

Year 10 Business Studies Programme of Learning 2025

Throughout the Year 10 Business Studies Course we will build on the learners' ability to have confidence in their own skills and think about the impact of decision making on the future. Learners will be encouraged to embrace challenges positively and develop their ability to self-manage their learning. We strive to provide opportunities for learners to work collaboratively to solve problems and communicate effectively.

Learners will be encouraged to see the application of business ideas in the world around them. Learners will strive to use familiar examples to illustrate the ideas learned.

Topic	Overview
Understand what the pūtake of a business is	<ul style="list-style-type: none"> Classical view - Business exists to make a profit Modern view (neo-classical) - a business should have multiple bottom lines.
Understand the variety of goods and services available to consumers	<ul style="list-style-type: none"> Explain and provide examples of public, necessities, luxury, complement and substitute goods. Consider the ethical implications of what is available to us to purchase
Understand the variety of marketing choices businesses make	<ul style="list-style-type: none"> Use New Zealand examples to demonstrate an understanding of the 4 P's Self-manage learning with agency of task choice and completion
Understand resources used in production and the various producer sectors in the economy	<ul style="list-style-type: none"> Explain and give examples of labour, capital and natural resources Describe the primary, secondary and tertiary sectors of the economy Show the variation in resource use over time and within different sectors of the NZ economy. Consider stakeholders in resource use in New Zealand and the concept of kaitiakitanga
Understand how to calculate profit for a service business – owner operator	<ul style="list-style-type: none"> Identify Assets, Liabilities, Equity, Expenses and Revenue Calculate the Profit
Understand the accounting protocols required to calculate profit – Income Statement - in a format that other stakeholders could interpret with confidence.	<ul style="list-style-type: none"> Stakeholders – Bank, Inland Revenue Department, Interested investors, Employees, Owner. The Income Statement allows us to calculate Profit for the year in a way that others reading the statement could expect to see the information
Understand the conventions required to produce a Statement of Financial Position in a format that can be interpreted by a stakeholder	<ul style="list-style-type: none"> Construct a Statement of Financial Position from a Trial Balance
Understand how to forensically analyse the Financial Statements – Trial Balance, Income Statement, and Statement of Financial Position.	<ul style="list-style-type: none"> Interpret the information on the Trial Balance, Income Statement and Statement of Financial Position to analyse relevant and supported facts about the business

Rangi Values	How will ākonga demonstrate these values?	Rangi Graduate Dispositions	How will ākonga develop these dispositions?	Culturally Empowering Pedagogy	
Respect/ Whakaute	<i>Learners will be inclusive in their interactions and open to the perspectives of others. Learners will seek examples where business are showing respect for environment / people / equity.</i>	Be You	<i>Learners are encouraged to be curious through asking questions. Learners are encouraged to develop their learning strategies through trying different approaches to see what works for them.</i>	<i>Tikanga, Te Reo Maori and Mātauranga Maori will be woven into this learning through:</i>	<i>Kaiako and learners are encouraged to use te reo maori where they feel appropriate/confident. Authentic mātauranga maori business contexts will be included where appropriate.</i>
Aroha	<i>Learners will support other learners by participating in an inclusive and positive classroom culture</i>	Belong	<i>Learners are encouraged to link their learning to personal experiences and local contexts</i>		
Enthusiasm & Endeavour Rikarika & Ngana	<i>Learners will strive for their own personal best in learning.</i>	Be The Change	<i>Learners are encouraged to seek opportunities to encourage equity / identify inequity in business</i>	<i>Opportunities for cultures of other students will be incorporated through:</i>	<i>Learners will be encouraged to use businesses they are familiar with when demonstrating learning. A wide variety of business contexts will be included.</i>
Generosity of Spirit Manaakitanga	<i>Learners will support each other and provide support for others when needed</i>	Be Your Best	<i>Learners are encouraged to strive for their own personal best in their learning</i>		
Integrity/Tika	<i>Learners will show integrity by ensuring they submit authentic evidence of their learning</i>			<i>Opportunities to think & connect as a globally minded citizen will include:</i>	<i>Learners will be encouraged to seek opportunities to make a difference in their community</i>

Progress outcomes typically by the end of year 10

Understand/ <i>kia mārama</i>	Know/ <i>kia mōhio</i>	Do/<i>kia mahi</i>
<p><i>Through building knowledge about people, society, and their environments and drawing on the practices of te ao tangata social sciences, I am deepening my understanding that:</i></p> <ul style="list-style-type: none"> • People hold different perspectives on the world depending on their values, traditions, and experiences. • People participate in communities by acting on their beliefs and through the roles they hold • Interactions change societies and environments. 	<p>Ngā mahinga ohaoha Economic activity</p> <ul style="list-style-type: none"> • The uneven acquisition and allocation of scarce resources, goods and services, and wealth creates personal, societal, and global challenges. These challenges lead to individual and collective action. • Through innovation and enterprise, individuals, communities, and societies create new opportunities. These opportunities can enrich or damage lives, challenge views about needs and wants, and impact on sustainability. <p><i>Within Aotearoa New Zealand’s histories</i></p> <ul style="list-style-type: none"> • Technological advancements developed the economy, along with state-supported land acquisition that impacted the Māori economy. • The New Zealand economy has both benefitted from and been vulnerable to the impacts of economic interdependence. 	<p><i>In my learning in te ao tangata social sciences, I can:</i> •</p> <p>Te ui pātai whaihua hei ārahi tūhuratanga whaitake Asking rich questions to guide worthy investigations</p> <ul style="list-style-type: none"> • ask challenging or provocative questions about social issues and ideas that I can investigate with others. <p>Te whakaaro huatau Thinking conceptually</p> <ul style="list-style-type: none"> • apply conceptual understandings across contexts and case studies in order to develop generalisations • explain that concepts are contested and mean different things to different groups. <p>Te kohikohi, te tātari, me te whakamahi mātāpuna Collecting, analysing, and using sources</p> <ul style="list-style-type: none"> • process information, using social science conventions and literacy and numeracy tools to help organise my research. <p>Te tautohu uara me ngā tirohanga Identifying values and perspectives</p> <ul style="list-style-type: none"> • describe the values behind diverse perspectives within and between groups, and explain the implications of missing perspectives

		<p>Te whakapuaki i ngā tautohe me ngā whakaaro mā te whakamahi ritenga tikanga ā-iwi Communicating arguments and ideas using social science conventions</p> <ul style="list-style-type: none">• communicate information using social science conventions (e.g., graphs and maps, comparing and contrasting, sorting) to synthesise ideas, present a reasoned argument using evidence, and draw conclusions• adapt my communication according to an audience• use tools to reflect on the strengths and limitations of the communication process I have used and how effectively I have communicated. <p>Te tātari whakatau me te whakahaere mahi koringa pāpori Analysing decisions and taking social action</p> <ul style="list-style-type: none">• generate a wide range of solutions for societal problems and use evidence and logic to justify why some courses of action are better than others• recognise the strengths and limitations of social action campaigns
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