



**L-Università
ta' Malta**

**MATSEC
Examinations Board**



SEC 05 Syllabus

Business Studies

2026

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Introduction

This syllabus is based on the curriculum principles outlined in *The National Curriculum Framework for All* (NCF) which was translated into law in 2012 and designed using the *Learning Outcomes Framework* that identify what students should know and be able to achieve by the end of their compulsory education.

As a learning outcomes-based syllabus, it addresses the holistic development of all learners and advocates a quality education for all as part of a coherent strategy for lifelong learning. It ensures that all students can obtain the necessary skills and attitudes to be future active citizens and to succeed at work and in society irrespective of socio-economic, cultural, racial, ethnic, religious, gender and sexual status. This new syllabus provides equitable opportunities for all learners to achieve educational outcomes at the end of their schooling which will enable them to participate in lifelong and adult learning, reduce the high incidence of early school leaving and ensure that all learners attain key twenty-first century competences.

This programme also embeds learning outcomes related to cross-curricular subject foci, namely digital literacy, diversity, entrepreneurship, creativity and innovation, sustainable development, learning to learn and cooperative learning and literacy. In this way students will be fully equipped with the skills, knowledge, attitudes and values needed to further learning, work, life and citizenship. The nature of the subject shows the interrelation that exists between different topics.

This Business Studies syllabus enables students to develop an understanding of profit and non-profit-making organisations, the environment in which they operate and their relationship with external parties. Hence the focus on the local and international economic environments, business models and organisations, the internal dynamics and management styles adopted and the different functions involved in the provision and distribution of goods and services for commercial and personal use.

Since the business environment affects all members of society, an understanding of the way businesses operate is crucial for everybody. Business Studies is therefore directly relevant for everyone irrespective of the career path one chooses and not only for the range of careers directly involved in business. There are in fact various objectives underlying the teaching of the subject. These include the development of the learner as a person who is knowledgeable of the countries and the world's economic systems and as a person who is able to understand economic and financial jargon and its impacts upon society and individuals. This calls for the need to cultivate critical awareness so that students do not take as given the current state of affairs but are encouraged to visualise how the social and economic order could be different. Business Studies therefore goes beyond the education of students into the existing business rationale but also cultivates the nurturing of the critical and independent mind, which is crucial in fostering a mentality that embraces change.

The assessment includes both a summative examination and coursework. The latter will enable learners to make correct value judgements when editing/correcting their own work, encourage questioning, instil constructive skills by making use of different media as well as create an atmosphere where learners cultivate their critical and independent mind.

At the end of the programme, I can:

1. Demonstrate knowledge and understanding of the activities that take place within a business environment with particular reference to the local business environment;
2. Show understanding of the diverse activities of businesses and organisations within the private and public sectors of the economy and how these activities are interrelated;
3. Demonstrate knowledge and understanding of business terminology and dynamics in an effort to develop economic and financial literacy to operate successfully in society as consumers, workers, citizens, users of financial services and entrepreneurs;
4. Demonstrate awareness of workers' roles, duties and rights;
5. Show understanding of the basic knowledge and skills that are essential in the running of a business;
6. Demonstrate awareness of consumer and citizenship education and of social and financial rights and responsibilities;
7. Show understanding of the skills required to operate effectively in a healthy organisational setting, namely teamwork, communication skills, decision-making and the nurturing of entrepreneurial spark;
8. Demonstrate awareness of the importance of nurturing an ethical and socially responsible business attitude;
9. Engage critically with the predominant taken-for-granted business ideology and go beyond the understanding and application of business principles, such as the idea of the survival of the fittest, profit maximisation, accumulation of profit and cost-cutting measures; and
10. Relate and apply their learning to the world outside the classroom.

List of Subject Foci

The learning outcomes are structured into the following subject foci:

- Business Environment
- Entrepreneurship
- Financial Literacy
- Business Structure and Organisation
- Purchasing and Production
- Finance
- Human Resources
- Marketing
- International Trade

List of Learning Outcomes

At the end of the programme, I can:

- LO 1 Demonstrate an understanding of the role of business and its activity in society (Paper II).
- LO 2 Demonstrate an understanding and awareness of entrepreneurship and related skills (Paper I and Paper II).
- LO 3 Understand how learning about finance can enrich my experience and understanding of the world and how it can be of value throughout my life (Paper I and Paper II).
- LO 4 Develop an understanding of business structure and organisation in the context of a mixed economy (Paper II).
- LO 5 Demonstrate an understanding of the main functions of the purchasing and production departments within a business organisation (Paper II).
- LO 6 Demonstrate an understanding of the importance of finance in a business organisation (Paper II).
- LO 7 Demonstrate an understanding of the role of the human resources function in a business organisation and industrial relations (Paper I and Paper II).
- LO 8 Demonstrate an understanding of the role of the marketing function in a business organisation (Paper I and Paper II).
- LO 9 Demonstrate an understanding and awareness of the factors relevant to foreign trade and fair trade (Paper II).

Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of Secondary Education Certificate in Business Studies at Level 1, 2 or 3. First teaching of this programme begins in September 2022. First award certificates will be issued in 2025.

The following levels refer to the qualification levels that can be obtained by candidates sitting for SEC examinations. These are generic statements that describe the depth and complexity of each level of study required to achieve an award at Level 1, 2 or 3 in Business Studies (level 1 being the lowest and level 3 the highest).

Level 1: At the end of the programme the candidate will have obtained basic knowledge, skills and competences in the subject such as basic repetitive communication skills and the ability to follow basic, simple instructions to complete tasks. Support is embedded within the task.

Level 2: At the end of the programme the candidate will have obtained good knowledge, skills and competence in the subject such as the interpretation of given information and ideas. The candidate will have developed the ability to carry out complex tasks. Limited support may be embedded within the task.

Level 3: At the end of the programme the candidate will autonomously apply knowledge and skills to a variety of complex tasks. Candidate will utilise critical thinking skills to analyse, evaluate and reflect upon their own work and that of others. Problem solving tasks may be part of the assessment process.

Learning Outcomes and Assessment Criteria

Subject Focus 1:	The Business Environment
Learning Outcome 1:	I can demonstrate an understanding of the role of business and its activity in society.
(Paper II)	<i>Needs and wants, limited resources, scarcity, choice, opportunity cost, factors of production, stages of production, goods and services, chain of production and interdependence, mixed economy, private and public sectors of an economy, stakeholders in a business, conflicting interests.</i>

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
1.1a Identify the notion/s of needs and/or wants of a society.	1.2a Examine how the needs and/or wants of a society are satisfied through business activity.	1.3a Critically evaluate the needs and/or wants of a society with reference to SDG 12. <i>Scarcity; choice.</i>
1.1b Define opportunity cost.	1.2b Identify opportunity cost in a given context.	
1.1c Define factors of production.	1.2c Classify the inputs of the production process (factors of production) into land, labour, capital and entrepreneurship.	1.3c Examine the difference between each of the factors of production.
1.1d Define the stages of production. <i>Primary, secondary and tertiary.</i>	1.2d Identify examples of activities in the primary, secondary and tertiary stages of production.	1.3d Explain the interdependence between each stage of production. <i>The chain of production.</i>
1.1e Describe the output of the production process.	1.2e Classify the output of the production process into goods and services.	1.3e Examine the difference between goods and services.

		<p>1.3f Compare and contrast the private and public sector in the operation of a mixed economy.</p> <p><i>Ownership; objective; management; and control and finance.</i></p>
<p>1.1g State the different types of stakeholders of a business.</p> <p><i>Owners/shareholder; potential investors; management; employees; trade unions; finance providers; suppliers; customers; government.</i></p>	<p>1.2g Demonstrate why different types of stakeholders may have an interest in a particular business activity.</p>	<p>1.3g Argue about the interests of particular type of stakeholders and why some of these interests might be conflicting.</p>

Subject Focus 2:	Entrepreneurship
Learning Outcome 2:	I can demonstrate an understanding and awareness of entrepreneurship and related skills. <i>Role and qualities of an entrepreneur, factors encouraging entrepreneurship, the services of commercial banks to the entrepreneur, the business plan, the role of research and development, collaborative team working, effective communication process, problems in communication, internal and external communication methods, ethical business activity – its costs and benefits, social entrepreneurship, costs and benefits resulting from business activity, change in a business, resistance to change, Malta Enterprise and Department of Commerce.</i>
(Paper I and Paper II)	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
2.1a List the functions of an entrepreneur. <i>Risk taking; organization; and management.</i>	2.2a Explain the role and functions of an entrepreneur. <i>Risk taking; organization; and management.</i>	2.3a Discuss the role and functions of an entrepreneur in the creation of employment and wealth with reference to SDG 8.
2.1b List the factors which encourage entrepreneurship.	2.2b Describe enabling factors in fostering an entrepreneurship climate.	2.3b Evaluate factors that enhance entrepreneurship and others that hinder the entrepreneurial spirit.
2.1c Identify the services that commercial banks offer to entrepreneurs.	2.2c Describe the support that commercial banks can offer to businesses.	2.3c Discuss the aid offered by commercial banks to entrepreneurs.
2.1d List components of a business plan. <i>Business description; organisation management; market analysis; sales strategy; funding; financial projections.</i>	2.2d Explain the importance of a business plan.	
		2.3e Design a simple business plan. <i>Business description; organisation management; market analysis; sales strategy; funding.</i>

2.1f Define research and development and its importance for business development.	2.2f Describe the role of research and development in the progress of an entrepreneurial activity.	2.3f Discuss the role of research and development for business and product development <i>with reference to SDG 9.</i>
2.1g Describe effective communication in a team.	2.2g Describe communication problems in an organisation.	2.3g Explain ways to alleviate communication problems in an organization.
2.1h Name the different types of internal and external communication methods. <i>Oral; written; non-verbal.</i>	2.2h Differentiate between internal and external communication methods.	2.3h Explain the appropriate use of internal and external communication.
2.1i Mention ethical and unethical business practice/s with reference to SDG 13.	2.2i Outline the role of social entrepreneurship with reference to SDG 13.	2.3i Establish the benefits and costs to a business of behaving in an ethical manner with reference to SDGs 8, 13.
2.1j Outline the costs and benefits resulting from business activity.	2.2j Explain with examples the costs and benefits resulting from the activity of businesses.	
2.1k State the need for initiating change in a business.	2.2k Show the need for initiating change and responding to change in a business.	2.3k Argue about the need for initiating and responding to change in a business and overcoming resistance to change.
2.1l List Maltese entities that support and/or regulate business activity. <i>Malta Enterprise; Department of Commerce.</i>	2.2l Explain the functions of entities in Malta that support and regulate business activity. <i>Malta Enterprise; Department of Commerce.</i>	2.3l Analyse how Maltese entities support and regulate business activity. <i>Malta Enterprise; Department of Commerce.</i>

Subject Focus 3:	Financial Literacy
Learning Outcome 3:	I can understand how learning about finance can enrich my experience and understanding of the world and how it can be of value throughout my life.
(Paper I and Paper II)	<i>Financial literacy, commercial banks, bank statement, budgeting, income, expenditure, credit, credit repayments, business risks, insurable risks, non-insurable risks, credit cards, hire purchase, consumer credit.</i>

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
3.1a Define financial literacy.	3.2a Explain what is meant by financial literacy.	3.3a Give reasons for the importance of financial literacy as a life-long learning outcome and/or specifically for young people.
3.1b List services offered by banks. <i>Accepting deposits; transferring money between accounts; lending money.</i>	3.2b Explain the personal services that a commercial bank has to offer. <i>Loans; overdrafts; deposits; advice; investments; safe keeping; internet banking; plastic money etc.</i>	3.3b Critically discuss the use of personal services that a commercial bank has to offer.
3.1c Name terms in a bank statement. <i>Standing order; direct debit.</i>	3.2c Interpret the terms and figures in a bank statement.	
3.1d Name terms relating to personal budgeting. <i>Overspending; saving; contingency planning; contributing towards the community; the notion of credit.</i>	3.2d Explain terms relating to personal budgeting. <i>Overspending; saving; contingency planning; contributing towards the community; the notion of credit.</i>	3.3d Distinguish personal income from personal expenditure.
3.1e Describe a personal, simple, short-term budget taking into consideration expected income, expenditure and any credit repayments.	3.2e Develop a personal budget taking into consideration expected income, expenditure and any credit repayments.	3.3e Analyse a personal budget taking into consideration expected income, expenditure and any credit repayments.

<p>3.1f List business risks.</p> <p><i>Commercial risks; financial risks; health and safety risks; operational risks; reputational risks.</i></p>	<p>3.2f Describe business risks.</p> <p><i>Commercial risks; financial risks; health and safety risks; operational risks; reputational risks.</i></p>	<p>3.3f Distinguish between risks faced by businesses including insurable and non-insurable business risks.</p>
<p>3.1g Describe means of consumer credit.</p> <p><i>Credit cards; hire purchase.</i></p>	<p>3.2g Differentiate between consumer spending by cash to consumer spending made on credit from the consumer's point of view.</p>	<p>3.3g Discuss the pitfalls of credit to the consumer with reference to SDG 12.</p>

Subject Focus 4:	Business Structure and Organisation
Learning Outcome 4:	I can develop an understanding of business structure and organisation in the context of a mixed economy. <i>Limited liability, unlimited liability, business organisations, franchising, shares, bonds (debentures), Malta Stock Exchange (MSE), economic systems, nationalisation, privatisation, organisation chart, management, management style, historical stages of business development.</i>
(Paper II)	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
4.1a Define limited liability.	4.2a Relate the concepts of limited liability and unlimited liability to various types of business organisations.	4.3a Distinguish between unlimited and limited liability.
4.1b Outline types of business organisations. <i>Ownership; formation; management and control; finance sole proprietors; partnerships; private limited liability companies; public limited companies; co-operatives and/or public corporations.</i>	4.2b Describe the basic structure and/or key features of business organisations. <i>Ownership; formation; management and control; finance sole proprietors; partnerships; private limited liability companies; public limited companies; co-operatives and/or public corporations.</i>	4.3b Compare and contrast the basic structure and/or key features of business organisations. <i>Ownership; formation; management and control; finance sole proprietors; partnerships; private limited liability companies; public limited companies; co-operatives and/or public corporations.</i>
4.1c Describe a franchise arrangement. <i>Franchising.</i>	4.2c Explain how a franchise is set up.	4.3c Evaluate the advantages and/or disadvantages of a franchise arrangement to the franchisee and/or to the franchisor.
4.1d Define shares and/or bonds (debentures).	4.2d Discuss the role of shares and/or bonds (debentures) in financing limited liability companies.	4.3d Distinguish between shares and bonds (debentures), with reference to their role in financing limited liability companies.
4.1e List the functions of the Malta Stock Exchange (MSE).	4.2e Explain the functions of the Malta Stock Exchange (MSE).	4.3e Analyse how the Malta Stock Exchange (MSE) supports and regulates business activity.

<p>4.1f Name types of economic systems.</p> <p><i>Free market; planned; mixed.</i></p>	<p>4.2f Describe the features of types of economic systems.</p> <p><i>Free market; planned; mixed.</i></p>	<p>4.3f Compare and contrast types of economic system.</p> <p><i>Free market; planned; mixed.</i></p>
<p>4.1g Describe the processes of nationalisation and/or privatisation in terms of the public and private sectors.</p>	<p>4.2g Explain the reasons why a business can be nationalised or privatised.</p>	<p>4.3g Evaluate the arguments in favour of and/or against nationalisation and/or privatisation.</p>
<p>4.1h Sketch an organisation chart.</p> <p><i>Functional top-down hierarchy; flat organisational chart.</i></p>	<p>4.2h Interpret an organisation chart.</p> <p><i>Functional top-down hierarchy; flat organisational chart.</i></p>	<p>4.3h Evaluate the advantages and the disadvantages of various forms of organisation charts.</p> <p><i>Functional top-down hierarchy; flat organisational chart.</i></p>
<p>4.1i Describe different styles of management.</p> <p><i>Autocratic; laissez-faire; democratic.</i></p>	<p>4.2i Outline the advantages and/or disadvantages of different styles of management.</p> <p><i>Autocratic; laissez-faire; democratic.</i></p>	<p>4.3i Discuss the advantages and/or disadvantages of different styles of management.</p>
<p>4.1j List the various historical stages of business development.</p> <p><i>Subsistence economy; industrial revolution; and/or globalization.</i></p>	<p>4.2j Relate the various historical stages of business development in chronological order.</p> <p><i>Subsistence economy; industrial revolution; and/or globalization.</i></p>	<p>4.3j Compare the various historical stages of business development in terms of the three stages of production.</p>

Subject Focus 5:	Purchasing and Production
Learning Outcome 5:	I can demonstrate an understanding of the main functions of the purchasing and production departments within a business organisation.
(Paper II)	<i>Functions of the purchasing department, choosing suppliers, stock (inventory) management system, processes involved in production, different types of production methods, economies and diseconomies of scale, automation, sustainable production and its impact on the environment, business location.</i>

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
5.1a Outline the main functions of the purchasing department within a business organisation.	5.2a Examine the functions of the purchasing department within a business organisation.	5.3a Analyse how the functions of the purchasing department influence other departments within the business organisation.
5.1b Outline the importance of choosing the right suppliers for a business organisation.	5.2b Explain the principles underlying the process of choosing suppliers.	5.3b Discuss the process involved in selecting the right suppliers (including scams).
5.1c Outline inventory management system. <i>Stock management system.</i>	5.2c Explain why a business needs to have a sound inventory management system with reference to understocking and overstocking.	5.3c Analyse the benefits for a business to have a sound inventory management system (including the consequences of not having a system).
5.1d Name the different production methods. <i>Job; batch; and mass production systems.</i>	5.2d Explain different production methods. <i>Job; batch; and mass production systems.</i>	5.3d Evaluate how production methods may change and develop according to the scale of production.
5.1e List internal economies and/or diseconomies of scale.		
5.1f Describe how automation can be used in a business organisation.	5.2f Explain the impact of the introduction or increase of automation on a business organisation.	5.3f Evaluate the effects of automation on a business organisation by reference to its undesirable effects.

<p>5.1g Define sustainable production.</p>	<p>5.2g Demonstrate how businesses may become more environmentally friendly through sustainable production.</p>	<p>5.3g Evaluate how damage to the environment caused by production can be reduced by government action and sustainable production with reference to SDG 11.</p>
<p>5.1h Identify the push and pull factors influencing business location.</p> <p><i>Proximity to raw materials; markets; labour supply; access to transport; industrial inertia; government influences; physical features of the site.</i></p>	<p>5.2h Explain the push and pull factors influencing business location.</p> <p><i>Proximity to raw materials; markets; labour supply; access to transport; industrial inertia; government influences; physical features of the site - push and pull factors.</i></p>	

Subject Focus 6:	Finance
Learning Outcome 6:	I can demonstrate an understanding of the importance of finance in a business organisation.
(Paper II)	<i>Business financing, sources of finance, MFSA, fixed cost, variable cost, total cost, capital and revenue expenditure, statement of profit or loss, statement of financial position, accounting ratios.</i>

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
	6.2a Explain the reasons for business financing.	6.3a Analyse why different types of business organisations have different financial needs.
6.1b List internal and/or external sources of business finance. <i>Internal - sale of non-current assets, retained profits, reducing inventory. External - loans, bonds (debentures), shares, overdraft, hire purchase, leasing, EU funds, crowdfunding.</i>	6.2b Explain types of internal and/or external sources of finance used by businesses. <i>Internal - sale of non-current assets, retained profits, reducing inventory. External - loans, bonds (debentures), shares, overdraft, hire purchase, leasing, EU funds, crowdfunding.</i>	6.3b Compare and contrast sources of finance available to businesses. <i>Internal - sale of non-current assets, retained profits, reducing inventory. External - loans, bonds (debentures), shares, overdraft, hire purchase, leasing, EU funds, crowdfunding.</i>
6.1c List the functions of the Malta Financial Services Authority (MFSA).	6.2c Explain the functions of the Malta Financial Services Authority (MFSA).	6.3c Analyse how the Malta Financial Services Authority supports and regulates business activity.
6.1d Define fixed and/or variable cost.	6.2d Classify fixed and/or variable cost.	6.3d Explain the difference between fixed cost and variable cost.
	6.2e Calculate fixed cost, variable cost, and/or total cost.	
6.1f Define transactions into capital expenditure and revenue expenditure of a business organisation.	6.2f Classify capital and/or revenue expenditure of a business organisation.	

<p>6.1g Define a Statement of Profit or Loss and/or Statement of Financial Position.</p>	<p>6.2g Explain why businesses should prepare a Statement of Profit or Loss and/or Statement of Financial Position.</p>	<p>6.3g Distinguish the treatment of capital and revenue expenditure in the financial statements of a sole trader business.</p>
<p>6.1h Identify the main sections in a Statement of Profit or Loss and/or Statement of Financial Position of sole traders.</p>	<p>6.2h Calculate missing figures in a given Statement of Profit or Loss and/or Statement of Financial Position of sole traders.</p> <p><i>(Exclusion note: Carriage and returns, irrecoverable debts, allowance for doubtful debts, and depreciation are excluded.)</i></p>	<p>6.3h Interpret missing figures in a given Statement of Profit or Loss and/or Statement of Financial Position of sole traders.</p> <p><i>(Exclusion note: Carriage and returns, irrecoverable debts, allowance for doubtful debts, and depreciation are excluded.)</i></p>
<p>6.1i Calculate accounting ratios.</p> <p><i>Gross profit margin; net profit margin; return on capital employed; current ratio; and inventory turnover ratio.</i></p> <p><i>(Note: Formulae will be made available for the calculation of ratios.)</i></p>	<p>6.2i Explain profitability and/or liquidity of a business using accounting ratios.</p> <p><i>Gross profit margin; net profit margin; return on capital employed; current ratio; and inventory turnover ratio.</i></p> <p><i>(Note: Formulae will be made available for the calculation of ratios.)</i></p>	<p>6.3i Compare profitability and liquidity of a business organisation using accounting ratios.</p> <p><i>Gross profit margin; net profit margin; return on capital employed; current ratio; and inventory turnover ratio.</i></p> <p><i>(Note: Formulae will be made available for the calculation of ratios.)</i></p>

Subject Focus 7:	Human Resources
Learning Outcome 7:	I can demonstrate an understanding of the role of the human resources function in a business organisation and industrial relations.
(Paper I and Paper II)	<i>Recruitment and selection process, job description and job specification, job advertising media, curriculum vitae, letter of application and application form, letter of resignation, employment interviews, employment contract, duties and rights of both employers and employees, conditions of employment under Maltese law, training, motivation, termination of employment, trade unions, Jobsplus.</i>

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
7.1a State the stages of the recruitment and/or selection process.	7.2a Describe the stages of the recruitment and/or selection process.	7.3a Evaluate the importance of each stage of the recruitment and/or selection process for a business organisation.
7.1b Define a job description and/or a job specification.	7.2b Prepare a simple job description and/or a job specification.	7.3b Evaluate a job description and/or a job specification.
7.1c Identify the different media used for job advertising.	7.2c Explain the advantages and/or disadvantages of different media used for job advertising.	7.3c Justify the media that should be used for job advertising, within a given scenario.
7.1d Define a curriculum vitae and/or, letter of application, and/or an application form and/or letter of resignation.	7.2d Prepare a curriculum vitae and/or letter of application, and/or letter of resignation and/or fill in a sample application form.	7.3d Evaluate a curriculum vitae and/or a letter of application, and/or a sample application form and/or a letter of resignation.
7.1e Outline the types of employment interviews. <i>One-to-one; video conferencing; telephone; group.</i>	7.2e Discuss how an employee should prepare for an employment interview.	7.3e Demonstrate how an employer would prepare for an employment interview.

7.1f List the main features of an employment contract.	7.2f Explain the main features of an employment contract.	7.3f Examine an employment contract for illegal and/or unethical aspects with reference to SDG 8, 10.
7.1g State the main duties and rights of both employers and employees.	7.2g Explain the basic conditions of employment as specified under Maltese law. <i>Hours of work; leave; wages.</i>	7.3g Evaluate issues relating to the basic conditions of employment as specified under Maltese law and/or with reference to SDGs 8, and 10. <i>Hours of work; leave; wages.</i>
7.1h Identify the different forms of training. <i>Induction; on-the-job and off-the-job training.</i>	7.2h List the advantages and/or disadvantages of the different forms of training.	7.3h Discuss the advantages and disadvantages of the different forms of training for a business organisation.
7.1i Outline the concept of motivation at the place of work.	7.2i Explain how employees can be motivated at the place of work. <i>Financial and non-financial methods.</i>	7.3i Evaluate critically the misuse of financial and/or non-financial motivators by employers and/or employees.
7.1j List ways through which employment can be legally terminated.	7.2j Discuss ways through which employment can be legally terminated.	7.3j Analyse illegal and/or unethical ways through which employment is terminated.
7.1k Identify the types and/or aims of Trade unions. <i>General unions; craft / white collar unions; house unions.</i>	7.2k Discuss the roles and/or aims and/or importance of Trade Unions.	7.3k Distinguish between different types of trade unions.
7.1l Identify the role of Jobsplus.	7.2l Explain the functions of Jobsplus.	7.3l Analyse how Jobsplus supports and regulates business activity.

Subject Focus 8:	Marketing
Learning Outcome 8:	I can demonstrate an understanding of the role of the marketing function in a business organisation. <i>The marketing function, marketing strategy, market research, marketing mix, product design and branding, product packaging, product life cycle, pricing strategies, distribution channels, transportation, advertising and promotion, market segmentation, internet and e-commerce, MCCA.</i>
(Paper I and Paper II)	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
8.1a Outline the role of the marketing function within a business organisation.	8.2a Explain the importance of the marketing function within a business organisation.	8.3a Evaluate the ethical aspects that a business must take into consideration when creating a marketing strategy.
8.1b Define desk and/or field market research.	8.2b Discuss basic desk and/or field market research.	8.3b Justify the market research methods that would be most appropriate for particular goods and/or services.
8.1c Name and/or identify the elements of the marketing mix (the 7Ps).	8.2c Explain the elements of the marketing mix (the 7Ps).	8.3c Develop the marketing mix of a product or service (including customer service).
8.1d Outline product design and/or branding.	8.2d Explain the importance of product design and/or branding.	8.3d Examine the design and/or branding of a product or service. <i>SDG 13.</i>
8.1e Define product packaging in marketing.	8.2e Explain the importance of product packaging in marketing a business organisation's product.	8.3e Examine the packaging of a product. <i>SDG 12.</i>
8.1f Identify with or without a diagram the stages of the product life cycle. <i>Pre-launch; introduction; growth; maturity; obsolescence; decline.</i>	8.2f Explain with or without a diagram the stages of the product life cycle. <i>Pre-launch; introduction; growth; maturity; obsolescence; decline.</i>	8.3f Evaluate the methods of extending the life cycle of a product.

<p>8.1g Identify the different pricing strategies.</p> <p><i>Cost plus pricing; creaming the market; penetration pricing.</i></p>	<p>8.2g Explain the characteristics of different pricing strategies used by a business organisation.</p> <p><i>Cost plus pricing; creaming the market; penetration pricing.</i></p>	<p>8.3g Evaluate the pricing strategies used by a business organisation.</p> <p><i>Cost plus pricing; creaming the market; penetration pricing.</i></p>
<p>8.1h State the different channels of distribution.</p>	<p>8.2h Explain the functions of the different channels of distribution.</p>	<p>8.3h Examine a business organisation's choice of distribution channel(s).</p>
<p>8.1i List the different forms of transportation used to deliver products to customers.</p>		<p>8.3i Explain the advantages and/or disadvantages of different forms of transportation that can be used by a business organisation to deliver products to customers with reference to SDG 13.</p>
<p>8.1j Define promotion.</p> <p><i>Sales promotion, advertising, direct selling.</i></p>	<p>8.2j Explain the advantages and/or disadvantages of advertising.</p>	<p>8.3j Discuss an organisation's choice of promotion methods.</p>
<p>8.1k Define market segmentation.</p>	<p>8.2k Describe the types of market segmentation.</p>	<p>8.3k Analyse a market to identify categories of consumers (target markets) with reference to SDG 13.</p>
<p>8.1l Outline how the internet and/or e-commerce are used in marketing.</p>	<p>8.2l Explain the effect of internet and/or e-commerce on marketing.</p>	<p>8.3l Evaluate by means of a case study an organisation's use of internet and/or e-commerce to market its products and/or services.</p>
<p>8.1m Identify the role of Malta Competition and Consumer Affairs Authority (MCCAA).</p>	<p>8.2m Explain the functions of Malta Competition and Consumer Affairs Authority (MCCAA).</p>	

Subject Focus 9:	International Trade
Learning Outcome 9:	I can demonstrate an understanding and awareness of the factors relevant to foreign trade and fair trade.
(Paper II)	<i>Importance of international trade, imports and exports, Balance of Payments, trade deficit and trade surplus, the difficulties and strengths that local businesses experience when trading with other countries, European Union and euro area, protectionism, arguments against protectionism, multinationals, globalisation, fair trade in a globalised world.</i>

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
9.1a Outline the importance of international trade.	9.2a Examine the importance of foreign trade with reference to visible and/or invisible trade.	9.3a Evaluate the importance of international trade to small island states.
9.1b Outline the difference between a trade deficit and trade surplus.	9.2b Describe briefly the components of the current account of the Balance of Payments which give rise to a trade deficit or surplus.	
9.1c State the difficulties that local businesses face when trading with other countries.	9.2c Describe the problems of local businesses trading with other countries and ways of overcoming them.	9.3c Discuss how Malta's membership in the European Union and/or the euro area (Eurozone) alleviate the difficulties of trading overseas.
9.1d Outline the role of protectionism within the international economy.	9.2d Examine the ways in which protectionism is carried out by countries. <i>Tariffs; quotas; subsidies; exchange controls.</i>	9.3d Critically evaluate the ways used by countries to correct a Balance of Payments deficit and arguments against protectionism.
9.1e Define multinationals.	9.2e Relate multinationals to globalisation.	9.3e Analyse the effect of multinationals on the local economy.
9.1f Define fair trade.	9.2f Demonstrate the importance of fair trade within the globalised world with reference to SDG 12.	9.3f Explain how consumer behaviour can contribute towards fair trade in a globalised world with reference to SDG 12.

Scheme of Assessment

School candidates

The assessment consists of Paper I and Paper II. Paper I consists of unmoderated school-based assessment (SBA) that is to be set and assessed by the school. Paper II consists of a controlled assessment that will take place at the end of the three-year programme.

School-based assessment (SBA): is any type of assessment of a candidate made by the school relevant to the respective SEC syllabus contributing to the final level awarded in the subject.

Controlled assessment: is comprised of a two-hour written exam set at the end of the programme and differentiated between two levels:

- a. Levels 1 and 2;
- b. Levels 2 and 3.

Candidates are to satisfy the examiner in Paper I and Paper II to obtain a level higher than 1

Part I - School Based Assessment (30% of the total mark)

The school-based assessment shall be marked out of 100 each year (9, 10 and 11). The assessment for each year will contribute to 10% of the overall mark and will be reported to MATSEC by the school in Year 11. Therefore, each year will equally contribute to the final mark of the school-based assessment. The school-based assessment shall reflect the MATSEC syllabus covered in Year 9, Year 10 and Year 11.

School-based assessment can be pegged at either of two levels:

- SBA at Level 1-2 must identify assessment criteria from these two levels. It is suggested that assessment criteria are weighted at a ratio of 40% at Level 1 and 60% at Level 2.
- SBA at Level 1-2-3 must identify assessment criteria from each of Levels 1, 2 and 3. It is suggested that assessment criteria are weighted at a ratio of 30% each at Levels 1 and 2, and 40% at Level 3.

The mark for SBA at Level 1-2 presented for a qualification at Level 2-3 will be calculated to 60% of the original mark. The mark stands in all other cases.

Part II - Controlled Assessment (70% of the total mark)

Written Examination (100 marks; 2 hours)

The controlled component of the assessment will consist of **ONE** paper having a two-hour duration which will carry 70% of the final mark and assessed externally. The paper will be set in English. Candidates will be required to answer **ALL** questions. The paper will assess **ALL** Learning Outcomes.

Paper II is differentiated between two Levels. Candidates must choose to either sit the examination paper at Level 1-2, or at Level 2-3.

Paper II will consist of **FIVE** questions of 20 marks each. Questions will focus on the LOs designated for Paper II (LO 1, LO 4, LO 5, LO 6 and LO 9) and will also include assessment criteria from all the syllabus (including LOs earmarked for SBA). All questions are compulsory.

Levels 1 – 2

The written paper will consist of questions covering assessment criteria from the syllabus in the ratio: Level 1 40% and Level 2 60%. Questions will consist of short-answer questions, multiple choice questions, word bank questions, true/false statements with explanations and/or short data-response questions (descriptive, graphical and/or numerical). The questions set will assess the students' knowledge and understanding of the main concepts of the programme as well as the acquisition of the skill of application. All questions are compulsory and need to be answered in the space provided in the exam booklet.

Levels 2 – 3

The written paper will consist of questions covering assessment criteria from the syllabus in the ratio: Level 2 40% and Level 3 60%. Questions will consist of short-answer questions and/or short data-response questions (descriptive, graphical and/or numerical) and discussion questions requiring arguments to support a given statement, arguments against and a reasoned judgement or conclusion. The questions set will assess the students' knowledge and understanding of the main concepts of the programme as well as the acquisition of the skills of application, analysis and evaluation. All questions are compulsory and need to be answered in the space provided in the exam booklet.

Private candidates

Private candidates will not be expected to carry out any school-based assessment. Instead, private candidates will sit for another controlled paper (Paper I) as an alternative to the school-based assessment. Private candidates will be assessed through the means of **TWO** Controlled papers, Paper II will be common with school candidates.

Paper I – Controlled Assessment – Private Candidates Only (30% of the total mark)**Written Examination (100 marks; 2 hours)**

Paper I for private candidates shall be a controlled assessment assessing Levels 1-2-3 as described in the respective syllabus, which will be set and marked by MATSEC. It shall mainly focus on the learning outcomes earmarked in the respective syllabi for school-based assessment.

This paper will have a two-hour duration and will consist of **FOUR** compulsory questions. It will assess **ALL** Learning Outcomes earmarked for SBA, and may include assessment criteria from all the syllabus.

The paper will be set and answered in English. Candidates will be required to answer all questions.

The private candidates' paper will be structured as follows:

Levels 1 – 2 – 3

The paper will consist of questions covering assessment criteria from the syllabus in the ratio: Level 1 30%; Level 2 30%, Level 3 40%. Questions include short-answer questions, multiple choice questions, word bank questions, true/false statements (with explanations), and/or short data-response questions (descriptive, graphical and/or numerical).