

WHS Social Sciences: Business Studies Year: 12 Topic/s: Critical Problems	Curriculum Levels: 7 Assessing NCEA level 2 2.3 90845 Apply business knowledge to a critical problem(s) in a given large business context Timing/Duration: Approximately 4 weeks
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Achievement Objectives / Conceptual Understanding: 7.1 Students will gain knowledge, skills, and experience to: explore how and why large businesses in New Zealand make operational decisions in response to internal and external factors. Understanding of the Business Studies concepts of globalisation, citizenship and sustainability Understanding Māori business concept Tikanga Pūtake Tūrangā Kaitiakitanga Rangatiratanga	Rich Task: Identify the cause and effect of critical problems within a given business and suggest, explain and justify appropriate solutions to the problem that incorporate relevant business and Māori concepts.	Learning Outcomes (what do we want them to know and do?): <i>Using terms – describe / explain / analyse</i> <ul style="list-style-type: none"> - Analyse factors that affect the success of a large business - Analyse the liquidity of a given business - Describe the causes and effects of poor productivity within a business - List and explain political and legal influences that can affect business continuity with examples - Describe how technological issues can affect business continuity - Discuss the causes and effects of poor quality - Analyse the impact of stakeholders on a business - Explain the implications of mergers/acquisitions on large businesses - Discuss how ineffective leadership can affect a business - Analyse the effects of natural disasters or acts of terrorism on business operations Note from Teaching and Learning Guides – Specifications explanatory note 2. In a large business context students explore a critical problem, its causes and effects, and apply business knowledge to provide a range of possible solutions and recommendations for the problem. Students can apply relevant practical business experience they have gained during the programme of learning to suggest viable solution. The critical problem will be a significant problem/issues threatening the continuation of the business.
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Values highlighted in this unit	How students will be encouraged to develop these	Key competencies highlighted in this unit	How students will be encouraged to develop these
Excellence – aiming high, persevering <input checked="" type="checkbox"/>	Through use of on-going practice assessments, sharing of assessment criteria, peer and self review towards writing excellence standard responses.	Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions, challenging assumptions and perceptions. <input checked="" type="checkbox"/> Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding and responses. <input checked="" type="checkbox"/> Managing self – having a “can-do” attitude - self-motivation, appropriate behaviour, resourcefulness, resilience, setting goals and managing projects. <input checked="" type="checkbox"/> Relating to others – listen actively, recognise different points of view, negotiate, share ideas, being able to take different roles in different situations. <input checked="" type="checkbox"/> Participating and contributing – being actively involved in communities - balancing rights, roles and responsibilities, and having a sense of belonging and the confidence to participate within new contexts. <input checked="" type="checkbox"/>	Through application of experience and prior learning to given case study situations and the need to suggest and justify solutions.
Innovation , enquiry and curiosity <input checked="" type="checkbox"/>			Through analysis of examples of poor publicity where a negative message about a company is transmitted and analysis of the effects of this transmission.
Diversity – culture, language, heritage <input checked="" type="checkbox"/>	Discussion of tikanga and cultural norms and values within social factors lessons.		
Equity – fairness and social justice <input checked="" type="checkbox"/>			
Community and participation for the common good <input checked="" type="checkbox"/>			
Ecological sustainability - care for the environment <input checked="" type="checkbox"/>	Analysis of negative impact of businesses on the environment and the resulting poor publicity this earns companies.		
Integrity –accountability, honesty, acting ethically <input checked="" type="checkbox"/>	Through discussion of negative publicity examples that include issues of child labour, poor industrial relations etc.		
Respect for self, others and human rights <input checked="" type="checkbox"/>	As above.		

Teaching Focus and any data to support: Examination skills that require students to be able to competently demonstrate the skills shown below.	Assessment: <ul style="list-style-type: none"> - Individual topic-based practice questions based on case study materials - School end of year examination
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Skills	Resources	Key Vocabulary / Concepts	Links
<ul style="list-style-type: none"> - Identify cause & effect - Identify, fully explain and justify appropriate solutions - State evidence from a given context 	<ul style="list-style-type: none"> - Case studies - News articles/clips – Kronic, Hell Pizza, Whitcoulls, UBS - Sample assessment materials - Revision guide 	<ul style="list-style-type: none"> - Continuity - Longevity/sustainability - Liquidity/solvency/cashflow - Ratios - Industrial action - Productivity 	ICT: <ul style="list-style-type: none"> - Use of media clips in teaching - Use of Ultranet with exemplars – students to improve and comment on work

<ul style="list-style-type: none">- Apply relevant business concepts to a problem- Apply relevant Māori concepts to the problem.		<ul style="list-style-type: none">- Government policy/legislation- Technology failure/backups- Quality approaches- Publicity- Stakeholders- Mergers/acquisitions/hostile takeovers- Leadership styles- Natural disasters/acts of God/terrorism	Careers: Contingency planning, trouble-shooters, management roles, accounting roles
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	Topic Area:	Learning Outcomes / Intentions	Learning Activities <i>Using Social Inquiry</i> <i>People – Values exploration – Perspectives – Reflective inquiry – Critical thinking – The big question – Finding out information – Considering responses and decisions</i>	Resources	Assessment <i>Formative – Summative – Feedback – Peer assessment – Forming Goals.</i>	Links to: - Values - Key Competencies - ICT - Careers - Skills
1	Introduction to unit	<ol style="list-style-type: none"> Gain an understanding of the content of the unit and topics studied Understand the skills required within the standard Define the terms 'critical problem' and 'business continuity' List situations that can threaten business continuity 	<p>Pre-test on key terms/concepts</p> <p>Teacher led discussion on business continuity as a concept, the content of this unit and an introduction to the skills required within the examination.</p> <p>Paired working – think of examples of factors that can affect the continuation of a business.</p> <p>Consolidation of ideas.</p> <p>Prioritisation task – students to list and justify their top 3 issues from those generated within the lesson.</p>	<p>Pre-test on key concepts</p> <p>PP presentation on business continuity</p> <p>Flip chart paper & marker pens for paired activity</p>	<p>Formative – definitions test on key terms/concepts within the unit</p> <p>Summative – teacher informal assessment of responses to group task</p>	<ul style="list-style-type: none"> KC: Thinking, Relating to Others Values - Excellence
2 & 3	Liquidity	<ol style="list-style-type: none"> Explain the terms liquidity and insolvent Analyse a set of accounts and draw conclusions on the health of the business Identify causes and effects of the situation Recommend and justify solutions to the problem 	<p>Discussion of key terms/ideas.</p> <p>Use of fictitious case study accounts – students to draw their own conclusions.</p> <p>Paired/group work – causes and effects identified then discussed as a class.</p> <p>Individual task – choose 2 causes and the relevant effects and make recommendations with justifications.</p> <p>Peer assess individual task.</p>	<p>PP presentation showing key concepts</p> <p>Case studies</p> <p>Worksheets – ratio formulae and explanations</p>	<p>Formative – verbal questioning during discussion</p> <p>Summative – peer/self assessment of individual task</p>	<ul style="list-style-type: none"> Identify cause & effect Identify, fully explain and justify appropriate solutions State evidence from a given context Apply relevant business concepts to a problem Careers: accounting KC: Thinking, Relating to Others
4 & 5	Production	<ol style="list-style-type: none"> Explain the different forms of industrial action that employees can take Identify and explain the causes and effects of industrial action on firms Explain the concept of productivity and apply this to a case study business 	<p>Watch 'Made in Dagenham' movie.</p> <p>Discussion of different forms of industrial action (treasure hunt?).</p> <p>Individual task – causes, effects and solutions to industrial action.</p> <p>Practical simulation – clown/monkey colouring in within timed situation.</p> <p>Case study analysis – Ports of Auckland productivity vs. Tauranga</p>	<p>DVD</p> <p>PP presentation with forms of industrial action</p> <p>Marking criteria for individual task</p> <p>Simulation materials</p> <p>POA News article</p>	<p>Formative – through verbal questioning</p> <p>Summative – through marking of individual student work.</p>	<ul style="list-style-type: none"> Identify cause & effect Identify, fully explain and justify appropriate solutions State evidence from a given context Apply relevant business concepts to a problem ICT: DVD KC: Thinking, Relating to Others Values - Excellence
6 & 7	Legislation & Government Policy	<ol style="list-style-type: none"> Identify examples of changes in legislation that can affect business continuity Explain the causes and effects of these changes Explain how businesses have overcome political challenges 	<p>Class discussion on political issues and changes to legislation and their effects on businesses.</p> <p>Paired working – students to select one legal area and present their ideas on the thinking being the law/policy, the effects on some businesses and the actions/solutions they would need to take as a result.</p>	<p>Kronic Link</p> <p>Media clip of Smokefree Workplaces</p> <p>Driving age change article</p> <p>Guest speaker</p> <p>PP presentation on technological issues</p> <p>Peer assessment criteria</p>	<p>Formative – through directed questioning</p> <p>Summative through quality of presentations</p>	<ul style="list-style-type: none"> Identify cause & effect Identify, fully explain and justify appropriate solutions State evidence from a given context Apply relevant business concepts to a problem ICT: media clips KC: Thinking, Relating to Others Values, Excellence
8	Technology	<ol style="list-style-type: none"> Explain ways in which technological break down can affect business operations Suggest solutions to these issues and justify these choices 	<p>Class discussion on technological issues – guest speaker slot from school network manager or supermarket manager?</p> <p>Case study examples – relate to local situation of power outages.</p>	<p>Guest speaker</p> <p>News articles</p>	<p>Summative – through peer assessment of presentation task</p>	<ul style="list-style-type: none"> Identify cause & effect Identify, fully explain and justify appropriate solutions

			Paired presentation task on causes, effects, solutions, recommendations plus peer assessment of outcomes.	Flip chart/data projector		<ul style="list-style-type: none"> - State evidence from a given context - Apply relevant business concepts to a problem - KC: Thinking, Relating to Others - Values - Excellence
10 & 11	Quality & Publicity	<ol style="list-style-type: none"> 1. Explain the different approaches to quality used by businesses 2. Identify and explain the consequences of poor quality on business performance 3. Explain how negative publicity can cause critical problems for large businesses 	<p>Students to work in groups. Each group has an approach to quality given to them that they must teach to the class and provide with a handout (quality control, TQM, benchmarking, kaizen, six sigma, ISO).</p> <p>They are then given a case study of a business that has suffered negative publicity/product quality issues and they need to create a short presentation based on the scenario with additional research of their own.</p>	<p>SuperSizeMe DVD</p> <p>Hell Pizza case study</p> <p>UBS case study</p> <p>Toyota Case Study</p> <p>BP case study</p> <p>Telecom XT/RWC case study</p>	Summative – grading of presentations	<ul style="list-style-type: none"> - Identify cause & effect - Identify, fully explain and justify appropriate solutions - State evidence from a given context - Apply relevant business concepts to a problem - ICT: DVD - KC: Thinking, Using language, symbols & text, Relating to Others - Values: Excellence, Ecological Sustainability, Integrity
12	Social Factors/ Stakeholders	<ol style="list-style-type: none"> 1. Identify and discuss how social/cultural changes within the economy can affect business performance 2. Explain and apply principles of change management to a given case study 	<p>Class discussion on examples of contemporary culture and values within NZ society – integrate elements of both Māori and Pākehā culture – what is tapu? What tikanga exists that needs to be followed?</p> <p>Paired task – using results of class discussion – what are the implications for businesses? Do’s & Don’ts and consequences.</p> <p>Teacher-led discussion on principles of change management and how this can be done within large organisations and the dangers of stagnation.</p>	<p>PP presentation on change management</p> <p>Flip chart pad for students to draw up list of tikanga</p>	Informal observation of contributions and later the formal application in end of unit assessment.	<ul style="list-style-type: none"> - Identify cause & effect - Identify, fully explain and justify appropriate solutions - State evidence from a given context - Apply relevant business concepts to a problem - Apply relevant Māori concepts to a problem - KC: Thinking, Relating to Others - Values: Excellence, Diversity, Ecological Sustainability, Integrity
13, 14 & 15	Competition	<ol style="list-style-type: none"> 1. Identify the methods businesses use to compete with one another 2. Fully explain the benefits & problems that competition brings 3. Explain the role of the Commerce Commission 4. Identify and explain economies and diseconomies of scale that apply to larger businesses 5. Explain the terms merger, acquisition & takeover and identify the differences 6. Fully explain the reasons for and consequences of a change in ownership/structure on a large business 	<p>Card sort activity to differentiate benefits and problems of competition – can some be both?</p> <p>Discussion – how do businesses compete? What is healthy competition? What is anti-competitive behaviour and how it is controlled?</p> <p>Student-led discussion on economies and diseconomies of scale.</p> <p>Use of cases studies on mergers, acquisitions and takeovers. Students to produce list of impacts these can have on businesses and use to produce examination style answer in timed conditions.</p>	<p>PP presentation on mergers, acquisitions & takeovers</p> <p>Case studies</p>	<p>Formative – through card sort activity</p> <p>Summative – self and teacher marking of individual exam practice questions</p>	<ul style="list-style-type: none"> - Identify cause & effect - Identify, fully explain and justify appropriate solutions - State evidence from a given context - Apply relevant business concepts to a problem - KC: Thinking, Relating to Others - Values: Excellence
16 & 17	Leadership & Governance	<ol style="list-style-type: none"> 1. Identify characteristics of effective leaders 2. Explain how effective leadership is measured 3. Discuss the consequences of poor leadership on business continuity/success 4. Explain the importance of healthy and safe workplaces and the consequences of non-compliance 	<p>Discuss characteristics of effective leaders and how effective leadership can be measured.</p> <p>Use of computers for internet research on given business leaders – how effective were they in their roles? How was this measured? What were the consequences of their actions?</p> <p>Students to report back their findings to one another.</p>	<p>Leader profiles</p> <p>PC’s for research</p> <p>H&S fact sheets</p>	<p>Formative through verbal questioning – relating back to motivational theory</p> <p>Summative – through marked individual exam practice question</p>	<ul style="list-style-type: none"> - Identify cause & effect - Identify, fully explain and justify appropriate solutions - State evidence from a given context - Apply relevant business concepts to a problem - Careers: management

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18, 19, 20	Economic Influences	<ol style="list-style-type: none"> 1. Use the circular flow model to demonstrate how the sectors of the economy rely on one another 2. Explain the impact on firms and households of a change in interest rates 3. Explain the effects of a change in inflation on firms & households 4. Use the business cycle to make observations on the state of the economy and the decisions firms need to make as a result 5. Explain how fluctuations in exchange rates can affect business performance 	<p>Card sort activity to show real and money flows within the economy.</p> <p>Discussion on interdependence of sectors of the economy and specifically the impact on firms.</p> <p>Students to bring in materials collected for homework from local banks – interest rates on savings accounts and for loans/credit cards/mortgages – discuss what interest rates are, how they are determined and the effects on firms (relate back to circular flow model).</p> <p>Discussion on inflation and the effects on firms – simulation?</p> <p>Introduce the business cycle – students to use computers to research historical trends – do they back up the theory? How can we tell how well the economy is doing? What decisions do firms need to make?</p> <p>Case study on exchange rates for a business the imports/exports. Focus on RWC and the impact of the strong NZ\$ on tourist numbers/spending.</p>	<p>Circular flow card sort activity</p> <p>PC's for research</p> <p>Bank leaflets</p> <p>Inflation simulation?</p> <p>RWC media clips/articles</p>	<p>Informal formative – observation of card sort activity</p> <p>Verbal questioning – interest rates & inflation</p> <p>Formative – analysis task results electronically submitted for feedback</p>	<ul style="list-style-type: none"> - Identify cause & effect - Identify, fully explain and justify appropriate solutions - State evidence from a given context - Apply relevant business concepts to a problem - ICT: Internet research and spreadsheets - KC: Thinking, Relating to Others - Values: Excellence
21 & 22	Acts of God	<ol style="list-style-type: none"> 1. Define the term 'act of god' 2. Identify other unforeseen occurrences that can threaten operations of a business 3. Describe consequences of such events 	<p>Students given photos showing an act of god/unforeseen event. In pairs they must report back on what is going on and short term and long term effects.</p> <p>Whole class discussion of Christchurch earthquakes and the effects on the micro and macroeconomies.</p> <p>Individual work – report on the effects of the ChCh earthquake for an individual firm (timed conditions).</p>	<p>Photos</p> <p>Media clips – Christchurch</p>	<p>Formative – directed verbal questioning on photo task.</p> <p>Summative – peer assessment of ChCh piece which is also marked by teacher.</p>	<ul style="list-style-type: none"> - Identify cause & effect - Identify, fully explain and justify appropriate solutions - State evidence from a given context - Apply relevant business concepts to a problem - Careers: Contingency planning - Careers: Troubleshooting - ICT: media clips - KC: Thinking, Relating to Others - Values: Excellence
23, 24 & 25	Internal Controls	<ol style="list-style-type: none"> 1. Identify the difference between internal and external influences on a business (and relate to stakeholders) 2. Explain the main forms of internal controls 3. Describe examples for each type of internal control and give reasons for their need 4. Fully explain consequences to a given business of poor internal controls 	<p>Recap stakeholders and apply concept of internal and external influences.</p> <p>Teacher-led discussion on main forms of internal controls – accounting, cash management, operations management and performance management.</p> <p>Guest speakers to put the theory into context.</p> <p>Students to analyse a selection of different businesses (bank, retail, hospitality etc) and suggest the most significant internal controls they are likely to need and the consequences of poor internal controls.</p>	<p>Guest speaker – manager from local supermarket – stock management & shrinkage minimisation</p> <p>Guest speaker – School Business Manager – accounting and cash management controls</p> <p>PP presentation</p> <p>Sample appraisal documents</p>	<p>Summative – topic assessed in examination format in end of unit assessment.</p>	<ul style="list-style-type: none"> - Identify cause & effect - Identify, fully explain and justify appropriate solutions - State evidence from a given context - Apply relevant business concepts to a problem - KC: Thinking, Relating to Others - Values: Excellence
Unit assessment – case study business and questions in exam conditions						