

Business 2019 v1.1

Unit 2 sample assessment instrument

August 2018

Investigation — business report

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

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

Assessment objectives

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

1. describe business environments and situations relating to business start-up in the business life cycle
2. explain business concepts, strategies and processes relating to business start-up
3. select data and information relating to establishment of a business to analyse the implications of establishing a business using a break-even analysis
4. interpret relationships, patterns and trends to draw conclusions about the implications of establishing a business
5. evaluate growth strategies to make decisions and propose recommendations
6. create a business report that communicates business start-up strategies to suit purpose and audience.

Subject	Business
Technique	Investigation — business report
Unit	2: Business growth
Topic	1: Establishment of a business

Conditions			
Duration	4 weeks, including 8 hours class time		
Mode	Written	Length	1500–2000 words
Individual/group	Individual	Other	—
Resources available	<ul style="list-style-type: none"> • Technology will be made available to produce responses. 		
Context			
<p>When starting a business venture, careful consideration of financial goals and strategies is necessary to achieve success. Many businesses do not select appropriate financial strategies and, consequently, experience failure in the first few years of trading.</p>			
Task			
<p>Choose a business idea that is of interest to you. Investigate the pathway options and financing strategies associated with starting up this business.</p> <p>Create a business report that communicates the appropriate pathway and financing strategies that could be implemented by a potential owner of this business.</p>			
To complete this task, you must:			
<ul style="list-style-type: none"> • describe the business environment and situation <ul style="list-style-type: none"> – the internal and operating environmental factors that influence financing – the macro environmental factors, e.g. economic and political forces, that influence financing • explain, in the context of starting up the business <ul style="list-style-type: none"> – the challenges – the pathway options, including opening a new business, buying an existing business and entering into a franchise agreement – the short- and long-term financing options – the role of budgeting in strategic planning to achieve financial goals – the financial objectives for the business, including profitability, liquidity and solvency • select data and information relating to budgeting and financing from primary and secondary sources and apply an analytical tool • interpret the relationships, patterns and trends in the analysis to draw conclusions about the implications for the business start-up • evaluate the pathway options for starting up the business to make decisions and recommendations, using the criteria of efficiency and stakeholder satisfaction • cite sources using in-text referencing in the body of the response • provide a reference list of primary and secondary sources • sequence and organise ideas • use language conventions to communicate business start-up strategies. 			

Stimulus
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Checkpoints
<input type="checkbox"/> Week 1: Progress check — locating and gathering data, information and sources
<input type="checkbox"/> Week 2: Progress check — analysing and evaluating
<input type="checkbox"/> Week 3: Draft — written report
<input type="checkbox"/> Week 4: Submit final copy
Feedback
Authentication strategies
<ul style="list-style-type: none"> • The teacher will provide class time for task completion. • The teacher will collect copies of the student response and monitor at key junctures. • The teacher will collect and annotate drafts. • Students must submit a declaration of authenticity. • The teacher will ensure class cross-marking occurs.
Scaffolding
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