

EDB Online Resource Materials to Support Students' Business Learning 教育局支援學生商業學習的網上資源

Technology Education Section

Education Bureau

2022.9.27

The Refined BAFS C&A Framework has been implemented at S4 in 2022/23 s.y.

Details	Link
<i>EDBCM No.74/2020</i> Direction of Development of the Business, Accounting and Financial Studies Curriculum and Assessment (20 May 2020)	https://www.edb.gov.hk/attachment/en/curriculum-development/kla/technology-edu/whats-new/EDBCM_Final_Recommendations_for_BAFS_Eng_110520_w_appendice.pdf
BAFS <i>C&A Guide</i> (Secondary 4-6) (with effect from S4 in 2022/23 school year)	https://www.edb.gov.hk/attachment/en/curriculum-development/kla/technology-edu/curriculum-doc/BAFS%20C&A%20Guide_e_oct%20202020_clean.pdf
BAFS <i>Curriculum Supplementary Notes</i> (to be implemented at S4 in 2022/23 school year leading to the 2025 HKDSE examination and onwards) (clean version) - Accounting Strand - Business Management Strand	https://bit.ly/2XRjfBh
Sample Papers (applicable to the 2025 examination and thereafter)	https://www.hkeaa.edu.hk/en/hkdse/hkdse_subj.html?A2&2&6_3&A2&2&6_3
Glossary of Terms Commonly Used in the Teaching of Business, Accounting and Financial Studies in Secondary Schools (2015 (with updates in August 2022))	https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/technology-edu/resources/BAFS%20glossary_updated%20as%20at%20Aug%202022_for%20uploading%20(updates%20highlighted).pdf

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<i>EDBCM No.74/2020</i> Direction of Development of the Business, Accounting and Financial Studies Curriculum and Assessment (20 May 2020)	https://www.edb.gov.hk/attachment/en/curriculum-development/kla/technology-edu/whats-new/EDBCM_Final_Recommendations_for_BAFS_Eng_110520_w_appendice.pdf
<i>BAFS C&A Guide</i> (Secondary 4-6) (with effect from S4 in 2022/23 school year)	https://www.edb.gov.hk/attachment/en/curriculum-development/kla/technology-edu/curriculum-doc/BAFS%20C&A%20Guide_e_oct%202020_clean.pdf

BAFS C&A Guide (Secondary 4-6) (with effect from S4 in 2022/23 school year), p.29

Time Allocation

The suggested time allocation for the various topics is a rough indication intended for teachers' reference only. The sequencing and percentage of time given to each topic do not imply a hierarchical order of relative importance. For effective learning and teaching, teachers are encouraged to employ ***cases or themes*** to integrate learning elements from related topics in the curriculum. The actual time allocated may be used flexibly according to students' abilities and teachers' approaches and strategies.

Part 1

第一部分

1. BAFS Learning and Teaching Resources Kit – Compulsory part
(Updated in 2022)
企業會財學與教資源套必修部分 (2022年更新版)
2. Graded Assignments (Accounting Module)
分層課業 (會計單元)
3. Cost Accounting Case Studies (Accounting Module)
成本會計個案 (會計單元)

1. BAFS Learning and Teaching Resources Kit – Compulsory part (Updated in 2022)

企業會財學與教資源套必修部分 (2022年更新版)

BAFS Learning and Teaching Resources Kit Compulsory Part

Topics	English Version	Chinese Version
C01 – Hong Kong Business Environment – Impact of Globalization on Business	Details	Details
C02 – Business Ethics and Social Responsibilities	Details	Details
C03 – Management Functions for Organisation	Details	Details
C04 – Entrepreneurship and SMEs Management – SMEs Management	Details	Details
C05 – SMEs Management – Process of Developing a Business Plan	Details	Details
C06 – The Accounting Cycle	Details	Details
C07 – Fundamentals of Financial Management – Time Value of Money	Details	Details
C08 – Personal Financial Management – Consumer Credit	Details	Details
C09 – Personal Financial Management – Personal Investment Decisions	Details	Details
C10 – Personal Financial Management – Principles and Techniques to Prepare Personal Budgets	Details	Details



Updating of booklets for selected topics of the Elective Part of both Accounting and Business Environment strands are in progress

BAFS Learning and Teaching Resources Kit Compulsory Part

Topics	English Version	Chinese Version
C01 – Hong Kong Business Environment – Impact of Globalization on Business	Details	In progress
C02 – Business Ethics and Social Responsibilities	Details	In progress
C03 – Management Functions for Organisation	Details	In progress
C04 – Small and Medium Enterprises (SMEs)	Details	In progress
C06 – The Accounting Cycle	Details	In progress
C07 – Fundamentals of Financial Management – Time Value of Money	Details	In progress
C08 – Personal Financial Management – Consumer Credit	Details	In progress
C09 – Personal Financial Management – Investment, Risk and Return	Details	In progress

1. BAFS Learning and Teaching Resources Kit – Compulsory part (Updated in 2022)

企業會財學與教資源套必修部分 (2022年更新版)

Item	
1	Topic Overview 課題概覽
2	PowerPoint with updated content and examples 簡報 (已更新內容及例子)
3	Student Worksheet 學生工作紙
4	Student Worksheet (suggested answers) 學生工作紙 (參考答案)

Newly added

1. BAFS Learning and Teaching Resources Kit – Compulsory part (Updated in 2022) – C04

企業會財學與教資源套必修部分 (2022年更新版) – C04

Topic Overview	
Topic	BAFS Compulsory Part – Basics of Management C04: Small and Medium Enterprises (SMEs)
Level	S4
Duration	2 lessons (40 minutes per lesson)

Learning Objectives:

1. To describe the characteristics of Small and Medium Enterprises (SMEs);
2. To distinguish the differences between small and large businesses from management perspectives;
3. To explain the importance of SMEs to the local economy; and
4. To explain the importance of entrepreneurship in business development.

Overview of Contents:

Lesson 1 Characteristics of SMEs

Lesson 2 Importance of SMEs to the Hong Kong economy and importance of entrepreneurship in business development

Resources:

- Topic Overview and Teaching Plan
- PowerPoint Presentation
- Student Worksheet

Suggested Activities:

- Pre-study activity
- Group Discussion
- Matching Game
- Case Study
- Homework 1

Lesson 1	
Theme	Characteristics of SMEs
Duration	40 minutes

Expected Learning Outcomes:

Upon completion of this lesson, students will be able to:

1. Describe the characteristics of SMEs; and
2. Distinguish the differences between small and large businesses from management perspectives.

Teaching Sequence and Time Allocation:

Activities	Reference	Time Allocation
Part I: Introduction		
✧ Teacher starts the lesson by going through pre-study activity and asking the class questions about SMEs.	PPT #2-14 Student Worksheet p.1-2 PPT#15	10 minutes
✧ Teacher explains to the class about the definition of SMEs in Hong Kong.		
Part II: Content		
✧ Teacher explains the characteristics of SMEs.	PPT #16-18	10 minutes
✧ Activity 1: Matching Game – Small versus Large Businesses <ul style="list-style-type: none"> ■ Students work in pairs. Ask students to cut out the set of matching cards in the student worksheet. ■ Ask students to identify the key features of small business and large business. 	PPT#19 Student Worksheet p.3-6	5 minutes
✧ Teacher goes through the answers of the matching game by presenting the Powerpoint slides.	PPT#20-22	10 minutes
Part III: Conclusion		
✧ Teacher concludes the lesson by reviewing the key points covered and ask students to finish Homework 1.	PPT#23-28 Student Worksheet p.7-11	5 minutes

Lesson 2	
Theme	Importance of SMEs to the Hong Kong economy and importance of entrepreneurship in business development
Duration	40 minutes

Expected Learning Outcomes:

Upon completion of this lesson, students will be able to:

1. Explain the importance of SMEs to the local economy; and
2. Explain the importance of entrepreneurship in business development.

Teaching Sequence and Time Allocation:

Activities	Reference	Time Allocation
Part I: Introduction		
✧ Teacher starts the lesson by going through Homework 1 with students.	PPT#29-32	5 minutes
Part II: Content		
✧ Activity 2: Group Discussion <ul style="list-style-type: none"> ■ Students are divided into groups of four to five. They are required to discuss about the importance of SMEs to Hong Kong economy. ■ Students are invited to present their ideas. 	PPT#33-34 Student Worksheet p.12	13 minutes
✧ Teacher concludes the importance of SMEs to the economy of Hong Kong.		
✧ Teacher explains the importance of entrepreneurship in business development.	PPT#35	5 minutes
✧ Activity 3: Case Study <ul style="list-style-type: none"> ■ Divide students into groups of four or five to study the case of RockCat Games Limited, 	PPT#36 Student Worksheet	15 minutes
identify the difficulties SMEs face, importance of entrepreneurship and factors to consider when expanding the business.	p.13-15	
■ Invite students to present their ideas to the class.		
Part III: Conclusion		
✧ Teacher concludes the session by reviewing the key points covered.		2 minutes

1. BAFS Learning and Teaching Resources Kit – Compulsory part (Updated in 2022) – C04 企業會財學與教資源套必修部分 (2022年更新版) – C04

Pre-study

Browse Trade and Industry Department (TID) website and answer questions 1-6 in Student Worksheet page 1-2.

https://www.success.tid.gov.hk/english/aboutus/sme/service_detail_6863.html

How much do you know about SMEs in Hong Kong?

3. **How many SMEs** are there in Hong Kong in the first quarter of 2021?

- A. approximately 200,000
- B. approximately 340,000
- C. approximately 500,000



Answer

- B. approximately 340,000
- As at March 2021, there were approximately 340,000 SMEs in Hong Kong.

Lesson 1

Students are required to browse TID website and answer questions 1-6 in Student Worksheet page 1-2.

https://www.success.tid.gov.hk/english/aboutus/sme/service_detail_6863.html

See next slide for the answer.

Check the Census and Statistics Department website (<http://www.censtatd.gov.hk>) for updated figure.

1. BAFS Learning and Teaching Resources Kit – Compulsory part (Updated in 2022) – C04

企業會財學與教資源套必修部分 (2022年更新版) – C04

Topic C04: SMEs

Student Worksheet p.7

Homework 1: Pandemic Outbreak

Due to coronavirus disease 2019 (COVID-19) pandemic, the public minimised outings and social activities so as to prevent the spread of virus in the community. Some enterprises arranged their employees to work from home. This not only directly affected industries like retail, tourism and catering, but caused widespread impacts on business operations of enterprises, exerting immense pressure on the economic development of Hong Kong.

According to the provisional statistics of the Census and Statistics Department on retail sales in February 2020, COVID-19 pandemic caused a heavy blow to the tourism- and consumption-related activities. For the first two months of 2020, the provisional estimate of the total retail sales decreased by 33.9% in volume. Besides, the business environment of retail trade will remain extremely austere in the short term, as the COVID-19 pandemic has halted inbound tourism and severely weakened local consumption demand.

Source of information:

- (i) Consolidated from local media reports
- (ii) Census and Statistics Department Press release (31 Mar 2020) Provisional statistics of retail sales for February 2020
https://www.censtatd.gov.hk/press_release/pressReleaseDetail.jsp?charsetID=1&pressRID=4630

Required:

Based on the above information, analyse the operating difficulties faced by small and medium enterprises (SMEs) during the epidemic with reference to the following characteristics of SMEs.

1. Limited capital
2. Managed by owner(s)
3. Flexible decision making
4. Serve narrow/small market

Topic C04: SMEs

Student Worksheet Answer p.4

Homework 1: Pandemic Outbreak

1. Limited capital

(How can SMEs raise capital? What are their limitations?)

Think about the business situation (illustration)	Operating difficulties faced by SMEs during the epidemic (suggested answer)
<ul style="list-style-type: none">As SMEs are small in scale, they face problems in obtaining loans from financial institutions, hence, the sources of capital are limited and mainly from the owner's contributions with limited amount.	<ul style="list-style-type: none">Many enterprises' sales volume dropped sharply. This led to business loss, a decrease in cash flow, poor liquidity level and higher risk of bankruptcy.In order to maintain business operations, the enterprises needed to :<ul style="list-style-type: none">choose between cost control and employee retention.borrow from banks but that might incur high debt risks, such as excessive interest chargesIn the course of business, any parties (e.g. manufacturers, suppliers, consumers) having financial problems would have further impact on the enterprise's liquidity.

2. Graded Assignments (Accounting Module)

分層課業 (會計單元)

Graded Assignments:

(i) Elective Part (Accounting Module)

Topics	English Version	Chinese Version
Grid to illustrate the topics covered in graded assignments	Details	Details
Set 1: Double Entry System	Details	Details
Set 2: Period-end Adjustments – Depreciation of non-current assets	Details	Details
Set 3: Accounting for Partnership	Details	Details
Set 4: Incomplete Records	Details	Details
Set 5: Marginal and Absorption Costing	Details	Details
Set 6: Period-end Adjustments Relating to the Preparation of Financial Statements	Details	Details
Set 7: Trial balance	Details	Details
Set 8: Bank reconciliation statement	Details	Details
Set 9: Accounting for limited company	Details	Details

2. Graded Assignments (Accounting Module) 分層課業 (會計單元)

- Support teachers in catering for learner diversity and promoting students' self-directed learning in accounting.
- 支援教師照顧學生的學習多樣性及促進學生的自主學習。

Set 課業	Topic 課題	Graded Assignments 分層課業
7	Trial balance 試算表	Elementary Level 初階課業 Standard Level 基礎課業 Advanced Level 進階課業
8	Bank reconciliation statement 銀行往來調節表	Elementary Level 初階課業 Standard Level 基礎課業 Advanced Level 進階課業
9	Accounting for limited company 有限公司的會計	Elementary Level 初階課業 Standard Level 基礎課業 Advanced Level 進階課業

2. Graded Assignments (Accounting Module) – Set 8

分層課業 (會計單元) – 課業8

- (A) List the function of a bank reconciliation statement. (1 mark)
- (B) The following cash at bank account was extracted from the books of Lisa Company for the month ended 30 April 2020:

Cash at bank			
2020		\$	
Apr 1	Balance b/d	87,500	
2	Sales	35,000	
8	Andy Ltd	42,000	
22	Peter Co	10,500	
26	Betty Ltd	46,000	
27	Esther Co	80,000	

Lisa Company received the following bank statement for the month of April 2020.

Date	Description	Withdrawal	Deposit	Balance
2020		\$	\$	\$
Apr 1	Balance b/d			100,000
2	Direct debit – Telephone bill	850		99,150
4	Cheque deposit		35,000	134,150
10	Helen Ltd		50,000	184,150
15	Cheque - 105368	1,560		182,590
18	Dividend		8,400	190,990
23	Bank charges	200		190,790
24	Cheque deposit		10,050	200,840
27	Cheque deposit (Cheque no: 325647)		46,000	246,840
28	Refer to drawer	46,000		200,840
29	Cheque deposit		2,800	203,640
30	Cheque - 105350	3,500		200,140
30	Cash deposit		6,800	206,940

Additional information:

- (i) On 31 March 2020, two cheques issued in 2019 and 2020 had not yet been presented.

Cheque No.	Date	Amount
105211	15 September 2019	\$9,000
105350	18 January 2020	\$3,500

It is the practice of the bank not to honour cheques outstanding for more than six months.

- (ii) It was discovered that a cheque 456789 received from Andy Ltd on 8 April 2020 was dated 3 May 2020.
- (iii) On 10 April 2020, a customer, Helen Ltd, made a credit transfer to the company's bank account.
- (iv) On 22 April 2020, a cheque for \$10,050 received from Peter Co was wrongly recorded in the books as \$10,500.
- (v) A credit transfer of \$2,800 dated 29 April 2020 was recorded on the bank statement. The bank later informed that the transfer should have been made to another customer.
- (vi) On 30 April 2020, cash of \$6,800 was withdrawn from the bank account.

REQUIRED:

- (a) Update the cash at bank account of Lisa Company. (9 marks)
- (b) Prepare a bank reconciliation statement as at 30 April 2020, commencing with the updated cash at bank balance. (5 marks)

(Total: 15 marks)

2. Graded Assignments (Accounting Module) – Set 8

分層課業 (會計單元) – 課業8

(A) 列出銀行往來調節表的功能。

(1 分)

(B) 以下銀行存款帳節錄自麗莎公司截至 2020 年 4 月 30 日止月份的現金簿：

		銀行存款			
2020 年		\$	2020 年	支票號碼	\$
4 月 1 日	承上結餘	87,500	4 月 11 日	鮑勃有限公司	105367 3,800
2 日	銷貨	35,000	13 日	電費	105368 1,560
8 日	安迪有限公司	42,000	30 日	現金	6,800
22 日	彼得公司	10,500	30 日	結餘轉下	288,840
26 日	貝蒂有限公司	46,000			
27 日	艾斯特公司	80,000			

麗莎公司收到以下 2020 年 4 月份的銀行月結單。

日期	摘要	提款	存款	結餘
2020 年		\$	\$	\$
4 月 1 日	承上結餘			100,000
2 日	直接借記 – 電話帳單	850		99,150
4 日	支票存款		35,000	134,150
10 日	海倫有限公司		50,000	184,150
15 日	支票 - 105368	1,560		182,590
18 日	股息		8,400	190,990
23 日	銀行手續費	200		190,790
24 日	支票存款		10,050	200,840
27 日	支票存款		46,000	246,840
	(支票號碼：325647)			
28 日	請與發票人接洽	46,000		200,840
29 日	支票存款		2,800	203,640
30 日	支票 - 105350	3,500		200,140
30 日	現金存款		6,800	206,940

其他資料：

(i) 在 2019 年及 2020 年發出的兩張支票於 2020 年 3 月 31 日仍未兌現。

支票號碼	日期	金額
105211	2019 年 9 月 15 日	\$9,000
105350	2020 年 1 月 18 日	\$3,500

銀行的慣例是不會兌現已發出超過六個月的支票。

(ii) 2020 年 4 月 8 日從安迪有限公司收到日期為 2020 年 5 月 3 日的支票 456789。

(iii) 顧客海倫有限公司於 2020 年 4 月 10 日貸項轉帳至公司的銀行戶口。

(iv) 2020 年 4 月 22 日，從彼得公司收到的一張支票 \$10,050，在現金簿內被錯誤地記錄為 \$10,500。

(v) 銀行月結單記錄 2020 年 4 月 29 日一項貸項轉帳 \$2,800。其後銀行告知該項轉帳屬銀行另一名客戶。

(vi) 2020 年 4 月 30 日，從銀行戶口中提取現金 \$6,800。

作業要求：

(a) 更新麗莎公司的銀行存款帳。(9 分)

(b) 編製 2020 年 4 月 30 日的銀行往來調節表，須由銀行存款帳更新後的結餘開始。(5 分)

(總分：15 分)

2. Graded Assignments (Accounting Module) – Set 8

分層課業 (會計單元) – 課業8

Elementary Level 初階課業

(B) Working 1: Cross check the items in the cash at bank account with those in the bank statement. **Circle** the discrepancies between the cash at bank account and the bank statement.

		Cash at bank				
2020		\$	2020		Cheque No.	\$
Apr 1	Balance b/d	87,500	Apr 11	Bob Ltd	105367	3,800
2	Sales	35,000	13	Electricity expenses	105368	1,560
8	Andy Ltd	42,000	30	Cash in hand		6,800
22	Peter Co	10,500	30	Balance c/d		288,840
26	Betty Ltd	46,000				
27	Esther Co	80,000				

Bank statement for the month of April 2020

Date	Description	Withdrawal	Deposit	Balance
2020		\$	\$	\$
Apr 1	Balance b/d			100,000
2	Direct debit –Telephone bill	850		99,150
4	Cheque deposit		35,000	134,150
10	Helen Ltd		50,000	184,150
15	Cheque 105368	1,560		182,590
18	Dividend		8,400	190,990
23	Bank charges	200		190,790
24	Cheque deposit		10,050	200,840
27	Cheque deposit (Cheque no:325647)		46,000	246,840
28	Refer to drawer	46,000		200,840
29	Cheque deposit		2,800	203,640
30	Cheque 105350	3,500		200,140
30	Cash deposit		6,800	206,940

Standard Level 基礎課業

(B) Hints:

Steps to update the cash at bank account and prepare a bank reconciliation statement:

Step 1: Cross check the items in the cash at bank account with the items in the bank statement.

Discrepancies between cash at bank account and bank statement can be classified into these 4 types

Step 2: Identify -

- (i) transactions not yet recorded in the cash at bank account (e.g. credit transfer, direct debit) => update the cash at bank account; and
- (ii) errors made by the company => adjust the cash at bank account.

Step 3: Identify -

- (iii) transactions not yet recorded in the bank statement (e.g., unpresented cheque and uncredited deposit) => record in bank reconciliation statement; and
- (iv) errors made by the bank => record in bank reconciliation statement.

Advanced Level 進階課業

(B)

(a)

Challenging questions

Briefly explain the accounting treatments for the following cheques:

- (i) 105211
- (ii) 456789
- (iii) 325647

(6 marks)

2. Graded Assignments (Accounting Module) – Set 8

分層課業 (會計單元) – 課業8

Graded Assignment: Bank Reconciliation Statement Marking Scheme

分層課業：銀行往來調節表
評分準則

分數

- (A) The function is:
Explain the difference between the balance of the cash at bank account in the company's books and the balance of the bank statement prepared by the bank.

Mark

(1 分)

(B) (1 mark)

(B)
(Cmunity)

(a)

		Cash at bank					
		2020	\$	2020	\$		
(0.5)	Apr 30	Balance b/d	288,840	Apr 30	Telephone expenses	850	(1)
(1)		Helen Ltd	50,000		Andy Ltd	42,000	(1)
(1)		Dividend income	8,400		Bank charges	200	(1)
(1)		Trade payables	9,000		Pater Co	450	(1)
					Betty Ltd	46,000	(1)
					Balance c/d	266,740	(0.5)
			356,240			356,240	(9)

- (b)
For Elementary Level and Standard Level:

Lisa Company Bank Reconciliation statement as at 30 April 2020			
	\$	\$	
Updated balance as per cash at bank account		266,740	(0.5)
Add: Unpresented cheque: 105367	3,800		(1)
Bank error: credit transfer wrongly made by bank (v)	2,800		(1)
Bank error: withdrawal wrongly recorded as deposit by bank (vi) (\$6,800 × 2)	13,600		(1)
		<u>20,200</u>	
		286,940	
Less: Uncredited deposit: Esther Co		80,000	(1)
Balance as per bank statement		<u>206,940</u>	(0.5)
			(5)

- (A) 功能：
解釋公司現金簿的銀行存款帳結餘及銀行編製的銀行月結單結餘的差額。

(B)
(a)

銀行存款							
2020 年			\$	2020 年			\$
(0.5)	4 月 30 日	承上結餘	288,840	4 月 30 日	電話費用	850	(1)
(1)		海倫有限公司	50,000		安迪有限公司	42,000	(1)
(1)		股息收入	8,400		銀行手續費	200	(1)
(1)		應付貸款	9,000		彼得公司	450	(1)
					貝蒂有限公司	46,000	(1)
					結餘轉下	266,740	(0.5)
			<u>356,240</u>			<u>356,240</u>	(9)

- (b)
初階課業及基礎課業:

麗莎公司 銀行往來調節表 2020 年 4 月 30 日			
	\$	\$	
銀行存款帳戶更新後結餘		266,740	(0.5)
加：未兌現支票：105367	3,800		(1)
銀行錯誤：不正確貨項轉帳 (v)	2,800		(1)
銀行錯誤：提款被銀行錯誤地記錄為存款 (vi) (\$6,800 × 2)	13,600		(1)
		<u>20,200</u>	
		286,940	
減：未貸記存款：艾斯特公司		80,000	(1)
銀行月結單結餘		<u>206,940</u>	(0.5)
			(5)

3. Cost Accounting Case Studies (Accounting Module) 成本會計個案 (會計單元)

- Allow students to apply knowledge to authentic business scenarios and enhance learning motivation, as well as support teachers in delivering the curriculum content.
- 讓學生將知識應用於真實的商業情境，提高學習動機，並支援教師教授課程內容。

Case 個案	Topic 課題	Company in case 個案公司
1	Cost Classification 成本分類	Furniture company 家具公司
2	Absorption Costing 吸收成本法	Watch company 鐘錶公司
3	Cost-volume-profit Analysis 本量利分析法	Clothing (for kids) company 童裝公司

3. Cost Accounting Case Studies (Accounting Module) – Case 3

成本會計個案 (會計單元) – 個案3

Kids & Nature Clothing Limited

Since its establishment in Hong Kong in 1990, Kids & Nature Clothing Limited has formulated its vision to be a caring Hong Kong brand in kids' apparel retailing. By providing kids' apparel in simple design with good quality and affordable prices, the company seeks to fulfil kids' daily needs and enrich kids' lives.

The founder of the company believes that living in a simple lifestyle can reduce carbon footprint and eliminate waste of precious resources on earth. The company targets on parents who care environment, enjoy simple lifestyle and look for clothes which are simple, long-lasting, comfortable and economical.

Currently, Kids & Nature Clothing Limited has a flagship store on Hong Kong Island and 5 retail stores in Kowloon. It sells both tops and bottoms for kids under 12 years old. Although tops are in different colours and have minor difference in design, production process is almost the same and resources consumed are similar for all tops. Similarly, bottoms are produced using almost the same production process and technology regardless of their colours and design. Sales units are expected to be in a standard sales mix of 2:1 for tops and bottoms respectively and the total budgeted sales revenue is \$20,000,000 for the coming year. The company does not keep any inventories. **Table 1** shows the budgeted data for tops and bottoms for the coming year.

Table 1: Budget for Tops and Bottoms

	Tops	Bottoms
	\$ per unit	\$ per unit
Selling price	150	200
Direct materials	30	35
Direct labour	20	30
Variable production overheads	10	20
Variable selling overheads	15	15

Total fixed production overheads and total fixed selling overheads are budgeted as \$2,600,000 and \$2,000,000 respectively.

Besides the aforementioned plan, the management of Kids & Nature Clothing Limited also considers the following two plans for the coming year.

Plan 1: The company will place an advertisement in a popular local parent magazine to boost sales. It is expected that total sales volume will increase by 5% as a result of the advertisement and the advertising expense will be \$1,700,000 per year for 12 insertions. At the same time, the larger production and sales volume will help the company lower variable costs of both tops and bottoms by 20%.

Plan 2: The company will introduce "shoes" as a new product line to expand its business. Sales units of tops and bottoms will remain in a standard sales mix of 2:1.

Table 2 summarizes budget information related to the production and selling of shoes.

Table 2: Budget for Shoes

	Shoes
	\$
Selling price per pair	300
Variable cost per pair	150
Additional fixed cost for producing and selling shoes	2,195,000

REQUIRED:

- (a) Assuming both Plan 1 and Plan 2 are not adopted, calculate the budgeted sales quantity of tops and bottoms respectively for the coming year. (4 marks)
- (b) Assuming both Plan 1 and Plan 2 are not adopted, calculate the breakeven sales quantity of both tops and bottoms for the coming year. (4 marks)
- (c) Assuming the company adopts Plan 1, calculate the breakeven sales quantity of both tops and bottoms for the coming year. Based on financial information only, suggest whether Plan 1 should be adopted. (9 marks)
- (d) Assuming the company adopts Plan 2 and plans to produce 30,000 units of tops, calculate the sales quantity of shoes that will make the company breakeven for the coming year.

(4 marks)
(Total: 21 marks)

3. Cost Accounting Case Studies (Accounting Module) – Case 3

成本會計個案 (會計單元) – 個案3

自然童裝有限公司

自 1990 年於香港成立以來，自然童裝有限公司的願景是成為一個具愛心的香港童裝零售品牌。公司希望藉著向孩子們提供設計簡單、質料上乘及價格實惠的童裝，滿足他們的日常需求、豐富他們的生活。

公司創始人認為，追隨簡約的生活方式可以減少碳排放和免除浪費地球上的資源。公司以愛護環境、享受簡約生活，並追求簡約、耐穿、舒適及經濟服飾的家長為目標顧客。

自然童裝有限公司目前擁有一所開設在港島的旗艦店，以及分布在九龍的另外五所零售店。公司主要售賣 12 歲以下兒童的上衣和褲/裙子。雖然上衣擁有不同顏色和細微設計差異，所有上衣的製造過程都幾乎一樣，而且製造時所消耗的材料亦大致相同。同樣地，製造不同顏色和設計的褲/裙子時所需的工序和技術亦近乎無異。上衣和褲/裙子的標準銷售比例為 2:1，銷售比例維持不變。而明年的總預算銷售收益為 \$20,000,000。公司並不會保留任何存貨。表 1 列出了明年上衣和褲/裙子的預算數據。

表 1：上衣和褲/裙子的預算

	上衣	褲/裙子
	\$ (每件)	\$ (每件)
售價	150	200
直接原料	30	35
直接人工	20	30
可變生產間接成本	10	20
可變銷售間接成本	15	15

總固定生產間接成本總額和總固定銷售間接成本總額分別預算為\$2,600,000 和 \$2,000,000。

除了上述計劃，自然童裝有限公司的管理層亦為明年考慮了以下兩個計劃。

計劃一：公司將在本地流行的育兒雜誌上投放廣告以促進銷售。預計廣告帶來的總銷售數量將增加 5%，12 次植入廣告的費用為每年 \$1,700,000。同時，加大的產量和銷量將有助於公司降低上衣及褲/裙子的可變成本 20%。

計劃二：公司將推出「鞋履」作為新的產品線以拓展業務。上衣和褲/裙子的銷售比例維持為 2:1 的標準銷售組合。表 2 整合了有關生產和銷售鞋履的預算資料。

表 2：鞋履的預算資料

	鞋履
	\$
每對售價	300
每對可變成本	150
生產和銷售鞋履的額外固定成本	2,195,000

作業要求：

- (a) 假如計劃一和計劃二均未被採用，分別計算明年上衣和褲/裙子的預算銷售數量。
(4 分)
- (b) 假如計劃一和計劃二均未被採用，分別計算公司明年於損益兩平時上衣和褲/裙子的銷售數量。
(4 分)
- (c) 假如公司採用計劃一，計算公司明年於損益兩平時上衣和褲/裙子的銷售數量。單就財務資料而言，建議公司應否採用計劃一。
(9 分)
- (d) 假如公司採用計劃二，並計劃生產 30,000 件上衣，計算公司明年於損益兩平時鞋履的銷售數量。
(4 分)

(總分：21 分)

3. Cost Accounting Case Studies (Accounting Module) – Case 3 成本會計個案 (會計單元) – 個案3

Case Analysis

The pedagogical objective of this case is to provide students with an introduction to the cost-volume-profit (CVP) analysis for multiple products in a realistic but still fabricated business scenario. The case demonstrates how to calculate breakeven sales quantity and how to use CVP analysis to plan for operation when multiple products exist. Upon completion of this case study, students should be able to 1) compute breakeven sales quantity of multiple products; 2) compute target sales quantity of multiple products when a target sales revenue is given; and 3) analyze the financial impact of operating activities using CVP structure.

個案分析

本案例的教學目標是透過模擬真實的商業情境，向學生介紹多項產品的本量利 (CVP) 分析法。個案展示了如何計算損益兩平的銷售量以及如何在多項產品存在的情況下運用本量利分析法計劃經營。完成本個案後，學生應能 1) 計算多項產品於損益兩平的銷售數量；2) 運用已提供的目標銷售收益計算多項產品的目標銷售數量；3) 運用本量利分析法評估經營活動帶來的財務影響。

Figure 1: Cost-volume-profit Analysis for Multiple Products

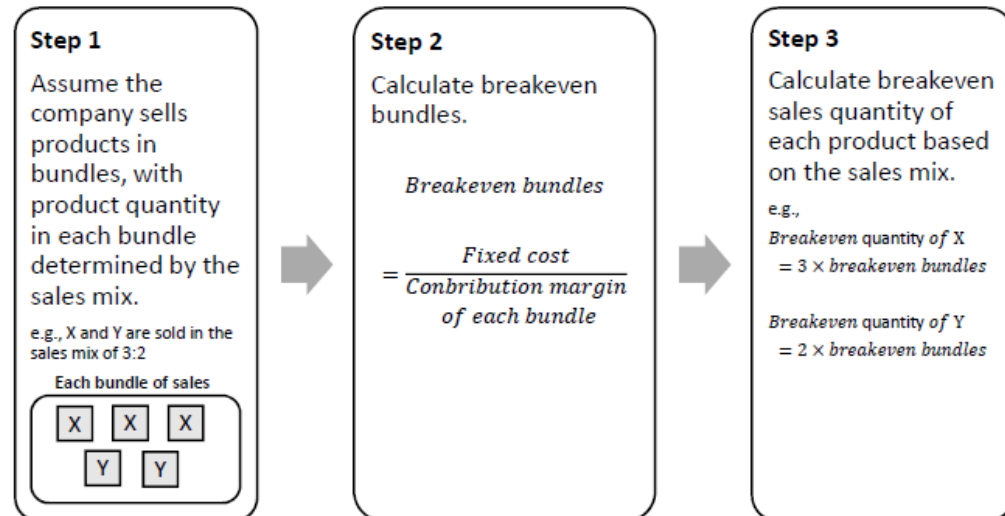


圖 1: 多項產品的本量利分析法



3. Cost Accounting Case Studies (Accounting Module) – Case 3 成本會計個案 (會計單元) – 個案3

Marking Scheme

(a)

	Marks
According to the standard sales mix of 2:1 for tops and bottoms, sales revenue for each bundle of sales is	
$\$150 \times 2 + \$200 \times 1 = \$500$ per bundle	1
Total number of bundles that are required to be sold to earn sales of \$20,000,000 is $\$20,000,000 / \$500 = 40,000$ bundles	1
Target sales quantity of tops: $40,000 \times 2 = 80,000$ units	1
Target sales quantity of bottoms: $40,000 \times 1 = 40,000$ units	1

Explanatory note:

When the company sells multiple products in a standard sales mix, we assume the company sells products in bundles. For each bundle in this case, there are 2 tops and 1 bottom.

(b)

	Marks
Total fixed cost $= 2,600,000 + 2,000,000 = \$4,600,000$	
Unit contribution margin of tops $= \$150 - \$30 - \$20 - \$10 - \$15 = \75 per unit	
Unit contribution margin of bottoms $= \$200 - \$35 - \$30 - \$20 - \$15 = \100 per unit	
Contribution margin for each bundle of sales $= \$75 \times 2 + \$100 = \$250$ per bundle	1
Breakeven bundles $= \$4,600,000 / \$250 = 18,400$ bundles	1
Breakeven sales quantity of tops $= 18,400 \times 2 = 36,800$ units	1
Breakeven sales quantity of bottoms $= 18,400 \times 1 = 18,400$ units	1

評分準則

(a)

	分數
根據上衣和褲/裙子標準銷售組合比例 2:1 去計算，每個銷售組合的銷售收益為 $\$150 \times 2 + \$200 \times 1 =$ 每個銷售組合 \$500	1
賺取 \$20,000,000 銷售額所需賣出的銷售組合總量為 $\$20,000,000 / \$500 = 40,000$ 個銷售組合	1
上衣的目標銷售數量 $= 40,000 \times 2 = 80,000$ 件	1
褲/裙子的目標銷售數量 $= 40,000 \times 1 = 40,000$ 件	1

解說：

在這題目中，公司以捆綁式銷售多項產品，而每個標準銷售組合有 2 件上衣和 1 件褲/裙子。

(b)

	分數
總固定成本 $= 2,600,000 + 2,000,000 = \$4,600,000$	
每件上衣的邊際貢獻 $= \$150 - \$30 - \$20 - \$10 - \$15 =$ 每件 \$75	
每件褲/裙子的邊際貢獻 $= \$200 - \$35 - \$30 - \$20 - \$15 =$ 每件 \$100	
每個銷售組合的邊際貢獻 $= \$75 \times 2 + \$100 =$ 每個銷售組合 \$250	1
損益兩平時，銷售組合數量 $= \$4,600,000 / \$250 = 18,400$ 銷售組合	1
損益兩平時，上衣銷售數量 $= 18,400 \times 2 = 36,800$ 件	1
損益兩平時，褲/裙子銷售數量 $= 18,400 \times 1 = 18,400$ 件	1

Part 2

第二部分

4. BAFS Learning and Teaching Resource Platform
企業、會計與財務概論學與教資源平台
5. Business cases (for Business Management strand)
商業個案
6. EDB Educational Multimedia
教育局教育多媒體

BAFS Learning and Teaching Resources Platform



https://cd1.edb.hkedcity.net/cd/te/bafs_platform/en/index.html

Events

1. [Professional Development Programmes](#)
2. [Other Activities](#)

References and Resources

1. [BAFS Curriculum and Assessment Guide \(Secondary 4-6\)](#)
2. [BAFS Supplementary Notes](#)
3. [Reference Books](#)
4. [Glossary](#)
5. [Educational MultiMedia \(EMM\)](#)

Learning & Teaching

1. [L&T resources developed by EDB](#)
2. [PDP resources](#)
3. [Sharing of Good Practices by Teachers](#)

Useful Websites

1. [EDB - Technology Education](#)
2. [EDB – One-stop Portal for Learning & Teaching Resources](#)
3. [HKEAA](#)
4. [HKICPA – Standards](#)
5. [IFEC – the Chin's Family](#)
6. [Others](#)

Business cases (1)

14 Sept 2021

Modular-based Resources

A business case on co-working space

A business case on “co-working space” has been developed to help consolidate students’ knowledge on the Elective Part (Business Management) of the BAFS curriculum at senior secondary level.

English version	<u>Details</u>
Chinese version	<u>Details</u>

Tag:[Modular-based Resources](#); [Business Management Module](#)

Activity: Case Study

Learning (1) To broaden students' exposure to different forms of business through

Objective: exploring the given business case

(2) To consolidate students' business knowledge learnt in the subject by identifying and synthesising ideas to solve business/management problems; and

(3) To arouse students' interest in business learning

Level: SS-6, Business Management Module

Duration: Out-of-class – pre-study by doing information search, and answer questions after group discussion in class

In-class – Group sharing and discussion

Prior Compulsory Part – 1(a) Business Environment

Knowledge: Elective Part – 3(a) Financial Management; 3(b) Human Resources Management; 3(c) Marketing Management

(1) Pre-study

Students are required to browse the following websites to grasp a general idea on co-working space, including –

- the common features of co-working space
- the associations of co-working space with topics of entrepreneurs, new startups and youth, etc.

- 政務司司長出席「INDEX 工創空間」開幕典禮致辭全文 (Chinese only)
<https://www.info.gov.hk/gia/general/201809/12/P2018091201032.htm>
- Space Sharing Scheme for Youth
<https://www.ydc.gov.hk/en/programmes/startup/sharing.html>
- Co-working Spaces in Hong Kong
<https://www.youth.gov.hk/en/startup/coworking-space.htm>

(2) Group discussion on case – Co-working Space

QRoom is a co-working space located in Mongkok since 2018. It offers workstations, hot desks, event spaces, meeting rooms, etc. where has been designed to boost productivity, making it an ideal office for users. It also serves as a platform to encourage individuals and companies to come together to showcase ideas to potential investors, corporate partners and products/services users.

Under the COVID-19 crisis, many businesses, especially small and medium enterprises (SMEs) strive to survive in the adverse business environment by changing their business operations to create a more flexible and adaptive work environment. Even large corporations have approached QRoom recently to seek for a flexible work arrangement for their staff.

Partners of QRoom, Peter and Paul saw the potential of development of co-working space in the nearest future and came up with an idea to expand the business. Here is the dialogue between them in an internal meeting:

Peter: Our business kept growing with the high level of profit in the past two years. I think we have enough capital, experience and readiness for expanding our business.

Paul: That's also what I've been thinking these days. There are many ways to expand our business, such as opening new branches, franchising our business. We have to study the pros and cons of different ways to expand our business ...

Peter: However, we can't expand our business regardless of the development trend of co-working industry and the actual performance of our own business.

Paul: Understood. But you see, COVID-19 has changed the employment pattern and practices. Remote working and remote virtual meeting may become a new norm for organising work. It may be a new opportunity opening up for us.

Peter: You are right. Let us do more research on the latest development of the industry, such as target market, market positioning and customer loyalty, strategies to promote our services...

Paul: Let's do it and discuss further next week.

To think about...

1. What are the pros and cons of the following ways of business expansion for QRoom based on the case scenario
(a) open new branches in other locations
(b) franchise business
2. Analyse the reasons why some SMEs and large corporations are seeking for a flexible work arrangement in the COVID-19 pandemic.
3. Explain the FOUR areas of financial analysis for QRoom to assess its business performance.
4. Describe the target market (users) and positioning of QRoom.
5. Suggest ways for QRoom to build customer loyalty.
6. Suggest ways to promote the business of QRoom in respect to the key characteristics of services.

(3) Challenging Question:

7. How does co-working space facilitate the growth of new startups in Hong Kong?

Business cases (2)

27 May 2022

Modular-based Resources

A business case on mini-storage

A business case on “mini-storage” has been developed to help consolidate students’ knowledge on the Elective Part (Business Management) of the BAFS curriculum at senior secondary level.

English version	Details
Chinese version	Details

Tag:[Modular-based Resources](#); [Business Management Module](#)

EDB Educational Multimedia



Description

Basic Concepts of Business

View or download

[Read More](#)

Factors Affecting Business Decisions (1)

[Read More](#)

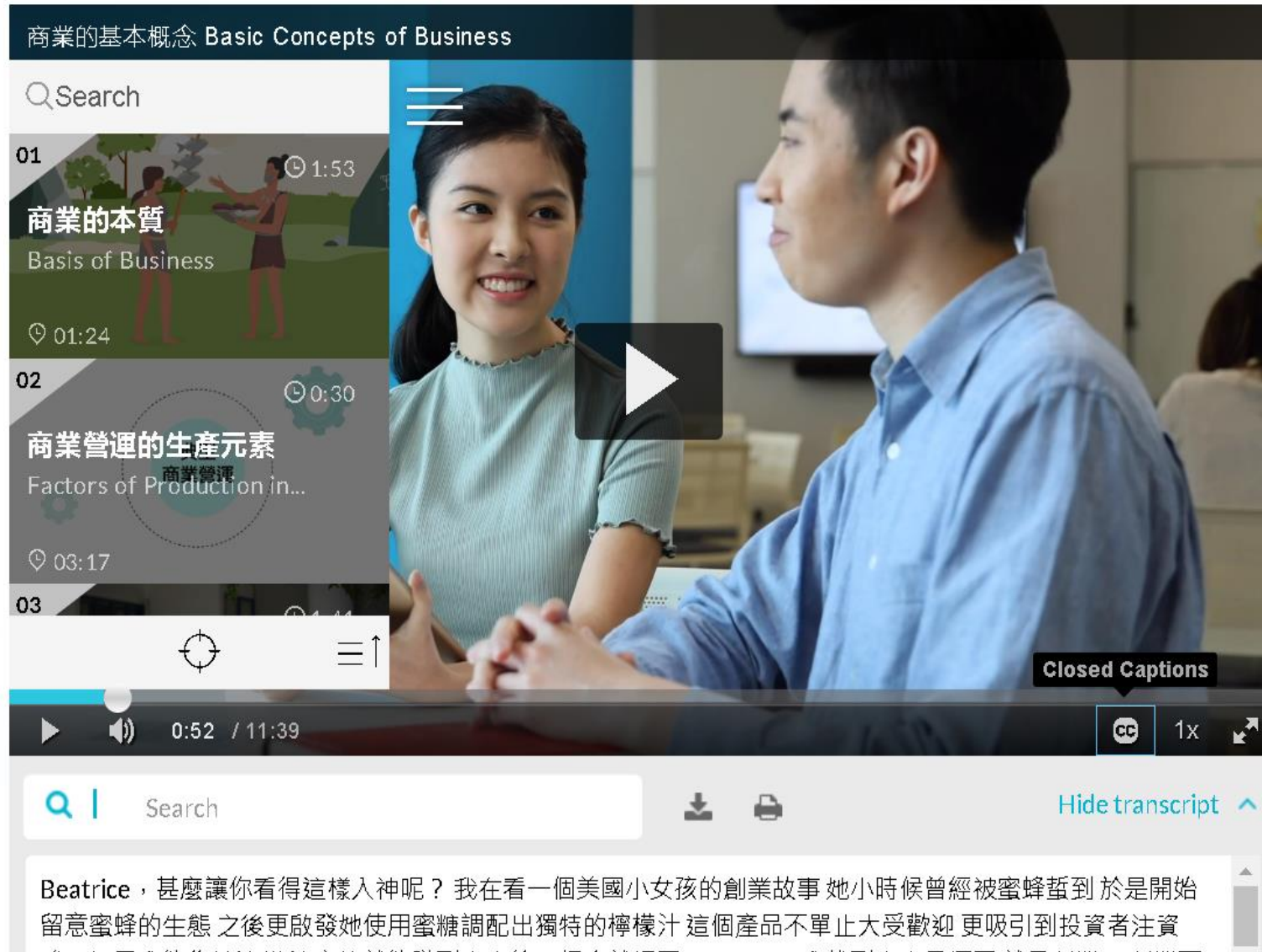
Factors Affecting Business Decisions (2)

[Read More](#)

BAFS: A dynamic approach of learning to explore the business world

[Read More](#)

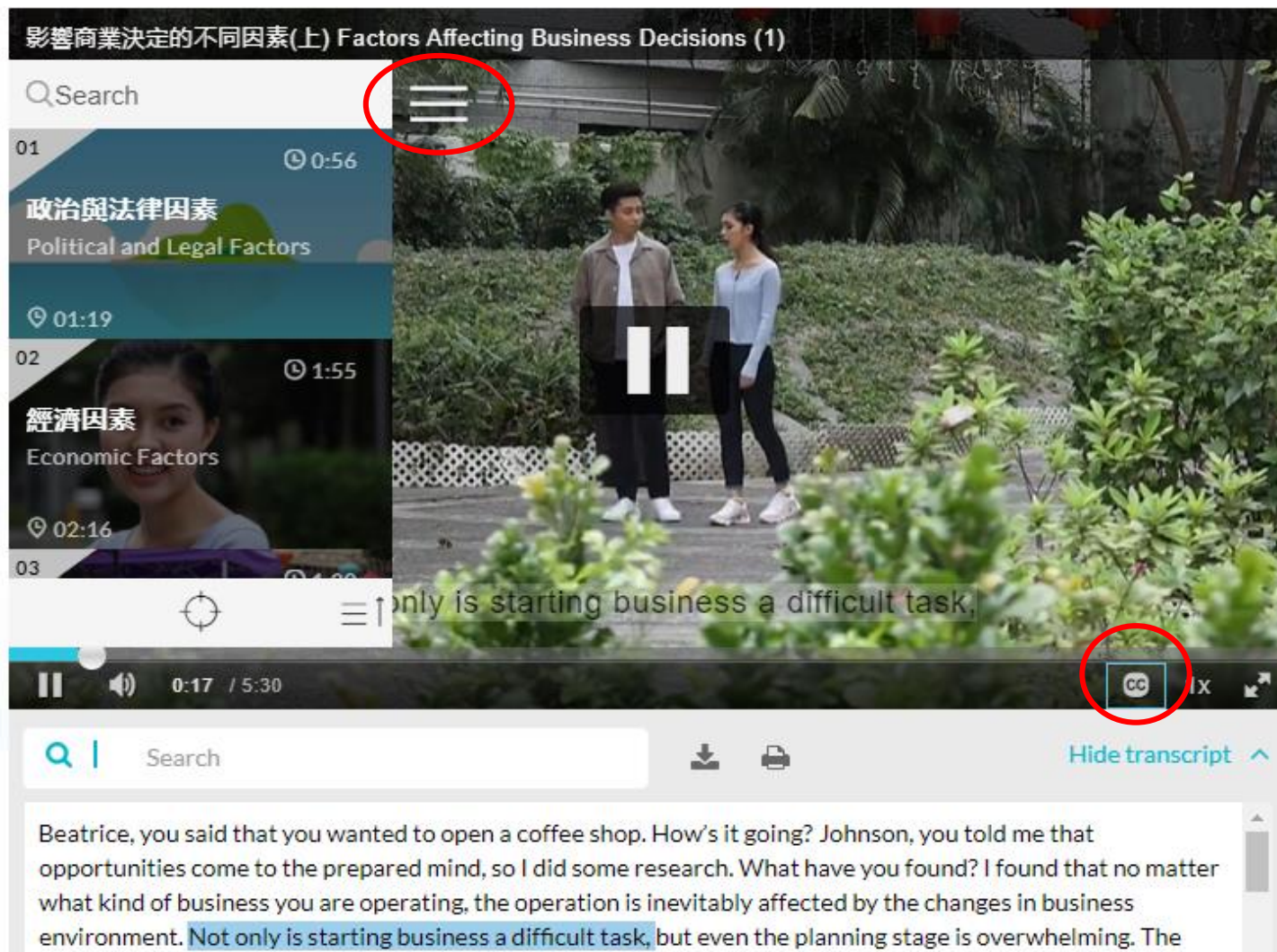
Basic Concepts of Business 商業的基本概念



1. Basis of Business
商業的本質
2. Factors Of Production in Business Operation
商業營運的生產元素
3. Business Model
商業模式
4. An Entrepreneur's Sharing on Setting Up Startups
企業家分享成立初創企業的心得

Factors Affecting Business Decisions (1)

影響商業決定的不同因素(上)



1. Political and Legal Factors
政治與法律因素
2. Economic Factors
商業營運的生產元素
3. Business Model
商業模式
4. Social and Cultural Factors
社會文化因素

Factors Affecting Business Decisions (2)

影響商業決定的不同因素(下)



The screenshot shows a video player interface. The main video area displays a cityscape with the title '業決定不同因素(下)' (Factors Affecting Business Decision (2)) overlaid. A large play button is in the center. On the left, a playlist is visible with three items:

- 01 科技因素 Technological Factors (1:41)
- 02 物理因素 Physical Factors (1:33)
- 03 (5:00)

The video progress bar at the bottom shows 0:03 / 15:00. Below the video player, a search bar and a transcript are visible. The transcript text is as follows:

Factors Affecting Business Decision (2) Beatrice, the food looks so delicious. Thank you for your recommendation. You're welcome. Johnson, we haven't finished our talk yet. I know, it's the various environmental factors of a business environment. At lunch time, we talked about political and legal, economic,

1. Technological Factors
科技因素
2. Physical Factors
物理因素
3. Professors' Analysis of the Business Environment in HK
大學教授分析香港營商環境
4. An Entrepreneur's Sharing on Entrepreneurial Experience
企業家分享創業經驗