Business studies Year 12 – business report – sample assessment task

Finance

# 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 for an extended response question in Section III (20 marks).

For more information, see [Assessment and reporting in Business Studies Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies/assessment-and-reporting).

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 that enable 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**: stimulus-based business report

## Outcomes

* **H5** explains management strategies and their impact on businesses
* **H10** applies mathematical concepts appropriately in business situations

## Content

Students learn to:

examine contemporary business issues to:

* explain potential conflicts between short-term and long-term financial objectives

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

* recommend strategies to improve financial performance

Students learn about:

* roles of financial management – objectives of financial management
* influences on financial management – internal and external sources of finance
* financial management strategies

**Weighting**: 25%

The minimum weighting for an individual assessment task is 10%. 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.

## Scenario

Due to a rising demand for comfortable and stylish clothing, particularly from individuals working from home, LaLa Clothing has experienced significant growth over the past 3 years.

LaLa Clothing sells its products in a large Australian retail chain. The owners have had interest from overseas retailers and customers, so have decided to expand their online profile and sales. Consequently, there is a need to move to bigger business premises. The speed of these changes has put pressure on the financial management function of the business.

The following current financial information has been provided.

Table 1 – LaLa Clothing’s current financial information

|  |  |  |
| --- | --- | --- |
| Ratio | LaLa Clothing | Industry average |
| Current ratio | 1.3:1 | 1.5:1 |
| Gross profit ratio | 63% | 78% |
| Net profit ratio | 27% | 22% |
| Accounts receivable turnover ratio | 18 | 17 |
| Expense ratio | 22% | 22% |

# Task

You are a business consultant and the owners of LaLa clothing have come to you seeking advice on how to fund their expansion. They have asked that the financial information provided in Table 1 be considered and referred to when providing advice to them.

In your report:

* describe one internal and one external source of finance that could be implemented to fund the expansion
* explain conflicts that may arise between LaLa Clothing’s short-term and long-term financial objectives
* recommend 2 financial management strategies the owners could use to improve financial performance.

## Rubric

Your answer will be assessed on how well you:

* demonstrate knowledge and understanding relevant to the task
* apply the hypothetical 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 |
| Describe | provide characteristics and features. |
| Explain | relate cause and effect; make the relationships between things evident; provide why and/or how. |
| Recommend | provide reasons in favour. |

**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

**Note:** mark allocation should reflect HSC marking guidelines for this task type. For more information, see [HSC exam papers](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers) and refer to past business studies HSC examination marking guidelines for Section III.

Table 2 – assessment marking guidelines

|  |  |
| --- | --- |
| Grade | Marking criteria |
| A | * Demonstrates detailed, comprehensive knowledge of appropriate internal and external sources of finance to fund expansion * Provides detailed explanation of possible conflicts between short-term and long-term financial objectives * Makes detailed, informed recommendations about financial management strategies suited to the business’ growth * Accurately interprets information provided and effectively applies numerical data to business problems and management * Presents a sustained, logical and cohesive business report integrating relevant business terminology and concepts |
| B | * Demonstrates thorough knowledge of appropriate internal and external sources of finance to fund expansion * Explains possible conflicts between short-term and long-term financial objectives * Makes informed recommendations about financial management strategies suited to business’ growth * Interprets information provided and applies numerical data to business problems and management * Presents a logical business report using relevant business terminology and concepts |
| C | * Provides sound understanding of appropriate internal and external sources of finance to fund an expansion * Attempts to explain possible conflicts between short-term and long-term financial objectives * Attempts to make a recommendation about financial management strategies suited to business growth * Attempts to interpret information provided and apply numerical data to business problems and management * Communicates in business report format using business terminology and concepts |
| D | * Refers to an internal and/or external source of finance * Describes a short-term financial objective or long-term financial objective or possible conflict * Describes financial management strategies * Makes limited use of information and numerical data provided relevant to the question * Communicates using some features of a business report and some business terminology or concepts |
| E | * Refers to financial management * 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**: H5, H8, H10

**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).

**Creation date**: 26 June 2023

# References

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NSW Government and NSW Education Standards Authority (NESA) (n.d.a) [*Disability provisions*](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions), NESA website, accessed 29 November 2023.

NESA (n.d.b) [*HSC exam papers*](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers), NESA website, accessed 29 November 2023.

NESA (n.d.c) [*Glossary of key words*](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords), NESA website, accessed 5 December 2023.

NESA (2012) [*Assessment and reporting in Business Studies Stage 6*](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies/assessment-and-reporting), NESA website, accessed 29 November 2023.

NESA (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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