

CODES FOR THE CURRICULUM ANALYSE

Criteria of economic knowledge	Code	Possible text in the curriculum
<p>Basic principles of economics Should be the understanding of economics, not the understanding of <i>economies</i>. <i>Further explanations:</i> Understanding economics as the study of how society manages its scarce resources; understanding of basic economic phenomena</p>	E1	[...] recognize that an economic order is necessary for the form of social life
<p>The market forces of supply and demand <i>Further explanations:</i> Elasticity and its application (how much buyers and sellers respond to changes in market conditions); aggregate demand and aggregate supply (the aggregate-demand curve and the aggregate-supply curve)</p>	E2	[...] understand the functionality of market and be able to reflect the roles of participants in market events; pupils go out and check prices
<p>Trade and globalization <i>Further explanations:</i> International trade (the effects of international trade on economic well-being); open-economy macroeconomics and macroeconomic theory of the open economy</p>	E3	[...] know the world-economic interrelationship and be aware of the consequence of globalization
<p>Actors in the market <i>Further explanations:</i> Consumers, producers and the efficiency of markets; understanding how different actors in the market behaviour; understanding of the theory of consumer choice; Household economics.</p>	E4	[...] show consumer-conscious behaviour in purchase situation and be able to justify the purchase-decision
<p>The monetary system <i>Further explanations:</i> Saving, investment and the financial system; money growth and inflation; understanding of the role of the money in economy. European Central Bank</p>	E5	[...] know the danger and methods of debt and excessive indebtedness, know provision of help for debt relief and reflect on one's own behaviour
<p>Government policies and its influences <i>Further explanations:</i> The design and costs of the tax system; externality (for instance, economy and ecology); public goods and common resources (goods without market prices); monetary and fiscal policy</p>	E6	[...] know the tasks and aims of state environment policies
<p>Market forms <i>Further explanations:</i> Firms in competitive market; monopoly; oligopoly → Perspective of the company.</p>	E7	[...] know different market forms and their influence on the pricing
<p>Firms in the market <i>Further explanations:</i> Costs of production. The behaviour of competitive firms; factors of production (for instance, labour, land, and capital) → Perspective of the company.</p>	E8	[...] describe the tasks of companies in economic processes
<p>Income <i>Further explanations:</i> Earnings and discrimination; income inequality and poverty. Household economics.</p>	E9	[...] differentiate earned income and investment income
<p>Indicators of economy <i>Further explanations:</i> GDP, CPI...</p>	E10	
<p>Labour market <i>Further explanations:</i> Unemployment; short-run trade-off between inflation and unemployment</p>	E11	[...] recognize structure-conditioned unemployment problem

Criteria of business knowledge	Code	Possible text in the curriculum
Business and its external environment <i>Further explanations:</i> Various types of business activity and organization; financial institutions and their role in the financial structure; business external environment, e.g. economic systems, structure of industry, location of industry	B1	[...] recognize that an economic order is necessary for the form of social life
Corporate strategy and planning <i>Further explanations:</i> Methods used in forecasting and planning enterprise goals and department objectives; the nature of decisions and methods of statistical analysis in making decisions	B2	[...] understand the functionality of market and be able to reflect the roles of participants in market events
Organizing <i>Further explanations:</i> Organization structure, levels of organization; importance of authority, responsibility, and delegation	B3	[...] know the world-economic interrelationship and be aware of the consequence of globalization
Directing <i>Further explanations:</i> Leadership, relationship and communication between managers and employees	B4	[...] show consumer-conscious behaviour in purchase situation and be able to justify the purchase-decision
Controlling <i>Further explanations:</i> Principles of effective control, budgetary and non-budgetary, financial accounting conventions	B5	[...] know the danger and methods of debt and excessive indebtedness, know provision of help for debt relief and reflect on one's own consumer behaviour
Marketing and sales management <i>Further explanations:</i> Selling, transportation, storage, gathering market information, etc	B6	[...] know the tasks and aims of state environment policies
Production and operation management <i>Further explanations:</i> Production function; the place of product design and development; the location of plant; the layout of equipment; the importance of planning and control	B7	[...] know different market forms and their influence on the pricing
Human resource management <i>Further explanations:</i> Recruitment selection; training and development; promotion and transfer; redundancy and retirement,	B8	[...] describe the tasks of companies in economic processes
Administrative management <i>Further explanations:</i> Planning and organizing the office; office machinery and equipment; human aspects of computer usage	B9	[...] differentiate earned income and investment income

Criteria of social competencies	Code	Possible text in the curriculum
<p>Communication ability <i>Further explanations:</i> A person has the ability to communicate, when he/she is able to express him/herself verbally and nonverbally and interpret other people's messages properly and know how to react based on them</p>	SO1	<p>[...] must strive to understand communicatively [...] can illustrate clearly their point of view with examples</p>
<p>Conflict ability <i>Further explanations:</i> Conflict ability is concerned with recognising a clash of interests and the willingness to resolve them amicably</p>	SO2	<p>[...] have the possibility to set about conflicts fairly and peacefully</p>
<p>Ability to give and receive criticism <i>Further explanations:</i> Ability to give and receive criticism. Someone who is ready and able to deal with other people's mistakes constructively and fairly</p>	SO3	<p>[...] accept different ideas [...] be able to understand criticism of one's own behaviour not as personal attack, but rather as criticism on the subject [...] know how to cope with conflicts constructively</p>
<p>Team ability <i>Further explanations:</i> Readiness and competence to cooperate with other members of a group in a goal-oriented way</p>	SO4	<p>[...] always work in a team</p>
<p>Empathy <i>Further explanations:</i> Understand another person's situation and to deal with them politely, and with respect</p>	SO5	<p>[...] deal with others with respect</p>

Criteria for self-competence with the emphasis on entrepreneurial competence/ entrepreneurship	Code	Possible text in the curriculum
<p>Internal locus of control <i>Further explanations:</i> It refers to the extent to which individuals believe that they can largely control their actions and the consequences of their actions. Individuals with a high internal locus of control believe that events result primarily from their own behaviour and actions. (Decision-making ability; assertiveness; selfmarketing /-organizing competence; visionary thinking)</p>	SE1	<p>[...] is able to make a decision, to set own priorities</p> <p>[...] organize the process of work;</p>
<p>Achievement motivation <i>Further explanations:</i> People who are strongly achievement-motivated set goals for themselves and look for affirmation of their accomplishments; (Plan, organize, readiness for intellectual achievement; orientation towards achievement; motivation for achievements; goal-orientation; lifelong learning; resistance against stress, ability to work under pressure)</p>	SE2	<p>[...] know that crisis is a part of life and know the possibilities to overcome them</p> <p>[...] is willing to spark his/her competencies as entrepreneur</p>
<p>Eagerness for independence <i>Further explanations:</i> It is understood as the quest for autonomy and self-fulfilment. People with outstanding eagerness for independence orientate their actions and decisions on their own plans and evaluation, seldom or not at all on authority. (Personal independence; leadership; creativity; imagination)</p>	SE3	<p>[...] develop learning goal and theme independently</p>
<p>Moderate tendency to take risks <i>Further explanations:</i> People with this characteristic are ready to take risks, without being careless. (Readiness for moderate risks; entrepreneurial thinking as employee; grasp for trends and market developments)</p>	SE4	<p>[...] learn to perceive and evaluate one's strengths and weaknesses</p>

Sources:

Appleby, Robert C. (1994): Modern business administration. 6th ed. London: Pitman.

Bader, R. (2007), Unternehmerische Selbstständigkeit als Thema in Schulbüchern der Berufsschule. Ergebnisse einer Analyse ausgewählter Schulbücher, in: Bader, R./ Keiser, G./ Unger, T. (Ed.), Entwicklung unternehmerischer Kompetenz in der Berufsbildung. Hintergründe, Ziele und Prozesse berufspädagogischen Handelns, Reihe Berufsbildung, Arbeit und Innovation Forschung Band 31, Bertelsmann Verlag, Bielefeld, P.212-227.

Mankiw, N. Gregory (2001): Principles of economics. 2. ed. Fort Worth, Tex.: Harcourt College Publ.