

E232 MANAGEMENT AND MARKETING (YEAR 12) – 2008-2009

Rationale

This subject aims to develop an understanding of the roles of management within a business, and of businesses within the wider Australian community and with our trading partners. As far as possible, the students will operate “hands on” with simulations, case studies, and independent investigations to support and enhance their understanding of the basis of management and marketing practice.

Management and Marketing Studies should include a wide variety of student centred activities, both individual and collaborative, to develop skills such as investigation and research, planning and organisation, team work, and oral and written communication.

Students completing the subject should have a good understanding of the place of business in the economic and social environment within which it operates. They will also have begun to develop, at a rudimentary level, some of the skills and techniques that are required to maximise organisational effectiveness.

The subject provides the opportunity for links with a wide range of employment possibilities, training, and post-secondary studies.

Subject Design

This subject stipulates a set of outcomes. These describe what the student can do as a result of studying the subject. A set of content and skill components is listed under each outcome. These components amplify the context and meaning of the outcome. They are specified for the development of each outcome and indicate how students will demonstrate achievement of the outcomes in this subject. The teaching/learning program will give coverage to all components in order to ensure each outcome is appropriately addressed.

If schools wish to vary these components they may do so, provided it can be demonstrated that the outcomes are able to be achieved and that the subject is assessed through the common assessment framework described for the subject. Proposals for variations must be submitted to the Curriculum Council for approval.

The assessment framework, based on a series of generally defined common assessment tasks, has been stipulated for the subject. Each task measures student performance on a subset of subject outcomes. A generalised set of performance criteria supports the assessment framework.

A procedure for rating student performance on each outcome, and allocating grades has also been stipulated.

Subject Outcomes

Within the context of Management and Marketing, the student is provided with opportunities to meet each of the following outcomes:

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| Outcome 1: Investigates and reports on the social and environmental impacts of business. |
| Outcome 2: Identifies the role of human resource management and explores ways of maximising the effectiveness of the human resources within an organisation. |
| Outcome 3: Applies effective interaction skills to establish a decision making procedure and uses it to make decisions and solve problems. |
| Outcome 4: Implements the planning process as a management and marketing function. |
| Outcome 5: Identifies and uses information for the control of the business. |
| Outcome 6: Demonstrates an understanding of the significance of research and development and of innovation in the marketing process. |
| Outcome 7: Explores challenges facing Australian business in the Asia-Pacific region. |

Components of Outcomes

Outcome 1: Investigates and reports on the social and environmental impacts of business.

The following components amplify the context and meaning of the outcome. The student:

- identifies desirable, ethical behaviour by an organisation
- appraises the impact of recent business decisions in the broader community
- investigates a situation where business interests may be in conflict with community interests.

Outcome 2: Identifies the role of human resource management and explores ways of maximising the effectiveness of the human resources within an organisation.

The following components amplify the context and meaning of the outcome. The student:

- identifies human resource management functions and activities
- explores relationships between human resource management and other business activities
- identifies potential recruitment strategies for employees

- investigates the ongoing needs for training and development of employees.

Outcome 3: Applies effective interaction skills to establish a decision making procedure and uses it to make decisions and solve problems.

The following components amplify the context and meaning of the outcome. The student:

- identifies and demonstrates the characteristics of an effective team member in a variety of roles
- evaluates the performance of others in a group decision making situation
- establishes and uses systems for effectively working with others on minor/major projects.

Outcome 4: Implements the planning process as a management and marketing function.

The following components amplify the context and meaning of the outcome. The student:

- identifies the elements of the planning process
- investigates business management/marketing decisions based on interpretation of information.
- designs and presents a budget for a business.

Outcome 5: Identifies and uses information for the control of the business.

The following components amplify the context and meaning of the outcome. The student:

- investigates and locates information to aid decision making
- selects, presents and analyses appropriate financial and other information
- analyses and uses information to make appropriate controlling decisions for a business.

Outcome 6: Demonstrates an understanding of the significance of research and development and of innovation in the marketing process.

The following components amplify the context and meaning of the outcome. The student:

- identifies the factors contributing to the need for new products
- explores the role of the manager in fostering innovation
- explains the steps in the development of an innovative product.

Outcome 7: Explores challenges facing Australian business in the Asia-Pacific region.

The following components amplify the context and meaning of the outcome. The student:

- identifies the social and economic characteristics of some of Australia's main trading partners in the Asia-Pacific region
- investigates how these characteristics affect the way Australian businesses operate in the region
- investigates government intervention into the operation or business.

Common Assessment Framework

The framework outlined below specifies a series of common assessment tasks for this subject. The framework gives the student at least two opportunities to demonstrate achievement of each outcome in this unit. All components must be covered at least once in the teaching/learning program.

Each common assessment task measures student performance on a subset of subject outcomes. For each outcome measured in a task, student performance will be rated as Very High (V), High (H), Satisfactory (S) or Not Demonstrated (ND).

Management and Marketing		
Task	Specified Outcomes	Task Description
One	1, 2, 7	Report
Two	3, 4, 5, 6	Marketing Project
Three	4, 5	Performance Report
Four	2, 3	Human Resources Study
Five	1, 6, 7	Investigation

Common Assessment Tasks Booklet

The *Common Assessment Tasks* booklet for this subject further describes each task, and defines parameters for its completion. Schools are free to determine specific assessment details within these parameters. Copies of the booklet are available from the Curriculum Council and are included with the syllabus, on the Curriculum Council website (<http://www.curriculum.wa.edu.au>).

Performance Criteria

Outcome 1: Investigates and reports on the social and environmental impacts of business.

Satisfactory	High	Very High
The student identifies desirable ethical behaviour by a business organisation, with reference to given data.	The student evaluates given business decisions from an ethical standpoint and suggests appropriate modifications.	The student investigates and analyses a situation where business and ethical considerations are in conflict, evaluates decisions taken, and suggests appropriate solutions.

Outcome 2: Identifies the role of human resource management and explores ways of maximising the effectiveness of the human resources within an organisation.

Satisfactory	High	Very High
The student identifies the role of human resource management and recruitment processes suitable for a business as well as training/development needs which will exist in employment situations.	The student identifies and evaluates recruitment strategies and training/development needs.	The student applies human resource management practices to meet identified training/development needs and suggests possible alternative models.

Outcome 3: Applies effective interaction skills to establish a decision making procedure and uses it to make decisions and solve problems.

Satisfactory	High	Very High
With minimal guidance, the student works effectively with others in a group decision-making situation.	The student works effectively with others in a group decision-making situation.	The student shows the capacity to initiate, and contributes positively to, an effective decision-making process for a small group.

Outcome 4: Implements the planning process as a management and marketing function.

Satisfactory	High	Very High
The student designs a budget and communicates the value of planning in successful management and marketing.	The student designs a budget and selects and applies planning and marketing strategies for a particular business/product/service.	The student designs a budget and devises an innovative management and marketing strategy for a particular business/product/service.

Outcome 5: Identifies and uses information for the control of the business.

Satisfactory	High	Very High
From given information, the student identifies the information needed to control a business and makes decisions for the effective control of the business.	The student identifies and explains the information needed to control a business, and selects and uses information about a given business to make controlling decisions.	The student identifies and evaluates the information needed to control a business and locates and selects appropriate data to make controlling decisions for a business.

Outcome 6: Demonstrates an understanding of the significance of research and development and of innovation in the marketing process.

Satisfactory	High	Very High
The student lists the reasons for the development of new products, and identifies the main steps in the development of a new product.	The student identifies the reasons for, and the process of, product innovation, and shows how this process would take place for a given product and market situation.	The student explains and evaluates the process of product research, development and innovation, and applies it to a product selected by him/herself.

Outcome 7: Explores challenges facing Australian business in the Asia-Pacific region.

Satisfactory	High	Very High
The student identifies the nature and characteristics of Australia's trade relationships with other countries in the Asia-Pacific region.	The student identifies and explains the nature and characteristics of Australia's trade relationships with other countries in the Asia-Pacific region.	The student evaluates Australia's trade relationships with other countries in the Asia-Pacific Region.

Rating Procedure

Before a final grade can be awarded, the final rating achieved for each outcome must be determined. This is done using the following process:

- V is attained when at least 50% of ratings are at a Very High level, and at least 50% of the remainder are at a High level or better.
- H is attained when at least 50% of ratings are at a High level or better, and at least 50% of the remainder are at a Satisfactory level or better.
- S is attained when at least 50% of ratings are at a Satisfactory level or better.
- ND is attained when more than 50% of ratings are at a Not Demonstrated level.

Where a student fails to achieve a final rating of S for an outcome, teachers are encouraged to provide the student with an additional opportunity to demonstrate S if:

- the student has completed all the CATs incorporating that outcome; and
- the student has demonstrated S for that outcome in at least one task.

The additional opportunity should not simply be a repetition of a task, but should be an equivalent task which reflects a change of context in which the task is done.

Professional judgement should then be used to determine whether a final rating of ND or S is appropriate in each situation.

Grading Procedure

At the completion of this subject grades will be awarded in the following manner:

- A Very High in at least 50% of outcomes, and High or better in at least 50% of the remainder.
- B High or better in 50% of outcomes, and Satisfactory or better in the remainder.
- C Satisfactory or better in all outcomes.
- D Satisfactory or better in at least 50% of the outcomes.
- E Not Demonstrated in more than 50% of the outcomes.

A final rating of ND for any outcome will result in a grade of D being awarded.

Specific details giving examples of the combination of V, H and S resulting in different grades can be found in the *Common Assessment Tasks* booklet.

Time Allocation

The subject has been designed to be completed through a structured education program of approximately 110 hours in any suitable contexts and series of learning experiences. Typically the subject will be studied over the period of one school year. For administrative reasons schools wishing to vary this delivery pattern (e.g. over a shorter period or over a longer period up to two school years) are required to notify the Chief Executive Officer of the Curriculum Council.

Subject Completion

Students must complete the school's structured educational and assessment program for a subject in order to be eligible to receive a grade unless there are exceptional and justifiable circumstances. In situations where the school considers that insufficient information has been gathered to justify the award of a grade for the subject, a result of U (for unfinished) should be allocated. The Curriculum Council offers the flexibility for the U to be converted to a grade after the final grades have been submitted. Further details on assessment and grading are provided in Volume I of the Syllabus Manuals.

Resources

Support Material

Support material for this subject can be ordered through the Curriculum Council Publications Catalogue and is available on the Curriculum Council website (<http://www.curriculum.wa.edu.au>).