

Business Studies 2019 v1.0

Applied Senior Syllabus

This syllabus is for implementation with Year 11 students in 2019.

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1 Course overview

1.1 Introduction

1.1.1 Rationale

The subject Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts. The business sector is estimated to employ over 2 million Australians and is growing at the rate of approximately 5% per year. Exciting and challenging career opportunities exist in the business sector across a range of business contexts.

A course of study in Business Studies consists of core 'Business practices' and 'Business functions' delivered through elective 'Business contexts'. Students will explore business functions and develop business practices required to produce solutions to real life or simulated problems and successfully participate in future employment.

Business practices and functions bind an organisation together, enable it to operate and connect it to its customers, stakeholders and community. The business practices (i.e. Business fundamentals, Financial literacy, Business communication and Business technology) describe the concepts, ideas and skills which students need to develop to be able to work effectively in business. The business functions (i.e. Working in administration, Working in finance, Working with customers and Working in marketing) describe the different activities a business undertakes in order to achieve its mission and objectives.

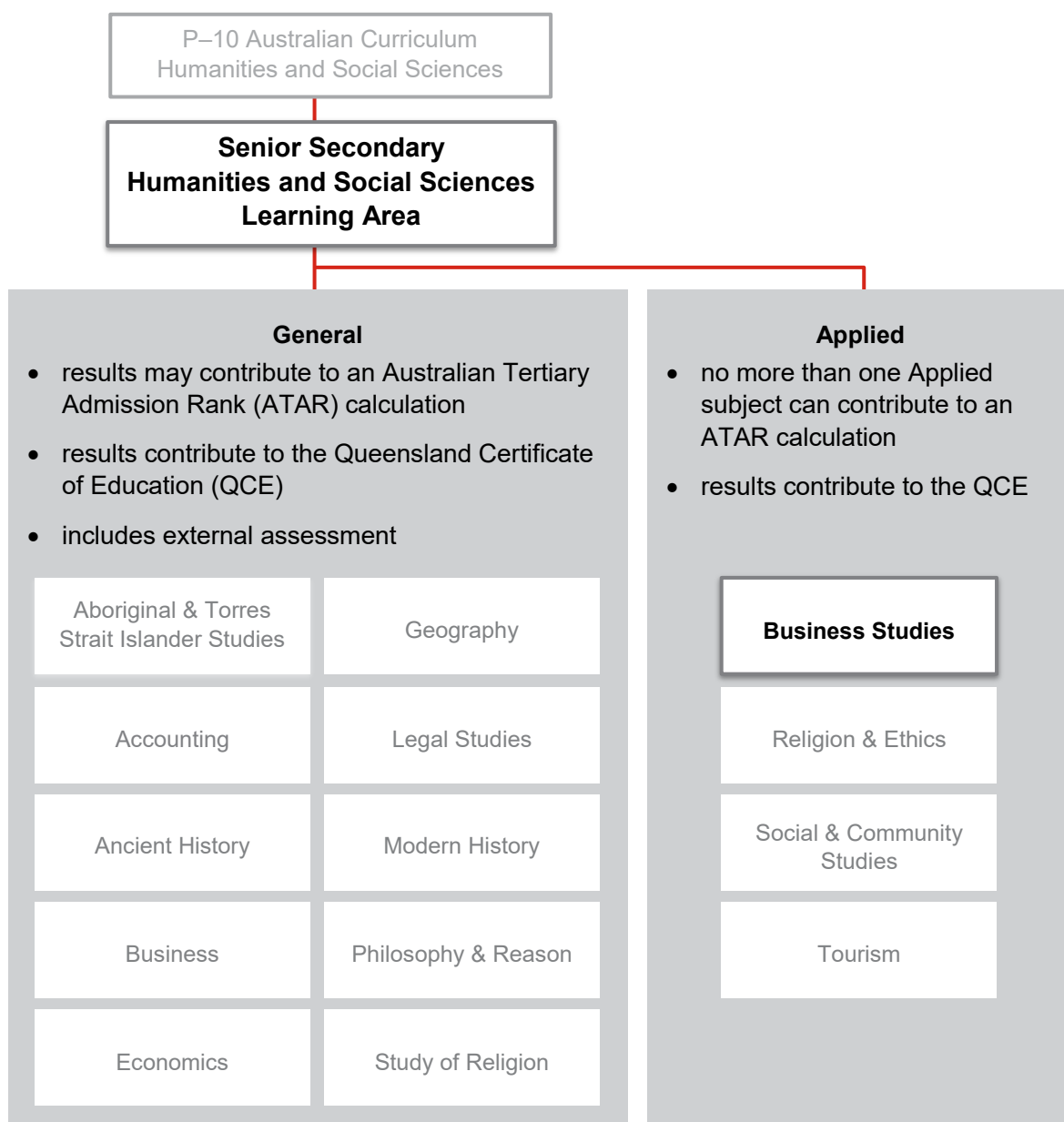
In a course of study, students develop their business knowledge and understanding through applying business practices and business functions in business contexts (e.g. entertainment, mining, retail, rural, travel, events management). Students will analyse business information and will have opportunities to propose and implement outcomes and solutions in business contexts. Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

1.1.2 Learning area structure

Figure 1: Summary of subjects offered in the Humanities and Social Sciences learning area



1.2 Teaching and learning

1.2.1 Dimensions and objectives

The dimensions are the salient properties or characteristics of distinctive learning for this subject. The objectives describe what students should know and be able to do by the end of the course of study.

Progress in a particular dimension may depend on the knowledge, understanding and skills developed in other dimensions. Learning through each of the dimensions increases in complexity to allow for greater independence for learners over a four-unit course of study.

The standards have a direct relationship with the objectives, and are described in the same dimensions as the objectives. Schools assess how well students have achieved all of the objectives using the standards.

The dimensions for a course of study in this subject are:

- Dimension 1: Knowing and understanding
- Dimension 2: Analysing and applying
- Dimension 3: Planning and evaluating.

Dimension 1: Knowing and understanding

Knowing and understanding refers to the knowledge, understanding and skills required in business functions.

Objectives

By the conclusion of the course of study, students should:

- describe concepts and ideas related to business functions
- explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks.

When students describe concepts and ideas, they identify and provide an account of their characteristics or features using terminology.

When students explain concepts and ideas, they present meaning with clarity, precision and completeness through business functions. Students can enhance explanations by using examples.

When students demonstrate processes, procedures and skills related to business functions, they give a practical display, reproduction or exhibition of their learning to complete given or routine tasks. Examples of demonstrations include performing a financial calculation, implementing a technology skill or following a process or procedure.

Dimension 2: Analysing and applying

Analysing and applying refers to the analysis of business contexts and the selection and application of knowledge, understanding and skills to these contexts. When students apply and analyse, they draw on their learning in Knowing and understanding.

Objectives

By the conclusion of the course of study, students should:

- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts
- use language conventions and features to communicate ideas and information.

When students analyse business information, they dissect this information to ascertain and examine constituent parts and/or their relationships. Examples of business information include financial data, business problems, business issues or case studies.

When students apply, they choose particular knowledge, understanding and skills related to business functions in preference to others and use them in particular business contexts.

When students use language conventions and features, they use correct grammar, spelling, punctuation, vocabulary, text types and structures in written, oral and visual communication modes.

Dimension 3: Planning and evaluating

Planning and evaluating refers to the planning and development of business solutions and outcomes in business contexts. Planning refers to the management and organisation of resources for business solutions and outcomes. Evaluating refers to the reflection on solutions and outcomes to consider ways to improve future responses. When students plan and evaluate, they draw on their learning in Knowing and understanding and Analysing and applying.

Objectives

By the conclusion of the course of study, students should:

- make and justify decisions for business solutions and outcomes
- plan and organise business solutions and outcomes
- evaluate business decisions, solutions and outcomes.

When students make decisions, they consider options and reach conclusions related to business solutions and outcomes. When students justify, they provide reasons or evidence to support their decisions. Examples of business solutions or outcomes include processes, procedures, information items, strategies, events or conclusions.

When students plan and organise, they manage the technology, human, financial and consumable resources to coordinate, detail and sequence the processes and procedures for business solutions and outcomes.

When students evaluate business decisions, solutions and outcomes, they assign merit according to criteria. Criteria could be teacher or student developed. Examples of criteria include the organisational policies and procedures manual, effectiveness, business expectations, planning processes, purpose, product quality or profit.

1.2.2 Underpinning factors

There are five factors that underpin and are essential for defining the distinctive nature of Applied syllabuses:

- applied learning
- community connections
- core skills for work
- literacy
- numeracy.

These factors, build on the general capabilities found in the P–10 Australian Curriculum. They overlap and interact, are derived from current education, industry and community expectations, and inform and shape Business Studies.

All Applied syllabuses cover all of the underpinning factors in some way, though coverage may vary from syllabus to syllabus. Students should be provided with a variety of opportunities to learn through and about the five underpinning factors across the four-unit course of study.

Applied learning and community connections emphasise the importance of applying learning in workplace and community situations. Applied learning is an approach to contextualised learning; community connections provide contexts for learning, acquiring and applying knowledge, understanding and skills. Core skills for work, literacy and numeracy, however, contain identifiable knowledge and skills which can be directly assessed. The relevant knowledge and skills for these three factors are contained in the course dimensions and objectives for Business Studies.

Applied learning

Applied learning is the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts. Contexts should be authentic and may encompass work place, industry and community situations.

Applied learning values knowledge — including subject knowledge, skills, techniques and procedures — and emphasises learning through doing. It includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills.

Applied learning:

- links theory and practice
- integrates knowledge and skills in real-world and/or lifelike contexts
- encourages students to work individually and in teams to complete tasks and solve problems
- enables students to develop new learnings and transfer their knowledge, understanding and skills to a range of contexts
- uses assessment that is authentic and reflects the content and contexts.

Community connections

Community connections build students' awareness and understanding of life beyond school through authentic, real-world interactions. This understanding supports transition from school to participation in, and contribution to, community, industry, work and not-for-profit organisations (NFPOs). 'Community' includes the school community and the wider community beyond the school, including virtual communities.

Valuing a sense of community encourages responsible citizenship. Connecting with community seeks to deepen students' knowledge and understanding of the world around them and provide them with the knowledge, understanding, skills and dispositions relevant to community, industry and workplace contexts. It is through these interactions that students develop as active and informed citizens.

Schools plan connections with community as part of their teaching and learning programs to connect classroom experience with the world outside the classroom. It is a mutual or reciprocal arrangement encompassing access to relevant experience and expertise. The learning can be based in community settings, including workplaces, and/or in the school setting, including the classroom.

Community connections can occur through formal arrangements or more informal interactions. Opportunities for community connections include:

- visiting a business or community organisation or agency
- organising an event for the school or local community
- working with community groups in a range of activities
- providing a service for the local community
- attending industry expos and career 'taster' days
- participating in mentoring programs and work shadowing
- gaining work experience in industry
- participating in community service projects or engaging in service learning
- interacting with visitors to the school, such as community representatives, industry experts, employers, employees and the self-employed
- internet, phone or video conferencing with other school communities.

Core skills for work

In August 2013, the Australian Government released the *Core Skills for Work Developmental Framework (CSfW)*¹. The *CSfW* describes a set of knowledge, understanding and non-technical skills that underpin successful participation in work². These skills are often referred to as generic or employability skills. They contribute to work performance in combination with technical skills, discipline-specific skills, and core language, literacy and numeracy skills.

The *CSfW* describes performance in ten skill areas grouped under three skill clusters, shown in the table below. These skills can be embedded, taught and assessed across Business Studies. Relevant aspects of core skills for work are assessed, as described in the standards.

¹ More information about the *Core Skills for Work Developmental Framework* is available at <https://docs.education.gov.au/node/37095>.

² The term 'work' is used in the broadest sense: activity that is directed at a specific purpose, which may or may not be for remuneration or gain.

Table 1: Core skills for work skill clusters and skill areas

	Skill cluster 1: Navigate the world of work	Skill cluster 2: Interacting with others	Skill cluster 3: Getting the work done
Skill areas	<ul style="list-style-type: none"> • Manage career and work life • Work with roles, rights and protocols 	<ul style="list-style-type: none"> • Communicate for work • Connect and work with others • Recognise and utilise diverse perspectives 	<ul style="list-style-type: none"> • Plan and organise • Make decisions • Identify and solve problems • Create and innovate • Work in a digital world

Literacy in Business Studies

The information and ideas that make up the Business Studies are communicated in language and texts. Literacy is the set of knowledge and skills about language and texts that is essential for understanding and conveying this content.

Each Applied syllabus has its own specific content and ways to convey and present this content. On-going systematic teaching and learning focused on the literacy knowledge and skills specific to Business Studies is essential for student achievement.

Students need to learn and use knowledge and skills of reading, viewing and listening to understand and learn the content of Business Studies. Students need to learn and use the knowledge and skills of writing, composing and speaking to convey the Business Studies content they have learnt.

In teaching and learning in Business Studies, students learn a variety of strategies to understand, use, analyse and evaluate ideas and information conveyed in language and texts.

To understand and use Business Studies content, teaching and learning strategies include:

- breaking the language code to make meaning of Business Studies language and texts
- comprehending language and texts to make literal and inferred meanings about Business Studies content
- using Business Studies ideas and information in classroom, real-world and/or lifelike contexts to progress their own learning.

To analyse and evaluate Business Studies content, teaching and learning strategies include:

- making conclusions about the purpose and audience of Business Studies language and texts
- analysing the ways language is used to convey ideas and information in Business Studies texts
- transforming language and texts to convey Business Studies ideas and information in particular ways to suit audience and purpose.

Relevant aspects of literacy knowledge and skills are assessed, as described in the standards.

Numeracy in Business Studies

Numeracy is about using mathematics to make sense of the world and applying mathematics in a context for a social purpose.

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.³

Although much of the explicit teaching of numeracy skills occurs in Mathematics, being numerate involves using mathematical skills across the curriculum. Therefore, a commitment to numeracy development is an essential component of teaching and learning across the curriculum and a responsibility for all teachers.

To understand and use Business Studies content, teaching and learning strategies include:

- identifying the specific mathematical information in their learning area
- providing learning experiences and opportunities that support the application of students' general mathematical knowledge and problem-solving processes
- communicating and representing the language of numeracy in teaching, as appropriate.

Relevant aspects of numeracy knowledge and skills are assessed, as described in the standards.

1.2.3 Planning a course of study

Business Studies is a four-unit course of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning.

The minimum number of hours of timetabled school time, including assessment, for a course of study developed from this Applied syllabus is 55 hours per unit. A course of study will usually be completed over four units (220 hours).

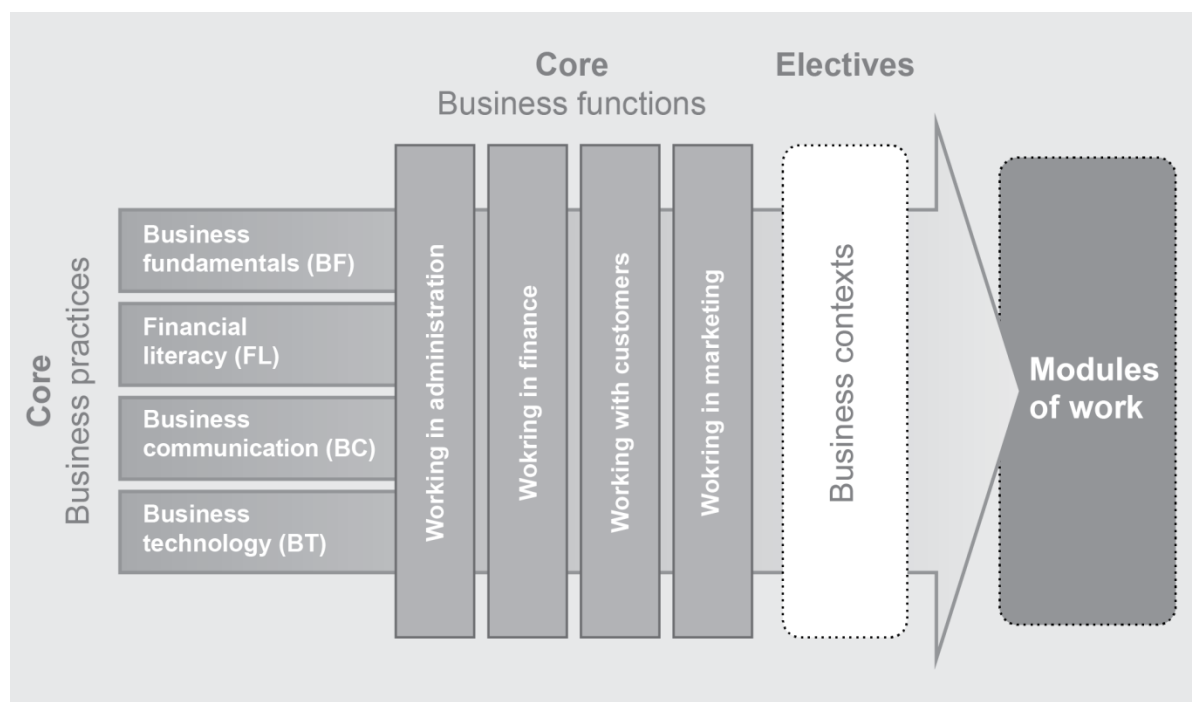
A course of study for Business Studies includes:

- five to eight contextualised modules of work, ranging from 20 to 55 hours
- the concepts and ideas from each business practice (i.e. Business fundamentals, Financial literacy, Business communication, Business technology) across the four-unit course of study
- each business function (i.e. Working in administration, Working in finance, Working with customers, Working in marketing) across the four-unit course of study.

The relationship between the core, electives and modules of work is shown in the figure below.

³ ACARA, General Capabilities, Numeracy,
www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy/Introduction/Introduction

Figure 2: Course of study — the relationship between core, electives and modules of work



1.2.4 Developing a module of work

A module of work outlines the knowledge, understanding and skills, learning experiences and assessment that will be effective in implementing the objectives of the syllabus. A module of work in Business Studies consists of:

- a business context
- a purpose or focus, e.g. inquiry question, issues study, case study, problem, scenario, enterprise study
- concepts and ideas, and associated knowledge, understanding and skills, from the business practices delivered through the business functions.

1.2.5 Aboriginal perspectives and Torres Strait Islander perspectives

The Queensland Government has a vision that Aboriginal and Torres Strait Islander Queenslanders have their cultures affirmed, heritage sustained and the same prospects for health, prosperity and quality of life as other Queenslanders. The QCAA is committed to helping achieve this vision, and encourages teachers to include Aboriginal perspectives and Torres Strait Islander perspectives in the curriculum.

The QCAA recognises Aboriginal peoples and Torres Strait Islander peoples, their traditions, histories and experiences from before European settlement and colonisation through to the present time. Opportunities exist in Business Studies to encourage engagement with Aboriginal peoples and Torres Strait Islander peoples, strengthening students' appreciation and understanding of:

- frameworks of knowledge and ways of learning
- contexts in which Aboriginal peoples and Torres Strait Islander peoples live
- contributions to Australian society and cultures.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

2 Subject matter

2.1 Core

The core refers to the learning that must be taught in a course of study.

In Business Studies, there are two interwoven parts of the core:

- Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technology
- Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing.

Business practices describe the practical and essential concepts, ideas and skills which students need to be able to work effectively in business. They are integrated into business functions to allow core learning to be delivered in relevant, purposeful and meaningful ways.

Concepts and ideas for each business practice are:

- explored and progressively developed across the course of study through the four business functions
- integrated into contextualised modules of work developed using the electives
- taught and assessed across a four-unit course of study.
- provided in the table below, and coded to support schools in the development of their study plans, i.e. **BF1** represents **B**usiness **f**undamentals concept and idea **1**.

2.1.1 Business practices

Focus	Concepts and ideas
<p>Business fundamentals (BF) refer to the knowledge, understanding and skills that are considered important to the understanding of how a business operates and functions.</p>	<p>BF1. Essential and fundamental knowledge exists for the different business functions.</p> <p>BF2. Businesses regularly review systems and processes to ensure continuous improvement.</p> <p>BF3. Organisational policies and procedures provide a framework for principles, rules and guidelines to support safe and effective work practices.</p> <p>BF4. The changing nature of business leads to varied and emerging employment options and roles.</p>
<p>Financial literacy (FL) involves developing the ability to apply knowledge, understanding and skills in consumer and financial contexts to make informed and effective decisions.</p>	<p>FL1. Basic financial terms and concepts should be used in everyday business interactions.</p> <p>FL2. Calculations and financial records are necessary to inform and achieve specific financial goals and decisions.</p>
<p>Business communication (BC) involves the ability to effectively exchange information through different modes of interaction for the purpose of carrying out the business activities.</p>	<p>BC1. Effective interpersonal and organisational skills are essential for quality staff and customer relations.</p> <p>BC2. Effective written communication skills are essential to produce high-quality and professional business communication.</p> <p>BC3. Effective teamwork assists with the achievement of business outcomes.</p>
<p>Business technology (BT) involves the ability to select and use technology applications to process, convey and present information effectively.</p>	<p>BT1. A variety of existing and emerging technologies are used to improve business processes and to meet identified purposes.</p> <p>BT2. Word processing software is used to create effective and professional business documents.</p> <p>BT3. Software applications are used to effectively manage, calculate and display business data and records.</p> <p>BT4. Presentation software provides an effective way to communicate relevant business information and messages.</p>

2.1.2 Business functions

Business functions reflect the different activities a business undertakes in order to achieve their mission and objectives.

The business functions enable students to develop a depth and breadth of understanding of business. Together with the development and integration of the business practices in the modules of work, these provide opportunities for authentic and relevant learning experiences for students.

All business functions must be evidenced across a four-unit course of study.

The suggested knowledge, understanding and skills for the four business functions are:

- listed in the tables on the following pages (note that this is not an exhaustive list)
- described using the codes, concepts and ideas from the business practices.

The functions are:

- Business function 1: Working in administration
- Business function 2: Working in finance
- Business function 3: Working with customers
- Business function 4: Working in marketing.

Business function 1: Working in administration

Focus	
Working in administration on the broad range of administrative knowledge, understanding and skills needed to work in a variety of business contexts. Effective business administration underpins the successful operation of all businesses.	
Business practices concepts and ideas	Knowledge, understanding and skills
Business fundamentals (BF)	
<p>BF1. Essential and fundamental knowledge exists for the different business functions.</p>	<ul style="list-style-type: none"> • business environment, e.g. reasons for starting a business, mission statement, business aims and objectives, purpose of setting objectives • ethical practice, e.g. fair price, community support, corporate values • resource allocation, e.g. workplace environmental and resource efficiency issues • factors affecting the motivation of staff, e.g. understanding of rights and responsibilities, positive appraisal, suitable working conditions, acceptable levels of pay, appropriate training • application of rights and responsibilities of employees and employers, e.g. employer–union agreements, equity, harassment policies, minimum wage laws • work environments, e.g. flexible, remote, open, home • work arrangements, e.g. full-time, part-time, permanent, contract, temporary, fly-in/fly-out • information management methods, e.g. manual, electronic, cloud computing
<p>BF2. Businesses regularly review systems and processes to ensure continuous improvement.</p>	<ul style="list-style-type: none"> • opportunities for improving administrative processes and procedures, e.g. new ideas, seek opportunities to improve resource efficiency, organisational plans, workplace practices • performance appraisal and staff development, e.g. formal or informal review processes, job training, job shadowing, job placements, rotation, mentoring, coaching, professional development • information management procedures, e.g. centralised, decentralised, development and management of filing systems, data storage and retrieval, disaster recovery planning
<p>BF3. Organisational policies and procedures provide a framework for principles, rules and guidelines to support safe and effective work practices.</p>	<ul style="list-style-type: none"> • organisational policies and procedures manual, e.g. enactment of privacy and other legislative requirements, protocols, organisational hierarchy, accountability measures • workplace health and safety legislation and codes of practice • workplace safety procedures and protocols, e.g. workplace meetings, inspections, workplace health and safety committees, identify, report and minimise hazards, emergency incidents and injuries
<p>BF4. The changing nature of business leads to varied and emerging employment options and roles.</p>	<ul style="list-style-type: none"> • administration roles, e.g. receptionist, secretary, executive assistant, information management officer, workplace health and safety officer, human resources assistant, future employment options • specific qualification, training and experience requirements, e.g. workplace health and safety training, relevant certificate or diploma qualification • knowledge, understanding and skills developed in administration can be transferred to other fields, e.g. human resources, operations, marketing

Financial literacy (FL)	
FL1. Basic financial terms and concepts should be used in everyday business interactions.	<ul style="list-style-type: none"> financial terms and concepts, e.g. wages, tax, deductions, imprest system, delivery notes, consignment notes, invoices, cheques, petty cash vouchers everyday administrative business interactions, e.g. petty cash, delivery of goods, mail, receipt of cheques
FL2. Calculations and financial records are necessary to inform and achieve specific financial goals and decisions.	<ul style="list-style-type: none"> simple financial calculations, e.g. petty cash reimbursement, cash receipts, GST calculations, invoices tracking and verifying transactions examination of supporting documentation for accuracy, completeness and appropriate authorisation, e.g. cheques, receipts, order forms
Business communication (BC)	
BC1. Effective interpersonal and organisational skills are essential for quality staff and customer relations.	<ul style="list-style-type: none"> demonstrate and apply interpersonal skills, e.g. discretion, diplomacy, tact, delegation, networking demonstrate and apply verbal skills, e.g. answering phone calls; interacting with customers, clients and colleagues manage schedules and organisational requirements, e.g. using organisational tools, establishing timelines, selecting resources use of organisational charts to determine communication channels, e.g. hierarchy, chain of command use of channels of communication, e.g. formal/informal, external/internal, confidential/non-confidential, urgent/non-urgent
BC2. Effective written communication skills are essential to produce high-quality and professional business communication.	<ul style="list-style-type: none"> identify and apply characteristics of effective business documents and communication, e.g. clarity, conciseness, completeness, timeliness, formatting produce properly structured and formatted business documents, e.g. reports, emails, letters, orders, postage, quotes
BC3. Effective teamwork assists with the achievement of business outcomes.	<ul style="list-style-type: none"> use effective communication strategies and techniques within the team and with other stakeholders, e.g. seeking feedback, reviewing ideas, identifying issues, allocating tasks, setting individual targets establish and apply effective ways of working, e.g. ground rules, protocols, scheduling of activities, support and guide colleagues
Business technology (BT)	
BT1. A variety of existing and emerging technologies are used to improve business processes and to meet identified purposes.	<ul style="list-style-type: none"> select and use appropriate software for different purposes, e.g. database to capture, store and retrieve data; web editing software to update business information; spreadsheeting software to classify, calculate, present and sort data use technology to monitor and improve administration processes and procedures, e.g. human resource management, performance management, resource management, templates use technology to facilitate flexible work practices, e.g. rapid communication, social media, collaborative online environments use organisational tools, e.g. communication software (email), online calendars
BT2. Word processing software is used to create effective and professional business documents.	<ul style="list-style-type: none"> use word processing software to complete tasks, e.g. templates, forms, letters, memos, reports, tables use common software features, e.g. formatting, page setup, editing, language tools, graphic tools, hyperlinks use desktop publishing features, e.g. templates, importing text and graphics, font, layout, styles use of wizards, manuals, online help features, tutorials

<p>BT3. Software applications are used to effectively manage, calculate and display business data and records.</p>	<ul style="list-style-type: none"> • use of software to monitor workflow, e.g. use of spreadsheet to monitor tasks, use of databases • input, organise and format data, e.g. visual charts, tables, filters, sort • use formulas and functions, e.g. sum, average, minimum, maximum • use of wizards, manuals, online help features, tutorials
<p>BT4. Presentation software provides an effective way to communicate relevant business information and messages.</p>	<ul style="list-style-type: none"> • create electronic presentations for specific purposes and audiences, e.g. workplace health and safety information session • use software features to enhance presentations, e.g. slide transitions, slide layouts, design templates, animation, sound • use desktop publishing features, e.g. templates, importing text and graphics, font, layout, styles • use of wizards, manuals, online help features, tutorials

Business function 2: Working in finance

Focus	
<p>Working in finance focuses on the knowledge, understanding and skills needed to support the financial functions of a business. This function includes examining and completing the activities involved in the preparation and processing of everyday transactional and financial documents and records.</p>	
Business practices concepts and ideas	Knowledge, understanding and skills
Business fundamentals (BF)	
<p>BF1. Essential and fundamental knowledge exists for the different business functions.</p>	<ul style="list-style-type: none"> • role of banks and other deposit-taking institutions (such as building societies and credit unions) in supporting businesses, e.g. collecting deposits, pooling savings, lending • sources of financial advice, e.g. financial advisors, banks, community agencies, industry groups • financial risks, e.g. cash controls, accuracy of recording information, scams, fraudulent transactions • strategies for managing and avoiding risk • impact of legal ownership on preparation of financial reports, e.g. sole trader reports are less detailed than company reports, set up of computerised accounting package differs depending on legal ownership structure • purpose of business records, source documents and financial statements • factors influencing business financial goals, e.g. external factors, internal factors • different methods of remuneration, e.g. wages, salaries, commissions, self-employment, government benefits
<p>BF2. Businesses regularly review systems and processes to ensure continuous improvement.</p>	<ul style="list-style-type: none"> • opportunities for improving financial processes and procedures, e.g. recording processes, cash handling, redevelopment of financial documents
<p>BF3. Organisational policies and procedures provide a framework for principles, rules and guidelines to support safe and effective work practices.</p>	<ul style="list-style-type: none"> • organisational policies and procedures manual, e.g. financial records processing, petty cash, banking documentation, payroll • preparing and processing financial documents in accordance with the organisational policies and procedures manual

<p>BF4. The changing nature of business leads to varied and emerging employment options and roles.</p>	<ul style="list-style-type: none"> • financial roles, e.g. data entry, data analyst, finance assistant, future employment options • specific qualification, training and experience requirements, e.g. relevant certificate or diploma qualification • knowledge, understanding and skills developed in finance can be transferred to other fields, e.g. administration, marketing, sales
<p>Financial literacy (FL)</p>	
<p>FL1. Basic financial terms and concepts should be used in everyday business interactions.</p>	<ul style="list-style-type: none"> • financial terms and concepts, e.g. cash receipts, cash payments, wages, deductions, deposits, bank statements, bank reconciliation, Income Statement, Balance Sheets, Cash Flow Statement, superannuation, insurance • Sources of business income and finance, e.g. owners funds, profits, loans, leasing, supplier accounts, credit card, EFTPOS • Sources of financial information, e.g. bank statements, reports, customer details, invoices, receipts, cheque butts
<p>FL2. Calculations and financial records are necessary to inform and achieve specific financial goals and decisions.</p>	<ul style="list-style-type: none"> • Simple financial calculations, e.g. bank reconciliation, gross pay, net pay, taxation payable, GST • Checking and examination of supporting documentation for accuracy, completeness and appropriate authorisation, e.g. cheques, receipts, invoices, timesheets • Preparation and recording of financial documents, e.g. deposits, electronic banking, cheques, banking documentation, invoices, pay, deductions on pay slips, budgets
<p>Business communication (BC)</p>	
<p>BC1. Effective interpersonal and organisational skills are essential for quality staff and customer relations.</p>	<ul style="list-style-type: none"> • Demonstrate and apply interpersonal skills, e.g. delegation, mentoring, networking, negotiation, discretion, diplomacy, tact, dealing with clients • Demonstrate and apply verbal skills, e.g. answering phone calls; interacting with suppliers, banks, customers, managers • manage schedules and timelines, e.g. establishing and meeting timelines • manage records and information, e.g. filing of financial documents, electronic tracking of documentation
<p>BC2. Effective written communication skills are essential to produce high-quality and professional business communication.</p>	<ul style="list-style-type: none"> • identify and apply characteristics of effective business documents and communication, e.g. clarity, conciseness, completeness, timeliness, formatting • produce properly structured and formatted financial and business documents to communicate interpretation of business records and accounts, e.g. reports, emails, letters, payroll forms, quotes, order forms
<p>BC3. Effective teamwork assists with the achievement of business outcomes.</p>	<ul style="list-style-type: none"> • use effective communication strategies and techniques within the team and with other stakeholders, e.g. seeking feedback, reviewing ideas, identifying issues, allocating tasks, setting individual targets • establish and apply effective ways of working, e.g. protocols, scheduling of activities
<p>Business technology (BT)</p>	
<p>BT1. A variety of existing and emerging technologies are used to improve business processes and to meet identified purposes.</p>	<ul style="list-style-type: none"> • select and use appropriate software for different purposes, e.g. online banking to process financial information, spreadsheeting to produce budget or payroll register • use technology to monitor and improve financial processes and procedures, e.g. database to track financial documents, data management technology, cloud computing, electronic banking

<p>BT2. Word processing software is used to create effective and professional business documents.</p>	<ul style="list-style-type: none"> • use word processing software to complete tasks, e.g. letter, memo, email, reports, forms • use common software features, e.g. formatting, page setup, language tools, graphic tools, hyperlinks • use desktop publishing features, e.g. templates, importing text and graphics, font, layout, styles • use of wizards, manuals, online help features, tutorials
<p>BT3. Software applications are used to effectively manage, calculate and display business data and records.</p>	<ul style="list-style-type: none"> • prepare and produce business records using spreadsheets or computerised accounting package, e.g. budgets, inventory tracking, payroll registers, invoices, statements, bank reconciliation, customer accounts • create charts and graphs to display data • input, organise and format data, e.g. visual charts, tables, filters, sort • use formulas and functions, e.g. sum, average, minimum, maximum • use of wizards, manuals, online help features, tutorials
<p>BT4. Presentation software provides an effective way to communicate relevant business information and messages.</p>	<ul style="list-style-type: none"> • create electronic presentations for specific purposes and audiences, e.g. financial presentation • use software features to enhance presentations, e.g. slide transitions, slide layouts, design templates, animation, sound, to enhance presentations • use desktop publishing features, e.g. templates, importing text and graphics, font, layout, styles • use of wizards, manuals, online help features, tutorials

Business function 3: Working with customers

Focus	
<p>Working with customers focuses on investigating the meaning and importance of customer service and how businesses decide on the level of customer service they will offer to their customers.</p>	
Business practices concepts and ideas	Knowledge, understanding and skills
Business fundamentals (BF)	
<p>BF1. Essential and fundamental knowledge exists for the different business functions.</p>	<ul style="list-style-type: none"> • customer characteristics, e.g. age, sex, location, socio-economic factors, lifestyle • customer needs, e.g. value and suitability of the product, information about the product, understanding a product's functions, after-sale service • importance of customer service, e.g. gain and retain customers, customer satisfaction, loyalty, image and reputation of business • legislation considerations associated with providing goods and services to consumers, e.g. Trade Practices Act, Fair Trading Act
<p>BF2. Businesses regularly review systems and processes to ensure continuous improvement.</p>	<ul style="list-style-type: none"> • opportunities for improving customer service processes and procedures, e.g. new ideas, peer feedback, customer reviews, customer research, reviewing organisational policies and procedures manual
<p>BF3. Organisational policies and procedures provide a framework for principles, rules and guidelines to support safe and effective work practices.</p>	<ul style="list-style-type: none"> • organisational policies and procedures manual, e.g. customer service, handling goods, workplace health and safety, returns policy, complaints policy • processing of customer returns • processing customer complaints, e.g. documentation, review, respond, refer

<p>BF4. The changing nature of business leads to varied and emerging employment options and roles.</p>	<ul style="list-style-type: none"> • customer service roles, e.g. retail assistant, receptionist, customer service assistant, events assistant, front-desk operator, future employment options • specific qualification, training and experience requirements, e.g. relevant certificate or diploma qualification • knowledge, understanding and skills developed in customer service can be transferred to other fields, e.g. sales, marketing, administration
<p>Financial literacy (FL)</p>	
<p>FL1. Basic financial terms and concepts should be used in everyday business interactions.</p>	<ul style="list-style-type: none"> • financial terms and concepts, e.g. cash, credit, GST, returns, lay-by, cost price, sales price, gross profit, mark ups, mark downs, discounts, stock control, cash on delivery • everyday business interactions, e.g. stocktakes, transactions, returns, exchanges
<p>FL2. Calculations and financial records are necessary to inform and achieve specific financial goals and decisions.</p>	<ul style="list-style-type: none"> • simple financial calculations, e.g. mark ups, mark downs, stock control, cash float, cash register summary • payment options for goods and services, e.g. cash, debit card, credit card, PayPal, BPay, pre-pay options, phone, electronic funds transfer
<p>Business communication (BC)</p>	
<p>BC1. Effective interpersonal and organisational skills are essential for quality staff and customer relations.</p>	<ul style="list-style-type: none"> • demonstrate and apply interpersonal skills, e.g. discretion, diplomacy, tact, dealing with clients, delegation, cooperation, mentoring, networking, negotiation • demonstrate and apply verbal skills, e.g. answering phone calls, interacting with customers • use active listening and questioning skills • apply features of customer service relating to: <ul style="list-style-type: none"> – sales techniques, e.g. securing a sale – staff, e.g. helpfulness, communication skills, presentation skills, establishing rapport – premises, e.g. layout, directions, range of facilities – delivery of goods, e.g. availability, speed – after-sales care, e.g. exchange of goods, guarantees, feedback, referrals • use channels of communication, e.g. formal/informal, external/internal, confidential/non-confidential, urgent/non-urgent • apply the process of communication, e.g. sender, message, encoding, channel, receiver, decoding • negotiate barriers to communication, e.g. noise, jargon, inappropriate presentation of message, inappropriate choice of method of communication
<p>BC2. Effective written communication skills are essential to produce high-quality and professional business communication.</p>	<ul style="list-style-type: none"> • identify and apply characteristics of effective business documents and communication, e.g. clarity, conciseness, completeness, timeliness, formatting • produce properly structured and formatted business documents, e.g. customer service reports, letters
<p>BC3. Effective teamwork assists with the achievement of business outcomes.</p>	<ul style="list-style-type: none"> • use effective communication strategies and techniques within the team and with other stakeholders, e.g. seeking feedback, reviewing ideas, identifying issues, allocating tasks, setting individual targets • establish and apply effective ways of working, e.g. ground rules, protocols, scheduling of activities, support and guidance of colleagues

Business technology (BT)	
BT1. A variety of existing and emerging technologies are used to improve business processes and to meet identified purposes.	<ul style="list-style-type: none"> • select and use appropriate software for different purposes, e.g. visual organising software to map the customer service process, desktop publishing software to present sales information • use technology to monitor and improve customer service processes and procedures, e.g. sales reports, sales data, stocktakes, mobile phone, tablets, email, websites, social media, discussion forums, electronic cash registers
BT2. Word processing software is used to create effective and professional business documents.	<ul style="list-style-type: none"> • use word processing software to complete tasks, e.g. letter, memo, email, reports, forms • use common software features, e.g. formatting, page setup, language tools, graphic tools, hyperlinks • use desktop publishing features, e.g. templates, importing text and graphics, font, layout, styles • use of wizards, manuals, online help features, tutorials
BT3. Software applications are used to effectively manage, calculate and display business data and records.	<ul style="list-style-type: none"> • prepare and produce documents using spreadsheets or databases, e.g. sales report, customer service reports • create charts and graphs to display data • input, organise and format data, e.g. visual charts, tables, filters, sort • use formulas and functions, e.g. sum, average, minimum, maximum • use of wizards, manuals, online help features, tutorials
BT4. Presentation software provides an effective way to communicate relevant business information and messages.	<ul style="list-style-type: none"> • create electronic presentations for specific purposes and audiences, e.g. customer service presentation • use software features to enhance presentations, e.g. slide transitions, slide layouts, design templates, animation, sound • use desktop publishing features, e.g. templates, importing text and graphics, font, layout, styles • use of wizards, manuals, online help features, tutorials

Business function 4: Working in marketing

Focus	
Working in marketing focuses on investigating how businesses use marketing activities to meet customers' needs and deal with competition.	
Business practices concepts and ideas	Knowledge, understanding and skills
Business fundamentals (BF)	
BF1. Essential and fundamental knowledge exists for the different business functions.	<ul style="list-style-type: none"> • elements of the marketing mix: <ul style="list-style-type: none"> – product, e.g. range – price, e.g. relationship between price and demand, factors influencing pricing decisions – promotion, e.g. range of promotional activities, communicating with customers through social media and technologies – place, e.g. choice of outlets/distributors, impact of technology • impact of competitors, e.g. prices charged, characteristics of products • ways to establish a competitive advantage, e.g. offering new products, implementing new promotional activities • customer research methods to measure customer satisfaction, e.g. collation and use of existing business data, primary research, secondary research

BF2. Businesses regularly review systems and processes to ensure continuous improvement.	<ul style="list-style-type: none"> opportunities for improving marketing processes and procedures, e.g. market research processes, qualitative and quantitative feedback
BF3. Organisational policies and procedures provide a framework for principles, rules and guidelines to support safe and effective work practices.	<ul style="list-style-type: none"> organisational policies and procedures manual, e.g. legislation for marketing, relevant suppliers, marketing schedules
BF4. The changing nature of business leads to varied and emerging employment options and roles.	<ul style="list-style-type: none"> marketing roles, e.g. marketing assistant, sales assistant, public relations, future employment options specific qualification, training and experience requirements, e.g. relevant certificate or diploma qualification knowledge, understanding and skills developed in marketing can be transferred to other fields, e.g. customer service, retail, administration
Financial literacy (FL)	
FL1. Basic financial terms and concepts should be used in everyday business interactions.	<ul style="list-style-type: none"> financial terms and concepts, e.g. price, sales, expenses, break-even, cost-benefit everyday business interactions, e.g. suppliers contracts, quotes, orders
FL2. Calculations and financial records are necessary to inform and achieve specific financial goals and decisions.	<ul style="list-style-type: none"> simple financial calculations, e.g. advertising costs, promotional costs, cost plus pricing, competitive pricing strategies cost-benefit analysis of marketing strategies marketing budget, e.g. income generated compared to expenses incurred
Business communication (BC)	
BC1. Effective interpersonal and organisational skills are essential for quality staff and customer relations.	<ul style="list-style-type: none"> demonstrate and apply interpersonal skills, e.g. delegation, cooperation, mentoring, networking, negotiation demonstrate and apply interpersonal skills, e.g. discretion, diplomacy, tact, dealing with clients, delegation, cooperation, mentoring, networking, negotiation, body language, paralinguistics, personal space, pictorials common skills, attributes and behaviours of business innovators, e.g. self-confidence, motivation, risk taking, innovation, building teams, independence, initiative, strategic thinking
BC2. Effective written communication skills are essential to produce high-quality and professional business communication.	<ul style="list-style-type: none"> identify and apply characteristics of effective business documents and communication, e.g. clarity, conciseness, completeness, timeliness, formatting produce properly structured and formatted business documents, e.g. brochures, flyers, promotional material, customer focus groups, interviews, questionnaires
BC3. Effective teamwork assists with the achievement of business outcomes.	<ul style="list-style-type: none"> identify and understand the benefits of teamwork use effective communication strategies and techniques within the team and with other stakeholders, e.g. seeking feedback, reviewing ideas, identifying issues, allocating tasks, setting individual targets establish effective ways of working, e.g. ground rules, protocols, scheduling of activities, support and guide colleagues

Business technology (BT)	
<p>BT1. A variety of existing and emerging technologies are used to improve business processes and to meet identified purposes.</p>	<ul style="list-style-type: none"> • select and use appropriate software for different purposes, e.g. promote materials, online social media, online forms, online surveys • select and use different devices and tools to market effectively to customers, e.g. mobile phone, tablets, websites, social media, discussion forums • using technology to monitor and improve areas of business, e.g. human resource management, performance management, improving customer service, monitoring data and information • influences of social media on consumer decision-making, e.g. advantages and disadvantages, type of messaging
<p>BT2. Word processing software is used to create effective and professional business documents.</p>	<ul style="list-style-type: none"> • use of word processing software to design, display and present marketing messages • manipulation of images, text and diagrams to communicate to a specific audience • complete word processing tasks, e.g. letter, memo, email • use common software features, e.g. formatting, page setup, editing, graphic tools, hyperlinks • use desktop publishing features, e.g. templates, importing text and graphics, font, layout, styles • use of wizards, manuals, online help features, tutorials
<p>BT3. Software applications are used to effectively manage, calculate and display business data and records.</p>	<ul style="list-style-type: none"> • produce spreadsheet documents, e.g. marketing budget, price calculations • input, organise and format data in a spreadsheet or database, e.g. visual charts, tables, filters, sort • use formulas and functions, e.g. sum, average, minimum, maximum • use of wizards, manuals, online help features, tutorials
<p>BT4. Presentation software provides an effective way to communicate relevant business information and messages.</p>	<ul style="list-style-type: none"> • create electronic presentations for specific purposes and audiences, e.g. marketing presentation • use software features to enhance presentations, e.g. slide transitions, slide layouts, design templates, animation, sound • use desktop publishing features, e.g. templates, importing text and graphics, font, layout, styles • use of wizards, manuals, online help features, tutorials

2.2 Electives: Business contexts

The elective learning in Business Studies occurs through business contexts.

Business contexts are described as the industry sectors that require the demonstration of business knowledge, understanding and skills. The purpose of a business context is to provide a focus for teaching and learning throughout the course of study, relevant to the business practices and business functions.

All teaching and learning should be delivered through a business context. At least two business contexts must be chosen over a course of study.

In Business Studies, possible business contexts include:

- Entertainment
- Events management
- Financial services
- Health and well-being
- Insurance
- Legal
- Media
- Mining
- Not-for-profit
- Real estate
- Retail
- Rural
- Sports management
- Technical, e.g. manufacturing, construction, engineering
- Tourism
- Travel.

3 Assessment

3.1 Assessment — general information

Assessment is an integral part of the teaching and learning process. It is the purposeful, systematic and ongoing collection of information about student learning outlined in the syllabus.

The major purposes of assessment are to:

- promote, assist and improve learning
- inform programs of teaching and learning
- advise students about their own progress to help them achieve as well as they are able
- give information to parents, carers and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable exit results in each Applied syllabus which may contribute credit towards a Queensland Certificate of Education (QCE); and may contribute towards Australian Tertiary Admission Rank (ATAR) calculations
- provide information about how well groups of students are achieving for school authorities and the State Minister responsible for Education.

Student responses to assessment opportunities provide a collection of evidence on which judgments about the quality of student learning are made. The quality of student responses is judged against the standards described in the syllabus.

In Applied syllabuses, assessment is standards-based. The standards are described for each objective in each of the three dimensions. The standards describe the quality and characteristics of student work across five levels from A to E.

3.1.1 Planning an assessment program

When planning an assessment program over a developmental four-unit course, schools should:

- administer assessment instruments at suitable intervals throughout the course
- provide students with opportunities in Units 1 and 2 to become familiar with the assessment techniques that will be used in Units 3 and 4
- assess all of the dimensions in each unit
- assess each objective at least twice by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4)
- assess only what the students have had the opportunity to learn, as prescribed in the syllabus and outlined in the study plan.

For a student who studies four units, only assessment evidence from Units 3 and 4 contributes towards decisions at exit.

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

3.1.2 Authentication of student work

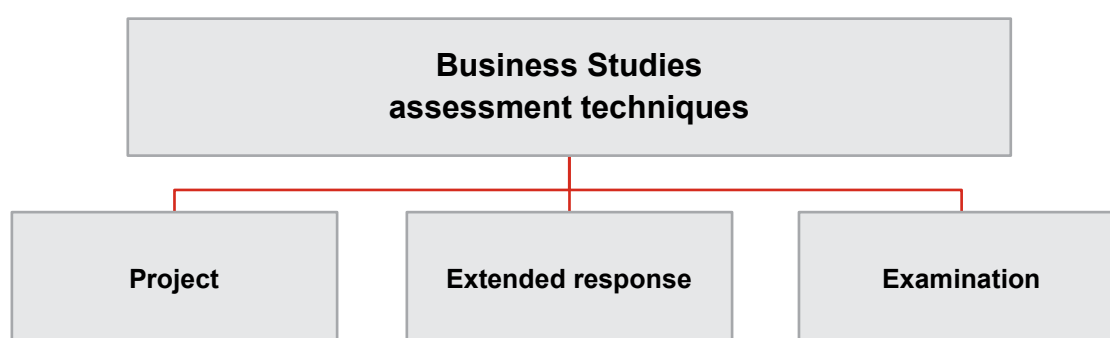
Schools and teachers must have strategies in place for ensuring that work submitted for summative assessment is the student's own. Judgments about student achievement are based on evidence of the demonstration of student knowledge, understanding and skills. Schools ensure responses are validly each student's own work.

Guidance about authentication strategies which includes guidance for drafting, scaffolding and teacher feedback can be found in the QCE and QCIA policy and procedures handbook.

3.2 Assessment techniques

The diagram below identifies the assessment techniques relevant to this syllabus. The subsequent sections describe each assessment technique in detail.

Figure 3: Business Studies assessment techniques



Schools design assessment instruments from the assessment techniques relevant to this syllabus. The assessment instruments students respond to in Units 1 and 2 should support those techniques included in Units 3 and 4.

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed (see Standards matrix).

The matrix is used as a tool for making judgments about the quality of students' responses to the instrument and is developed using the syllabus standards descriptors. Assessment is designed to allow students to demonstrate the range of standards (see Determining an exit result). Teachers give students an instrument-specific standards matrix for each assessment instrument.

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

Evidence

Evidence includes the student's responses to assessment instruments and the teacher's annotated instrument-specific standards matrixes. Evidence may be direct, e.g. student responses to assessment instruments, or indirect, e.g. supporting documentation. Within a student folio indirect evidence should be balanced with direct evidence.

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

Conditions of assessment

Over a four-unit course of study, students are required to complete assessment under a range of conditions (see Planning an assessment program).

Conditions may vary according to assessment. They should be stated clearly on assessment instruments, for example:

- supervised or unsupervised
- individual, group or team
- time allowed (with perusal time as needed)
- length required
- seen or unseen questions
- using sources and/or notes (open book).

Where support materials or particular equipment, tools or technologies are used under supervised conditions, schools must ensure that the purpose of supervised conditions (i.e. to authenticate student work) is maintained.

Assessment of group work

When students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

3.2.1 Project

Purpose

This technique assesses a response to a single task, situation and/or scenario in a module of work that provides students with authentic and/or real-world opportunities to demonstrate their learning. The student response will consist of a collection of **at least two** assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through differing modes.

Dimensions to be assessed

This assessment technique is to be used to determine student achievement in objectives from all of the following dimensions:

- Knowing and understanding
- Analysing and applying
- Planning and evaluating.

All objectives from each dimension must be assessed.

Types of projects

A project occurs over a set period of time. Students may use class time and their own time to develop a response.

A project consists of **at least two** different assessable components from the following:

- practical
- written
- spoken
- multimodal.

The selected assessable components must contribute significantly to the task and to the overall result for the project. A variety of technologies may be used in the creation or presentation of the response.

Note: Spoken delivery of a written component; or a transcript of a spoken component (whether written, electronic, or digital) constitutes one component, not two.

At least two business practices must be covered within each project.

Examples of projects in Business Studies include:

- a venture or entrepreneurial activity
- marketing a product, service or idea
- conducting an event or conference
- working with a community business to investigate customer needs and satisfaction
- investigating a specific business in the community
- investigating the use of ICT or technology in a business
- investigating human resource structures in a business.

Practical component

A practical component is used to visually or graphically represent the processes and procedures evident in business.

Examples include:

- financial forecasts, e.g. budgets, reports from computerised accounting package
- transactional and financial documentation, e.g. banking, cash, statements, forms, accounts, records, online banking documentation
- graphics, e.g. business logo, trademark, layout of store, letterhead, flow chart.

Written component		
<p>This component requires students to use written language to communicate ideas and information to readers for a particular purpose. A written component may be supported by references or, where appropriate, data, tables, flow charts or diagrams.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • brochure • article for magazines or journals • reports, which will normally be presented with section headings, and may include tables, graphs and/or diagrams, and analysis of data supported by references • planning documentation, e.g. agenda, minutes, run sheet, attendance lists. 		
Spoken component		
<p>This component requires students to use spoken language to communicate ideas and information to a live or virtual audience (that is, through the use of technology) for a particular purpose.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • an explanation of a process or procedure • oral presentations • debates • interviews • podcasts • seminars. 		
Multimodal component		
<p>This component requires students to use a combination of at least two modes delivered at the same time to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated to allow both modes to contribute significantly to the multimodal component. Modes include:</p> <ul style="list-style-type: none"> • written • spoken/signed • nonverbal, e.g. physical, visual, auditory. <p>Examples include:</p> <ul style="list-style-type: none"> • digital presentations • vodcasts • seminars • webinars. <p>A variety of technologies may be used in the creation or presentation of the component. Replication of a written document into an electronic or digital format does not constitute a multimodal component.</p>		
Assessment conditions	Units 1–2	Units 3–4
Practical component	The conditions for this component will be dependent upon the nature and complexity of the task.	
Written component	400–700 words	500–900 words
Spoken component	1½ – 3½ minutes	2½ – 3½ minutes
Multimodal component	2–4 minutes	3–6 minutes

Further guidance

- Define for students, or work with students to define, the focus and purpose for the project.
- Establish the required length of student responses within the assessment conditions (see above).
- Clearly indicate the dimensions that will be assessed and explain to students the requirements of the task, including instrument-specific standards.
- Teach the objectives, knowledge, understanding and skills students need to complete all components of the project.
- Teach the types of responses students will need to develop for each component of the project, e.g. diagrams, financial forecasts, project plans, use of specific technology.
- Allow some continuous class time for the students to be able to work towards completing each component of the project.
- Implement strategies to ensure authentication of student work. Some strategies include note-taking, journals or logs, drafting, research checklists, referencing and teacher observation sheets.
- Consult, negotiate and provide feedback while students are developing their response to the project, e.g. to provide guidance and to monitor the progress of student work.

3.2.2 Extended response

Purpose
This technique assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. While students may undertake some research in the writing of the extended response, it is not the focus of this technique.
Dimensions to be assessed
This assessment technique is to be used to determine student achievement in objectives from at least two of the following dimensions: <ul style="list-style-type: none">• Knowing and understanding• Analysing and applying• Planning and evaluating. Not every objective from each dimension needs to be assessed.
Types of extended response
An extended response occurs over a set period of time. Students may use class time and their own time to develop a response. Students respond to a question or statement about the provided stimulus materials. Stimulus material could include: <ul style="list-style-type: none">• case studies• financial information, e.g. statistics, statements, records, accounts• media articles• business profiles, e.g. mission statements, objectives• images, e.g. cartoons, photos, infographics, graphs, maps. At least two business practices must be covered within each response.
Written response
This response requires students to use written language to communicate ideas and information to readers for a particular purpose. A written response may be supported by references or, where appropriate data, financial documentation (e.g. banking, cash, statements, forms, accounts, records), diagrams, flow charts, tables or graphics. Examples include: <ul style="list-style-type: none">• brochure• article for a magazine or journal• essay, e.g. analytical, informative• report, which will normally be presented with section headings, and may include tables, graphs and diagrams, and analysis of data supported by references.
Spoken response
This response requires students to use spoken language to communicate ideas and information to a live or virtual audience (that is, through the use of technology) for a particular purpose. Examples include: <ul style="list-style-type: none">• oral presentations• debates• interviews• podcasts• seminars.

Multimodal response

This response requires students to use a combination of at least two modes **delivered at the same time** to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated to allow both modes to contribute significantly to the multimodal response. Modes include:

- written
- spoken/signed
- nonverbal, e.g. physical, visual, auditory.

Examples include:

- digital presentations
- vodcasts
- seminars
- webinars.

A variety of technologies may be used in the creation or presentation of the response. Replication of a written document into an electronic or digital format does not constitute a multimodal response.

When making judgments about multimodal responses, teachers apply the standards to the entire response, i.e. to all modes used to communicate the response.

Assessment conditions	Units 1–2	Units 3–4
Written	500–800 words	600–1000 words
Spoken	2–4 minutes	3–4 minutes
Multimodal	3–5 minutes	4–7 minutes

Further guidance

- Provide stimulus for students and establish a focus for the extended response, or work with students to select suitable stimulus and/or develop a focus for the extended response.
- Establish the required length of student responses within the assessment conditions (see above).
- Clearly indicate the dimensions that will be assessed and explain to students the requirements of the task, including instrument-specific standards.
- Teach the objectives, knowledge, understanding and skills students need to complete the extended response.
- Teach the written, spoken or multimodal forms required for student responses, e.g. report, presentation, seminar.
- Implement strategies to promote the authenticity of student work. Strategies may include note-taking, journals or logs, drafting, research checklists, referencing and teacher observation sheets.
- Consult, negotiate and provide feedback while students are developing their extended response, e.g. provide guidance about ethical matters; monitor the progress of student work.

3.2.3 Examination

Purpose		
This technique assesses the application of a range of cognition to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.		
Dimensions to be assessed		
This assessment technique is to be used to determine student achievement in objectives from at least two of the following dimensions:		
<ul style="list-style-type: none"> • Knowing and understanding • Analysing and applying • Planning and evaluating. Not every objective from each dimension needs to be assessed.		
Type of examination		
Short response test		
<ul style="list-style-type: none"> • Short response tests typically consist of a number of items that may include students responding to some or all of the following activities: <ul style="list-style-type: none"> – drawing, labelling or interpreting equipment, graphs, tables or diagrams – calculating using algorithms – responding to seen or unseen stimulus materials – interpreting ideas and information. • Short response tests occur under supervised conditions as students produce work individually and in a set time to ensure authenticity. • Questions, scenarios and problems are typically unseen. If seen, teachers must ensure the purpose of this technique is not compromised. • Stimulus materials may also be used and may be seen or unseen. • Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to or have directly used in class. <p>At least two business practices must be covered within each examination.</p>		
Assessment conditions	Units 1–2	Units 3–4
Recommended duration	60–90 minutes	60–90 minutes
Short response test	50–150 words per item (diagrams and workings not included in word count)	50–250 words per item (diagrams and workings not included in word count)
Further guidance		
<ul style="list-style-type: none"> • Format the assessment to allow for ease of reading and responding. • Consider the language needs of the students and avoid ambiguity. • Ensure questions allow the full range of standards to be demonstrated. • Consider the instrument conditions in relation to the requirements of the question or stimulus. • Outline any permitted material in the instrument conditions, e.g. one page of handwritten notes. • Determine appropriate use of stimulus materials and student notes. Ensure stimulus materials are succinct enough to allow students to engage with them in the time provided; if they are lengthy, consider giving students access to them before the assessment. • Provide students with learning experiences that support the types of items, including opportunities to respond to unseen tasks using appropriate communication strategies. • Indicate on the assessment the dimensions and objectives that will be assessed, and explain the instrument-specific standards. 		

3.3 Exiting a course of study

3.3.1 Folio requirements

A folio is a collection of one student's responses to the assessment instruments on which exit results are based. The folio is updated when earlier assessment responses are replaced with later evidence that is more representative of student achievement.

3.3.2 Exit folios

The exit folio is the collection of evidence of student work from Units 3 and 4 that is used to determine the student's exit result. Each folio must include:

- 4 assessment instruments, and the student responses
- evidence of student work from Units 3 and 4 only
- evidence of all dimensions being assessed at least twice
- at least one project
- no more than two assessment instruments from any one technique
- a student profile completed to date.

3.3.3 Exit standards

Exit standards are used to make judgments about students' exit result from a course of study. The standards are described in the same dimensions as the objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards matrix.

The following dimensions must be used:

Dimension 1: Knowing and understanding

Dimension 2: Analysing and applying

Dimension 3: Planning and evaluating.

Each dimension must be assessed in each unit, and each dimension is to make an equal contribution to the determination of an exit result.

3.3.4 Determining an exit result

When students exit the course of study, the school is required to award each student an A—E exit result.

Exit results are summative judgments made when students exit the course of study. For most students this will be after four units. For these students, judgments are based on exit folios providing evidence of achievement in relation to all objectives of the syllabus and standards.

For students who exit before completing four units, judgments are made based on the evidence of achievement to that stage of the course of study.

Determining a standard

The standard awarded is an on-balance judgment about how the qualities of the student's responses match the standards descriptors in each dimension. This means that it is not necessary for the student's responses to have been matched to every descriptor for a particular standard in each dimension.

Awarding an exit result

When standards have been determined in each of the dimensions for this subject, Table 2 below is used to award an exit result, where A represents the highest standard and E the lowest. The table indicates the minimum combination of standards across the dimensions for each result.

Table 2: Awarding exit results

Exit result	Minimum combination of standards
A	Standard A in any two dimensions and no less than a B in the remaining dimension
B	Standard B in any two dimensions and no less than a C in the remaining dimension
C	Standard C in any two dimensions and no less than a D in the remaining dimension
D	At least Standard D in any two dimensions and an E in the remaining dimension
E	Standard E in the three dimensions

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

3.3.5 Standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> comprehensive description of concepts and ideas related to business functions comprehensive explanation of concepts and ideas related to business functions, using relevant examples precise and efficient demonstration of processes, procedures and skills related to business functions to complete tasks. 	<ul style="list-style-type: none"> thorough description of concepts and ideas related to business functions thorough explanation of concepts and ideas related to business functions, using examples precise demonstration of processes, procedures and skills related to business functions to complete tasks. 	<ul style="list-style-type: none"> description of concepts and ideas related to business functions explanation of concepts and ideas related to business functions demonstration of processes, procedures and skills related to business functions to complete tasks. 	<ul style="list-style-type: none"> simple description of concepts and ideas related to business functions simple explanation of concepts and ideas related to business functions demonstration of simple processes, procedures and skills to complete obvious tasks. 	<ul style="list-style-type: none"> partial description of business concepts and ideas partial explanation of concepts and/or ideas demonstration of basic business skills.
Analysing and applying	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> considered analysis of a wide range of business information in business functions and contexts discerning and efficient application of knowledge, understanding and skills related to business functions and contexts proficient use of language conventions and features to effectively communicate ideas and information. 	<ul style="list-style-type: none"> informed analysis of a range of business information in business functions and contexts systematic application of knowledge, understanding and skills related to business functions and contexts controlled use of language conventions and features to clearly communicate ideas and information. 	<ul style="list-style-type: none"> analysis of business information in business functions and contexts application of knowledge, understanding and skills related to business functions and contexts use of language conventions and features to communicate ideas and information. 	<ul style="list-style-type: none"> identification of obvious relationships between business information in business functions and contexts simple application of knowledge, understanding and skills related to business functions and contexts inconsistent use of simple language conventions and features to communicate ideas and information. 	<ul style="list-style-type: none"> identification of aspects of business information partial application of knowledge, understanding and skills use of basic language conventions and features for partial communication of information.

	Standard A	Standard B	Standard C	Standard D	Standard E
Planning and evaluating	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> discerning decisions with well-reasoned justification for business solutions and outcomes comprehensive planning and efficient organisation of business solutions and outcomes considered and comprehensive evaluation of business decisions, solutions and outcomes. 	<ul style="list-style-type: none"> informed decisions with valid justification for business solutions and outcomes detailed planning and logical organisation of business solutions and outcomes informed evaluation of business decisions, solutions and outcomes. 	<ul style="list-style-type: none"> decisions with justification for business solutions and outcomes planning and organisation of business solutions and outcomes evaluation of business decisions, solutions and outcomes. 	<ul style="list-style-type: none"> decisions for business solutions and outcomes simple planning and organisation relating to aspects of business solutions and outcomes simple evaluation of business decisions, solutions and outcomes. 	<ul style="list-style-type: none"> statement of opinion about solutions or outcomes fragmented planning of aspects of solutions and outcomes statement about decisions, solutions or outcomes.

4 Glossary

Term	Explanation
A	
analyse	dissect to ascertain and examine constituent parts and/or their relationships; consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
apply	employ knowledge and skills in a particular situation
B	
basic	essential or elementary
business context	the industry sectors that require the demonstration of Business Studies knowledge, understanding and skills; the purpose of a business context is to provide a focus for teaching and learning throughout the course of study, relevant to the business practices and business functions
business functions	reflect the different activities a business undertakes in order to achieve their mission and objectives; provide a focus for the development and integration of the business practices into modules of work; in this subject, there are four business functions: Working in administration, Working in finance, Working with customers and Working in marketing
business practice	describe the practical and essential concepts, ideas and skills which students need to be able to work effectively in business; integrated into business functions to allow core learning to be delivered in relevant, purposeful and meaningful ways; in this subject, there are four business practices: Business fundamentals, Financial literacy, Business communication and Business technology
C	
clear	easy to understand, fully intelligible, without ambiguity; explicit
communicate	convey information about, clearly reveal or make known
comprehensive	detailed and thorough, including all that is relevant; inclusive of a broad coverage of facts, ideas and information
concepts	in the context of this subject, a concept is a basic or fundamental idea, notion or element
considered	thought about deliberately with a purpose
controlled	exercise direction over
D	
decision	a choice or determination formed following the consideration of alternatives
describe	provide an account of features
detailed	meticulous, specific, precise
discerning	showing good judgement to make thoughtful and astute choices, selected for value or relevance

Term	Explanation
E	
effective	producing a deep or vivid impression; striking
efficient	well-organised and productive with minimal expenditure of effort; proficient and useful
evaluate	examine and judge the merit or significance of something, including processes, descriptions, relationships or data, according to criteria
explain	provide additional information that demonstrates understanding and reasoning; present a meaning with clarity, precision, completeness, and with due regard to the order of statements in the explanation
F	
fragmented	reduced to fragments; disorganised; broken down
I	
inconsistent	not in keeping; not in accordance; incompatible; incongruous; often lacking in structure; lacking in harmony between the different parts or elements; self-contradictory
information	knowledge or data gained from primary and secondary sources
informed	having relevant knowledge; being conversant with the topic
J	
justify	provide sound reasons or evidence to support a statement; soundness requires that the reasoning is logical and, where appropriate, that the premises are likely to be true
L	
language convention	an accepted language practice that has developed over time and is generally used and understood, e.g. the use of specific structural aspects of texts, such as in report writing, where sections for introduction, background, discussion and recommendations is considered a language convention
language features	features or parts of a language system that support meaning, e.g. sentence structure, noun group/phrase, vocabulary, punctuation, figurative language; choices in language features and text structures together define a type of text and shape its meaning; these choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production
logical	rational and valid; internally consistent
M	
module of work	<p>a module of work provides effective teaching strategies and learning experiences that facilitate students' demonstration of the dimensions and objectives as described in the syllabus</p> <p>A module of work:</p> <ul style="list-style-type: none"> • draws from relevant aspects of the underpinning factors • identifies relevant concepts and ideas, and associated subject matter from the core topics • provides an alignment between core subject matter, learning experiences and assessment.

Term	Explanation
multimodal	an assessment mode that uses a combination of at least two modes, delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated to allow both modes to contribute significantly to the multimodal response
O	
obvious	plain and evident; perfectly clear; immediately apparent; predictable
organise	systematically order and arrange
P	
partial	attempted; incomplete
plausible	credible and possible
precise	characterised by definite or exact expression or execution
process	a system of rules or principles for conducting activities
proficient	skilled and adept
R	
recommendation	a proposal for an appropriate course of action
relevant	applicable and pertinent
S	
simple	easy to understand and deal with; involving few elements, components or steps; obvious data or outcomes; may concern a single or basic aspect; limited or no relationships
statement	a sentence or assertion
systematic	methodical, organised and logical
T	
term	a word, name or expression used in a specialised field of knowledge
thorough	attentive to detail; carried out completely and carefully
U	
unit	a unit is 55 hours of timetabled school time, including assessment. A course of study will usually be completed over four units (220 hours).
V	
valid	applicable, legitimate and defensible
well-reasoned	logical and sound, well-grounded, considered and thought out

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