Business studies Year 12 – extended response – sample assessment task

Human resources

# 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).

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**: knowledge and understanding extended response

## Outcomes

* **H2** evaluates management strategies in response to changes in internal and external influences
* **H9** communicates business information, issues and concepts in appropriate formats

## Content

Students learn to:

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

* evaluate the effectiveness of human resource management for one business and recommend appropriate alternative strategies

Students learn about:

* key influences – stakeholders
* strategies in human resource management
* effectiveness of human resource management

**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.

# Task

Complete an extended response answering the following question:

Evaluate the effectiveness of a human resource management strategy using case studies that address the influence of at least one internal stakeholder and one external stakeholder on a business. Recommend 2 alternative strategies that the business could implement.

**Note**: teachers are advised to prepare students for this task in the following manner:

* allow one lesson in class time to prepare the extended response plan
* in preparing students, teachers should highlight the following from the syllabus:

*key influences*

* stakeholders – employers, employees, employer associations, unions, government organisations, society

*strategies in human resource management*

* leadership style
* job design – general or specific tasks
* recruitment – internal or external, general or specific skills
* training and development – current or future skills
* performance management – developmental or administrative
* rewards – monetary and non-monetary, individual or group, performance pay
* global – costs, skills, supply
* workplace disputes
* resolution – negotiation, mediation, grievance procedures, involvement of courts and tribunals

*effectiveness of human resource management*

* indicators – corporate culture, benchmarking key variables, changes in staff turnover, absenteeism, accidents, levels of disputation, worker satisfaction

Teachers should assist students in analysing the question. Advise students to identify 2 strategies, 2 stakeholders and relevant case studies (from class work, hypothetical or actual). Provide students with a planning template or scaffold ([business report – teacher guide](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/hsie/hsie-s6-business-studies-business-report-teacher-guide.docx)). Allow students to have the planning template or scaffold with them during the in-class assessment time.

## Rubric

Your answer will be assessed on how well you:

* demonstrate knowledge and understanding relevant to the question
* apply relevant business case study or studies (real and hypothetical) 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 |
| Evaluate | make a judgement based on criteria; determine the value of. |
| 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 IV.

Table 1 – assessment marking guidelines

|  |  |
| --- | --- |
| Grade | Marking guideline descriptors |
| A | * Makes detailed and informed judgements about the effectiveness of a human resources management strategy in addressing the influence of internal and external stakeholders on a business * Clearly recommends in detail alternative strategies that the business could implement * Clearly integrates relevant case studies and contemporary business issues * Presents a sustained, logical and cohesive response and communicates clearly using relevant business terminology and concepts |
| B | * Makes informed judgements about the effectiveness of a human resources management strategy in addressing the influence of internal and external stakeholders on a business * Clearly recommends alternative strategies that the business could implement * Integrates relevant case studies and contemporary business issues * Presents a logical and cohesive response using relevant business terminology and concepts |
| C | * Explains the effectiveness of human resources management strategies in addressing the influence of stakeholders on a business * Recommends alternative strategies that the business could implement * Refers to a relevant case study or studies and contemporary business issues * Communicates using business terminology and concepts |
| D | * Describes the effectiveness of human resource management strategies and/or the influence of stakeholders * Describes or outlines alternative strategies that the business could implement * May refer to a relevant case study or studies and contemporary business issues * Communicates using some business terminology and concepts |
| E | * Refers to human resources management, or the influence of stakeholders * May identify business issues, a case study or studies * 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://schoolsnsw.sharepoint.com/:p:/s/DLSTemplatesMicrosoft/Ec1SlNjsSeVBjfdbO-COJ7wBGxW-VrpLjZq62qdbNtEkDw?e=HIWy3x).

# 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**: H6, H9

**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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