



Singapore Examinations and Assessment Board



CAMBRIDGE
International Education

Singapore–Cambridge Secondary Education Certificate (2027)

G1 Elements of Business Skills (Syllabus K129)

CONTENTS

	<i>Page</i>
INTRODUCTION	3
AIMS	5
ASSESSMENT OBJECTIVES	6
SCHEME OF ASSESSMENT	6
ASSESSMENT CRITERIA FOR PAPER 2	8
SYLLABUS CONTENT	11
USE OF CALCULATOR	20

INTRODUCTION

This syllabus is an introduction to business concepts through an understanding of business activities, focusing on basic marketing and customer relations, in the context of Singapore. The syllabus intends to provide students with opportunities to develop transferable employability skills and knowledge in the service industry, namely the Travel and Tourism, Hospitality, and Retail industries, which continue to offer employment opportunities accessible to the students. It provides students with the foundational knowledge and skills for further studies in institutes of higher learning and the awareness of prospects of a career in the service industry.

In the Elements of Business Skills (EBS) syllabus framework shown below, the concepts of basic marketing and customer relations are at the core of the EBS syllabus. The middle ring represents the outcomes of the 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 Travel and Tourism, Hospitality, and Retail industries.



FEATURES OF THE CURRICULUM

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.

21st Century Competencies

The syllabus is aligned to the Framework for 21st Century Competencies and Student Outcomes. Students will develop an awareness of the business landscape in Singapore, and the need to innovate to embrace the opportunities and challenges posed by changing customers' expectations and technological advancement. This awareness will help students to be more effective in contributing to society when they join the workforce.

A deeper understanding of the needs and wants of different people will help students to develop social-cultural awareness, and the skills to work collaboratively with people from diverse backgrounds. Learning how to communicate with customers will help students to apply communication skills in an authentic setting.

The skills in business investigation will enable students to connect business concepts and content with real-world contexts. The fostering of an enterprising mindset in the business investigation process provides opportunities for students to think critically and to develop well-reasoned decisions about how to improve an authentic business.

The students will also learn to manage and use information responsibly to aid their business investigation, which will serve them well in their future study and work.

AIMS

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

The syllabus outcomes are:

KNOWLEDGE AND UNDERSTANDING

The 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

The 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

The 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.

ASSESSMENT OBJECTIVES

Candidates are expected to:

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.

2 SPECIFICATION GRID

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 in Pages 8 to 10.

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. Responses are generic.	Candidate describes how the marketing mix is used by the business. (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. Responses 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)	<p>Candidate identifies generic suggestion(s) to improve the marketing mix.</p> <p>Candidate gives limited or no reasons for suggestion(s).</p> <p>Reasons are not linked to findings in Tasks 1 to 4.</p>	<p>Candidate identifies two suggestions to improve the marketing mix of the business.</p> <p>Candidate gives at least one reason for each suggestion.</p> <p>Reasons may not be linked to findings in Tasks 1 to 4.</p>	<p>Candidate describes two suggestions to improve the marketing mix of the business.</p> <p>Candidate gives one reason for each suggestion, using findings in Tasks 1 to 4</p>	<p>Candidate describes two suggestions to improve the marketing mix of the business.</p> <p>Candidate gives two reasons for each suggestion, using findings in Tasks 1 to 4.</p>
	<p>Candidate makes a recommendation with limited or no reasoning on generic impact of change.</p>	<p>Candidate makes a recommendation with reasoning that relates to generic impact of change.</p>	<p>Candidate makes a recommendation with reasoning that relates to the impact on the business or its customers.</p>	<p>Candidate makes a recommendation with reasoning that relates to the impact on the business and its customers.</p>

SYLLABUS CONTENT

Unit 1 Understanding Business Activities		
<p>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.</p> <p>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.</p>		
CONTENT	Students will understand (that)	LEARNING OUTCOMES Students will be able to
1.1 Introduction to Business <ul style="list-style-type: none"> Purpose of business activity 	<ul style="list-style-type: none"> what needs and wants are businesses satisfy the needs and wants of customers 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Classification of businesses according to output 	<ul style="list-style-type: none"> the differences between businesses that produce goods and businesses that provide services 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Resources for business activities 	<ul style="list-style-type: none"> resources are needed for business to carry out its activities 	<ul style="list-style-type: none"> identify the resources involved in business activities: capital, land, labour, enterprise
<ul style="list-style-type: none"> Competition and trends 	<ul style="list-style-type: none"> businesses compete with one another for customers the need for businesses to respond to the changing business landscape 	<ul style="list-style-type: none"> 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.: <ul style="list-style-type: none"> changing customer expectations technological developments

CONTENT	Students will understand (that)	LEARNING OUTCOMES Students will be able to
1.2 Businesses in the Singapore service industry		
1.2.1 Travel and Tourism • Travel agencies • Tourist attractions	• what Travel and Tourism does	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
1.2.3 Retail • Store retailing • Non-store retailing	• what Retail does	<ul style="list-style-type: none"> • identify and describe the types of store retailing and non-store retailing <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> • identify and describe some of the jobs available in the Travel and Tourism, Hospitality, and Retail industries

Unit 2 Basic Marketing		
<p>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.</p> <p>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.</p>		
CONTENT	Students will understand (that)	LEARNING OUTCOMES Students will be able to
2.1 Introduction to marketing	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
2.2 Know Your Customers 2.2.1 Grouping of customers	<ul style="list-style-type: none"> different customers have different needs and wants customers can be grouped according to similar needs and wants 	<ul style="list-style-type: none"> identify and describe how customers can be grouped according to: <ul style="list-style-type: none"> 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 Understanding customer needs and wants • Market survey	<ul style="list-style-type: none"> market survey as a method to obtain information to understand customer needs and wants 	<ul style="list-style-type: none"> list the types of market surveys: personal survey, online survey and telephone 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	<ul style="list-style-type: none"> what product is product can include goods and services products offered by businesses in the Travel and Tourism, Hospitality, and Retail industries 	<ul style="list-style-type: none"> 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
• Branding	<ul style="list-style-type: none"> the importance and use of branding 	<ul style="list-style-type: none"> state what branding is explain the importance and use of branding for products
• Packaging	<ul style="list-style-type: none"> the importance and function of packaging for products 	<ul style="list-style-type: none"> explain the importance and functions of packaging for products
• Support services	<ul style="list-style-type: none"> the importance of providing support services 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> what price is the factors that influence pricing decisions 	<ul style="list-style-type: none"> describe the factors to consider when pricing a product
• Pricing techniques	<ul style="list-style-type: none"> how pricing techniques can be used 	<ul style="list-style-type: none"> identify and describe the types of pricing techniques and their examples: <ul style="list-style-type: none"> product-line pricing optional-product pricing product-bundle 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	<ul style="list-style-type: none"> what place is the use of online and omni-channel presence to reach target customer 	<ul style="list-style-type: none"> 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
2.3.4 Promotion • Promotion techniques	<ul style="list-style-type: none"> what promotion is the purpose of promotion how online and mobile platforms can be used for promotion 	<ul style="list-style-type: none"> state the purpose of promotion identify the different types of promotion techniques: <ul style="list-style-type: none"> personal selling advertising sales promotion social media marketing recommend, with reason(s), suitable promotion technique(s) for a given business scenario

CONTENT	Students will understand (that)	LEARNING OUTCOMES Students will be able to
2.3.4 Promotion (continued) <ul style="list-style-type: none"> • Advertising <ul style="list-style-type: none"> – Advertising media 	<ul style="list-style-type: none"> • the different forms of advertising media 	<ul style="list-style-type: none"> • give examples of various advertising media: <ul style="list-style-type: none"> – newspaper – magazine – direct mail – outdoor – television – radio – mobile phone – website • recommend, with reason(s), suitable advertising medium for a given business scenario
<ul style="list-style-type: none"> • Sales promotion <ul style="list-style-type: none"> – Sales promotion techniques 	<ul style="list-style-type: none"> • the different forms of sales promotion techniques 	<ul style="list-style-type: none"> • give examples of sales promotion techniques: <ul style="list-style-type: none"> – coupons – price deals – gifts – samples – loyalty rewards programmes – purchase-with-purchase – promo codes • recommend, with reason(s), suitable sales promotion techniques for a given business scenario
2.3.5 Applying the marketing mix	<ul style="list-style-type: none"> • the marketing mix interacts to help businesses reach their target customers 	<ul style="list-style-type: none"> • explain the marketing mix of businesses in the service industries • recommend, with reason(s), improvements to the marketing mix of given businesses

Unit 3 Customer Relations		
<p>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.</p> <p>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.</p>		
CONTENT	Students will understand (that)	LEARNING OUTCOMES Students will be able to
3.1 Communicating with the customer 3.1.1 Uses of communication	<ul style="list-style-type: none"> the importance of effective communication with customers 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Verbal communication skills <ul style="list-style-type: none"> Speaking Listening Non-verbal communication skills <ul style="list-style-type: none"> Body language Written communication skills 	<ul style="list-style-type: none"> the skills needed for effective communication 	<ul style="list-style-type: none"> identify and explain the communication skills customer service personnel should possess to communicate effectively
3.1.3 Communication methods <ul style="list-style-type: none"> Face-to-face Written Telephone 	<ul style="list-style-type: none"> businesses use different methods to communicate with customers 	<ul style="list-style-type: none"> 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

CONTENT	Students will understand (that)	LEARNING OUTCOMES Students will be able to
3.1.4 Personal grooming <ul style="list-style-type: none"> • Personal hygiene • Appropriate dressing 	<ul style="list-style-type: none"> • the importance of personal grooming for customer service personnel 	<ul style="list-style-type: none"> • 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
3.2 Customer service 3.2.1 Quality customer service	<ul style="list-style-type: none"> • the importance of quality customer service in the service industries 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Approaching customers • Presenting product information to customers • Closing the customer experience • Performing service recovery <ul style="list-style-type: none"> – Service breakdown – Service recovery 	<ul style="list-style-type: none"> • ways to provide quality customer service at various points of customer interaction • the importance of service recovery to maintain good customer relations 	<ul style="list-style-type: none"> • describe ways of approaching customers • describe ways to present product information to customers: <ul style="list-style-type: none"> – 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 (Paper 2)		
<p>Business Investigation (BI) simulates the decision-making process undertaken by real-world business. 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.</p> <p>Focusing on the marketing mix of an authentic real-world business, students will go through 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 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.</p>		
CONTENT	Students will understand (that)	LEARNING OUTCOMES Students will be able to
<p>4.1 BI process for decision-making:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> the use of BI to identify how improvements might be made for the business 	<ul style="list-style-type: none"> 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' marketing mix plan and carry out the BI: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> primary sources: survey, observation, interview, etc. secondary sources: internet websites, newspapers, brochures, etc. present information gathered: tables, photographs, drawings, observation notes, screenshots, etc. analyse the information gathered and report findings in own words on the: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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

USE OF CALCULATOR

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