

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



الإمارات العربية المتحدة
وزارة التربية والتعليم

Business Studies

Assessment Guide

Grades 10-12 General

Term 1

2017-18



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1. Overview

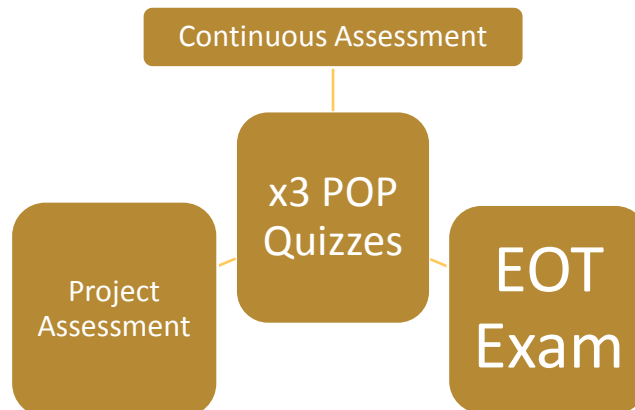
This document was created to provide teachers of Business Studies with guidance on assessing Grade 10, 11 and 12 in Term 1.

It is important that teachers should refer to this document when marking students work and deciding on levels of attainment. To achieve consistency, it is important that the guidance provided is followed closely.

Students will be assessed on their completion of the Unit Tasks included in Units 1 & 2 of the Business Studies textbook for Term 1.

This document contains examples of the assessment methods that teachers will use.

2. Types of Assessment (Term One)



3. Project Objectives



- The purpose of the project work is to encourage students to develop and evidence transferable skills which can be applied to their continuing studies and to help them prepare for the world of work or for their continuing studies.
- To measure and develop essential skills by using a variety of knowledge and practical based activities.
- Students will be encouraged to work on their projects in groups, however, they will also be required to work individually to accomplish a variety of the assessment criteria.

4. Student Learning Outcomes:

4.1. Grade 10 (Unit 1 & 2)

The aims of Unit 1 & 2 are to:

- Identify ways that students can communicate effectively with others
- Allow students to assess their own skills
- To enable students to create SMART goals to support personal improvement
- Encourage students to engage in self-review
- Enable students to greet visitors appropriately
- Ensure that students have the skills needed to communicate effectively by email
- Equip students with the skills to make an effective presentation

4.2. Grade 11 (Units 1 & 2)

The aims of Unit 1 & 2 are to:

- Allow students to assess their own skills
- Ensure that students can carry out a personal SWOT analysis
- Enable students to create SMART goals to support personal improvement
- Develop student's ability to make an action plan to develop their own skills
- Undertake a self-review
- Enable students to greet visitors appropriately
- Equip students with the skills to make an effective presentation
- Review their own performance

4.3. Grade 12 (Units 1 & 2)

The aims of Unit 1 & 2 are to

- Identify ways that students can communicate effectively with others
- Allow students to assess their own skills



- Enable students to engage in action planning
- Support the development of teamworking skills
- Allow students to demonstrate their ability to work co-operatively to complete a group task
- Equip students with the skills to make an effective presentation
- Require students to review their own performance

5. Project Aims:

- To provide part of the continuous assessment where all learners are actively engaged.
- To provide a teaching, learning and assessment style that will motivate students to achieve the best possible outcomes.
- To ensure that all students develop the skills and personal awareness that will foster transferable skills which can be applied to their continuing studies and help them prepare for the world of work or, for their continuing studies.
- To empower students to take charge of their own learning and development.
- To enable students to participate in work and skills related education.
- To encourage students to plan, review and complete their studies through an active learning program.
- To encourage students to focus on improving their own learning, through self-evaluation and peer assessment.



6. Essential Skills

These are the key attributes that the project will focus on:

- communication
- knowledge attainment & retention
- group work
- problem solving
- practical skills
- planning
- task completion
- evaluation (self & peer)
- ICT skills

The idea of developing essential skills is to improve students' learning and performance skills, which are integral to their own personal development.

7. Assessment Criteria

Students will be assessed on the following assessment criteria over the course of the project:

Knowledge:

Students can present findings that demonstrate knowledge and understanding of the topic.

Group Work:

Students show that they are able to work collaboratively as part of a group. Students are able to participate, communicate effectively, actively listen, ask questions, shares ideas and help others.

Problem Solving:

Students can identify and analyse a problem and provide suitable solutions to the problem.

Task Completion:

Students can successfully complete a variety of individual and group activities.

Evaluation:

Students are able to analyse and evaluate their own and peer performance upon completion of a task.



8. How to Assess the Project

The following headings provide guidance to teachers on the skills we expect students to demonstrate in completion of the project. In order to access the highest marks students must provide evidence for each assessment criteria. It is helpful if teachers can annotate work to highlight where the relevant skills are demonstrated. Often annotation can be as concise as Kn = Knowledge or PS = Problem solving.

Knowledge: Students must successfully complete the tasks detailed in the Business Studies textbook to provide evidence of knowledge and understanding of the project tasks. The completion of the project tasks will enable teachers to assess student understanding of the project tasks and the ability of students to apply the knowledge they have gained

Group work: Students will be required to work either collaboratively in groups or, individually to complete the project tasks. Each student will be assessed on their ability to complete the tasks as set out in the task guidance.

Throughout the project, the teacher should continuously monitor and document each student's progress using the **work step** document (appendix 1).

Problem Solving: No project comes problem free. Students will have to problem solve any difficulties that arise during the project. Students should be able to solve problems through group discussion.

Task Completion: A fundamental part of any project is task completion. If students apply themselves correctly to the task and follow the steps set out in the Business Studies textbook, they will have a greater chance of success. Students will be marked on whether they managed to complete the tasks detailed in the textbook. Marks should be given even if the project is partially completed. Students should be graded on what they achieve as opposed to what they did not manage to complete.

Evaluation: Part of the EMI framework is self and peer evaluation. This provides students with the opportunity to reflect and review the performance of peers and themselves; to observe strengths and weaknesses. It allows students to reward, adapt and make changes where necessary.

9. Evidence for the Project:



It is important to keep good records of what students achieve. Records may be kept electronically or as paper evidence. Annotation and feedback should be recorded to provide support for the marks awarded. It should be clear from the student evidence and teacher records, why a particular mark was awarded. Where evidence is not available to support continuous assessment marks, student's marks may be downgraded when moderation takes place. Marks should not be given for work which is not produced by that student.

10. Assessment Rubric

A rubric is a document which contains a set criterion which is graded on a scale of students' level of understanding and ability.

General Marking Guidance

- All candidates must receive the same treatment. Teachers must mark the first candidate in exactly the same way as they mark the last candidate. Consistency when marking is important.
- The marking criteria should be applied positively. If in doubt award the highest mark, rather than the lowest mark. When using the marking criteria always start at the top level and work the level descriptors until you find the descriptor which best describes the student's performance. Students must be rewarded for what they have shown they can do rather than be penalised for failing to do something.
- Teachers should mark according to the marking criteria and not assess using other criteria.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- Once you have completed your marking do review and compare students work with similar marks to ensure that you have been consistent and that the rank order is correct.
- All the marks on the mark scheme are designed to be awarded. Teachers should always award full marks if deserved, i.e. if the answer matches the mark scheme. teachers should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.



- Crossed out work should be marked UNLESS the student has replaced it with an alternative response.
- Points made should be ticked in the body of the script and marks placed in the right-hand margin. Please ensure that work is annotated so that reviewers can see where marks have been awarded.
- Marks within levels are determined by teacher judgement based on both quality and quantity of work.
- Do not be reluctant to use the full mark range and, especially, do not shy away from awarding maximum marks.
- When marking large centres, it is possible to become 'localised' to the quality of the centre. It is important to keep the mark scheme in front of you and refer to it when marking each student.
- Annotate student work wherever possible. You should also provide evidence of feedback on completed work to support the marks you are awarding.
- **Do not** award half marks, students either meet the marking criteria or they don't.



10.1. Assessment Rubric – Term 1

Marks	Level	Engagement	Demonstration of knowledge	Application
10	Level 5	<ul style="list-style-type: none"> Student engages wholeheartedly in classroom activities and is focused towards completing project tasks. Behaviour in class is exemplary. Student has the required class materials. 	<ul style="list-style-type: none"> The student demonstrates full knowledge (more than required) of the topic and can develop ideas and work further, beyond the lesson content. 	<ul style="list-style-type: none"> The student applies knowledge to class activities and use this knowledge to complete designated tasks. Responses demonstrate knowledge of the subject content and an ability to apply this knowledge to different contexts.
8-9	Level 4	<ul style="list-style-type: none"> The student is willing to participate in classroom activities and project tasks. The student is largely focused on completing assigned tasks. Disruptive behaviour is limited or non-existent. The student has the required class materials. 	<ul style="list-style-type: none"> The student demonstrates a good knowledge of the lesson content. Knowledge is used appropriately in lesson activities and project work. 	<ul style="list-style-type: none"> The student can consistently apply knowledge gained to the completion of project work. Work may show personal development of ideas.
7-8	Level 3	<ul style="list-style-type: none"> The student does engage in classroom activities and will with prompting complete project tasks. Disruptive behaviour is low level. Class materials are brought to class. 	<ul style="list-style-type: none"> The student demonstrates a degree of understanding of the lesson content but may need support or guidance to complete class tasks or project work. Responses to coursework tasks may demonstrate limited knowledge. 	<ul style="list-style-type: none"> The student can, with guidance, apply knowledge of subject content to the completion of classroom activities and apply knowledge gained to the completion of project work. Some support may be needed to develop points in context.
5-6	Level 2	<ul style="list-style-type: none"> The student has to be continually prompted to complete tasks and must be brought back to task. The Student does not contribute to class discussions and offers limited responses to questioning. The student may demonstrate disruptive behaviour which affects the pace and delivery of the lesson. Assigned tasks may be incomplete. 	<ul style="list-style-type: none"> The student demonstrates an incomplete grasp of the lesson content and may not possess the necessary knowledge to complete project tasks without support. 	<ul style="list-style-type: none"> Students need guidance to apply knowledge of concepts in a practical setting. Responses are likely to be characterised by limited or imperfect development.
1-4	Level 1	<ul style="list-style-type: none"> The student does not compete tasks and does not actively participate in class. The student may manifest unacceptable behaviour in the classroom. The student may not have the necessary materials for the lesson. Work is not of an acceptable standard. 	<ul style="list-style-type: none"> The student does not have a grasp of the information and may require significant support to engage in the lesson. There may be only a limited attempt to complete project tasks. 	<ul style="list-style-type: none"> The student cannot apply knowledge of concepts in a practical setting. Responses lack development and may not be appropriate to the context.
0		<ul style="list-style-type: none"> The student refuses to engage in the lesson. Behaviour may be disruptive and this may affect the learning outcomes of others. Or, No attempt is made to complete assigned tasks 	<ul style="list-style-type: none"> The student does not demonstrate any knowledge relevant to the task. 	<ul style="list-style-type: none"> The student makes no attempt to apply knowledge to the project or class tasks.



11. How to Use the Rubric

The student project is assessed in Term 1 according to three assessment criteria:

- Evidence of Knowledge
- Student Engagement, and
- Application

Each of the criteria is divided into five levels. Performance indicators are provided for each level. You should place each candidate in the level which best describes the students' performance when completing the project. Once you have decided on a level, you must choose a mark within that level which best reflects the quality of the students' work.

There are also 3 levels that the project can be graded against. Various levels allow for differentiation (see rubric).

- Level 1 1-4 marks
- Level 2 5-7 marks
- Level 3 8-10 marks

12. Pop Quizzes

Teachers are to administer pop quizzes through the LMS at the designated teaching week provided curriculum pacing is maintained. It is the responsibility of the teacher and school management to ensure all students are enrolled in the LMS, please liaise with IT to achieve this in good time. If for some reason the LMS is not accessible or teachers have not received training in time to administer tests using the LMS, a paper version will be available for download through SharePoint under EMIDepartment-Subjects-Business Studies-Assessment contained in the link "Pop Quiz (1/2/3)".

The purpose of the pop quizzes is to identify common knowledge gaps amongst students of key terminology or critical theoretical information where students may need re-teaching or re-enforcement and support. It is the responsibility of the teacher to keep records of this information in order to assist with their classroom and student progress tracking. Each student must complete all of the pop quizzes in order to be awarded the full pop quiz marks in SIS, if a student misses a pop quiz it will result in less marks being awarded for that section. An SIS calculation tool is available under EMIDepartment-Subjects-Business Studies -Assessment contained in the link Business Studies_T1_Calculation_Tool.



13. End of Term Exam (EOT)

The EOT exam will test vocabulary and the SLOs that have been studied across the term.

The content of the course will determine how many SLOs will have been tested already during the pop quizzes. All the theoretical SLOs may be covered at the end of term exam, as there will be limited opportunity to cover all of them in your pop quizzes, especially if the course is content heavy.

Unlike last year, the EOT for Business Studies will now have its own position during week 10 of Term one. The exam day for Business Studies will be announced by ministerial decree along with the term test schedule for all other subjects to school principals through school operations. Thus, all students from each grade will be assessed on the same day.

A sample paper will be released at least one week before the test date. The sample paper is intended to show students what the directions, question types, and format will look like. A sample paper is not a mock test. If teachers wish to create mock tests for their students, they are encouraged to use the test specifications to create their own test materials. Test specifications, sample papers, and all other assessment guidance will be made available through SharePoint.

14. Assessment Weighting

What follows is a breakdown of the assessment weighting for students in G10-12 Business Studies. as per the Ministry of Education assessment policy for Group B subjects in the 2017-2018 academic year.

Term 1

Yearly breakdown.

Grade	Term	CA	EOT	Weight
10, 11 & 12	1	25%	10%	35%
	2	20%	10%	30%
	3	25%	10%	35%
Total =				100%



Term Assessment Weighting				
		Term 1		
Continuous Assessment (CA)		End of Term (EOT)		Total Weight
Assessment Tool	CA Weight %	Assessment Tool	EOT Weight %	100
Project	65	Exam	30	
Pop Quiz	5			
Total	70		30	

15. Term 1 Examination

The Business Studies examination is scheduled during week 10 (12th – 16th November 2017).

16. Examinations

Examinations Grades 10 – 12 general

Term 1 Examination	
Scope	Focus on learning for specific SLO's / Units
Moderation of Marking	External moderation of marking

17. Test Specifications

The end of term tests will align with the curriculum content expected to have been covered.

The EOT examinations in term 1 are weighted at 10% of the annual grade and are designed to provide useful information on the progress students have made in line with the Standard Learning Outcomes (SLO's) for the term. They are based on the following guiding principles:

- Cover all content and topics in the SLO's specified and targeted.
- Cover all revision required to prepare students for the examination.
- Make the results as reliable as possible across a wide range of 'assessors' by including objective marking tasks where possible.



- Keep the quantity of testing to the minimum needed to provide useful information, allowing as much class time as possible for teaching and learning.
- Keep the style of examination task consistent with the activities in the curriculum and course materials.

18. Structure of Examination Assessments

The end of term assessments will follow the same structure for Grades 10 to 12 general. The range of task types proposed is as given below

Task Type	Brief	Timing Guideline.
Multiple choice questions.	5 multiple choice questions assessing specific concepts, keywords and terminology based on the Term 1 assessment schedule.	5 minutes
True or False	5 True or False statements	5 minutes
Match the key word to the sentence	5 matching questions. Students will be required to match key words/phrases to the explanation by entering a,b,c,d,e in a box provided next to the key word which links the phrase to the correct definition.	5 minutes
Sentence completion	5 Students will complete five sentences with key words, or missing terms.	5 minutes
Short answer questions.	5 short answer questions assessing SLOs specified by Term 1 assessment schedule.	5 minutes

19. Total Test Timings

For scheduling purposes within schools, one 45-minute period should be reserved for the end of term examination. The 30-minute timing is the maximum allowed for each paper. It is recommended that invigilators allow 5 minutes before beginning the examination to ensure all students are ready to start at the same time. Similarly, at the end of the testing period, invigilators should allow 5 minutes for the collection of papers.

20. Sample Papers

Sample papers will be provided in advance of exam time. These sample papers can be used to prepare students for carrying out their end of term assessments. The sample papers will provide an example of the examination structure, but use different content for question basis.



21. Recording and Reporting Results

There are two types of assessment from a recording point of view.

Continuous Assessment (CA)

End of Term Assessment – Examination (EOT)

22. Student Information System (SIS)

The SIS requires both a CA and EOT mark entry. Both the CA and EOT column in SIS are programmed to accept a mark out of 100 to be entered for each student. To ensure the marks per student are calculated correctly, the teacher must use the Calculation Tool located in SharePoint under Business Studies assessment section. The calculation tool will automatically calculate the student project mark and pop quiz completion as marks out of 100. Likewise, the calculation tool will automatically calculate the student EOT mark out of 100. It is imperative, teachers keep accurate records and use the calculation tool to ensure students receive the full termly mark they earned. Teachers are encouraged to complete data entry before the last week in November and to ensure they are fully informed by their school leadership of any SIS data entry deadlines received through Ministry School Operations.



23. Appendix 1

Year 10: Term 1 Task Sheet (Teachers document)

The teacher and students will discuss what steps will be required to complete the task and fill in the section below. **This section will help teachers monitor group work and task completion.**

School name:		Class:	
Project Focus	Planning	Date:	
Student Name:			

No.	Work Steps	Step Completed	Remarks
1	What are my skills? Group activity to identify the personal skills of individual students		
2	Skills to improve Students to identify two skills that they need to improve		
3	Smart Goals Students produce SMART targets for developing the two skills they have identified		
4	Action Plan Students develop and action plan for developing their targeted skills		
5	Action Plan Review Students to plan for an Action Plan Review		
6	Teamworking skills What is my team role? Identifying what students can bring to a team and their weaknesses		
7	Forming a team. Students co-operate to make a building as tall as possible		
8	Allocating Team Roles. Complete a record of the roles given to team members; their		



	tasks and whether they were completed		
9	Designing a structure. Draw what the building will look like.		
10	Evaluation of the team. Group review of how well they did.		
11	Reasons why we make presentations List reasons why presentation are made.		
12	Personal role in presentation. Identify individual role, personal strengths and role in presentation.		
13	Presentation framework Agree presentation framework and tasks for team members.		
14	Presentation checklist Check that you are ready for the presentation using checklist.		
15	Presentation Review Provide feedback to teams on their presentation.		
16	Students to hand in completed project into the teacher by _____		

Year 11: Term 1 Task Sheet (Teachers document)

The teacher and students will discuss what steps will be required to complete the task and fill in the section below. **This section will help teachers monitor group work and task completion.**



School name:		Class:	
Project Focus	Planning	Date:	
Student Name:			

No.	Work Steps	Step Completed	Remarks
1	What are my skills? Group activity to identify the personal skills of individual students		
2	Skills to improve – SWOT Analysis Students to identify two skills that they need to improve		
3	Smart Goals Students produce SMART targets for developing the two skills they have identified		
4	Action Plan Students develop and action plan for developing their targeted skills		
5	Action Plan Review Students to plan for an Action Plan Review		
6	Teamworking skills What is my team role? Identifying what students can bring to a team and their weaknesses		
7	Forming a team Students co-operate to make a building as tall as possible		
8	Allocating Team Roles Complete a record of the roles given to team members; their tasks and whether they were completed		
9	Designing a structure Draw what the building will look		



	like.		
10	Evaluation of the team Group review of how well they did.		
11	Communicate effectively with others Students participate in role play to build effective communicate skills		
12	Reasons why we make presentations List reasons why presentation are made.		
13	Personal role in presentation Identify individual role, personal strengths and role in presentation.		
14	Presentation framework Agree presentation framework and tasks for team members.		
15	Presentation checklist Check that you are ready for the presentation using checklist.		
16	Presentation Review Provide feedback to teams on their presentation.		
17	Students to hand in completed project into the teacher by - _____		

Year 12: Term 1 Task Sheet (Teachers document)

The teacher and students will discuss what steps will be required to complete the task and fill in the section below. **This section will help teachers monitor group work and task completion.**

School name:		Class:	
Project Focus	Planning	Date:	
Student Name:			



No.	Work Steps	Step Completed	Remarks
1	What are my skills? Group activity to identify the personal skills of individual students		
2	Skills to improve – SWOT Analysis Students to identify two skills that they need to improve		
3	Smart Goals Students produce SMART targets for developing the two skills they have identified		
4	Action Plan Students develop and action plan for developing their targeted skills		
5	Action Plan Review Students to plan for an Action Plan Review		
6	Teamworking skills What is my team role? Identifying what students can bring to a team and their weaknesses		
7	Forming a team Students co-operate to make a building as tall as possible		
8	Allocating Team Roles Complete a record of the roles given to team members; their tasks and whether they were completed		
9	Designing a structure Draw what the building will look like.		
10	Evaluation of the team Group review of how well they did.		



11	Communicate effectively with others Students participate in role play to build effective communicate skills		
12	Reasons why we make presentations List reasons why presentation are made.		
13	Personal role in presentation Identify individual role, personal strengths and role in presentation.		
14	Presentation framework Agree presentation framework and tasks for team members.		
15	Presentation checklist Check that you are ready for the presentation using checklist.		
16	Presentation Review Provide feedback to teams on their presentation.		
17	Students to hand in completed project into the teacher by _____		

24. Appendix 2

Project Record Sheet

School Name _____

Student Name _____ Class _____

Engagement mark	Evidence of knowledge	Application mark
------------------------	------------------------------	-------------------------



	mark	
/10	/10	/10
	Total:	/30

Teachers comments regarding the project:

Signed _____ Date: _____.