ELEMENTS OF BUSINESS SKILLS
TEACHING AND LEARNING SYLLABUS
G1 Upper Secondary

Implementation starting with
2026 Secondary Three Cohort

Ministry of Education
SINGAPORE

CONTENTS

SECTION 1:
INTRODUCTION

- **Introduction to G1 Upper Secondary Elements of Business Skills**
- **Desired Outcomes of Education**
- **Framework for 21st Century Competencies and Student Outcomes**
- **EdTech Masterplan 2030**

1. INTRODUCTION

INTRODUCTION TO G1 UPPER SECONDARY ELEMENTS OF BUSINESS SKILLS

The G1 Upper Secondary Elements of Business Skills (EBS) syllabus is designed as an introduction to business concepts through an understanding of business activities, focusing on basic marketing and customer relations, in Singapore's context. Students will have opportunities to acquire foundational business knowledge and develop transferable employability skills in the service industry, namely the Travel and Tourism, Hospitality, and Retail industries. Thus, the study of EBS will provide students with a basic understanding of business concepts and an awareness of the service industry for further studies in institutes of higher learning and their careers.

The service industry continues to play a significant role in Singapore's economic growth and offers employment opportunities. With globalisation, changing demographics and technological advancement, businesses are innovating and reinventing themselves to stay ahead of the competition. The study of EBS in the selected industries will thus provide students with opportunities to learn and develop 21st Century Competencies (21CC) needed to thrive in an increasingly volatile, uncertain, complex and ambiguous world.

DESIRED OUTCOMES OF EDUCATION

The Desired Outcomes of Education are attributes that educators aspire for every Singaporean to possess after completing their formal education. These outcomes establish a common purpose for educators, drive our policies and programmes, and allow us to consider how well our education system is doing.

It is hoped that every EBS student will embody the Desired Outcomes of Education. They should possess a good sense of self-awareness, a sound moral compass, and the knowledge, skills, values and dispositions to take on the opportunities and challenges of the future. They should be:

- **Confident persons** who have a zest for life, have a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgment, think independently and critically, and communicate effectively.

- **Self-directed learners** who take responsibility for their own learning, are curious, reflective, and persevering in the lifelong pursuit of learning, driven by their passion and purpose.

- **Active contributors** who are empathetic and open-minded to collaborate effectively in teams, exercise initiative, have courage to take risks responsibly, are innovative, and strive for excellence.

- **Concerned citizens** who are rooted to Singapore, have a strong civic consciousness, are responsible to their family, community and nation, and take active roles in improving the lives of others.

FRAMEWORK FOR 21ST CENTURY COMPETENCIES AND STUDENT OUTCOMES

The EBS syllabus is aligned to the Framework for 21st Century Competencies and Student Outcomes (Figure 1.1), which shows how Core Values, Social-Emotional Competencies, and Emerging 21st Century Competencies support the realisation of MOE's Desired Outcomes of Education. Additional information about the framework can be accessed through the following link: intranet.moe.gov.sg/21CCO/Pages/21st-Century-Competencies.aspx.
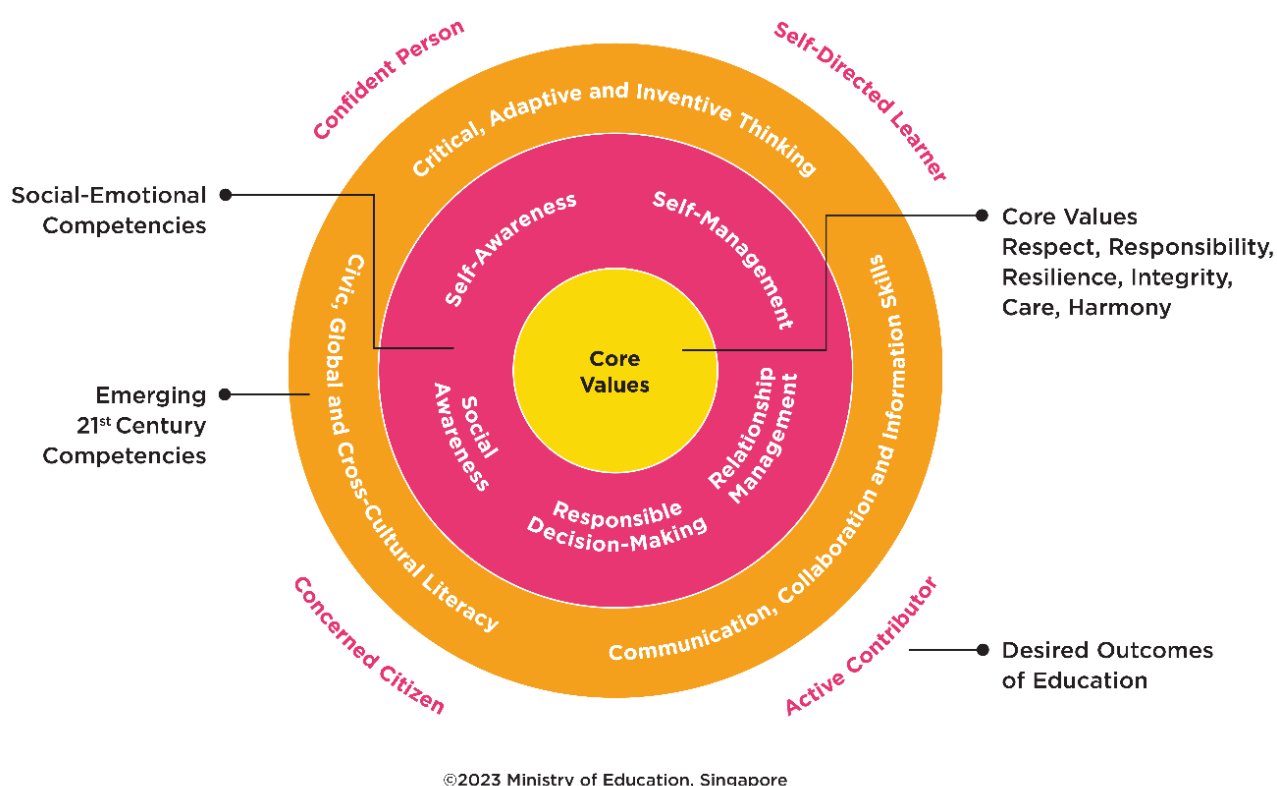

©2023 Ministry of Education, Singapore

Figure 1.1 Framework for 21st Century Competencies and Student Outcomes (21CC Framework)

Critical, Adaptive and Inventive Thinking

As the world evolves and changes, it is essential for students to develop critical, adaptive and inventive thinking capabilities to meet new challenges and opportunities. Through EBS, students will have opportunities throughout their course of study to demonstrate an enterprising mindset as they conduct business investigation to recommend improvements to businesses. Students learn to evaluate information for its credibility and relevance in the business investigation process, and apply decision-making skills as they analyse options from the perspectives of the business and its customers to derive the best recommendation for an authentic business.

Communication, Collaboration and Information Skills

The EBS syllabus provides many opportunities for students to develop their communication, collaboration and information skills. Apart from equipping students with the skills to manage

information from online and offline sources, it also teaches them to be responsible users of information by applying digital competencies. In addition, EBS reinforces the importance of verbal, non-verbal and written communication skills learnt through exploring communication with customers in authentic settings. Through experiential learning in a constructivist learning environment, students will have the opportunity to exchange ideas and co-construct knowledge and understanding with their peers to maximise their learning. An increased awareness of how businesses leverage emerging technology to improve their marketing mix and customer service will help students to understand businesses better.

Civic, Global and Cross-Cultural Literacy

In the EBS syllabus, students will learn foundational business knowledge through the study of businesses in the Travel and Tourism, Hospitality, and Retail industries in Singapore. As students become aware of the development of the business landscape in Singapore, its opportunities and challenges, they will also be more reflective about the knowledge and skills they need. Understanding the importance of adding value at the workplace through higher productivity and improving standards will propel them to be active, effective and responsible contributors to society.

With Singapore being a multicultural country and popular tourist destination, students will develop a deeper understanding of the differing needs and wants of people as they observe customers shopping, dining and visiting various attractions. The recognition and appreciation of diversity will enhance their development of cross-cultural literacy, facilitating respectful interaction and collaboration with people from diverse backgrounds, as well as deepening their awareness of global influences on Singapore.

EDTECH MASTERPLAN 2030

The EdTech Masterplan 2030 envisions "Technology-transformed learning, to prepare students for a technology-transformed world". A key strategic thrust of this plan is strengthening students' digital literacy and technological skills. The business investigation process in EBS provides opportunities for students to acquire and hone digital skills and be equipped with digital competencies to navigate an increasingly technology-saturated future.

THE PAGE IS INTENTIONALLY LEFT BLANK.

SECTION 2:
CONTENT

- **Design of G1 Upper Secondary Elements of Business Skills**
  - **Syllabus Aims**
  - **Syllabus Outcomes**
  - **Syllabus Framework**
  - **Syllabus Features**
  - **Syllabus Amplification**
- **Syllabus and Business Investigation Tasks for Secondary 3 and 4**
  - **Content Alignment to Developmental Milestones of E21CC**

2. CONTENT

DESIGN OF G1 UPPER SECONDARY ELEMENTS OF BUSINESS SKILLS

The conceptualisation of the EBS syllabus is guided by the following principles:

- To update knowledge, skills, dispositions and values so that the syllabus remains relevant and reflective of businesses in the Travel and Tourism, Hospitality, and Retail industries.
- To build foundational business knowledge, skills, dispositions and values undergirded by conceptual understanding that will support students' further studies and work.
- To scope the syllabus content and instructional activities such that they are age-appropriate and accessible to students predominantly taking G1 subjects.
- To ensure alignment to the Desired Outcomes of Education, 21st Century Competencies and EdTech Masterplan 2030.

The EBS syllabus is a G1 subject offered at Secondary 3 and 4. The subject helps foster motivation and the joy of learning in students by providing a variety of enriching learning experiences and equipping them with foundational business knowledge, transferable employability skills, and dispositions and values that are relevant for progression to higher institutes of learning and future employment.

SYLLABUS AIMS

The syllabus aims to provide students with the opportunity to develop foundational business knowledge, employability skills, dispositions and values that are transferable across different areas of work, for the future. The Travel and Tourism, Hospitality, and Retail industries provide the context where application of these knowledge, skills, dispositions and values can be demonstrated.

SYLLABUS OUTCOMES

Knowledge and Understanding

This syllabus intends for students to develop knowledge and understanding of:

- basic business activities in the Travel and Tourism, Hospitality, and Retail industries;
- basic marketing that focuses on understanding the needs and wants of customers and the marketing mix; and
- basic customer relations, focusing on communicating with customers and providing quality customer service.

Skills

This syllabus intends for students to develop the ability to:

- apply concepts in marketing and customer relations, including the use of relevant terminology, to different contexts in the Travel and Tourism, Hospitality, and Retail industries;
- gather, select, interpret, analyse and evaluate information in the investigation of a business;
- think critically and innovatively to generate solutions and make decisions to improve marketing and customer relations;
- self-manage and direct personal learning to work independently and collaboratively;
- communicate effectively; and
- harness the use of technological tools where appropriate.

Dispositions and Values

This syllabus intends for students to develop the dispositions and values of:

- integrity and responsibility in making decisions;
- respect and social awareness in managing relationships with others;
- an enterprising mindset in identifying and pursuing opportunities;
- resilience in overcoming challenges; and
- passion to pursue lifelong learning.

SYLLABUS FRAMEWORK

In the EBS syllabus framework shown in Figure 2.1, the concepts of basic marketing and customer relations are at the core of the EBS syllabus. The middle ring represents the outcomes of syllabus, namely foundational business knowledge, decision-making skills and an enterprising mindset. The outer ring defines the scope of the syllabus to be within the three service industries of Travel and Tourism, Hospitality, and Retail.

Figure 2.1 Elements of Business Skills Syllabus Framework

SYLLABUS FEATURES

Foundational Business Knowledge

The foundational business knowledge includes the knowledge and understanding of the three units of the syllabus: Understanding Business Activities, Basic Marketing and Customer Relations.

Unit 1: Understanding Business Activities

This unit helps students to understand the purpose of a business and the various types of businesses in the Travel and Tourism, Hospitality, and Retail industries. Impact of competition and trends on the businesses, and careers in these industries, are also examined to develop an understanding of the challenges and opportunities presented.

Unit 2: Basic Marketing

This unit helps students to understand the basics of marketing and how businesses meet the needs and wants of customers. This includes the use of market survey to gather information about target customers and the marketing process to reach out to them.

Unit 3: Customer Relations

This unit helps students to understand the need to provide quality service to customers and the importance of effective communication in building customer relations. Students will learn how to provide good customer service in different interactions with customers.

Unit 4: Business Investigation

This unit helps students to understand the process and skills needed to carry out an investigation for a business to improve its marketing mix, so as to enhance its customers' experience. Students will select, interpret, analyse and evaluate information, and apply business knowledge to propose innovative and reasoned recommendations.

Enterprising Mindset

The landscape of business is constantly evolving due to economic, demographic and technological changes. Having an enterprising mindset prepares students for an evolving employment landscape, where employees are expected to seek continuous improvement to meet new challenges and demands. The ability to propose better ways of marketing and how to improve customer relations help to add value to a business. The disposition and mindset to contribute and improve oneself help to develop students as active contributors to society.

Decision-making Skills

Businesses and their employees have to make decisions on marketing and customer relations to grow the business. The syllabus provides opportunities for students to learn the process of gathering the information necessary to make a reasoned recommendation so as to enhance the customer experience for a real-world business. Sound decision-making skills are transferable and beneficial to students' future area of study and work.

SYLLABUS AMPLIFICATION

Unit 1 Understanding Business Activities
This unit introduces students to the concept of a business as an organisation that meets the needs and wants of customers. Resources are used in business activities to provide the desired goods and services. Businesses must innovate to keep up with changes in the business environment and to stay ahead of their competition. Students will learn about the different types of businesses and their activities in the service industry: Travel and Tourism, Hospitality, and Retail. They will consider the impact of trends in the service industry and discuss ways businesses can innovate to meet the opportunities and overcome the threats presented. Students will also be aware of the career opportunities in the three industries and develop an enterprising mindset to prepare themselves for future study and employment in the service industry.

Content	Students will understand (that)	Learning Outcomes Students will be able to
1.1 Introduction to Business • Purpose of business activity	• what needs and wants are • businesses satisfy the needs and wants of customers	• state the purpose of business • state the benefits of businesses to the community • identify the characteristics of goods and services • state what customers' needs and wants are
• Classification of businesses according to output	• the differences between businesses that produce goods and businesses that provide services	• identify and describe the characteristics of goods-producing businesses and service-providing businesses • classify businesses in terms of goods-producing, service-providing, and a combination of both
• Resources for business activities	• resources are needed for business to carry out its activities	• identify the resources involved in business activities: capital, land, labour, enterprise

Content	Students will understand (that)	Learning Outcomes Students will be able to

• Competition and trends	• businesses compete with one another for customers
	
	• the need for businesses to respond to the changing business landscape
		• state the meaning of direct and indirect competition
		
		• describe the impact of competition on businesses in the service industry
		
		• describe the impact of trends on businesses in the service industry, e.g.:
		  - changing customer expectations
		  - technological developments

1.2 Businesses in the Singapore service industry 1.2.1 Travel and Tourism • Travel agencies • Tourist attractions	• what Travel and Tourism does	• identify and describe the types of businesses in the Travel and Tourism industry: travel agencies, attractions: historical and cultural, nature and wildlife, commercial, events
1.2.2 Hospitality • Accommodation • Food and beverage outlets	• what Hospitality does	• identify and describe the types of accommodation: hotel, serviced apartment, resort, hostel • identify and describe the types of food and beverage outlets: fine dining restaurant, theme restaurant, ethnic restaurant, family restaurant, buffet restaurant, coffee house, fast food restaurant, food court and hawker centre, caterer

Content	Students will understand (that)	Learning Outcomes Students will be able to
1.2.3 Retail • Store retailing • Non-store retailing	• what Retail does	• identify and describe the types of store retailing and non-store retailing - store retailing: specialty store, convenience store, department store, supermarket, hypermarket - non-store retailing: e-retailing, vending machine, pushcart, pop-up retailing
1.3 Careers in the Travel and Tourism, Hospitality, and Retail industries	• careers in the service industries	• identify and describe some of the jobs available in the Travel and Tourism, Hospitality, and Retail industries

	Unit 2 Basic Marketing

Unit 2 Basic Marketing

This unit focuses on the foundational aspects of marketing for businesses to meet the needs and wants of customers, and to be better than their competitors through their choice of marketing mix. Customers have different needs and wants, and identifying the target market(s) will help businesses to be focused in their marketing efforts. Market survey provides the information for businesses to reach their target market effectively.

Students will consider the different ways businesses can group customers and the survey methods that will help them gain a better understanding of their customers. They will discuss how businesses can innovate by improving their marketing mix to better attract their target customers. Students will also develop decision-making skills as they consider options and make the most suitable marketing recommendation for various business situations.

Content	Students will understand (that)	Learning Outcomes Students will be able to
2.1 Introduction to Marketing	• what marketing is and the importance of understanding and meeting customers' needs and wants • four aspects of the marketing mix • what the marketing process is	• state the purpose of marketing • state the importance of understanding customers' needs and wants • state and describe briefly the marketing mix: product, price, place and promotion • outline the marketing process

Content	Students will understand (that)	Learning Outcomes Students will be able to
2.2 Know Your Customers 2.2.1 Grouping of customers	• different customers have different needs and wants • customers can be grouped according to similar needs and wants	• identify and describe how customers can be grouped according to: - age - gender - income - occupation - geographic location - lifestyle - social group - benefit sought • examine the possible needs and wants of a given customer group • describe what target market is

Content	Students will understand (that)	Learning Outcomes Students will be able to
2.2.2 Understand customer needs and wants • Market survey	• market survey as a method to obtain information to understand customer needs and wants	• list the types of market surveys: personal survey, telephone survey and online survey • conduct a market survey using a simple questionnaire • collate and present data collected using tables • analyse data presented in tables, bar charts and pie charts to make recommendations
2.3 The Marketing Mix 2.3.1 Product • Aspects of product • Branding • Packaging • Support services	• what product is • product can include goods and services • products offered by businesses in the Travel and Tourism, Hospitality, and Retail industries • the importance and use of branding • the importance and function of packaging for products • the importance of providing support services	• describe the different aspects of a product and how they appeal to different customers • identify the requirements of target customers • recommend suitable products, with reason(s), to meet the requirements of target customers • state what branding is • explain the importance and use of branding for products • explain the importance and functions of packaging for products • explain the importance of providing support services • list examples of support services

Content	Students will understand (that)	Learning Outcomes Students will be able to

2.3.2 Price
 	
• Factors to consider when setting price
 	
• Pricing techniques
	• what price is
	
	• the factors that influence pricing decisions
	
	• how pricing techniques can be used
		• describe the factors to consider when pricing a product
		
		• identify and describe the types of pricing techniques and their examples:
		  - product-line pricing
		  - product-bundle pricing
		  - optional-product pricing
		  - odd-even pricing
		• recommend, with reason(s), suitable pricing technique(s) for a given business scenario

2.3.3 Place • Factors to consider when deciding on physical location • Online presence • Omni-channel presence	• what place is • the use of online and omni-channel presence to reach target customer	• identify the type of location • explain the factors to consider in determining choice of location • identify the benefits of physical presence, online presence and omni-channel presence

Content	Students will understand (that)	Learning Outcomes Students will be able to

2.3.4   Promotion
 	
•   Promotion techniques
	• what promotion is
	
	• the purpose of promotion
	
	• how online and mobile platforms can be used for promotion
		• state the purpose of promotion
		
		• identify the different types of promotion techniques:
		   - advertising
		   - personal selling
		   - social media marketing
		   - sales promotion
		
		• recommend, with reason(s), suitable promotion technique(s) for a given business scenario

•   Advertising
   -   Advertising media
	• the different forms of advertising media	• give examples of various advertising media:
		   - newspaper
		   - magazine
		   - direct mail
		   - outdoor
		   - television
		   - radio
		   - mobile phone
		   - website
		
		• recommend, with reason(s), suitable advertising medium for a given business scenario

Content	Students will understand (that)	Learning Outcomes Students will be able to

• Sales promotion
 	
  - Sales promotion techniques
	• the different forms of sales promotion techniques	• give examples of sales promotion techniques:
		  - coupons
		  - price deals
		  - promo codes
		  - gifts
		  - samples
		  - loyalty rewards programmes
		  - purchase-with-purchase
		• recommend, with reason(s), suitable sales promotion techniques for a given business scenario

2.3.5 Applying the marketing mix	• the marketing mix interacts to help businesses reach their target customers	• explain the marketing mix of businesses in the selected service industries • recommend, with reason(s), improvements to the marketing mix of given businesses

Unit 3 Customer Relations

This unit focuses on the importance of effective communication and quality customer service in building positive relations with customers. Besides marketing (Unit 2), customer relations also contribute to the overall customer experience and customer's attraction to a business. Employees represent a business, and they can add value to the customer experience with the right knowledge, skills and dispositions.

Students will learn about communication skills and methods of communication, and apply them to various business scenarios. They will become sensitive to opportunities at different times during customer interactions to provide quality customer service.

Content	Students will understand (that)	Learning Outcomes Students will be able to
3.1 Communicating with the customer 3.1.1 Uses of communication	• the importance of effective communication with customers	• identify and describe the uses of communication • identify internal and external communication • explain the importance of effective communication with customers
3.1.2 Communication skills • Verbal communication skills - Speaking - Listening • Non-verbal communication skills - Body language • Written communication skills	• the skills needed for effective communication	• identify and explain the communication skills customer service personnel should possess to communicate effectively

Content	Students will understand (that)	Learning Outcomes Students will be able to
3.1.3 Communication methods • Face-to-face • Written • Telephone	• businesses use different methods to communicate with customers	• describe different communication methods • recommend, with reason(s), suitable communication method(s) for a given business scenario • describe how to handle telephone calls • record messages from customers accurately
3.1.4 Personal grooming • Personal hygiene • Appropriate dressing	• the importance of personal grooming for customer service personnel	• explain the importance of personal grooming in relating well to customers • give examples of good personal hygiene practices at the workplace • identify and explain appropriate dressing for customer service personnel

Content	Students will understand (that)	Learning Outcomes Students will be able to
3.2 Customer service 3.2.1 Quality customer service	• the importance of quality customer service in the service industries	• state what customer service is • describe what quality customer service is • explain the importance of quality customer service • identify the skills and qualities that are needed by employees to deliver quality customer service • explain the importance of good product knowledge as part of quality customer service • identify aspects of product knowledge that are required by customer service staff working in the service industries

3.2.2   Providing customer service
 	
• Approaching customers
• Presenting product information to customers
 	
• Closing the customer experience
• Performing service recovery
   - Service breakdown
   - Service recovery
	• ways to provide quality customer service at various points of customer interaction
	
	• the importance of service recovery to maintain good customer relations
		• describe ways of approaching customers
		• describe ways to present product information to customers:
		   - finding out customers' needs and wants
		   - presenting the product
		   - handling customers' questions and objections
		• describe ways to close the customer experience positively
		• explain what service breakdown is
		• explain the importance of service recovery
		• describe ways of handling return of unsatisfactory products
		• describe the procedure for handling service breakdown and for performing service recovery

Unit 4 Business Investigation

Business Investigation (BI) simulates the decision-making process undertaken by real-world businesses. It involves the demonstration of skills needed to gather, select, interpret, analyse and evaluate information for decision-making and also the application of business knowledge to propose innovative and reasoned recommendation. Through BI, the syllabus outcomes of applying foundational business knowledge and demonstrating an enterprising mindset and decision-making can be achieved.

Focusing on the marketing mix of an authentic real-world business, students will experience the process of BI by identifying the information needed, planning ways to gather the information, carrying out the plan and analysing the information to report their findings. Based on these findings, the students are required to suggest options to improve the marketing mix of the business so as to enhance its customers' experience. Students will analyse the options to recommend an improvement for the business to undertake.

Content	Students will understand (that)	Learning Outcomes Students will be able to

4.1 BI process for decision-making:
 	
• Understand the objective of BI
 	
• Plan the investigation to gather information
 	
• Carry out the investigation
 	
• Analyse information and report findings
 	
• Suggest options and make decision
	• the use of BI to identify how improvements might be made for the business	• perform an investigation of an authentic real-world business to recommend improvement to its marketing mix
		
		• understand the objective of BI is to enhance customer experience through improvement to the business's marketing mix
		
		• plan and carry out the BI:
		
		  - identify sources of information about the business: its marketing mix; its customers; the customer service it provides; its competitors; trend affecting the business
		
		  - gather information from primary and secondary sources
		
		    o primary sources: survey, observation, interview, etc.
		
		    o secondary sources: internet websites, newspapers, brochures, etc.

Content	Students will understand (that)	Learning Outcomes Students will be able to

		- present information gathered: tables, photographs, drawings, observation notes, screenshots, etc.
		
		• analyse the information gathered and report findings in own words on the:
		
		  - nature of the business and its target customers
		
		  - marketing mix and customer service of the business
		
		  - impact of competition and trend on the customer experience provided by the business
		
		• suggest options and make decision:
		
		  - suggest options for improvement to the marketing mix of the business
		
		  - recommend, with reasons, which of the suggestions to adopt to improve the marketing mix of the business

SYLLABUS AND BUSINESS INVESTIGATION TASKS FOR SECONDARY 3 AND 4

Key Content	Business Investigation Tasks	Time Frame for BI Task	No. of Weeks
Unit 1: Understanding Business Activities 1.1 Introduction to Business 1.2 Businesses in the Singapore service industry 1.3 Careers in the Travel and Tourism, Hospitality, and Retail industries	<u>Research and report findings on the nature of a chosen business</u> • gather information from primary and secondary sources: - observations - internet research (business websites and social media) - print materials, for example, brochures, advertisements, catalogues, mall directories, location maps • analyse information and report findings (in own words): - describe the location of the business - describe the main category of the products offered by the business	Sec 3 Term 1	10

Key Content	Business Investigation Tasks	Time Frame for BI Task	No. of Weeks

Unit 2: Basic Marketing
 	
2.1 Introduction to Marketing
 	
2.2 Know Your Customers
 	
2.3 The Marketing Mix
	<u>Research and report findings on the marketing mix of a chosen business and its target customers</u>
	
	• gather information from primary and secondary sources:
	
	  - market surveys
	
	  - observations
	
	  - internet research (business website, social media)
	
	  - print materials, for example, brochures, advertisements, catalogues
	
	  - photographs of customers
	
	• analyse information and report findings (in own words):
	
	  - describe the type of customers the business attracts
	
	  - explain the marketing mix of the business
		Sec 3
		
		Term 2
			10

Key Content	Business Investigation Tasks	Time Frame for BI Task	No. of Weeks
Unit 3: Customer Relations 3.1　Communicating with the customer 3.2　Customer service	<u>Research and report findings on customer service of a chosen business</u> • gather information from primary and secondary sources: 　- market surveys 　- observations 　- internet research (business website, social media and online reviews) 　- photographs of customers or staff interaction with customers • analyse information and report findings (in own words): 　- describe the customer service provided by the business; include good or poor service demonstrated by the business	Sec 3 Term 3	6

Key Content	Business Investigation Tasks	Time Frame for BI Task	No. of Weeks
Unit 4: BI (Paper 2) 4.1　BI process for decision-making: • Understand the objective of BI • Plan the investigation to gather information • Carry out the investigation • Analyse information and report findings • Suggest options and make a decision	<u>Research and report findings on competition and trends faced by the chosen business</u> • gather information from primary and secondary sources: 　-　printed materials and/or online research on: 　　o　competitors' marketing mix (focus on certain aspects of the 4Ps) 　　o　trends, e.g., articles on online businesses, self-service checkout, online presence 　-　market survey (include a question to indicate competitors) • analyse information and report findings (in own words): 　-　describe the impact of competition and trends on the marketing mix of the chosen business <u>Suggest options and make a decision</u> • make two suggestions to improve the marketing mix of the business • compare the strengths and weaknesses of each suggestion • recommend with justification the most appropriate improvement for the business to undertake	Sec 3 Term 4 Sec 4 Term 1	4 4

CONTENT ALIGNMENT TO DEVELOPMENTAL MILESTONES OF E21CC

In the EBS syllabus, students are given opportunities to develop Emerging 21st Century Competencies (E21CC) through rich and meaningful learning experiences. The mapping of the E21CC to the EBS syllabus is outlined in the following table.

Critical, Adaptive and Inventive Thinking (CAIT)
These are cognitive competencies relating to one's reasoning and thinking. They enable students to use sound reasoning and metacognition to inform decision-making, generate novel and useful ideas to address issues, and manage complexities and ambiguities to adapt to changing contexts with agility.

Critical Thinking refers to the ability to exercise sound reasoning and metacognitive thinking to interpret and analyse information and evidence, draw conclusions, make decisions, and solve problems.		
Learning Goal	**Developmental Milestones**	**Possible EBS Learning Experiences**
CAIT 1 Exercises sound reasoning and decision-making	**1.4** The student can use evidence and adopt different viewpoints to explain their reasoning and decisions, having considered the implications of the relationship among different viewpoints.	During BI-related class activities or assessment tasks, students will be given opportunities to: • use (analyse) information and/or perspectives of the business and its customers to arrive at well-reasoned and substantiated suggestion(s) on how the business can improve its marketing mix; and • explain the impact of their proposed suggestion(s) on the business itself and its customers.

CAIT 2 Uses metacognition to enhance, monitor and regulate thinking	**2.3** The student can reflect on their thoughts, attitudes, behaviour, actions and draw on relevant cognitive strategies to determine and act on the modifications required.	As part of a learning journey experience, students will be given opportunities to reflect upon the following:
		
		• Before the learning journey: E.g.
		  - What do you hope to learn from this experience?
		  - What actions would you take to ensure you make the most of this learning opportunity?
		
		• During the learning journey: E.g.
		  - How do you decide what information is relevant to your learning?
		  - How are you recording or organising the information you are gathering?
		
		• End of the learning journey: E.g.
		  - How does what you have learnt connect to what you already know?
		  - What surprised you most about your own learning during this journey?
		  - How did interacting with your classmates and/or members of the public during the visit enhance your experience?

Adaptive Thinking		
refers to the ability to apply learnt knowledge and skills strategically and with flexibility in different or new and evolving contexts.		
Learning Goal	**Developmental Milestones**	**Possible EBS Learning Experiences**
CAIT 3 Assesses different contexts and situations in order to make connections and draw new insights	**3.4** The student can draw on the similarities and differences between different contexts or situations to extract new insights to inform their perspective or approach.	When students investigate authentic businesses, they will be given opportunities to: • analyse how competitors can affect a business and its customers and suggest ways in which the business can respond to them; • learn about trends which may have similar or different impacts on businesses across the three service industries; and
CAIT 4 Manages complexities and ambiguities by adjusting one's perspective and strategies	**4.3** The student can draw on different perspectives and strategies to adjust their approach when required, applying learnt knowledge and skills in unfamiliar contexts.	• organise and analyse the information from different perspectives to recommend, with reason(s), suitable product, price, place, and promotion based on the changing needs and wants of different groups of customers or the given business scenarios.
Inventive Thinking		
refers to the ability to frame, investigate and explore issues, generate innovative ideas, and evaluate them to form novel and useful responses.		
CAIT 5 Explores possibilities and generates novel and useful ideas	**5.4** The student can generate ideas that are unique or modified substantially from existing ones and explore different pathways that lead to solutions.	While engaged in class/group discussions examining real-world business issues such as ineffective use of marketing mix or service breakdowns (from an article or video clip), students will be given opportunities to: • explore different ways a business can improve its marketing mix to better satisfy customers; and • apply basic problem-solving skills and explore different ways to handle service breakdowns and perform service recovery.
CAIT 6 Evaluates and refines ideas to formulate novel and useful solutions	**6.4** The student can evaluate and refine their ideas iteratively, using relevant strategies and based on a set of criteria that is appropriate for the task or context.	During a BI-related individual task or group project, students will be given opportunities to: • analyse the impact of their suggestions on the business and its customers and refine their ideas iteratively based on teacher/peer feedback.

Communication, Collaboration and Information Skills (CCI)

These interpersonal competencies enable students to communicate information, ideas and feelings clearly, engage in effective collaboration with others, and manage, create and share information thoughtfully, ethically and responsibly.

<table>
<tr>
<td colspan="3" align="center">Effective Communication
refers to the ability to convey information and exchange ideas clearly and coherently through multimodal ways for specific purposes, audiences and contexts.</td>
</tr>
<tr>
<td align="center">Learning Goal</td>
<td align="center">Developmental Milestones</td>
<td align="center">Possible EBS Learning Experiences</td>
</tr>
<tr>
<td align="center">CCI 1
Effectively communicates information and co-constructs meaning</td>
<td>1.3 The student can convey and evaluate knowledge to co-construct new understandings and ideas coherently, while considering the specific purpose and context of communication.</td>
<td>When students investigate authentic businesses for a group project or coursework assessment, they will be given opportunities to:

• observe and analyse staff-customer interactions at the physical location of a business, documenting both effective and ineffective customer service practices in an observation template given;

• evaluate these observations within the context of the business environment, and coherently communicate their findings by making detailed observation notes; and

• communicate their findings and ideas clearly and justify their proposed recommendations to address specific real-world business issues and scenarios using various modes of communication (e.g., written, oral, tabular or graphical).</td>
</tr>
<tr>
<td align="center">CCI 2
Engages empathetically with diverse perspectives</td>
<td>2.3 The student can respond with respect and empathy. The student is sensitive to the diverse backgrounds that influence different perspectives while interacting with others.</td>
<td>In conducting surveys or interviews to gather primary data, students will be given opportunities to:

• make appropriate use of tone, word choice and non-verbal cues to convey respect and empathy when approaching people for their surveys/interviews; and

• ask clarifying questions to deepen their understanding of different perspectives.</td>
</tr>
</table>

Effective Collaboration		
refers to the ability to work together in a respectful manner to share responsibilities and make collective decisions to meet shared goals.		
Learning Goal	**Developmental Milestones**	**Possible EBS Learning Experiences**
CCI 3 Interacts and works effectively in group settings to contribute to shared goals	3.3 The student can manage disagreements with group members and take in suggestions, while contributing to the completion of a task to meet the shared goals.	During group discussions or tasks, students will be given opportunities to: • collaborate with others to discuss and share perspectives to construct new understanding and ideas in order to improve the marketing mix or customer relations of a business based on a given scenario; and
CCI 4 Collectively defines and negotiates the roles and tasks determined by the group to achieve its goals	**4.4** The student can reflect on their working relationships with the group and adapt to contribute to the shared goals, as determined collectively by its members.	• reflect on their contributions as team members to understand themselves better and learn about the areas in which they have to improve to collaborate more effectively with others.
Information Skills		
refer to the ability to source for, select, evaluate and synthesise digital and non-digital information with discernment. It also entails ethical and responsible practices when using, sharing and creating information.		
CCI 5 Employs effective strategies to locate digital and non-digital information and resources, and exercises discernment by evaluating the accuracy, credibility, and relevance of information	**5.3** The student can select, organise and synthesise information from multiple sources and verify the accuracy, credibility and currency of information by cross-referencing multiple sources.	When students investigate authentic businesses for a class assignment or coursework assessment, they will be given opportunities to: • select, organise and interpret information from different primary and secondary sources about the marketing mix of businesses, target customers and examples of customer service provided; and • apply the guiding questions adapted from the S.U.R.E. framework (see Chapter 7 of EBS Textbook) to check the accuracy and credibility of the information gathered.
CCI 6 Creates and shares digital and non-digital information ethically and responsibly, and maintains a positive online presence	**6.4** The student can contribute to information and perspectives shared in constructive and ethical ways and manage their online reputation and relationships responsibly.	During tech-enabled class discussions or BI-related tasks, students will be given opportunities to: • share their perspectives respectfully using appropriate language on online platforms such as SLS) or Padlet; and • demonstrate responsibility and integrity when using secondary sources of information, including AI tools like ChatGPT, by clearly citing all sources, applying cross-referencing skills and avoiding direct lifting of content.

Civic, Global and Cross-Cultural Literacy (CGC)

These competencies enable students to contribute constructively to their community and nation, interact respectfully and empathetically with others in diverse communities, and act as responsible citizens of Singapore and the world.

<table>
<tr><td colspan="3">Civic Literacy
refers to the ability to understand the nation's values, governance, context and realities, form one's civic identity, and constructively engage with and contribute to one's community and nation.</td></tr>
<tr><th>Learning Goal</th><th>Developmental Milestones</th><th>Possible EBS Learning Experiences</th></tr>
<tr>
<td>CGC 1
Demonstrates understanding of values, ideals, and issues of personal, community and national significance</td>
<td>1.3 The student can describe and explain issues that affect the culture, social and economic development, governance, future and identity of Singapore, and understand multiple perspectives on them.</td>
<td>When learning about the Travel and Tourism industry in Singapore, students will have opportunities to:

• understand and appreciate Singapore's cultural diversity, safety and wide range of tourist attractions, which serve to attract visitors with varied needs and wants to Singapore.

When learning about emerging trends across the three service industries, students will have opportunities to:

• consider the influence and impact of trends, such as technological advancements and changing customer expectations, and governance on businesses and their customers in Singapore.</td>
</tr>
<tr>
<td>CGC 2
Plays active and constructive roles to improve the school, community and nation</td>
<td>2.3 The student can plan and organise programmes with others that contribute to school and community, with support. The student can differentiate the civic roles played by individuals, groups and organisations in contributing to the community and nation.</td>
<td>As part of service learning, students may be given opportunities to apply EBS knowledge and skills when tasked to:

• design and conduct online surveys to assess student needs and preferences regarding eating habits or recycling efforts, with the aim of promoting healthier eating or enhancing sustainability efforts in school; and

• plan and set up a "mini business" at a school bazaar as part of Racial Harmony Day or as a charity drive in collaboration with a charitable organisation to support the less privileged in Singapore.</td>
</tr>
</table>

Global Literacy refers to the ability to understand and think with discernment about world issues and interact responsibly and constructively with people from and beyond Singapore on such issues.		
Learning Goal	**Developmental Milestones**	**Possible EBS Learning Experiences**
CGC 3 Aware of global issues, interconnections, and trends, and forms informed perspectives on them	**3.3** The student can demonstrate awareness of global issues, explain their impact and describe Singapore's role in addressing issues in the global community.	Through the study of competitors and trends, students will have opportunities to: • be exposed to global influences and issues affecting local businesses such as technological developments, and changing customer expectations in the aspects of entertainment, environmental and ethical concerns, health, and personalisation, and explain their impact on businesses and their customers; and • understand that businesses need to innovate due to global influences and issues, to improve their marketing mix and customer service to better satisfy their target customers than their competitors.
CGC 4 Interacts confidently with people from Singapore and beyond on different platforms, including digital ones, in response to global issues	**4.3** The student can interact respectfully with people from Singapore and other countries to understand each other better and/or discuss global issues and reach relevant conclusions.	When students participate in group tasks on global issues (e.g., trends in response to environmental concerns), they will be given opportunities to: • conduct interviews with people from all walks of life and collaborate with peers from diverse backgrounds to appreciate multiple perspectives and the importance of effective communication skills.

Cross-Cultural Literacy		
refers to the ability to sensitively understand, appreciate and interact with different social, cultural and religious communities and their perspectives.		
Learning Goal	**Developmental Milestones**	**Possible EBS Learning Experiences**
CGC 5 Aware of and appreciates the cultural background and identity of self and others	**5.3** The student can appreciate the value of a diversity of cultural and religious communities' heritage, customs, and perspectives, and their contributions to Singapore and the world.	Through the study of the three service industries in Unit 1, students will be given opportunities to: • develop awareness of the multicultural heritage of Singapore, in the aspects of history, food, art and festivals; and • appreciate the purpose and contributions of businesses in strengthening Singapore's identity and image as a choice destination for tourists.
CGC 6 Shows sensitivity and openness in interactions with people from diverse social, cultural and religious communities to promote social cohesion	**6.3** The student can demonstrate empathy, awareness of their own biases, and appropriate behaviour towards the lived experiences of people from different social, cultural and religious backgrounds within and beyond Singapore.	When students participate in Work Experience Programmes (WEP), they will be given opportunities to: • interact with staff and customers of host organisations, and WEP participants from different social, cultural and religious backgrounds respectfully and understand one another better; and • demonstrate their empathy and self/social awareness by considering the needs and wants of different groups of people throughout the duration of their work experience.

SECTION 3:
PEDAGOGY

- **Singapore Curriculum Philosophy**
  - **Pedagogical Approaches**
    - **Experiential Learning**

3. PEDAGOGY

SINGAPORE CURRICULUM PHILOSOPHY

The Singapore Curriculum Philosophy (SCP) presents our teaching fraternity's core beliefs about teaching and learning. Teachers should actively draw reference from the SCP and the knowledge bases (KB) related to the teaching and learning of EBS and translate them into meaningful application of the Pedagogical Practices (PP) as spelt out in the Singapore Teaching Practice (STP).

The STP explicates a set of PP that describes the four fundamental Teaching Processes (TP) and the corresponding 24 Teaching Areas (TA), as presented in Figure 3.1 below.
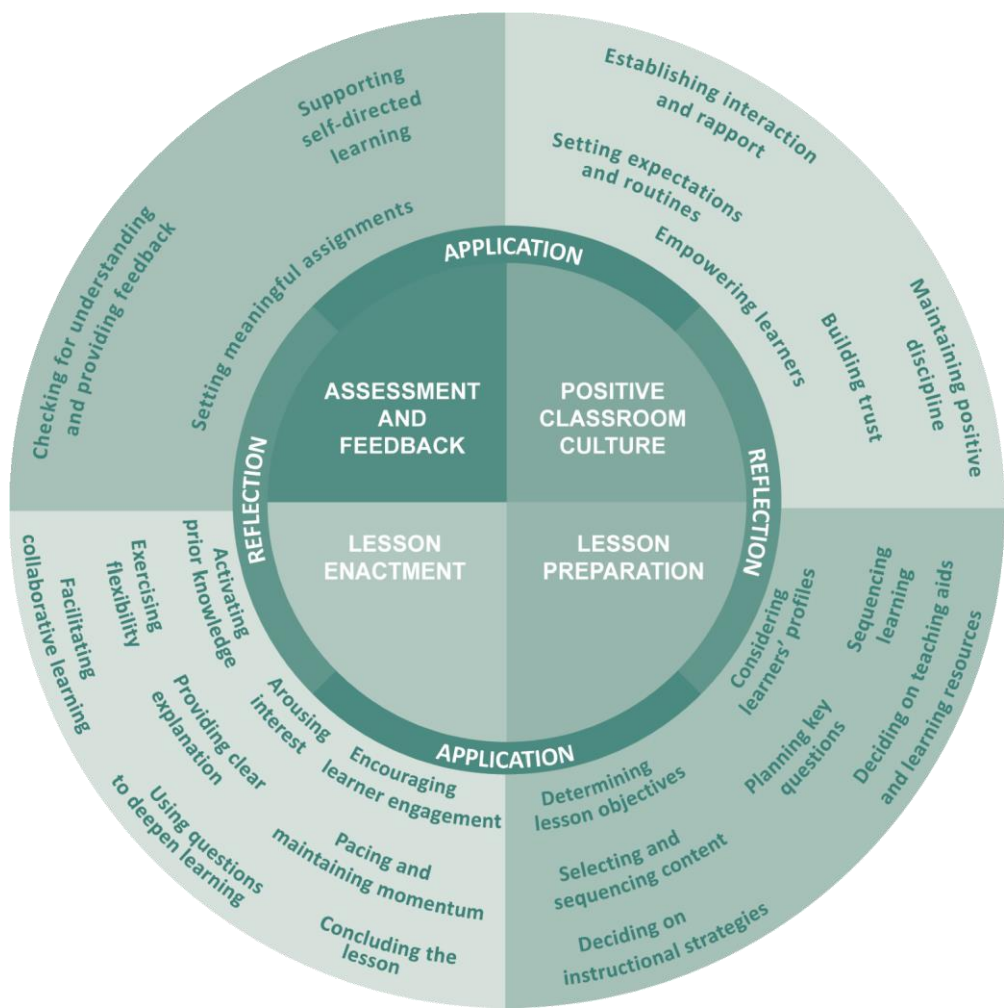

Figure 3.1 The PP Outlining the Four TP and the Corresponding 24 TA in the STP

PEDAGOGICAL APPROACHES

The pedagogical approaches advocated for the teaching of EBS are undergirded by the following considerations.

Engendering the Joy of Learning

Research has shown that students offering predominately G1 subjects need a greater amount of cognitive, affective and social support. Such support can be provided by fostering students' curiosity, interest and desire to learn through opportunities for enjoyable real-world interaction, authentic and engaging tasks, and activities that allow for personal choice and collaboration with peers (Linnakylä, Väliärvi & Arffman, 2011). The learning of EBS promotes the joy of learning through the design of authentic learning experiences that support students in actively drawing connections between content knowledge and the real world.

Alignment to Syllabus Aims and Outcomes

The EBS syllabus aims for students to demonstrate an enterprising mindset by thinking critically and innovatively, and to make informed decisions as they face challenges in their future studies and careers. The use of experiential learning in EBS supports students in constructing new knowledge based on reflections on the learning experiences and encourages the application of E21CC such as critical, adaptive and inventive thinking, reasoning and problem solving (Zohar & Dori, 2003; Zohar & Peled, 2008), in alignment with the syllabus aims and outcomes.

EXPERIENTIAL LEARNING

Given the uncertainty of the future economy, there is a need to equip students with digital literacy, innovation, problem-solving and collaboration skills. This has led to the move away from a didactic way of teaching to interactive and collaborative pedagogies where students have the opportunity to be actively involved in the learning process. The EBS curriculum is designed such that learning is authentic, contextualised and applied.

> *Learning is the process whereby knowledge is created through the transformation of experience.*
>
> *David Kolb, 1984*

Kolb's experiential learning theory puts forward that learning takes place when students undergo a process designed to create opportunities for them to interact with their environment, to experience dissonance between what is new and what is known. The process involves reflection on the dissonance to derive and test the new knowledge.

Kolb's 1984 Experiential Learning Cycle (ELC) has been adapted into a framework for EBS, which articulates the four stages of students' engagement in the effective learning of knowledge and skills. The experiential learning paradigm requires teachers to enable students to be actively involved in the experiences. This in turn requires teachers to define relevant activities and to create a positive classroom culture, conducive for reflection and experimentation with new knowledge.

Figure 3.2 shows the stages of students' engagement in the ELC and illustrates how the framework can be implemented in a lesson on good customer service.

Figure 3.2 The Experiential Learning Cycle for EBS Lessons

Stage 1: Concrete Experience

This stage is when students engage in an activity where they interact with the real world. Such activities involve the use of the senses such as sight, hearing and touch. They could range from indoor activities such as role play, group discussions, viewing a video or presentation, to outdoor activities such as learning journeys and hands-on work experience.

Stage 2: Reflective Observation

At this stage, students conduct a review to make sense of the ideas arising from the experience. This can be achieved through questioning by teachers or steps that provide scaffolding in journals, worksheets or Student Learning Space Interactive Thinking Tools. Reflection questions could include simple questions such as "What did you do?" to higher-level questions such as "What problems did you encounter?" and "What was done correctly or incorrectly?".

Experiential learning takes place when a person involved in an activity looks back and evaluates it, determines what was useful or important to remember, and uses this information to perform another activity.

John Dewey

Stage 3: Abstract Conceptualisation

This is the thinking stage where students draw conclusions from their reflections and consider how they can be translated into practice. The conceptualisations can take the form of scripting, creating or discussion to demonstrate how the reflections transform into new knowledge.

Stage 4: Active Experimentation

This stage is when students use their newly acquired knowledge and test it in a new scenario. This could involve a revised role play or activity like answering questions from a worksheet. Learning is a continual process; the experimentation then creates a new experience for students to further reflect, conceptualise and experiment to create another new piece of knowledge.

Table 3.1 shows some examples of how the ELC can be implemented in EBS lessons.

Table 3.1 Examples of How the ELC Can Be Implemented in EBS Lessons

Topic/Learning Outcome	Stages of the Experiential Learning Cycle			
	Concrete Experience	Reflective Observation	Abstract Conceptualisation	Active Experimentation
1.2.3 Retail • Store retailing Learning outcome: • Identify and describe the types of store retailing: specialty store, convenience store, department store, supermarket and hypermarket	• Conduct a learning journey at a neighbourhood shopping mall. • Students are to identify one example of each type of retail stores. Collect photographs and information about each example, e.g., what it sells, whether it provides personalised service or allows for self-service, how big it is (number of floors, size of shop space, etc.).	• Possible reflection questions (to be answered after students consolidate the information from the learning journey): - What differentiates a specialty store from a department store? - What differentiates a hypermarket from a supermarket? - What types of services do the different stores provide?	• Students are to compile a table showing the features of the different types of retail stores.	• Students are to complete a worksheet in which they have to: - provide reasons for choosing a certain retail store from which to buy a specific product (e.g., sports shoes or fresh fruit); and - give possible reasons why different types of retail stores provide different services, charge different prices for similar products, and offer product selections ranging from limited to extensive.

Topic/Learning Outcome	Stages of the Experiential Learning Cycle			
	Concrete Experience	Reflective Observation	Abstract Conceptualisation	Active Experimentation

2.3.1 Product
 	
• Branding
 	
Learning outcomes:
 	
• State what branding is
 	
• Explain the importance and use of branding for products
	• Students are to cut out brands that they can identify from magazines or newspapers.	• Possible reflection questions:
		
		  - Why do you like the brand or brands?
		
		  - How did you recognise the brands?
		
		  - Do you think these brands are well-recognised? Why?
			• In groups, students are to choose one of the brands and list down points to respond to the following discussion questions:
			
			  - What makes good branding?
			
			  - Why is good branding important to a business and its customers?
				• Students will be shown a well-known brand (a different one from students' examples).
				
				• In groups, students are to research the brand (if they are unfamiliar with it) and list the reasons, based on their findings, why this is a well-received brand.

Topic/Learning Outcome	Stages of the Experiential Learning Cycle			
	Concrete Experience	Reflective Observation	Abstract Conceptualisation	Active Experimentation
3.1.1 Uses of communication 3.1.2 Communication skills Learning outcomes: • Explain the importance of effective communication with customers • Identify and explain the communication skills that customer service personnel should possess to communicate effectively	• Students are to play the telephone game, where a message (in the form of prose or uncommon song lyrics) is passed from the start of the line to the end of the line. • Rules of the game: - The sender can only say the message once. - The receiver is not allowed to ask any questions.	• Possible reflection questions: - Was it easy to listen to and pass the message? Why? - What are some factors that can cause the message to be misheard?	• In groups, students are to list suggestions that could enhance the outcome of the game. • Likely recommendations: - Allow the sender to repeat the message and the receiver to ask questions. - Allow receiver to write down the message.	• Students are to replay the telephone-line game with a new message and new set of rules (e.g., students are allowed to take notes) to achieve effective communication.

SECTION 4: ASSESSMENT

- **MOE Assessment Philosophy**
  - **School-Based Assessment**
    - **National Examination**

4. ASSESSMENT

MOE ASSESSMENT PHILOSOPHY

Assessment is an integral part of the learning process and should be closely aligned with curricular objectives, content and pedagogy. For assessment to lead to meaningful learning, the what and how of assessment should be firmly anchored in clarity of purpose – that is, the why. Assessment should be designed and implemented to provide information on intended student learning outcomes. This involves the purposeful and regular collection of quantitative and qualitative information about students' progress and development. The information can then be used to assess students' attainment of intended learning outcomes and to design future teaching and learning activities.

These are the three key messages of the MOE Assessment Philosophy:

- Assessment is integral to the learning process.
- Assessment begins with clarity of purpose.
- Assessment should collect information that informs future practices.

Both school-based assessment and national examinations play important, albeit different roles. A balanced assessment system should have both formative and summative assessment. Formative assessment provides information on the effectiveness of teachers' instructional activities, while summative assessment provides information on students' mastery of content knowledge and skills.

SCHOOL-BASED ASSESSMENT

To conduct assessment, teachers need to have a good understanding of the students' profiles and the learning outcomes delineated in the EBS syllabus. The demands of the assessment in terms of the knowledge and understanding, skills, dispositions and values needed must be diligently planned, taught and developed in students with the appropriate instructional strategies. A well-designed school-based assessment has the ability to increase student engagement and motivation, and empower them to become self-directed learners.

Formative assessment tasks in EBS should be varied to engage different types of learners. They should also be bite-sized to allow students to learn at a more manageable pace and apply the concepts, receive feedback, reflect, conceptualise and experiment again to acquire the competence and confidence to progress to the next milestone. Formative assessment can be integrated into lessons in the form of individual assignments or group activities such as a project or discussion. Resources on the **Singapore Student Learning Space** (SLS) also provide opportunities for students to become more self-directed in managing and monitoring their learning.

Complementing the **Experiential Learning Cycle,** formative assessment allows students to practise skills by demonstrating their knowledge and be evaluated based on their performance and not their ability to memorise information. The iterative process in formative assessment and experiential learning identifies skills and learning targets clearly, and feedback is given to students on how to improve.

Summative assessment requires teachers to decide what to assess, the question items, how to allocate the marks and what to infer from the results. The design of an assessment task must consider the assessment principles of fairness, validity and reliability. While summative assessment for EBS should include timed written tests and examinations to provide information on students' achievement, provision could also be made to include assessment of BI skills.

Table 4.1 shows suggested school-based assessments for BI skills at Secondary 3. Reference should be made to the specimen papers and national examinations when designing an assessment.

Table 4.1 Suggested School-based Assessments for BI Skills at Secondary 3

Time Frame	Assessment	Business Investigation Skills

Sec 3 Term 1 or 2	Report findings after research on a business in the selected industry:
	• Describe the nature of the business and main categories of products in the context of the selected industry.
	• Describe the types of customers the business attracts and their needs and wants.
	
	Format: 2–3 hours of curriculum time in examination environment
	Mark scheme: Rubric (reference from coursework mark scheme)
	Marks: 20–25 marks
		• Identify sources of research information on the business and its customers.
		• Gather information using suitable methods:
		  - Primary sources: observations, photos, etc.
		  - Secondary sources: internet websites, newspapers, brochures, etc.
		• Analyse the information and report findings in own words.

Sec 3 Term 3 or 4	Report findings after research on a business in the selected industry:
	• Explain the marketing mix used by the business.
	• Explain how the business has provided good/poor customer service.
	
	Format: 4–5 hours of curriculum time in examination environment
	Mark scheme: Rubric (reference from coursework mark scheme)
	Marks: 20–25 marks
		• Identify sources of research information on the marketing mix and customer service.
		• Gather information using suitable methods:
		  - Primary sources: observations, surveys, interviews, photos, etc.
		  - Secondary sources: internet websites, newspapers, brochures, etc.
		• Analyse the information and report findings:
		  - Present quantitative research information in formats such as tables and charts.
		  - Report findings and analysis in own words.

Assessment Objectives (AO)

AO1: Knowledge and Understanding

- Demonstrate knowledge and understanding of business activities and concepts, techniques and skills in marketing and customer relations in the context of the Travel and Tourism, Hospitality, and Retail industries.

AO2: Application

- Apply knowledge and understanding of marketing and customer relations to a variety of business scenarios.

- Gather, select and interpret different sources of information in conducting an investigation of a chosen business.

AO3: Analysis and Evaluation

- Analyse and evaluate information in a variety of business scenarios in order to make reasoned judgements, recommendations and decisions.

Scheme of Assessment

1   Assessment Mode

The assessment comprises two compulsory papers. Paper 1 is a written paper and Paper 2 takes the form of a coursework.

Paper	Description	Marks	Overall Weighting	Duration
1 Written	There will be 4 compulsory questions from Units 1 to 3 of the syllabus, comprising short response and structured questions: (i) with helping words; (ii) requiring short answers, not necessarily in complete sentences.	100	60%	1 hour 30 mins
2 Coursework	The coursework requires candidates to conduct a business investigation, making use of content and skills acquired from Units 1 to 4 of the syllabus. Candidates in a class are required to choose different businesses in the selected service industry. A total of 20 hours must be assigned during curriculum time to facilitate the completion of the coursework.	80	40%	20 hours of curriculum time over 10 to 14 weeks

The following weighting of the assessment objectives gives an indication of their relative importance. They are not intended to provide a precise statement of the number of marks allocated to each assessment objective.

	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation	Total
Paper 1	18%	30%	12%	60%
Paper 2	12%	20%	8%	40%
Overall	30%	50%	20%	100%

Description of Components

Paper 1 (Written)

The question paper will comprise 4 compulsory questions from Units 1 to 3, comprising structured and short response questions. Each question provides a business context that frames the subsequent part questions. Candidates may be required to select a response to true/false items, match/sequence items, complete items from a choice of options, etc. or to compose a response to a given context.

Paper 2 (Coursework)

The question paper will specify one service industry (Travel and Tourism *or* Hospitality *or* Retail) for business investigation. Candidates are required to choose one business within the specified industry with a physical location in Singapore that customers can go to. They will gather information on the business and its customers, its marketing mix and customer service, and how competition and trend within the service industry affect the business. Candidates will use their findings to make decisions and a recommendation on how the marketing mix of the business could be improved to provide a better customer experience.

A total of 20 hours in the computer laboratory will be assigned during curriculum time to facilitate the completion of candidates' coursework. These 20 hours provide candidates with the opportunity to gather information from secondary sources such as websites, brochures, newspapers, etc.; to organise their findings for submission; to respond to the coursework tasks; and to have individual review sessions with their coursework supervisors. Outside of these 20 hours, candidates are expected to gather information from primary sources about their chosen business by undertaking surveys, observations, interviews, etc.

Candidates will be assessed on:	AO1	AO2	AO3	Marks
Information gathering		16		16
Nature of business and its customers	16			16
Marketing mix and customer service of the business		16		16
Competition and trend in the service industry	8	8		16
Decision-making and recommendation			16	16
Total marks	24	40	16	80
% weighting	12%	20%	8%	40%

The assessment criteria and level descriptors are provided on <u>pages 52 to 56</u>.

Assessment Criteria for Paper 2

	Level 1	Level 2	Level 3	Level 4
Task 1: Information Gathering (16 marks)	Candidate provides generic information from primary sources. Materials are not related to the business or tasks.	Candidate provides relevant information on the business and task(s) from one primary source.	Candidate provides relevant information on the business and tasks from two primary sources.	Candidate provides relevant and comprehensive information on the business and tasks from two primary sources.
	Candidate provides generic information from secondary sources. Materials are not related to the business or tasks.	Candidate provides relevant information on the business and task(s) from two secondary sources.	Candidate provides relevant information on the business and tasks from a variety of secondary sources.	Candidate provides relevant and comprehensive information on the business and tasks from a variety of secondary sources.

	Level 1	Level 2	Level 3	Level 4
Task 2: Nature of the Business and its Customers (16 marks)	Candidate gives limited, or no, description of the nature of the business.	Candidate describes two aspects of the nature of the business.	Candidate describes two aspects of the nature of the business, based on information gathered.	Candidate describes in detail the nature of the business, based on information gathered.
	Candidate gives limited, or no, description of the type(s) of customer(s) the business attracts and/or of the needs and wants of customers.	Candidate describes one type of customer the business attracts and/or one of the needs and wants of customers.	Candidate describes more than one type of customer the business attracts and at least one of the needs and wants of these customers, based on information gathered.	Candidate describes in detail the types of customers the business attracts and the needs and wants of these customers, based on information gathered.

	Level 1	Level 2	Level 3	Level 4
Task 3: Marketing Mix and Customer Service of the Business (16 marks)	Candidate identifies the four Ps and gives limited, or no, explanation of the marketing mix.\n\nResponses are generic.	Candidate describes how the marketing mix is used by the business.\n\n(At least two Ps described.)	Candidate explains how the marketing mix is used by the business, based on information gathered.	Candidate explains how the marketing mix is used by the business to meet its customers' needs and wants, based on information gathered.
	Candidate identifies features of customer service, or gives limited example(s) of good and/or poor customer service.\n\nResponses are generic.	Candidate describes, with example(s), how the business has provided good and/or poor customer service.	Candidate explains, with examples, how the business has provided good and/or poor customer service, based on information gathered.	Candidate explains in detail, with examples, how the business has provided good and/or poor customer service, based on information gathered.

	Level 1	Level 2	Level 3	Level 4
Task 4: Competition and Trend in the Service Industry (16 marks)	Candidate gives limited, or no, description of competition and/or trend. Responses are generic.	Candidate describes one competitor and/or one trend that the business might need to be aware of.	Candidate describes one competitor and one trend the business might need to be aware of, based on information gathered.	Candidate describes in detail one competitor and one trend that the business might need to be aware of, based on information gathered.
	Candidate identifies how one competitor and/or one trend affect the business. Responses may not relate to the customer experience provided by the business.	Candidate describes how one competitor and/or one trend affect the customer experience provided by the business.	Candidate explains how one competitor or one trend affect the customer experience provided by the business, based on information gathered.	Candidate explains how one competitor and one trend affect the customer experience provided by the business, based on information gathered.

	Level 1	Level 2	Level 3	Level 4
Task 5: Decision-making and recommendation (16 marks)	Candidate identifies generic suggestion(s) to improve the marketing mix. Candidate gives limited or no reasons for suggestion(s). Reasons are not linked to findings in Tasks 1 to 4.	Candidate identifies two suggestions to improve the marketing mix of the business. Candidate gives at least one reason for each suggestion. Reasons may not be linked to findings in Tasks 1 to 4.	Candidate describes two suggestions to improve the marketing mix of the business. Candidate gives one reason for each suggestion, using findings in Tasks 1 to 4.	Candidate describes two suggestions to improve the marketing mix of the business. Candidate gives two reasons for each suggestion, using findings in Tasks 1 to 4.
	Candidate makes a recommendation with limited or no reasoning on generic impact of change.	Candidate makes a recommendation with reasoning that relates to generic impact of change.	Candidate makes a recommendation with reasoning that relates to the impact on the business or its customers.	Candidate makes a recommendation with reasoning that relates to the impact on the business and its customers.

Use of Calculator

An approved calculator may be used in Paper 1 and Paper 2.

5.   REFERENCES

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan, 80,* 139–148.

Bloom, B. S. (Ed.), Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook 1: Cognitive Domain.* New York, NY: David McKay Company Inc.

Dewey, J. (1986). The Later Works of John Dewey, Volume 8, 1925-1953: 1933, Essays and How We Think, Revised Edition (J. A. Boydston, Ed.). Southern Illinois University Press.

Hondzel, C. D., & Hansen, R. (2015). Associating creativity, context, and experiential learning. *Education Inquiry, 6,* 177–190.

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

Kolb, D. A. (2015). *Experiential Learning: Experience as the Source of Learning and Development.* Upper Saddle River, NJ: Pearson Education, Inc.

Linnakyla, P., Valijarvi, J., & Arffman, I. (2011). Finnish basic education: When equity and excellence meet. In K. Van den Branden, P. Van Avermaet, & M. Van Houtte (Eds.), *Equity and Excellence in Education: Towards Maximal Learning Opportunities for All Students* (pp. 190–214). London: Routledge.

Moseley, D., Baumfield, V., Elliott, J., Gregson, M., Higgins, S., Miller, J., & Newton, D. P. (2005). *Frameworks for Thinking: A Handbook for Teaching and Learning.* Cambridge: Cambridge University Press.

Moss, C. M., & Brookhart, S. M. (2009). *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders.* Alexandria, VA: ASCD.

Wang, L. Y., Teng, S. S., & Tan, C. S. (2014). Levelling up academically low progress students. *NIE Working Paper Series No. 3.*

Wurdinger, S. D., & Carlson, J. A. (2010). *Teaching for Experiential Learning: Five Approaches That Work.* Lanham, MD: Rowman & Littlefield Education.

Zohar, A., & Dori, Y. J. (2003). Higher Order Thinking Skills and Low Achieving Students: Are They Mutually Exclusive? Journal of the Learning Sciences, 12, 145-181.

Zohar, A., & Peled, B. (2008). The effects of explicit teaching of metastrategicon low- and high-achieving students. Learning and Instruction, 18, 337–353.