Wallace, D. and<br>Sutherland, J.                               | GCSE Business Studies- Teachers'<br>Resource File (0435450158) | Heinemann               |
| Needham, D. and Dransfield, R.   | Business Studies for You<br>(0748724907)                       | Stanley Thornes         |
| Wallace, D and Wallace, S.   | GCSE Business Studies – Students'<br>Textbook (0435450166)     | Heinemann               |
| Whitcomb, A.   | Comprehensive Business Studies<br>(0273604775)                 | Longman                 |

**Internet Services**

<http://www.vts.rdn.ac.uk/tutorial/bus>  
<http://catalogue.bized.ac.uk/>  
<http://www.bized.ac.uk/virtual/cb/tour new/start.htm>  
<http://www.bmwusfactory.com/build/>  
<http://manufacturing.stanford.edu/>

### **Other Resources**

Contemporary sources of information for teachers and students include:

- Articles from newspapers;
- Leaflets/brochures/publications from banks, insurance companies, etc.;
- Documentation from commercial institutions;
- Advertising material from newspapers, magazines, television, videos, etc;
- Information published by government and other public bodies, e.g. NSO.
- Commercial information from general private sector bodies.
- Visits to local commercial operations, e.g. banks, factories.
- Talks by commercial representatives, e.g. managers, etc.

### **Past Examiners' Reports**

Each year, teachers should get a copy of the examiners' report which discusses the main weaknesses encountered, examiners' approach and demands, etc.