Business Studies

1. Introduction

Business is one the important sectors of the Hong Kong economy. To live in the rapid-changing and knowledge-driven 21st century, students need to equip skills to predict, examine and explain phenomena of the world and to transform thoughts to high value-added outputs.

Business Studies provides students with the foundations of analysing human behaviour in decision-making and in creating value through transforming needs and ideas into business opportunities.

1.1 The study of Business Studies

Business Studies enables students to apply basic knowledge and skills from different business, accounting and economic areas, and to tackle business and economic problems in an analytical approach with logical and critical thinking.

1.2 The pedagogy of Business Studies

The learning and teaching of Business Studies is to help students construct a framework of business, accounting and economic thinking. Real life cases and problems will be used to arouse students' interest and concerns from the business, accounting and economic perspective. Students are encouraged to be aware of local and global business and economic news. Students will be provided learning packages for consolidating their learning from lesson preparation, class activities and self-directed learning.

1.3 Assessment

Assessments will be in various forms which include lesson preparation, class participation, group project work, authentic business activities, individual assignments and written tests.

2. Curriculum aims

The Business Studies curriculum aims at

(a) developing students an interest in exploring human behaviour and social issues through an economic perspective;
(b) providing students with elementary business and accounting knowledge and skills;
(c) enhancing students' general intellectual capacity for life-long learning, through developing their capacities in business, accounting and economic analysis, so that they possess basic skills for reasoning about issues and making rational choices;
(d) developing students' positive values and attitudes, so that they can fulfil their roles competently and confidently as consumers, investors and entrepreneurs; and
(e) allowing students to make an informed decision in choosing their elective subjects in their senior secondary education.

3. Curriculum framework

	Module content	Relevant priority values and attitude #
Term 1	**Module 1 - Introduction to Business Management** - forms of business ownership - key business functions - external business environment - business ethics and social responsibilities	- respect for others - responsibility - integrity - benevolence - law-abidingness - empathy
Term 2	**Module 2 - Introduction to Accounting** - functions of accounting - the accounting equation - statement of financial position - income statement	- integrity - diligence
	Module 3 - Introduction to Economics - scarcity - choice and opportunity cost - change in opportunity cost	- responsibility

Priority values and attitude include perseverance, respect for others, responsibility, national identity, commitment, integrity, benevolence, law-abidingness, empathy, diligence, unity and filial piety.

4. Assessment

Both formative and summative assessments are carried out to assess students' performance throughout the year. Continuous assessments in the form of individual assignments, class discussions, group project work, unit tests and quizzes are done throughout the year.

4.1 Weighting of assessment components

Item	Proportion in Continuous Assessment	Proportion in Year Grade
Individual Assignments and Group Project Work	60%	60%
Unit Tests, Quizzes and Mid-year Assessment	40%	
Final Examination	-	40%

4.2 Assessment criteria in Continuous Assessment

Term 1	- Understanding and Application of Key Business Functions
Term 2	- Understanding and Application of Basic Accounting Skills - Understanding and Application of Basic Economic Concepts

5. The role of parents and homework

Business Studies is a dynamic and lively subject. Parents can discuss daily business, accounting, financial and economic issues with students from time to time to arouse their interest in Business Studies.

Since students are assessed through continuous assessments, effort in individual assignments, group work and class activities will count towards the assessment. Parents are encouraged to understand the assessment policy and discuss with students their learning experience regularly. However, it is essential that students do not receive any direct parental assistance in the completion of work at home since students must take responsibility of their own learning. It is an opportunity for self-directed learning which Business Studies stresses.

6. Use of Generative AI

(a) Principles

- Generative AI is one of the tools for learning.
- Plagiarism is a kind of academic dishonesty. It arises when a person copies or adapts others' (including AI's) work as a part or whole of his/her own work without proper acknowledgment.
- Correct use of generative AI is essential for learning.

(b) Requirements

- Each student will sign a declaration form and cite the part(s) in his/her work which originated from or adapted from generative AI tools.
- Student work will be examined by AI detectors and cross-checked with the declaration form. Teachers reserve the right to deduct marks if a large proportion of work is found originated from or adapted from generative AI tools.
- Students are advised to keep their working drafts to prove the originality of their work.

7. Assignment Policy

Assignments should be submitted on time. If assignments are submitted late (i.e. not within school time on the deadline day) without prior approval, zero marks will be awarded under normal circumstances.

Even zero marks are awarded, students are required to complete and hand in the assignment. Teachers will provide students feedback as usual.