Business studies Year 11 – sample assessment task

Business management

# Submission details

The business report should be completed as a take home task. The word limit should be 1500 words.

NESA and school assessment policy guidelines should be clearly communicated if this task is set as a formal school-based assessment.

Special provisions should be considered for any student who has accommodations, enabling the student to work towards the same syllabus outcomes and content as other students of the same stage. More information can be found at [Disability provisions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions).

# Task description

**Type of task:** inquiry and research business report

## Outcomes

* **P6** analyses the responsibilities of business to internal and external stakeholders
* **P8** evaluates information for actual and hypothetical business situations

Content

Students learn to:

*investigate aspects of business using hypothetical situations and actual business case studies to:*

* explain how SMEs manage change effectively

Students learn about:

* nature of management
* management and change

**Weighting:** 30%

The minimum weighting for an individual assessment task is 20%. The maximum is 40%.

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## Stimulus

Jacques and Jillian own and operate a restaurant. They want to build their customer base by offering a cook at home service where ingredients and recipes are delivered, and online and on demand cooking lessons are available. Jacques and Jillian would like advice on the possible impact of these changes on their business.

# Task

Research 2 Australian-based SME’s that changed or expanded the goods and or services provided by their business.

Using your research, write a report for Jacques and Jillian providing the following information:

* outline 3 business goals that could be used to attract new customers
* analyse the impact on stakeholders, including the businesses’ human resources, as a result of changes to the goods and services provided
* evaluate how 2 Australian-based SME’s have changed or expanded the goods and/or services provided by their business and the impact this has made to the business’ success.

## Suggested resources to assist in your research

**Note:** some businesses discussed in these articles have moved beyond the SME classification. However, they all began as an SME. Their current size and success should be used to highlight the role of effective change management, particularly regarding business growth.

[The Make It Happen Show by The Entourage: Lorna Jane Clarkson – From Inventing Activewear To Global Empire (38:26)](https://www.the-entourage.com/the-make-it-happen-show/lorna-jane-clarkson) (podcast), or view [The Make It Happen Show: From ‘Accidental Entrepreneur’ to Multi-Million Dollar Empire with Lorna Jane Clarkson](https://youtu.be/5jfBfXRrRSk) (Lorna Jane) (38:16) to 13:50.

* [How three family-run Australian brands became global businesses](https://www.smh.com.au/business/companies/three-big-australian-companies-that-are-still-family-run-20170825-p4yvjw.html)
* [From $20,000 to $12 million in one year: How Instagram influencers helped this business explode](https://www.smartcompany.com.au/entrepreneurs/happy-skin-co/)
* [The juicy secrets of my success: Lessons from Boost Juice founder Janine Allis](https://www.smartcompany.com.au/entrepreneurs/boost-juice-founder-janine-allis-success/)

## Rubric

Your answer will be assessed on how well you:

* demonstrate knowledge and understanding relevant to the question
* apply the business situation
* communicate using relevant business terminology and concepts
* present a sustained, logical and cohesive response in the form of a business report.

## Key words

**Note**: key word definitions are from NESA’s [Glossary of key words](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords).

|  |  |
| --- | --- |
| Term | Definition |
| Outline | sketch in general terms; indicate the main features of. |
| Analyse | identify components and the relationship between them, draw out and relate implications. |
| Evaluate | make a judgement based on criteria, determine the value of. |

**Note:** the [business report – teacher guide](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-and-assessing-hsie-11-12/planning-programming-assessing-business-studies#:~:text=Business%20report%20%E2%80%93%20teacher%20guide%20(DOCX%20170%20KB)) is designed to support teachers and students in successfully planning and writing a business report. It contains an outline of the requirements of a high-quality business report, explanation of the place of the business report in assessment, a series of learning activities to support teaching the business report and a sample response.

This task provides an opportunity to undertake an excursion to a small to medium enterprise (SME) or to invite an SME owner to speak with students.

# Marking guidelines

Table 1 – assessment marking guidelines

|  |  |
| --- | --- |
| Grade | Marking guideline descriptors |
| A | * Clearly outlines business goals that could attract new customers, demonstrating a deep understanding of stakeholder impact and alignment with business objectives * Provides a comprehensive analysis of the responsibilities to both internal and external stakeholders * Effectively evaluates information for business situations, providing insightful and well-supported analysis * Presents a sustained, logical and cohesive response and communicates clearly using relevant business terminology and concepts |
| B | * Outlines business goals that could attract new customers, showing a good understanding of stakeholder impact * Provides a thorough analysis of the responsibilities to internal and external stakeholders * Demonstrates a strong ability to evaluate information for business situations, offering clear and reasonable analysis * Presents a logical and cohesive response and communicates clearly using relevant business terminology and concepts |
| C | * Outlines business goals to attract new customers with some consideration of stakeholder impact * Provides a sound analysis of the responsibilities to internal and external stakeholders * Provides a satisfactory evaluation of information for business situations, with some analysis and understanding demonstrated * Communicates using relevant business terminology and concepts |
| D | * Refers to some business goals which could attract new customers * Provides a basic analysis of the responsibilities to internal and external stakeholders * Makes some reference to a case study(ies) and contemporary business issues * Communicates using some business terminology and concepts |
| E | * May refer to marketing and or stakeholders * May identify management role and or change * Uses basic business terminology |

# Student support material

[Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?clearCache=2866b6de-5a66-4e9e-3228-d1a8ea258f4): contains ideas for integrating ICT into teaching practice and templates to support students such as [scaffolds](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625).

# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the HSIE curriculum team by emailing [hsie@det.nsw.edu.au](mailto:hsie@det.nsw.edu.au).

**Differentiation**: further advice to support Aboriginal and/or Torres Strait Islander students, EAL/D students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Explicit teaching**: further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education)[.](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained)

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) element of assessment (formative assessment, summative assessment, student engagement).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 5.1.2, 5.4.2.

**NSW syllabus**: Business Studies Stage 6 Syllabus (2010)

**Syllabus outcomes**: P6, P8

**Author**: HSIE Curriculum Team

**Publisher**: State of NSW, Department of Education

**Resource**: Assessment task notification

**Related resources**: Further resources to support Stage 6 Business Studies can be found on the [HSC hub](https://www.hschub.nsw.edu.au/) and the [HSIE curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/hsie).

**Professional learning**: Relevant professional learning is available through [HSC Professional Learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/hsc-pl) and the [HSIE statewide staffroom](https://education.nsw.gov.au/teaching-and-learning/curriculum/statewide-staffrooms).

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# References

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NESA (NSW Education Standards Authority) (2022) ‘[Proficient Teacher Standard descriptors’](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies), *The Standards*, NESA website, accessed 26 June 2023.

Powell D (3 May 2019) [*From $20,000 to $12 million in one year: How Instagram influencers helped this business explode*](https://www.smartcompany.com.au/entrepreneurs/happy-skin-co/), Smart Company website, accessed 26 June 2023.

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The Entourage (17 August 2022) ‘[From ‘Accidental Entrepreneur’ To Multi-Million Dollar Empire with Lorna Jane Clarkson (Lorna Jane)](https://www.youtube.com/watch?v=5jfBfXRrRSk)’ [video], *The Entourage*, YouTube, accessed 26 June 2023.

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