

Business Studies 2019 v1.0

Sample assessment instrument

November 2018

Extended response — Report

Information for teachers

This sample has been compiled by the QCAA to help and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

Purpose of the extended response

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.

Further information about the specifications for this assessment technique can be found in the Assessment techniques section of the Business Studies syllabus.

Assessment dimensions

This assessment instrument is used to determine student achievement in the following dimensions:

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

Not every objective from each dimension needs to be assessed.

Subject	Business Studies
Technique	Extended response — Report
Unit number and module number and name	Unit: 3 Module: 5. Work and life balance

Conditions	Units 3–4
Written	600–1000 words
Further information	
Duration (including class time)	4 weeks
Individual/group	Individual
Resources available	Access to internet and computers. A range of stimulus materials about work-life balance provided by the teacher.
Context	
An area of concern for employers and employees is the balance between work and life, ensuring that quality of life and work responsibilities are fairly weighted.	
Task	
Using the provided stimulus materials, prepare a report for the owners of a small business. Analyse and discuss the importance of ensuring that workers have a balance between work and life, and identify the rights and responsibilities of employees and employers. Recommend and justify two options the owners could implement in the business environment to encourage an appropriate work-life balance.	
To complete this task:	
<ul style="list-style-type: none"> • describe and explain concepts and ideas related to the changing nature of business and emerging employment options and roles • analyse the ideas that are represented in the stimulus materials • apply knowledge and understanding of work-life balance in a small business to determine a range of options for encouraging it • justify the two options you have decided to present to the owners • use language conventions and features to communicate your ideas and information. 	
Checkpoints	
<input type="checkbox"/> Term [X] Week [X]/[Date]: Consult with teacher to discuss approach to the task	
<input type="checkbox"/> Term [X] Week [X]/[X]: Submit draft report	
<input type="checkbox"/> [Due date]: Submit final report	

Authentication strategies

Your teacher will use ways to check that the work you are assessed on is your own work.

- Take part in interviews or consultations with your teacher as you develop your response.
- Submit a draft and respond to teacher feedback.
- Check you have not plagiarised any material, e.g. by using plagiarism-detection software or other school processes.
- Acknowledge all sources used.
- Submit the declaration of authenticity.

Stimulus

A range of stimulus materials (e.g. case studies, magazine articles, news articles) related to work-life balance will be provided by the teacher.

Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	<p>The student work has the following characteristics:</p> <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 	<p>The student work has the following characteristics:</p> <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 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> description of concepts and ideas related to business functions explanation of concepts and ideas related to business functions 	<p>The student work has the following characteristics:</p> <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 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> partial description of business concepts and ideas partial explanation of concepts and/or ideas
	Analysing and applying	<p>The student work has the following characteristics:</p> <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. 	<p>The student work has the following characteristics:</p> <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. 	<p>The student work has the following characteristics:</p> <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. 	<p>The student work has the following characteristics:</p> <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.

	Standard A	Standard B	Standard C	Standard D	Standard E
Planning and evaluating	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> discerning decisions with well-reasoned justification for business solutions and outcomes 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> informed decisions with valid justification for business solutions and outcomes 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> decisions with justification for business solutions and outcomes 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> decisions for business solutions and outcomes 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> statement of opinion about solutions or outcomes