



# Business 2025 v1.2

## IA2: Sample assessment instrument

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

<b>Student name</b>	sample only
<b>Student number</b>	sample only
<b>Teacher</b>	sample only
<b>Issued</b>	sample only
<b>Due date</b>	sample only

## Marking summary

Criterion	Marks allocated	Provisional marks
Describing	4	
Explaining	4	
Analysing	7	
Evaluating	7	
Communicating	3	
<b>Overall</b>	<b>25</b>	

# Conditions

<b>Technique</b>	Business report
<b>Unit</b>	Unit 3: Business diversification
<b>Topic/s</b>	Topic 2: Strategic development
<b>Duration</b>	Approximately 15 hours of class time
<b>Mode / length</b>	Written: up to 2000 words
<b>Individual / group</b>	Individual
<b>Resources</b>	Open access to resources

# Context

Businesses in the maturity stage of the life cycle need to remain competitive in an increasingly hostile competitive environment. A business must proactively develop strategies to stay competitive in challenging markets, ensuring they maintain and improve their market position. This requires strategic thinking and action, including implementing competitive strategies.

# Task

Investigate an authentic business that is in the maturity stage of the business life cycle and operating in a highly competitive and hostile environment. Focus on a specific problem faced by that business to examine a marketing or operational strategy implemented by the business.

Create a business report that communicates strategic development to the business owner/manager.

To complete this task, you must:

- describe the business situation, including the specific problem and a business environment that impacts on marketing or operations
- explain business concepts and strategies relating to marketing or operations for strategic development
- select data and information relating to strategic development using an analytical tool to analyse the business situation
- interpret a relationship and a trend in the analysis to draw conclusions about the implications for the business situation
- evaluate a marketing or operational strategy using business criteria, to make a decision and propose a recommendation for the business situation.

# Checkpoints

- ☐ Term 2 Week 5: Planning
- ☐ Term 2 Week 6: Progress check
- ☐ Term 2 Week 7: Draft — business report
- ☐ Term 2 Week 8: Submit — final written business report

# Authentication strategies

- You will be provided class time for task completion.
- Your teacher will collect and annotate a draft.
- You must submit a declaration of authenticity.
- You will use plagiarism-detection software to submit your response.

## Scaffolding

- Cite sources using in-text referencing in the body of the response.
- Provide a reference list of sources.
- Sequence and develop ideas, supported by visual representations.
- Use language conventions to communicate strategic development.

# Instrument-specific marking guide (IA2): Business report (25%)

Describing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• recognition of significant business facts and characteristics relating to strategic development</li> <li>• comprehensive description of a business situation relating to a business in the maturity stage of the business life cycle</li> <li>• comprehensive description of business environment/s that impact on marketing or operations</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• recognition of relevant business facts and characteristics relating to strategic development</li> <li>• adequate description of a business situation relating to a business in the maturity stage of the business life cycle</li> <li>• adequate description of business environment/s that impact on marketing or operations</li> </ul>	2
<ul style="list-style-type: none"> <li>• inaccurate recognition of a business fact or characteristic</li> <li>• inadequate description of a business situation</li> <li>• inadequate description of business environment/s.</li> </ul>	1
The student response does not satisfy any of the descriptors above.	0

Explaining	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• identification of significant business concepts and strategies relating to marketing or operations for strategic development</li> <li>• comprehensive explanation of business concepts and strategies relating to marketing or operations for strategic development</li> <li>• purposeful use of business terminology and examples</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• identification of relevant business concepts and strategies relating to marketing or operations for strategic development</li> <li>• adequate explanation of business concepts and strategies relating to marketing or operations for strategic development</li> <li>• appropriate use of business terminology and an example</li> </ul>	2
<ul style="list-style-type: none"> <li>• inaccurate identification of a business concept or strategy</li> <li>• inadequate explanation of a business concept or strategy</li> <li>• inappropriate use of business terminology or an example.</li> </ul>	1
The student response does not satisfy any of the descriptors above.	0

Analysing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>discerning selection of significant data and information relating to strategic development to analyse a business situation using the analytical tool</li> <li>thorough interpretation of relationship/s and trend/s from the analysis</li> <li>thorough implications for the business situation</li> </ul>	6–7
<ul style="list-style-type: none"> <li>considered selection of relevant data and information relating to strategic development to analyse a business situation using the analytical tool</li> <li>effective interpretation of relationship/s and trend/s from the analysis</li> <li>effective implications for the business situation</li> </ul>	4–5
<ul style="list-style-type: none"> <li>appropriate selection of obvious data or information to analyse a business situation using the analytical tool</li> <li>appropriate interpretation of relationship/s or trend/s from the analysis</li> <li>appropriate implications for the business situation</li> </ul>	2–3
<ul style="list-style-type: none"> <li>inconsistent selection or use of data or information</li> <li>inappropriate interpretation</li> <li>inappropriate conclusion.</li> </ul>	1
The student response does not satisfy any of the descriptors above.	0

Evaluating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>proficient use of business criteria to make perceptive judgments for a marketing or operational strategy</li> <li>thoroughly justified decision for the business situation</li> <li>insightful recommendation/s for the business situation</li> </ul>	6–7
<ul style="list-style-type: none"> <li>effective use of business criteria to make considered judgments for a marketing or operational strategy</li> <li>justified decision for the business situation</li> <li>informed recommendation/s for the business situation</li> </ul>	4–5
<ul style="list-style-type: none"> <li>adequate use of a business criterion to make a routine judgment for a marketing or operational strategy</li> <li>adequate decision for the business situation</li> <li>appropriate recommendation for the business situation</li> </ul>	2–3
<ul style="list-style-type: none"> <li>inadequate judgment</li> <li>inadequate decision</li> <li>inappropriate recommendation.</li> </ul>	1
The student response does not satisfy any of the descriptors above.	0

Communicating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• concise and logical sequencing and development of ideas to enhance meaning</li> <li>• features of the business report genre and use of referencing conventions are consistently demonstrated</li> <li>• minimal errors in spelling, grammar and punctuation</li> </ul>	3
<ul style="list-style-type: none"> <li>• clear sequencing and development of ideas to convey meaning</li> <li>• features of the business report genre and use of referencing conventions are appropriately demonstrated</li> <li>• some errors in spelling, grammar and punctuation</li> </ul>	2
<ul style="list-style-type: none"> <li>• partial sequencing or development of ideas</li> <li>• features of the business report genre and/or use of referencing conventions are inconsistently demonstrated</li> <li>• frequent errors in spelling, grammar and/or punctuation.</li> </ul>	1
The student response does not satisfy any of the descriptors above.	0



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