Business studies Year 11 – sample assessment task

Business planning

# Submission details

The business report should be completed in-class. The expected length of the response is around 6 pages of an examination writing booklet (approximately 800 words) with an allocation of 35 minutes writing time. This reflects HSC examination conditions and expectations.

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:** knowledge and understanding extended response

Outcomes

* **P3** describes the factors contributing to the success or failure of small to medium enterprises
* **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:

* identify ways that SMEs gain a competitive advantage

Students learn about:

* critical issues in business success and failure

**Weighting:** 30%

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

[Business Studies Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2010.

## Task

Write an extended response to the following question:

Describe the critical issues contributing to the success or failure of small to medium enterprises. Evaluate how one critical issue can determine business success and failure. Refer to an SME case study or case studies in your answer.

## Rubric

Your answer will be assessed on how well you:

* demonstrate knowledge and understanding relevant to the question
* apply relevant business case studies and contemporary business issues
* communicate using relevant business terminology and concepts
* present a sustained, logical and cohesive response.

## 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 |
| Describe | provide characteristics and features. |
| 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.

# Marking guidelines

Table 1 – assessment marking guidelines

|  |  |
| --- | --- |
| Grade | Marking guideline descriptors |
| A | * Demonstrates detailed, comprehensive knowledge of the critical issues that contribute to business success or failure * Comprehensively evaluates how a critical issue can determine business success and failure * Integrates relevant SME case studies and contemporary business issues * Presents a sustained, logical and cohesive response and communicates clearly using relevant business terminology and concepts |
| B | * Demonstrates thorough knowledge of the critical issues that contribute to business success or failure * Evaluates how a critical issue can determine business success and failure * Uses relevant SME case studies and contemporary business issues * Presents a logical and cohesive response using relevant business terminology and concepts |
| C | * Demonstrates sound knowledge about critical issues contributing to business success or failure * Explains how a critical issue can determine business success and failure * Refers to SME case study or studies and contemporary business issues * Communicates using business terminology and concepts |
| D | * Identifies some reasons for business success and/or failure * Describes how a critical issue can determine business success or failure * Makes some reference to an SME case study or studies and/or contemporary business issues * Communicates using some business terminology and concepts |
| E | * Makes limited reference to business success or failure * May refer to SME case study or studies and/or contemporary business issues * 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**: P3, P4, P9

**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 [HSIE K–12 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://www.nsw.gov.au/education-and-training/nesa/teacher-accreditation/proficient-teacher/standard-descriptors), *The Standards*, NESA website, accessed 26 June 2023.

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