Business General Senior Syllabus 2019 v1.1

Subject report 2020

February 2021

Queensland Government
Queensland Curriculum & Assessment Authority

For all Queensland schools

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Queensland Curriculum & Assessment Authority
PO Box 307 Spring Hill QLD 4004 Australia
154 Melbourne Street, South Brisbane

Phone: (07) 3864 0299
Email: office@qcaa.qld.edu.au
Website: www.qcaa.qld.edu.au

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Introduction

The first summative year for the new Queensland Certificate of Education (QCE) system was unexpectedly challenging. The demands of delivering new assessment requirements and processes were amplified by disruptions to senior schooling arising from the COVID-19 pandemic. This meant the new system was forced to adapt before it had been introduced — the number of summative internal assessments was reduced from three to two in all General subjects. Schools and the QCAA worked together to implement the new assessment processes and the 2020 Year 12 cohort received accurate and reliable subject results.

Queensland's innovative new senior assessment system combines the flexibility and authenticity of school-based assessment, developed and marked by classroom teachers, with the rigour and consistency of external assessment set and marked by QCAA-trained assessment writers and markers. The system does not privilege one form of assessment over another, and both teachers and QCAA assessors share the role of making high-stakes judgments about the achievement of students. Our commitment to rigorous external quality assurance guarantees the reliability of both internal and external assessment outcomes.

Using evidence of student learning to make judgments on student achievement is just one purpose of assessment. In a sophisticated assessment system, it is also used by teachers to inform pedagogy and by students to monitor and reflect on their progress.

This post-cycle report on the summative assessment program is not simply being produced as a matter of record. It is intended that it will play an active role in future assessment cycles by providing observations and findings in a way that is meaningful and helpful to support the teaching and learning process, provide future students with guidance to support their preparations for summative assessment, and promote transparency and accountability in the broader education community. Reflection and research are necessary for the new system to achieve stability and to continue to evolve. The annual subject report is a key medium for making it accessible to schools and others.

Background

Purpose

The annual subject report is an analysis of the previous year's full summative assessment cycle. This includes endorsement of summative internal assessment instruments, confirmation of internal assessment marks and external assessment.

The report provides an overview of the key outcomes of one full teaching, learning and assessment cycle for each subject, including:

- information about the application of the syllabus objectives through the design and marking of internal and external assessments
- information about the patterns of student achievement in each subject for the assessment cycle.

It also provides advice to schools to promote continuous improvement, including:

- identification of effective practices in the design and marking of valid, accessible and reliable assessments
- identification of areas for improvement and recommendations to enhance the design and marking of valid, accessible and reliable assessment instruments
- provision of tangible examples of best practice where relevant, possible and appropriate.

Audience and use

This report should be read by school leaders, subject leaders and teachers to inform teaching and learning and assessment preparation. The report is to be used by schools and teachers to assist in assessment design practice, in making assessment decisions and in preparing students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for General subjects (including alternative sequences and Senior External Examination subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from the processes of endorsement, confirmation and external assessment, and advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.

Subject data summary

Subject enrolments

- Number of schools offering the subject: 273.

Completion of units	Unit 1	Unit 2	Units 3 and 4*
Number of students completed	4368	4631	4712

*Units 3 and 4 figure includes students who were not rated.

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory	Not rated
Unit 1	4058	293	17
Unit 2	4262	358	11

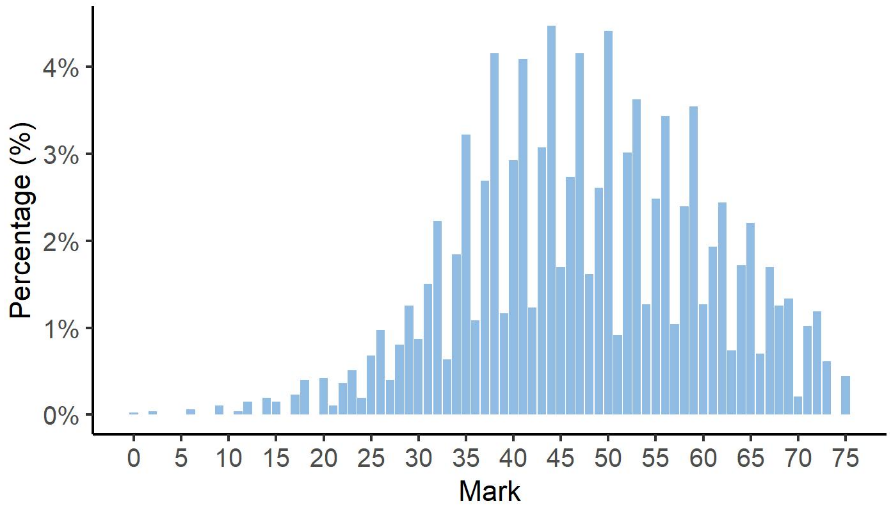
Units 3 and 4 internal assessment results

2020 COVID-19 adjustments

To support Queensland schools, teachers and students to manage learning and assessment during the evolving COVID-19 pandemic in 2020, the QCAA Board approved the removal of one internal assessment for students completing Units 3 and 4 in General and Applied subjects.

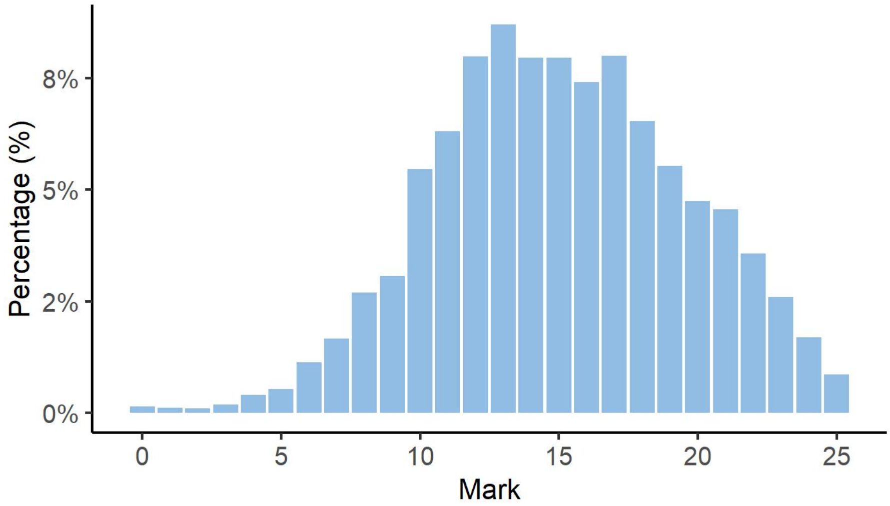
In General subjects, students completed two internal assessments and an external assessment. Schools made decisions based on QCAA advice and their school context. Therefore, across the state some instruments were completed by most schools, some completed by fewer schools and others completed by few or no schools. In the case of the latter, the data and information for these instruments has not been included.

Total results for internal assessment



IA1 results

IA1 total



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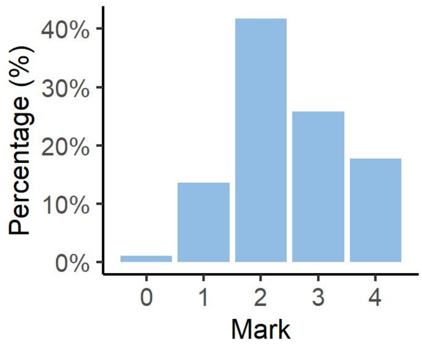
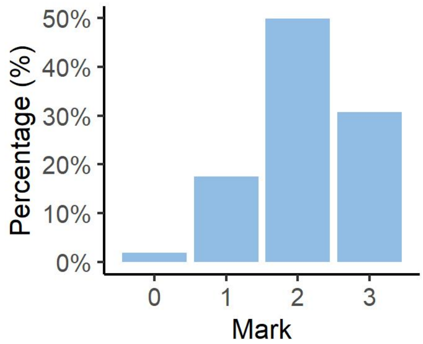
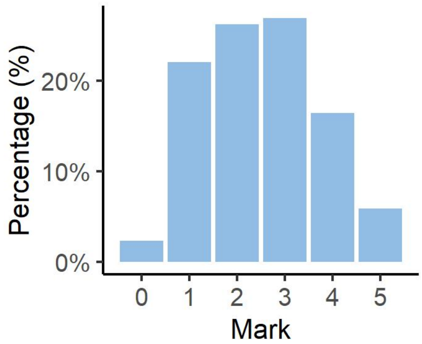


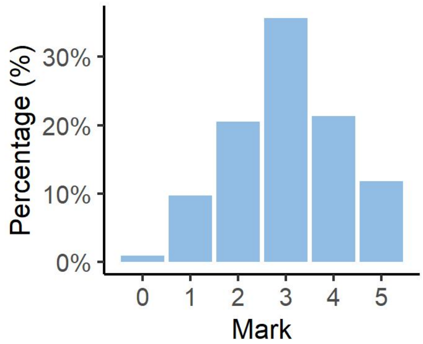
IA1 Criterion 2



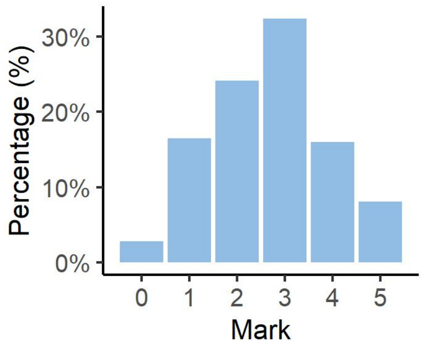
IA1 Criterion 3



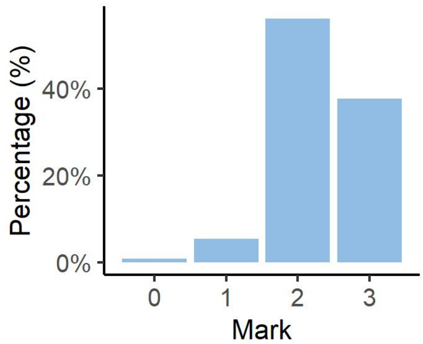
IA1 Criterion 4



IA1 Criterion 5

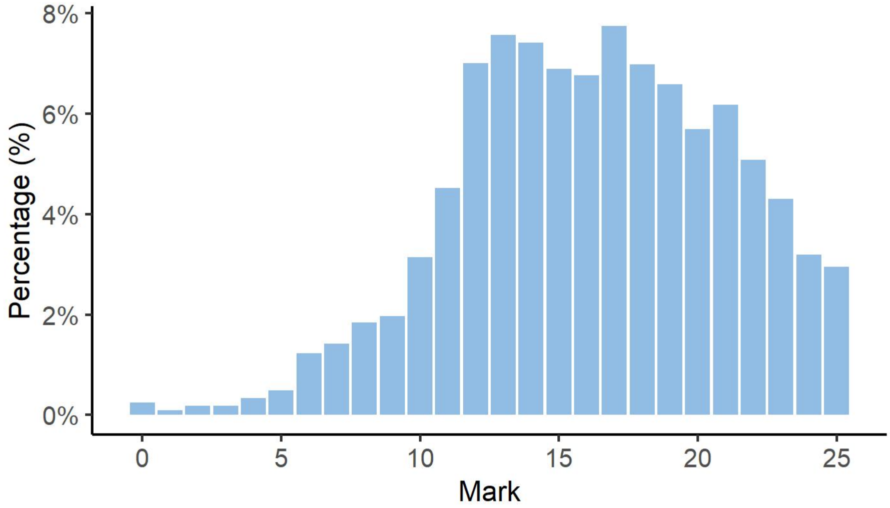


IA1 Criterion 6

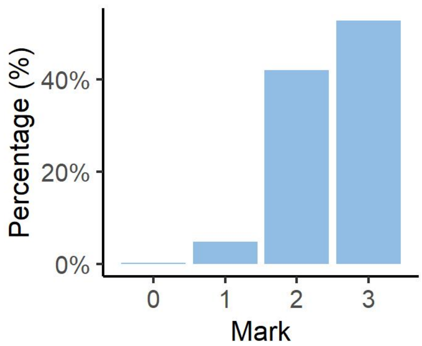


IA2 results

IA2 total



IA2 Criterion 1



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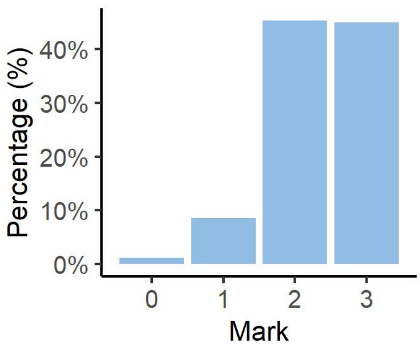

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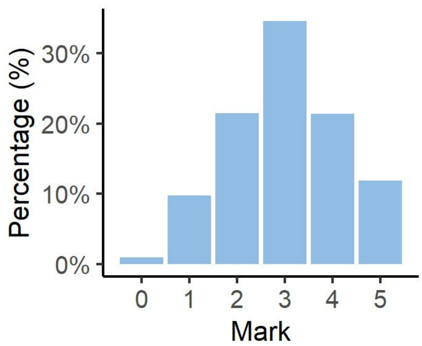

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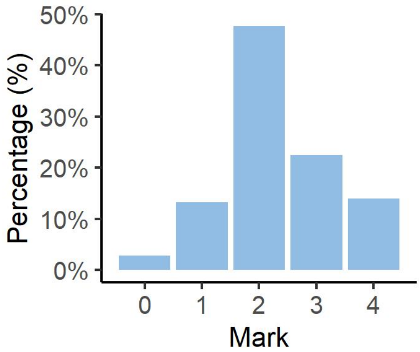

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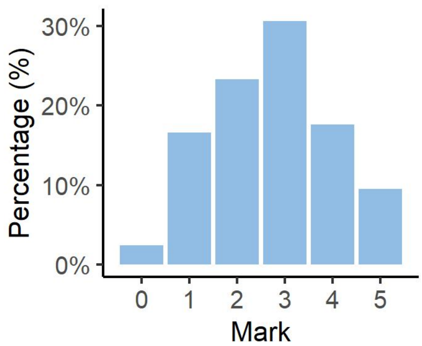

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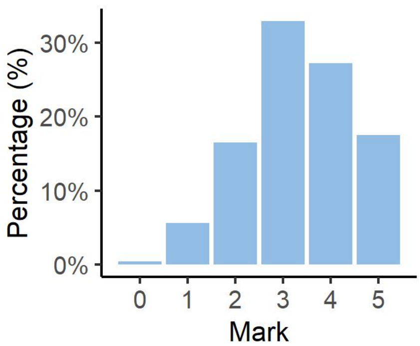
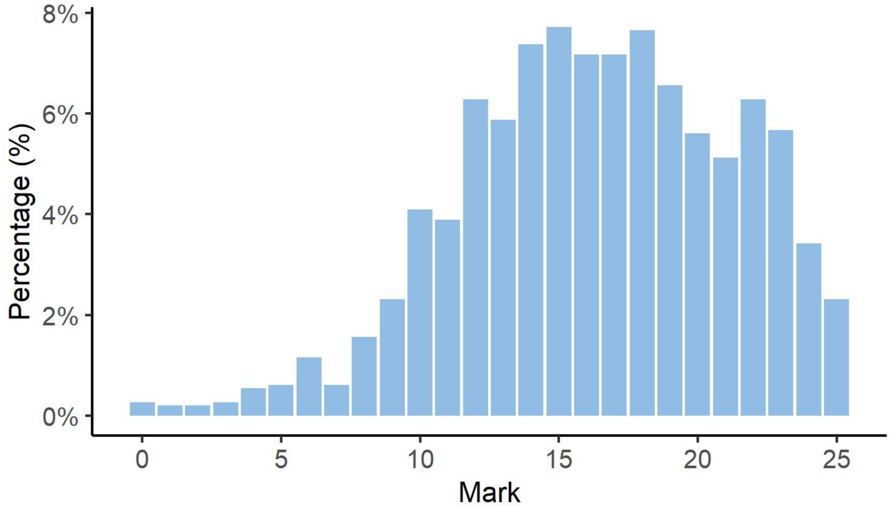
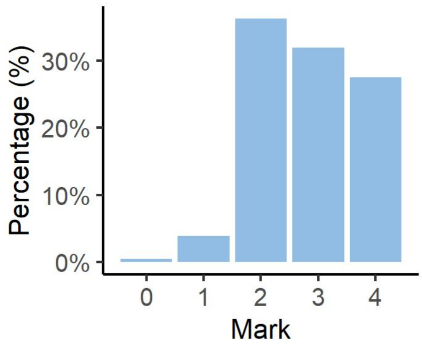


IA3 results

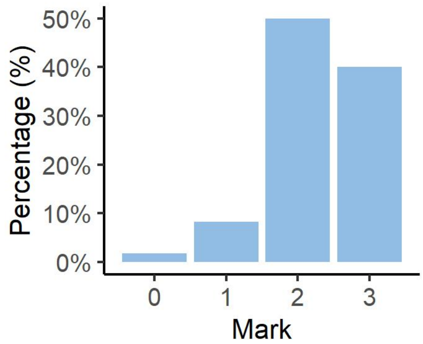
IA3 total



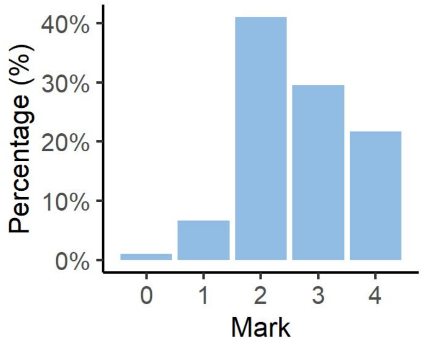
IA3 Criterion 1



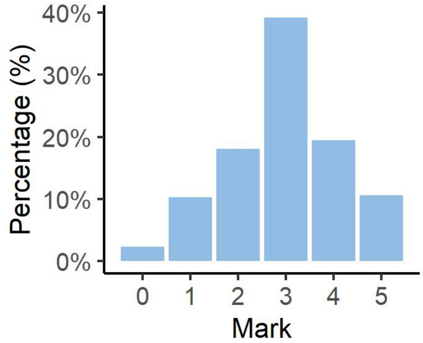
IA3 Criterion 2



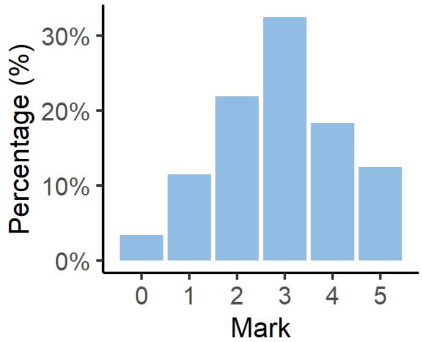
IA3 Criterion 3



IA3 Criterion 4



IA3 Criterion 5



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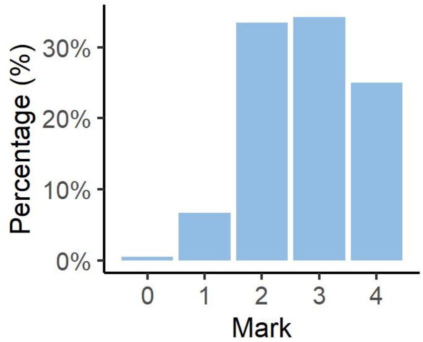
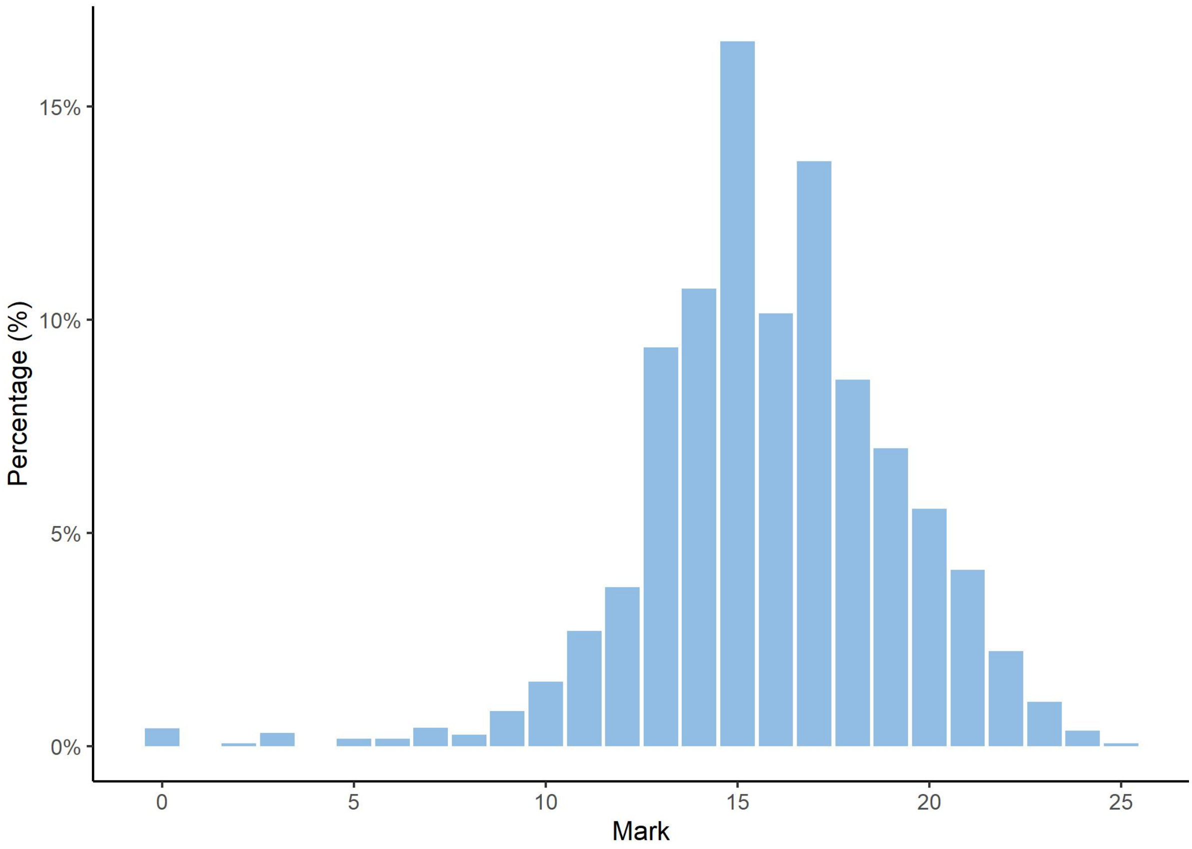


External assessment results



Final standards allocation

The number of students awarded each standard across the state are as follows.

Standard	A	B	C	D	E
Number of students	733	1700	1909	280	13

Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–80	79–63	62–43	42–19	18–0

Internal assessment

The following information and advice pertain to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment and each priority can be further broken down into assessment practices. Data presented in the assessment design sections identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessments. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both subject matter and to the assessment objective. Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Total number of items endorsed in Application 1

Number of items submitted each event	IA1	IA2	IA3
Total number of instruments	275	275	275
Percentage endorsed in Application 1	40	73	77

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. Teachers make judgments about the evidence in students' responses using the instrument-specific marking guide (ISMG) to indicate the alignment of students' work with performance-level descriptors and determine a mark for each criterion. These are provisional criterion marks. The QCAA makes the final decision about student results through the confirmation processes. Data presented in the assessment decisions section identifies the level of agreement between provisional and final results.

Number of samples reviewed at initial, supplementary and extraordinary review

IA	Number of schools	Number of samples requested	Supplementary samples requested	Extraordinary review	School review	Percentage agreement with provisional
1	273	1437	253	133	28	98.55
2	166	994	73	0	21	99.18
3	107	574	34	0	0	99.72

Internal assessment 1 (IA1)

Examination — combination response (25%)

The combination response examination assesses all cognitions through multiple items under supervised conditions. Items include short-response (explaining), interpretive items (describing, evaluating) and extended-response (analysing, synthesising and communicating) with students responding to unseen stimulus for the interpretive items and the extended response item (Syllabus section 4.5.1).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	92
Authentication	0
Authenticity	27
Item construction	41
Scope and scale	59

*Total number of submissions: 275. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- short response (explaining) questions of sufficient complexity to allow students to demonstrate their understanding of the subject matter, e.g. to explain the relationship or interrelationships present
- appropriate stimulus contexts for Part B and Part C, i.e. a business in the maturity stage of the business life cycle, operating in a competitive market. The stimulus included data and information of varying levels of significance and relevance
- items designed to adhere to the specifications, e.g. Part B Question 2 requires evaluation of a current or proposed strategy using *at least two criteria*; Part C requires use of *one* analytical tool.

Practices to strengthen

It is recommended that assessment instruments:

- only draw subject matter from Unit 3 Topic 1, e.g. Part A ‘explain’ will pertain to the business functions of financing and human resources
- present stimulus material that provides sufficient data and information to allow opportunities for students to demonstrate their understandings at all performance levels

- include stimulus items of appropriate scope and scale, e.g. questions allow students to produce a response of sufficient depth within the syllabus conditions for the technique
- adhere to syllabus specifications, e.g.
  - Part C stimulus includes data and information relating to human resources and competitive markets for an authentic business in the maturity stage
  - stimulus for Part B and Part C are not the same business and must each have a maximum length equivalent to two single-sided A4 pages.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	31
Language	19
Layout	31
Bias avoidance	54

*Total number of submissions: 275. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear layout of stimulus material (e.g. text, graphs, tables and diagrams) to ensure readability of data and information
- clear instructions that aligned to the specifications and assessment objectives, e.g. Part B Question 1 instructed students to describe the business environment or situation.

Practices to strengthen

It is recommended that assessment instruments:

- provide clearly identified and labelled stimulus material (e.g. Stimulus 1) for ease of reference.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Explaining	99.69	0.23	0.08
2	Describing	98.84	0.89	0.27
3	Evaluating	96.64	3.36	0
4	Analysing	98.55	1.39	0.06

5	Synthesising	98.65	1.27	0.08
6	Communicating	98.94	0.77	0.29

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- evidence in student work was clearly aligned to qualifiers in the performance-level descriptors as defined in the syllabus glossary, e.g. in Describing, the upper-performance level evidence in student responses matched with an *accurate* recall of *significant* and *relevant* business facts and characteristics
- for Analysing, responses matched to the upper- and mid-performance levels explicitly referenced the stimulus when selecting and using data and information
- for Evaluating, the qualifier *perceptive* was matched to responses where judgments were made using business criteria effectively
- for Communicating, responses matched to the upper-performance level descriptor demonstrated *concise* and *logical* sequencing and organisation of ideas in a business report (extract).

Samples of effective practices

The following excerpts from responses illustrate the characteristics for the criteria at the performance level indicated. These samples may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the responses.

Describing (3 marks) This response demonstrates: • accurate recall of significant and relevant business facts and characteristics • comprehensive descriptions of a business environment or situation relating to competitive markets • purposeful use of business terminology.	The external macro environmental factors of which influenced Smiggle's decision to expand includes Asian socio-cultural trends and the economic ~~stats~~ state of other markets. Yes Asian markets provide exposure to a population with a high portion of young children, of which is Smiggle's target demographic, with an additional emphasis on education and learning (Source 3). This expansion was also influenced by the 'Brexit chaos' of which has resulted in Smiggle's slowest growth in a decade (source 4). Bey expanding to sustained markets, such as Asia and the Middle East, Smiggle can offset the current, struggling British market. very good!

Evaluating (4–5 marks) This response demonstrates the effective use of criteria to make perceptive judgments for a business or competitive strategy.	Smiggle's strategy to enter an overseas through global concession outlets (third party stores) is suitable in ensuring the businesses continued efficiency and competitiveness. This strategy was implemented in the businesses British market of which is now the fourth largest sales outlet in Britain (source 5). This model was capital efficient, as it was only one-tenth of the cost of a company owned store, (source 5), therefore, ensuring the business remains cost efficient, a key goal when in the maturity phase of the business lifecycle. Through cutting costs, the business is able to remain competitive against dominating office stores that are paying high rental fees to accommodate for such a wide variety of products (source 6). To has proven succesful as it

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- teachers are familiar with the glossary definitions for qualifiers — these assist when matching evidence in student responses to performance-level descriptors
- when making judgments for Explaining, teachers use evidence in student responses across both questions in Part A (short response items) to match to performance-level descriptors
- for Synthesis, responses at the upper-performance level demonstrate *insightful* recognition of *relevant* relationships, patterns and trends in the analysis.

Internal assessment 2 (IA2)

Investigation — business report (25%)

The focus of IA2 is on using the inquiry approach to research a specific problem through collection, analysis and synthesis of primary and secondary data and information. The investigation is of a specific problem relating to Unit 3 Topic 2: Strategic development for a business in the maturity stage of the business life cycle. It requires students to use investigative practices to assess a range of cognitions in a particular context (Syllabus section 4.5.1).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	55
Authentication	12
Authenticity	10
Item construction	37
Scope and scale	14

*Total number of submissions: 275. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- meaningful, contemporary contexts that challenged and engaged students in a specific problem relevant to a business in the maturity stage of the business life cycle, e.g. context focused on the role of research and development for operational strategies or integrated communications as a marketing strategy
- strategies to manage scope and scale, e.g. defining the specific problem to be investigated and specifying the criteria to use when evaluating using two criteria.

Practices to strengthen

It is recommended that assessment instruments:

- align with the subject matter from Unit 3 Topic 2. This assessment covers the business functions of marketing and operations
- instruct students to focus on a specific problem faced by a business in the maturity stage of the business life cycle in order to meet syllabus specifications and manage the scope and scale of the task
- include specific strategies for marketing and operational problems to ensure the task can be completed within the assessment conditions of 1500–2000 words

- state that research will include data and information from both primary and secondary sources in order to align with syllabus specifications and provide opportunities for students to demonstrate selection of data and information when analysing
- allow for unique responses, e.g. business report headings should not be provided
- do not include stimulus items as this does not align with specifications for this instrument.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	31
Language	6
Layout	1
Bias avoidance	1

*Total number of submissions: 275. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- a clear and succinct description of the task requirements.

Practices to strengthen

It is recommended that assessment instruments:

- provide clear instructions using cues that align to the specifications, objectives and ISMG, e.g. avoid combining multiple points, duplication of instructions or extraneous task information.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Describing	99.78	0.22	0
2	Explaining	99.69	0.25	0.06
3	Analysing	98.58	1.39	0.03
4	Synthesising	99.08	0.92	0
5	Evaluating	99.05	0.89	0.06
6	Communicating	98.89	0.74	0.37

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- in Explaining, evidence in student work aligned to descriptors, e.g. integrated marketing communication strategies were identified and explained using business terminology
- for Analysing, the qualifier *discerning* in the upper-performance level was considered when making a judgment about the selection of data and information from primary and secondary sources for strategic development. At the mid-performance level, selection was *familiar*. The syllabus glossary provides definitions for *discerning* and *familiar*
- for Evaluating, both marketing and operational strategies for strategic development were evaluated using business criteria to make decisions and propose recommendations
- the ‘best-fit’ approach was used if a student’s response matched descriptors in more than one performance level.

Samples of effective practices

The following excerpts from responses illustrate the characteristics for the criteria at the performance level indicated. These samples may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the responses.

<table>
<tr>
<td>Explaining (3 marks)
This response demonstrates a comprehensive explanation of the business’s marketing and operational strategies relating to its current strategic development.</td>
<td>Marketing & Operational Strategies

The marketing strategies implemented by a business can aid in their strategic development and branding by sending clear and concise messages about their product to the consumers. In order to maintain competitive in the monopolistic environment, Baskin Robbins has positioned themselves as a premium ice-cream business through their marketing mix. As they have a unique selling proposition that is recognisable by consumers, with 64% respondents from a survey conducted being familiar with their 31 flavours, it is clear that they do not have to compete on price (See Appendix 1). Therefore, the business has utilised a premium or prestige pricing strategy. Additionally, the promotional material offered by the business, including competitions or their loyalty program offer customers incentives to choose Baskin Robbins over competitors in the hostile environment (Baskin Robbins, 2020). Whilst Baskin Robbins offers a range of traditional ice-cream flavours, they are not necessarily meeting the health demands set by consumers as they only have 1 reduced sugar flavour as well as 3 sorbets, and it is unclear whether these are vegan (Baskin Robbins, 2020).

In order to maximise customer satisfaction with the products offered, businesses must implement operations strategies. When competing in a hostile competitive environment, it is important that Baskin Robbins ensures that the quality of their products matches that of their competitors, Cold Rock and Gelatissimo. Baskin Robbins plans to provide quality service to customers the whole time they are in the store, as well as quality of the product itself, in terms of taste (Herbison, 2015). By providing all franchisees with substantial employee training, Baskin Robbins is ensuring that every single interaction with customers is of a high standard which either matches or supersedes the customer service offered by competitors (Harvard Business Review, 2020). Additionally, Baskin Robbins conducts constant Research & Development (R&D) to update their menu. Before the introduction of any new flavour, the business ensures that it is of the same quality standards that currently satisfy consumers, therefore meeting quality of design (Harvard Business Review, 2020). Baskin Robbins is also achieving quality of conformance as they manufacture the ice-cream themselves rather than outsourcing, meaning they can have higher standards that their products must fulfil, which they can easily monitor (Baskin Robbins, 2020).</td>
</tr>
</table>

Analysing (4–5 marks) This response demonstrates the discerning use of analytical tools to select data and information to support the analysis.	## Analysis of Branding and Total Quality Management Strategies ### S.W.O.T Analysis *Table 1 - SWOT Analysis* <table><tr><th>Strengths</th><th>Weaknesses</th></tr><tr><td>- Woolworths' large range of affordable private-label goods (Simpson, 2020) ensures consumer demand is met and builds brand reputation. - Majority of products from all sectors are sourced from Australian suppliers (Woolworths Supermarkets, 2020) which can be used as a competitive advantage in support of Australian farming. - 'The Odd Bunch' range reduces waste of odd-looking produce. 48% of people surveyed stated they have purchased produce from this range (Simpson, 2020). The business has also removed over 530 tonnes of plastic in 12 months (Woolworths Supermarkets, 2020), improving the environment.</td><td>- Increasing demand of private-label products means Woolworths' brand occupies more shelf space (Simpson, 2020) and the company will eventually lose suppliers and hence potential revenue. - A large amount of Woolworths' Seafood products are sourced internationally from nations such as Vietnam and Thailand to which compromises demand for Australian Seafood and customer satisfaction (Woolworths Group, 2020). - Woolworths has minimal policy on international ethical sourcing meaning consumers are unaware of the quality of certain Woolworths products.</td></tr><tr><th>Opportunities</th><th>Threats</th></tr><tr><td>- 'WooliesX - consumers scan shopping items and reduce time paying in store - growth potential/provide customers with new, convenient and unique shopping technology as Woolworths' digital traffic increased by over 50% in 2019 (Woolworths Group Limited , 2019) - Woolworths' focus on operational improvement (not price) will differentiate Woolworths/growth opportunity through unique consumer experiences.</td><td>- Businesses within the industry seem to be following Woolworths' waste management and store layout potentially making it difficult for Woolworths to differentiate and achieve long term improvement. - Competitive prices will drive Woolworths' prices down and pose a threat to the profit received by Woolworths' suppliers, restricting product range if suppliers were lost. 48% of people surveyed stated that in terms of price, they prefer to shop at ALDI or Costco (Simpson, 2020) .</td></tr></table> Good ### USP Analysis *Table 2 - USP Analysis*

Evaluating (4–5 marks)
This response demonstrates proficient use of criteria to make perceptive judgments for marketing and operational strategies relating to strategic development.

a great range of information found here.

EVALUATION
COMPETITIVENESS

Marketing

The criteria of competitiveness investigates "to what extent has the business offered products that exceed market standards" (Nelson, Business QCE Unit 4). The current marketing strategy uses emerging technologies while an alternative is relationship marketing. Relationship marketing uses loyalty and rewards programs to satisfy stakeholders while upholding the culture and fostering brand loyalty . Current trends portrayed in Figure 3 demonstrates that Kmart's emerging technology strategy has grown their presence online while Table 1 exemplifies Kmart's social media dominance over competitors. While relationship marketing provides positive customer interaction, this communication is also available through emerging technologies. This emerging technologies strategy is not just beneficial for consumers, but increases cohesion and communication within employees through the use of their app in Figure 1.

Operations

The current operations strategy is product information management (PIM) while an alternative to this is computer aided design (CAD). CAD promotes the production of products through robotic and technological machines. This efficiently uses technology and eliminates the threat of ethical issues such as those in Bangladesh by limiting the need for manpower. However, this can be extremely costly and would take a long time to implement. The PIM strategy is beneficial for the Kmart as a mature business in order to stay at the top of the market due to the growth in E-commerce. With a 20.7% growth in E-Commerce and a previous lack of detailed product information online in previous years, the current PIM strategy fulfils Kmart's goal to understand "technological trends and innovation" (Teague, 2019). While the CAD strategy also

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satisfies Kmart's goal, their recent decrease in profits in Figure 2 make it difficult to implement successfully.

STAKEHOLDER SATISFACTION

Marketing

The criteria of stakeholder satisfaction investigates 'to what degree has the business considered and managed stakeholder expectations in achieving goals (Nelson, Business QCE Unit 4). The current marketing strategy uses emerging technologies and efficiently employs social media influencers in a mutually beneficial relationship. Alternatively, relationship marketing uses customer feedback and communication between employee and consumer to promote the brand online. Emerging technologies also allows this engagement however extends upon this by incorporating a more direct influence to an online following through social media posts and communication.

Operations

When considering the satisfaction of stakeholder's, the current PIM strategy epitomises Teague's Kmart goal. Since the recent fall in profit was blamed on the lack of product information online, the PIM strategy would satisfy owner's, Wesfarmers. While the CAD strategy would eliminate the threat of ethical issues abroad, it would also limit job availability for employees. Finally, the PIM strategy's partnership with Informatica is mutually beneficial whereby owners can trust that the information being supplied online is valid and professional.

something that - -

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- teachers note that collection of data and information for strategic development to analyse the business situation is required from both primary and secondary sources at the upper-performance level in the criterion Analysing
- schools refer to the *QCE and QCIA policy and procedures handbook* for guidance on managing response length, e.g.
  - information in tables and diagrams is included in the word count
  - appendix items not included in the word count should contain only supplementary material that will not be directly used as evidence when marking a response.

Internal assessment 3 (IA3)

Extended response — feasibility report (25%)

The IA3 extended response focuses on the analysis, interpretation and evaluation of ideas and information. It is an open-ended task responding to stimulus material relating to Unit 4 Topic 1: Repositioning a business. Students create a written response in the form of a feasibility report to examine a business situation in the post-maturity stage of the business life cycle.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	41
Authentication	0
Authenticity	18
Item construction	6
Scope and scale	6

*Total number of submissions: 275. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- a suitable choice of a case study business in the post-maturity stage of the business life cycle. The contexts were appropriately challenging for the stage in the two-year course of study
- an explicit statement of the number of strategies to use when evaluating as per the syllabus specifications, e.g. 'evaluate at least two, and no more than three' repositioning strategies (Syllabus section 5.5.1)
- stimulus material that included a range of data and information, e.g. news articles, press releases and magazine articles (or extracts of), statistical data, graphs, images and infographics.

Practices to strengthen

It is recommended that assessment instruments:

- align with assessment objectives and assessment specifications, e.g. specifying analytical tools (i.e. more than one) (Syllabus section 5.5.1)
- include stimulus material that relates to one case study business and its competitors, not a collective group of business owners or an industry. The stimulus should range from four to eight A4 pages as per the stimulus specifications
- provide students with the opportunity to produce their own report structure as this is assessed in the Communicating criterion. Scaffolding should not outline a structure

- instruct students to address all assessment objectives and specifications, with relevant contextualisation, and include a reference list and in-text referencing as per the syllabus specifications.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	2
Language	4
Layout	0
Bias avoidance	0

*Total number of submissions: 275. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear instructions that were not duplicated under ‘task’ and ‘scaffolding’ sections
- suitable stimulus materials with language that was audience-appropriate
- stimulus materials that were sequenced appropriately for clarity of information, e.g. business profile provided as the opening stimulus.

Practices to strengthen

It is recommended that assessment instruments:

- clearly specify that if students conduct further research a reference list must be included.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Describing	99.86	0.07	0.07
2	Explaining	99.73	0.07	0.21
3	Analysing	99.79	0.14	0.07
4	Synthesising	99.52	0.41	0.07
5	Evaluating	99.59	0.41	0
6	Communicating	99.79	0.07	0.14

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- for Evaluating, the difference between *perceptive* and *appropriate* judgments for repositioning strategies was recognised at the upper- and mid-performance levels. At the upper-performance level, the judgment showed insight with the ability to be understood and discerning
- for Analysing, the qualifier *discerning* in the upper-performance level was considered when making a judgment about the selection and use of data and information for repositioning a business. At the mid-performance level, selection was *obvious*.

Samples of effective practices

The following excerpts from responses illustrate the characteristics for the criteria at the performance level indicated. These samples may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the responses.

Synthesising (4–5 marks) This response demonstrates the insightful recognition of significant and relevant relationships, patterns and trends.	4.3 Synthesis on implications of repositioning Big W When observing both analytical tools, majority of the key findings further indicate Big W's need to reposition. One of the major reasons for Big W to dissolve 30 stores was to boost revenue and availability of stock (source 8). To prevent their products becoming substitutable, Big W is using this strategy to rationalise more products for customers and increase concentration on remaining profitable stores. However, if Big W cannot enter the steady state and continues to decline, the business will be overridden by other retail businesses who will use it as an opportunity. For instance, despite having a strong well-known reputation, Big W has major competitors such as Kmart and Target. A conflict occurred between these businesses as the products were too similar, making it difficult for customers to differentiate between the stores. Due to this, customers tend to choose one store over the other which resulted in Kmart delivering exceptional sales and earnings growth (source 4) while Big W's product mix and store atmosphere have not kept up with customer demands (source 2). This implication makes it challenging for Big W to reposition as the business has constantly been in decline. Additionally, as majority of customers are shifting to online shopping, this was a major opportunity for Big W to grow their sales. In 2018, online department stores and variety stores experienced a 29.6% growth (source 9), therefore, Big W began investing heavily in their online store, which has seen considerable success (source 2). However, to retain customers and secure their competitiveness, Big W may need to invest in proved services and brand values to prevent more store closures (source 9).

Evaluating (4–5 marks) This response demonstrates proficient use of criteria to make perceptive judgments for repositioning strategies.	Evaluation Repositioning Strategy One Napoleon should reposition their operations by completely renovating stores to become digitally enhanced with new technological developments including digital displays, augmented reality mirrors and skin diagnostic tools. Competiveness The operations repositioning strategy of digitally enhanced stores would be competitive against Mecca's rollout of connected stores including digital and interactives displays and selfie studios to foster connection with customers. Napoleons technological advancements would meet the standards of technology Mecca is offering through digital displays whilst exceeding market standards by implementing augmented reality mirrors and skin diagnostic tools which Mecca fails to offer customers. These implementation will attract consumers seeking bespoke solutions into Napoleon stores and allow Napoleon to be highly competitive in the market. Stakeholder Satisfaction The operations repositioning strategy of digitally enhanced stores allows Napoleon to meet the demand of the customers seeking bespoke solutions for their products to match their skin and hair colours. Customers demand for visiting in-store retailers to experience products and service that are unable to be access online would also be met through the offerings of skin diagnostic tools and augmented reality mirrors. Stakeholders would be satisfied with the quality experiences and service that are being indicating that new technological developments would be able to meet and exceed expectations of stakeholders. Repositioning Strategy Two Napoleon should implement market repositioning by offering a new 100% ethical range of cosmetics into the market. Competiveness The marketing repositioning strategy of creating an ethical and sustainable cosmetics line would allow Napoléon to compete with Mecca and their 100% vegan and cruelty free MECCA MAX line. Mecca is following the current green trend and eco-beauty in the market and wants to expand into ethical products that promote biodiversity principle. Napoleon would meet the demands of the market and gain a competitive edge by meeting the standards or products Mecca is already selling whilst exceeding their standards by offering ethical and sustainable products unavailable at Mecca. Stakeholder Satisfaction The market repositioning strategy of the cosmetics line would satisfy the stakeholder's demands for sustainability, traceability and transparency. Consumers are also showing preference for natural and organic products made from sustainable sources. Napoleon would meet these demands by creating a sustainable line of products that consumers would be willing to pay premium prices for.

Evaluating (4–5 marks)
This response demonstrates proficient use of criteria to make perceptive judgments for repositioning strategies.

5.0 Repositioning Strategies and Evaluation

To exit their state of decline and improve their brand attractiveness to a wider range of consumers, there are two repositioning strategies Canon can adopt.

1. Employing a market repositioning strategy of <u>introducing an app to the smartphone store</u> would foster an alliance between Canon and their competitor. With success seen in the *Instax mini LiPlay* by Fujifilm and popularity in film photography, the business can introduce an app which imitates this style (source 11). This also contains an aspect of rebranding to be more consumer friendly and harnessing emerging technologies in the operations division as photography apps are not typically crossed with camera brands.

2. An operation strategy of <u>retracting from several physical markets</u> could be a suitable response to worsening trade conditions amongst many countries. Online sales and shipping can still be retained to these jurisdictions whilst the business can focus on reallocating these costs to research and product development.

To identify the most suitable option, both strategies were evaluated using the criteria of competitiveness, effectiveness and stakeholder satisfaction. A ranking system of 1-10 (where 10 is the highest) was used to quantitatively draw conclusions).

Repositioning Strategy	Competitiveness	Effectiveness	Stakeholder Satisfaction
Film photography app	• This strategy will differentiate them from competitors who are only viewed as servicing the needs of professional photographers • There is a risk of smartphone or camera brands developing a similar feature	• An app is more environmentally friendly as no film rolls, harmful chemicals or plastic is involved in its production • Canon will be fulfilling its corporate social responsibility • This may only be a short-term fix to a long-term problem as consumer trends are continually changing	• Creating a more market trend inclusive product range, Canon can capture a larger customer base • Being significantly cheaper, an app may offer a better alternative for consumers and more convenience as no extra camera, film rolls or developer is required • The company has less production costs
	8	7	9

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- teachers consider the assessment specification for the number of repositioning strategies required when making judgments for the Evaluating criterion
- for Synthesis, teachers should consider the relationships, patterns and trends to draw conclusions about implications of repositioning a business at both the upper- and mid-performance levels
- the students’ response length meets the assessment conditions (1500–2000 words), e.g. to reduce word length, students could refer to stimulus material as ‘Stimulus 1’ instead of including quotations from the stimulus
- schools refer to the *QCE and QCIA policy and procedures handbook*, which offers guidance on managing response length.

External assessment

Examination — combination response (25%)

Assessment design

Assessment specifications and conditions

Specifications

The examination related to Unit 4 Topic 2: Transformation of a business. The examination included short-response items and an extended-response item.

Conditions

- Time: 2 hours plus 15 minutes planning time
- Length
  - short items — paragraph responses 50–250 words each item
  - extended-response item — business report 400–600 words
  - examination in its entirety — 800–1000 words
- Other: unseen stimulus closed book

The assessment instrument consisted of two sections, a short response and an extended response. Questions were derived from the subject matter of Unit 4 Topic 2: Transformation of a business. The assessment required students to demonstrate their understanding of a post-maturity business by exploring strategies that influence the transformation of a business, focusing on change management and the renewal outcome. This assessment was used to determine student achievement in the following assessment objectives:

1. describe business environments and/or situations relating to drivers for change and the post-maturity stage of the business life cycle
2. explain business concepts, strategies and/or processes relating to drivers for change, change management theories and the post-maturity stage
3. select data and information relating to drivers for change and change management theories to analyse the business situation using analytical tools
4. interpret relationships, patterns and trends to draw conclusions about the implications of business transformation
5. evaluate change management strategies to make decisions and propose recommendations
6. create responses that communicate meaning to suit purpose and audience.

The stimulus material related to a business in the post-maturity stage of the business life cycle. Nine unseen stimulus items presented a range of specific business data and information, including an overview of the case business, graphs, factsheets, business documents and other information relating to the business context and society. The stimulus material was designed to elicit unique responses to short response items and an extended response item through the application of a range of cognitions.

Section 1 consisted of three short-response questions.

Section 2 was an extended-response question.

Assessment decisions

Overall, students responded well to the following assessment aspects:

- understanding and applying of instructional terms such as ‘explain’, ‘use case study, ‘analyse’, ‘evaluate’, and ‘use evidence’
- analysing data and information to interpret patterns, trends and relationships to draw conclusions about the implications of business transformation
- applying decision-making processes through evaluating using business criteria to propose recommendations
- using their business knowledge to make links to the required purpose and audience to create a business response.

Effective practices

The following samples were selected to illustrate highly effective student responses in some of the assessment objectives of the syllabus.

Short response

Criterion/Assessment objective: Explaining

Item: Question 1

This question required students to explain two circumstances, using examples, in which legislative compliance would drive change for a business in the post-maturity stage.

Effective student responses:

- explained two circumstances of legislative compliance
- explained in detail how the impact is a driver of change for both circumstances
- provided an example for each circumstance.

Student sample/s of effective responses

This excerpt has been included to:

- illustrate a high-level response when explaining business concepts, strategies and/or processes relating to drivers for change and the post-maturity stage of the business life cycle
- show a thorough understanding of driving forces for change in a business. This was illustrated through detailed explanation of circumstances when legislative compliance would be a driver of change in a post-maturity stage business. It included discussion of how the impact would drive change and provided relevant examples of legislative compliance.

Explaining (6 marks)	**QUESTION 1 (6 marks)** Explain two circumstances, using examples, in which legislative compliance would drive change for a business in the post-maturity stage. A driver of change is a factor in the business environment that affects the business and causes change to occur. Legislative complience as a driver of change ~~ensures~~ drives businesses to change to be able to conform to legislation and operate legally. One circumstance where legislation would drive change is the COVID legislation enacted ~~preve~~ only allowing a certain number of people in the business at one time. For example the business would have to change their operations, staffing and layout of the stores to be able to continue to operate legally. Another circumstance would be legislation regarding maximum working hours per week for employees. An example of change for the business would be to have to reduce employees hours if they were over the limit and hire more staff to be able to ~~properly~~ operate to maximum efficiency.

Extended response

Criterion/Assessment objective: Describing, Analysing, Synthesising, Evaluating, Communicating

Item: Question 4

This question required students to analyse the power interests of stakeholders in Case study 1 and evaluate the proposed switch to hydroponic operations. Using evidence from the case study, students were required to present their findings in a business report to owners.

Effective student responses:

- described in detail the environmental factors that influenced change
- linked each of the identified environmental factors to relevant stimulus
- identified relevant stakeholders
- correctly classified the power interest of each stakeholder identified
- analysed in detail the pattern of stakeholder power interests
- recognised the relationships between the stakeholders and the transformation process
- interpreted in detail how the power interest of the stakeholders affected the business situation
- drew valid conclusions
- used appropriate business criteria to evaluate the operation decision
- presented a justified decision
- made recommendations

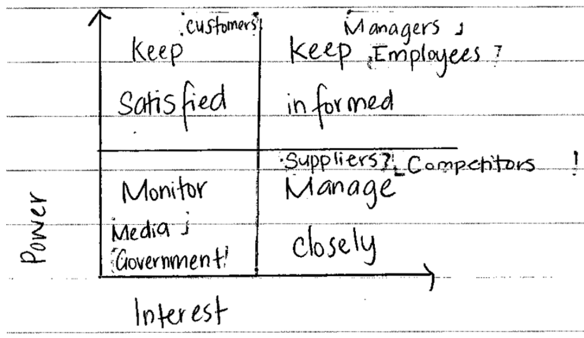
- conveyed ideas relating to the question succinctly and fluently
- used the business report genre purposefully, with paragraphs organised logically around the central purpose and suited to the audience.

Student samples of effective responses

Assessment objective: Analysis

This excerpt has been included to:

- show that relevant stakeholders were accurately identified and correctly classified in a power interest analytical tool. Detailed analysis of the pattern of stakeholder interests with references to data and information from the stimulus has been provided, e.g. the government is a relevant stakeholder for Herbs and Spices and it is shown to have low interest and low power to influence change.

Analysing (5 marks)	 The power interest analysis tool visually represents the stakeholders with the most power in business decisions and change ~~compared~~ in relation to the amount of interest each stakeholder has in the business and its processes. The customers of Herbs and Spices Inc. are in the 'keep satisfied' section of the grid as consumer wants are very influencial on a business in terms of what

Assessment objective: Synthesis

This excerpt has been included to:

- demonstrate the interpretation of relationships to draw conclusions about the implications of business transformation. The response recognised the relationships between the identified stakeholders and the transformation process that the business was considering, an operational change to hydroponics. It interpreted in detail how the power interest of the identified stakeholders affected the business situation for Herbs and Spices and provided valid conclusions. Through this interpretation there are clear links to the stimulus.

	socio-cultural trends are currently in the industry. For example, there ~~[illegible]~~ has been an increase in the use of herbs as a sustitute for salt, additives and sugar as they provide health benefits too (S5). Therefore, the customers must be keep satisfied as demand for herbs is strong all year-round (S5). In terms of the internal environment, the managers and employees are positioned in the keep informed section of the power grid at the top as they have high power and authority in the business and high interest. It is also important to keep employees satisfied to maintain the strong employee loyalty at Herbs & Spices Inc. (S2). ~~[illegible]~~ It is important to ensure the vision for change is clear and communicated clearly to employees and managers so that there is no resistance to change within the business. For example, some stakeholders such as the media or competitors may be against new technologies within the industry and may prefer more traditional farming (S9). However, it is important to communicate the impacts of the change without using manipulation to get stakeholders on board with the shared vision. Therefore, it is

	essential ~~media~~ interest groups such as the media and the ~~competitor~~ actions and decisions of competitors are managed closely. 3.0 Strategies for ~~Im~~ implementing the Change. · 3.1 Communication - ~~Strategy~~ leadership and management strategy Due to the high employee loyalty it is important employees aren't afraid of the unknown when a change is implemented (S2). Similarly, there is low supplier loyalty as found in recent surveys, therefore, there must be an increase in communication to all relevant high interest stakeholders (S2). For example, the impacts of the new hydroponics system must be clearly communicated to these stakeholders to overcome any intial resistance to change. This information might include the diffrences between the soil-grown system and the hydroponic system (S6). If these impacts are communicated, employees and other stakeholders will be more likely to embrace change rather than be reluctant. 3.2 Participation - leadership and management strategy Participation is an essential strategy as it will reduce any resistance to change by ensuring stakeholders are aware, feel needed and are inspired to work towards the business's

Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- focused teaching and learning of analytical processes to ensure students are equipped with the skills to analyse and interpret business data and information. A successful response required the ability to select relevant data and information from the stimulus to analyse the business situation using an analytical tool. Students needed to interpret relationships to show effects on the business situation and draw conclusions
- deconstructing key terms such as ‘patterns’ and ‘relationships’ when synthesising a business situation. Students needed to consider the pattern of interests and the impact on stakeholders. This included the relationships between stakeholders and the transformation process
- the use of business criteria when evaluating a change management strategy to make decisions and propose recommendations. The business criteria used when evaluating could include: competitiveness, stakeholder satisfaction, efficiency and/or effectiveness. A successful response required the use of appropriate business criteria to evaluate the business decision, provide a justification and determine a course of action (recommendations) for the business.