Business studies Year 11 – sample assessment task

Nature of business

# 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 them 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

* **P2** explains the internal and external influences on businesses
* **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 actual businesses at different stages in the business life cycle
* outline possible business strategies appropriate for different stages in the business life cycle

Students learn about:

* influences in the business environment
* business growth and decline

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

## Scenario

Fred and Ava own and operate a learn to surf business called ‘Surf with Us’. Their surf business has been operating for 3 years and they are in the growth phase of the business life cycle. Most of their business is on weekends and their clients are generally from out of the area. They would like advice on how to continue growing the business to ensure business longevity.

# Task

Write a report providing advice to Fred and Ava on how to expand the business and achieve ongoing success.

In your report:

* identify 2 challenges in the business’ current phase of the business life cycle and outline 2 strategies to meet these challenges
* evaluate how influences in the business environment may impact growth of the business.

## Rubric

Your answer will be assessed on how well you:

* demonstrate knowledge and understanding relevant to the question
* 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 |
| Identify | recognise and name. |
| Outline | sketch in general terms; indicate the main features of. |
| 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 | * Clearly identifies challenges faced in the business life cycle and outlines relevant strategies to meet these challenges * Comprehensively evaluates and understands how influences in the business environment may impact growth of the business * Effectively integrates information provided, demonstrating extensive knowledge and understanding relevant to the question * Presents a sustained, logical and cohesive business report integrating relevant business terminology and concepts |
| B | * Clearly identifies challenges faced in the business life cycle and outlines strategies to meet these challenges * Evaluates in detail how influences in the business environment may impact growth of the business * Uses information provided, demonstrating knowledge and understanding relevant to the question * Presents a sustained, logical and cohesive business report integrating relevant business terminology and concepts |
| C | * Identifies challenges faced in the business life cycle and outlines strategies to meet these challenges * Evaluates how influences in the business environment may impact growth of the business * Uses information relevant to the question * Communicates using business terminology and concepts |
| D | * Limited information on challenges and strategies faced in the business life cycle * Limited information about influences and/or impact on business growth * May use information relevant to the question * Communicates using some business terminology and concepts |
| E | * Makes limited reference to the role of business and/or the business life cycle * May refer to external influences * 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**: P2, 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 [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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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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