Business studies Year 12 − business report − sample assessment task

Marketing

# Submission details

The business report is a take-home task with a word limit of 2000 words.

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 research business report

## Outcomes

The student:

* **H3** discusses the social and ethical responsibilities of management
* **H4** analyses business functions and processes in large and global businesses
* **H9** communicates business information, issues and concepts in appropriate formats

## Content

Students learn to:

examine contemporary business issues to:

* examine why ethical behaviour and government regulation are important in marketing

Students learn about:

* influences on marketing
* marketing strategies
* global marketing

**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" \t "_blank) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2010.

## Stimulus

Successful business owners, leaders and managers create success by valuing their customers. This can be seen in the following quotes:

* ‘We see our customers as invited guests to a party, and we are the hosts. It's our job every day to make every important aspect of the customer experience a little bit better'. Jeff Bezos (American entrepreneur of Amazon and author)
* ‘Solve customer problems and make sure that the customer is representative of a large market and then you will have a pretty good formula’. Melanie Perkins (Australian author and entrepreneur of Canva).

# Task

Research 2 global businesses to show how they build and retain customer loyalty.

Write a business report for 2 global businesses you have studied. In your report:

* discuss the influence of corporate social responsibility and ethical behaviour in marketing
* examine the influence of government regulation in marketing
* analyse effective promotional strategies and the importance of using a variety of promotional strategies to build and maintain customer loyalty.

**Note:** the businesses mentioned in the quotes serve as stimuli for reference purposes only. They are not required to be selected for the research component of the task.

## Rubric

Your answer will be assessed on how well you:

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

## 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 |
| Discuss | identify issues and provides points for and/or against. |
| Examine | inquire into. |
| Analyse | identify components and the relationship between them; draw out and relate implications. |

**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 1 – assessment marking guidelines

|  |  |
| --- | --- |
| Grade | Marking guideline descriptors |
| A | * Detailed, comprehensive discussion of the influence of corporate social responsibility and ethical behaviour on marketing in global businesses * Comprehensively examines the influence of government regulation on marketing in global businesses * Detailed and comprehensive analysis of relevant promotional strategies used by global businesses and the importance of using a variety of promotional strategies to build and maintain customer loyalty * Effectively integrates global businesses, demonstrating extensive knowledge and understanding relevant to the question * Presents a sustained, logical and cohesive business report integrating relevant business terminology and concepts |
| B | * Detailed discussion of the influence of corporate social responsibility and ethical behaviour on marketing in global businesses * Examines the influence of government regulation in marketing in global businesses * Comprehensive analysis of relevant promotional strategies used by global businesses and the importance of using a variety of promotional strategies to build and maintain customer loyalty * Integrates global businesses, demonstrating knowledge and understanding relevant to the question * Presents a logical business report using relevant business terminology and concepts |
| C | * Describes the influence of corporate social responsibility and ethical behaviour on marketing in a global business * Describes the influence of government regulation in marketing in a global business * Attempts to analyse relevant promotional strategies used by global businesses and the attempts to explain the importance of using a variety of promotional strategies to build and maintain customer loyalty * Uses case studies, demonstrating some knowledge and understanding relevant to the question * Communicates using some features of a business report and some business terminology or concepts |
| D | * Outlines the influence of corporate social responsibility or ethical behaviour on marketing * Outlines the influence of government on marketing in a business * Outlines promotional strategies that may develop or retain customer loyalty * Makes some use of businesses * May include features of a business report format and some business terminology or concepts |
| E | * Refers to corporate social responsibility, ethical behaviour, government regulation or marketing * 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).

[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)): 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.

# 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**: H3, H4

**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

This resource contains NSW Curriculum and syllabus content. The NSW Curriculum is developed by the NSW Education Standards Authority. This content is prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

Please refer to the NESA Copyright Disclaimer for more information <https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright>.

NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au> and the NSW Curriculum website <https://curriculum.nsw.edu.au>.

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

Brainy Quote (n.d.) [*Brainy quotes - Jeff Bezos*](https://www.brainyquote.com/quotes/jeff_bezos_173311), Brainy Quote website, accessed 30 June 2023.

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://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.

Ruswardana B (25 September 2021) [*Solve customer problems and make sure that the customer is representative of a large market and then you will have a pretty good formula*](https://id-linkedin-com.translate.goog/pulse/solve-customer-problems-make-sure-representative-large-ruswardana?_x_tr_sl=id&_x_tr_tl=en&_x_tr_hl=en&_x_tr_pto=sc), LinkedIn Indonesia website, accessed 30 June 2023.

**© State of New South Wales (Department of Education), 2025**

The copyright material published in this resource is subject to the *Copyright Act 1968* (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) license](https://creativecommons.org/licenses/by/4.0/).

[](https://creativecommons.org/licenses/by/4.0/)

This license allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2025.

Material in this resource not available under a Creative Commons license:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the *Copyright Act 1968* (Cth). The department accepts no responsibility for content on third-party websites.