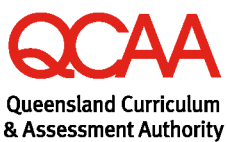


Business Studies 2024 v1.1

Applied senior syllabus



For all Queensland schools

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1 Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at www.qcaa.qld.edu.au/senior/senior-subjects and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

2 Course overview

2.1 Rationale

Business Studies provides opportunities for students to develop practical business knowledge and skills for use, participation and work in a range of business contexts. Exciting and challenging career opportunities exist in a range of business contexts.

A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.

Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

In a course of study, students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining. Schools may offer a range of situations and experiences to engage in authentic learning experiences through connections within the school, local community or organisations, businesses and professionals outside of the school. These situations and experiences provide students with opportunities to develop skills important in the workplace to successfully participate in future employment.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.

2.2 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

1. Explain business concepts, processes and practices.

Students explain business concepts, processes and practices and use relevant terminology.

2. Examine business information.

Students select and use information to identify features of business situations. They draw meaning about relationships from the concepts, processes and practices identified.

3. Apply business knowledge.

Students apply their knowledge to determine options. They consider positives and negatives of each option to make a decision for a business situation.

4. Communicate responses.

Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.

5. Evaluate projects.

Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

2.3 Designing a course of study in Business Studies

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

2.3.1 Course structure

Business Studies is an Applied senior syllabus. It contains at least four QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Schools select four units from the unit options provided. They decide the order in which the units will be delivered. Once these decisions have been made, the four units selected and their order of implementation determine which units are considered Units 1–4.

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

2.3.2 Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

2.3.3 Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the [QCE and QCIA policy and procedures handbook](#).

2.3.4 Subject matter

Each unit contains a unit description, unit objectives and subject matter. Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.

2.3.5 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

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.

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

2.3.6 Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

2.4 Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

2.4.1 Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

A
The student demonstrates thorough explanations of concepts, processes and practices. They provide comprehensive examination of information. There is strategic application of knowledge to make decisions and create responses. The student shows insightful and justified evaluation of the project. There is coherent communication in responses to a key stakeholder of a business.
B
The student demonstrates detailed explanations of concepts, processes and practices. They provide effective examination of information. There is effective application of knowledge to make decisions and create responses. The student shows detailed and supported evaluation of the project. There is effective communication in a response to a key stakeholder of a business.
C
The student demonstrates explanations of concepts, processes and practices. They provide examination of information. There is application of knowledge to make decisions and create responses. The student shows evaluation of the project. There is communication in a response to a key stakeholder of a business.
D
The student demonstrates partial explanations of concepts, processes and practices. They provide inconsistent examination of information. There is inconsistent application of knowledge to make decisions and create responses. The student shows narrow and unsupported evaluation of the project. There is disorganised communication in a response to a key stakeholder of a business.
E
The student demonstrates minimal explanations of concepts, processes and practices. They provide incorrect examination of information. There is incorrect application of knowledge to make decisions and create responses. The student shows superficial and unsubstantiated evaluation of the project. There is superficial and unsubstantiated evaluation of the project.

2.4.2 Determining and reporting results

Unit 1 and Unit 2

Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards.

Schools report results to the QCAA for students who complete Unit 1 and/or Unit 2. Results are reported as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

Units 3 and 4

Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards (ISS).

Schools report instrument results to the QCAA for students enrolled in Units 3 and 4 for each of the four assessments implemented. Where appropriate, schools may also report a not rated (NR).

Schools are also responsible for determining and reporting an A–E final subject result to the QCAA. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E).

3 Unit options

3.1 Unit option A: Working in administration

In this unit, students focus on a broad range of administrative knowledge and skills needed in a variety of business contexts.

In this unit, learning experiences can involve real-world activities and experiences in a range of business contexts. For example, students could experience hands-on business practices when they:

- demonstrate communication skills, e.g. interacting with clients, customers and colleagues; resolving conflict; mediating
- produce business documents, e.g. emails, reports, accident or incident reports
- select and use technology and software for different purposes, e.g. database to capture, store and retrieve data; online business communication tools.

3.1.1 Unit objectives

1. Explain business concepts, processes and practices related to working in administration.
2. Examine business information related to working in administration.
3. Apply knowledge of working in administration to make a decision for a business situation.
4. Communicate responses.
5. Evaluate a project.

3.1.2 Subject matter

Concepts, processes and practices

- Explain concepts, processes and practices related to working in administration, including
 - roles, duties and responsibilities in administration in a business
 - types of administrative positions, e.g. personal assistant, executive officer
 - organisational policies and procedures
 - organisational schedules and meetings
 - organisational structures, including workflow
 - stages of the employment cycle
 - human resource management, e.g. performance evaluation, employee development
 - rights and responsibilities of employees and employers, including work environments and entitlements
 - environmentally sustainable work practices
 - workplace legislation and protocols, e.g. workplace health and safety, work–life balance strategies, national bodies.
- Apply knowledge to make a decision for a business situation in a range of contexts.

Information

- Select and use information from relevant and reliable sources to examine
- procedural systems, e.g. policy and procedures documents and manuals, data privacy procedures, information management procedures
- strategies to improve workplace processes and procedures
- strategies to implement environmentally sustainable work practices.

3.2 Unit option B: Working in finance

In this unit, students explore the knowledge and skills needed to support the financial functions of a business, including preparing and processing everyday transactional and financial documents and records. Students may engage with different financial aspects of businesses.

In this unit, learning experiences can involve real-world activities and experiences in a range of business contexts. For example, students could experience hands-on business practices when they:

- demonstrate communication skills, e.g. interacting with financial officers, interacting with banks
- produce business documents, e.g. purchase orders, invoices, financial statements/reports
- select and use technology and software for different purposes, e.g. spreadsheet to produce budgets, database to track financial documents, computerised accounting package to record transactions.

3.2.1 Unit objectives

1. Explain business concepts, processes and practices related to working in finance.
2. Examine business information related to working in finance.
3. Apply knowledge of working in finance to make a decision for a business situation.
4. Communicate responses.
5. Evaluate a project.

3.2.2 Subject matter

Concepts, processes and practices

- Explain concepts, processes and practices related to working in finance, including
 - roles, duties and responsibilities in finance in a business
 - financial goals of a business
 - financial policies and procedures
 - sources of finance and the role of banks and other financial intermediaries
 - financial recording and reporting
 - financial control systems, e.g. inventory controls, separation of duties, financial policy and procedures manual
 - risk management strategies
 - financial and investment strategies
 - financial forecasts and projections
 - processing financial transactions.
- Apply knowledge to make a decision for a business situation in a range of contexts.

Information

- Select and use information from relevant and reliable sources to examine
 - consequences of poor internal control strategies
 - risk management strategies in different financial situations
 - a range of financial record-keeping practices.

3.3 Unit option C: Working with customers

In this unit, students explore the knowledge and skills needed to work with customers in a variety of business contexts. Students consider customers' requirements and focus on investigating the meaning and importance of customer relationships in building customer loyalty and increasing sales.

In this unit, learning experiences can involve real-world activities and experiences in a range of business contexts. For example, students could experience hands-on business practices when they:

- demonstrate communication skills, e.g. interacting with customers, customer service skills
- produce business documents, e.g. emails to customers, reviews
- select and use technology and software for different purposes, e.g. social media polls and surveys.

3.3.1 Unit objectives

1. Explain business concepts, processes and practices related to working with customers.
2. Examine business information related to working with customers.
3. Apply knowledge of working with customers to make a decision for a business situation.
4. Communicate responses.
5. Evaluate a project.

3.3.2 Subject matter

Concepts, processes and practices

- Explain concepts, processes and practices related to working with customers, including
 - roles, duties and responsibilities in customer service in a business
 - types of customers
 - customer characteristics
 - customer buyer behaviour
 - customer needs, wants and expectations
 - customer relationship management
 - customer service skills and training
 - organisational policies and procedures for dealing with customers
 - a business's legal obligations to customers.
- Apply knowledge to make a decision for a business situation in a range of contexts.

Information

- Select and use information from relevant and reliable sources to examine
 - policy and procedural documents for dealing with customers
 - strategies to improve customer services and customer relationships
 - processes for recording and reporting customer enquiries, complaints and feedback.

3.4 Unit option D: Working in marketing

In this unit, students investigate how businesses use marketing to influence customers' behaviour. In this unit, students examine the use of marketing strategies and approaches to increase sales of products and/or services.

In this unit, learning experiences can involve real-world activities and experiences in a range of business contexts. For example, students could experience hands-on business practices when they:

- demonstrate communication skills, e.g. interviews, questionnaires
- produce business documents, e.g. brochures, flyers, promotional material, marketing plan
- select and use technology and software for different purposes, e.g. online surveys, online forms, social media.

3.4.1 Unit objectives

1. Explain business concepts, processes and practices related to working in marketing.
2. Examine business information related to working in marketing.
3. Apply knowledge of working in marketing to make a decision for a business situation.
4. Communicate responses.
5. Evaluate a project.

3.4.2 Subject matter

Concepts, processes and practices

- Explain concepts, processes and practices related to working in marketing, including
 - roles, duties and responsibilities in marketing in a business
 - marketing segmentation, target marketing and product positioning
 - the importance of marketing in achieving business goals
 - consumer buying behaviour, e.g. psychological factors, sociocultural factors
 - the impact of competitors, e.g. market share, price changes, characteristics of products
 - marketing concepts and strategies, e.g. traditional and digital marketing avenues
 - internal and external environmental factors, e.g. seasonality, supply driving pricing
 - competitive advantages
 - elements of the marketing mix
 - product — range of products and/or services
 - price — pricing decisions
 - promotion — range of promotional activities
 - place — choice of outlets and/or distributors
 - laws and regulations
 - ethical considerations.
- Apply knowledge to make a decision for a business situation in a range of contexts.

Information

- Select and use information from relevant and reliable sources to examine
 - consumer buying behaviours to identify patterns
 - marketing segmentation, targeting and positioning to identify potential customers
 - a business's marketing strategies to identify competitors' strategies.

3.5 Unit option E: Working in events

In this unit, students explore the fundamentals of event administration, including a range of event types, event management strategies and event stakeholders.

In this unit, learning experiences can involve real-world activities and experiences in a range of business contexts. For example, students could experience hands-on business practices when they:

- demonstrate communication skills, e.g. interacting with event stakeholders, collaborative teamwork
- produce business documents, e.g. sponsorship letter, event running sheet
- select and use technology and software for different purposes, e.g. goals for an event, advertising an event, posting on social media.

3.5.1 Unit objectives

1. Explain business concepts, processes and practices related to working in events.
2. Examine business information related to working in events.
3. Apply knowledge of working in events to make a decision for a business situation.
4. Communicate responses.
5. Evaluate a project.

3.5.2 Subject matter

Concepts, processes and practices

- Explain concepts, processes and practices related to working in events, including
 - roles, duties and responsibilities in events, including the role of an event manager and an event planning committee
 - event types
 - the structure of an event
 - event stakeholders
 - event logistics, processes and procedures
 - managing an event project team, e.g. forming, norming, storming and performing
 - designing event concepts, staging, scheduling and managing an event
 - needs and expectations of an event's audience
 - methods of managing an event, e.g. implementation of the plan, the event and shutdown
 - risk management strategies
 - laws and regulations
 - environmental considerations.
- Apply knowledge to make a decision for a business situation in a range of contexts.

Information

- Select and use information from relevant and reliable sources to examine
 - event management practices
 - designs for event concepts and logistics
 - strategies to plan, implement and manage an event.

3.6 Unit option F: Entrepreneurship

In this unit, students explore key entrepreneurial principles and the nature of entrepreneurship and innovation, including the characteristics of successful entrepreneurs.

In this unit, learning experiences can involve real-world activities and experiences in a range of business contexts. For example, students could experience hands-on business practices when they:

- demonstrate communication skills, e.g. interacting with mentors and other sources of support
- produce business documents, e.g. emails and letters to business contacts, initial proposals for business ventures
- select and use technology and software for different purposes, e.g. podcast on an entrepreneur, presentation to potential investors of a venture.

3.6.1 Unit objectives

1. Explain business concepts, processes and practices related to entrepreneurship.
2. Examine business information related to entrepreneurship.
3. Apply knowledge of entrepreneurship to make a decision for a business situation.
4. Communicate responses.
5. Evaluate a project.

3.6.2 Subject matter

Concepts, processes and practices

- Explain concepts, processes and practices related to entrepreneurship, including
 - roles, duties and responsibilities involved in entrepreneurship
 - the purpose of entrepreneurship for a business
 - the importance of entrepreneurship for business development
 - characteristics of entrepreneurs
 - innovation, including types and methods of innovation
 - ideation and venture creation processes and procedures
 - successful entrepreneurs, including their attitudes, values and behaviours
 - business models used for a planning and implementing a venture
 - networking and building business relationships
 - legal and financial considerations and advisory services.
- Apply knowledge to make a decision for a business situation in a range of contexts.

Information

- Select and use information from relevant and reliable sources to examine
 - entrepreneurs
 - innovation strategies to create entrepreneurial ideas
 - the suitability of an idea for a new business venture
 - strategies for planning and implementing a venture.

4 Assessment

4.1 Assessment A1: Extended response — Employee administration

Students respond to stimulus related to a business scenario about employee administration.

4.1.1 Assessment objectives

1. Explain concepts, processes and practices related to employee administration.
2. Examine information related to an employee administration situation.
3. Apply knowledge of employee administration practices to make a decision for a business situation.
4. Communicate a response to a key stakeholder of a business.

4.1.2 Specifications

This task requires students to:

- provide a response, including
 - explaining concepts, processes and practices
 - examining an employee administration scenario
 - making a decision for a business situation
 - communicating to a key stakeholder of a business.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides stimulus with details of a business scenario related to employee administration. The stimulus should be able to elicit a range of responses and should contain information that enables students to complete the response.

4.1.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.1.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.1.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts, processes and practices 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts, processes and practices 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts, processes and practices 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts, processes or practices. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.2 Assessment A2: Project — Business administration

Students develop a business solution for a scenario about business administration.

4.2.1 Assessment objectives

1. Explain concepts, processes and practices related to business administration.
2. Examine information related to a business administration situation.
3. Apply knowledge of business administration practices to make a decision for a business situation.
4. Communicate a response to a key stakeholder of a business.
5. Evaluate the project.

4.2.2 Specifications

This task requires students to:

- develop an action plan that
 - proposes a solution to a business administration situation
 - is communicated to a key stakeholder of a business
- document the processes taken to develop the action plan, including
 - explaining practices and approaches
 - examining information
 - determining options
 - proposing and developing the action plan
- evaluating the processes used to develop the action plan, including
 - the plan, processes and outcomes
 - improvements that could be made to the action plan.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.2.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.2.4 Response requirements

Action plan

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 600 words

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 400 words

4.2.5 Instrument-specific standards

Developed product	Evaluation	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> comprehensive explanation and examination of information comprehensive comparison of suitable options to make decisions fluent communication in a response to the scenario 	<ul style="list-style-type: none"> insightful evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	A
<ul style="list-style-type: none"> substantial explanation and examination of information substantial comparison of suitable options to make decisions substantial communication in a response to the scenario 	<ul style="list-style-type: none"> considered evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	B
<ul style="list-style-type: none"> explanation and examination of information comparison of suitable options to make decisions communication in a response to the scenario 	<ul style="list-style-type: none"> evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	C
<ul style="list-style-type: none"> partial explanation or examination of information partial comparison of suitable options to make decisions partial communication in a response to the scenario. 	<ul style="list-style-type: none"> partial evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures or outcomes by recommending possible improvements to the product. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.3 Assessment B1: Extended response — Financial administration

Students respond to stimulus related to a business scenario about financial administration.

4.3.1 Assessment objectives

1. Explain concepts, processes and practices related to financial administration.
2. Examine information related to a financial administration situation.
3. Apply knowledge of financial administration practices to make a decision for a business situation.
4. Communicates a response to a key stakeholder of a business.

4.3.2 Specifications

This task requires students to:

- provide a response, including
 - explaining concepts, processes and practices
 - examining a financial administration scenario
 - making a decision for a business situation
 - communicating to a key stakeholder of a business.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides stimulus with details of a business scenario related to financial administration. The stimulus should be able to elicit a range of responses and should contain information that enables students to complete the response.

4.3.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.3.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.3.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts, processes and practices 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts, processes and practices 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts, processes and practices 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts, processes or practices. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.4 Assessment B2: Project — Financial records

Students develop a business solution for a scenario about financial records.

4.4.1 Assessment objectives

1. Explain concepts, processes and practices related to financial records.
2. Examine information related to a financial records situation.
3. Apply knowledge of financial records practices to make a decision for the business situation.
4. Communicate a response to a key stakeholder of a business.
5. Evaluate the project.

4.4.2 Specifications

This task requires students to:

- develop an action plan that
 - proposes a solution to a financial records situation
 - is communicated to a key stakeholder of a business
- document the processes taken to develop the action plan, including
 - explaining practices and approaches
 - examining information
 - determining options
 - proposing and developing the action plan
- evaluating the processes used to develop the action plan, including
 - the plan, processes and outcomes
 - improvements that could be made to the action plan.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.4.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.4.4 Response requirements

Action plan

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 600 words

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 400 words

4.4.5 Instrument-specific standards

Developed product	Evaluation	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> comprehensive explanation and examination of information comprehensive comparison of suitable options to make decisions fluent communication in a response to the scenario 	<ul style="list-style-type: none"> insightful evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	A
<ul style="list-style-type: none"> substantial explanation and examination of information substantial comparison of suitable options to make decisions substantial communication in a response to the scenario 	<ul style="list-style-type: none"> considered evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	B
<ul style="list-style-type: none"> explanation and examination of information comparison of suitable options to make decisions communication in a response to the scenario 	<ul style="list-style-type: none"> evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	C
<ul style="list-style-type: none"> partial explanation or examination of information partial comparison of suitable options to make decisions partial communication in a response to the scenario. 	<ul style="list-style-type: none"> partial evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures or outcomes by recommending possible improvements to the product. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.5 Assessment C1: Extended response — Customer relationships

Students respond to stimulus related to a business scenario about customer relationships.

4.5.1 Assessment objectives

1. Explain concepts, processes and practices related to customer relationships.
2. Examine information related to a customer relationships situation.
3. Apply knowledge of customer relationships practices to make a decision for a business situation.
4. Communicate a response to a key stakeholder of a business.

4.5.2 Specifications

This task requires students to:

- provide a response, including
 - explaining concepts, processes and practices
 - examining a customer relationships scenario
 - making a decision for a business situation
 - communicating to a key stakeholder of a business.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides stimulus with details of a business scenario related to customer relationships. The stimulus should be able to elicit a range of responses and should contain information that enables students to complete the response.

4.5.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.5.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.5.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts, processes and practices 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts, processes and practices 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts, processes and practices 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts, processes or practices. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.6 Assessment C2: Project — Customer service

Students develop a business solution for a scenario about customer service.

4.6.1 Assessment objectives

1. Explain concepts, processes and practices related to customer service.
2. Examine information related to a customer service situation.
3. Apply knowledge of customer service practices to make a decision for a business situation.
4. Communicate a response to a key stakeholder of a business.
5. Evaluate the project.

4.6.2 Specifications

This task requires students to:

- develop an action plan that
 - proposes a solution to a customer service situation
 - is communicated to a key stakeholder of a business
- document the processes taken to develop the action plan, including
 - explaining practices and approaches
 - examining information
 - determining options
 - proposing and developing the action plan
- evaluating the processes used to develop the action plan, including
 - the plan, processes and outcomes
 - improvements that could be made to the action plan.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.6.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.6.4 Response requirements

Action plan

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 600 words

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 400 words

4.6.5 Instrument-specific standards

Developed product	Evaluation	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> comprehensive explanation and examination of information comprehensive comparison of suitable options to make decisions fluent communication in a response to the scenario 	<ul style="list-style-type: none"> insightful evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	A
<ul style="list-style-type: none"> substantial explanation and examination of information substantial comparison of suitable options to make decisions substantial communication in a response to the scenario 	<ul style="list-style-type: none"> considered evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	B
<ul style="list-style-type: none"> explanation and examination of information comparison of suitable options to make decisions communication in a response to the scenario 	<ul style="list-style-type: none"> evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	C
<ul style="list-style-type: none"> partial explanation or examination of information partial comparison of suitable options to make decisions partial communication in a response to the scenario. 	<ul style="list-style-type: none"> partial evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures or outcomes by recommending possible improvements to the product. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.7 Assessment D1: Extended response — Marketing fundamentals

Students respond to stimulus related to a business scenario about marketing fundamentals.

4.7.1 Assessment objectives

1. Explain concepts, processes and practices related to marketing fundamentals.
2. Examine information related to a marketing fundamentals situation.
3. Apply knowledge of marketing fundamentals practices to make a decision for a business situation.
4. Communicate a response to a key stakeholder of a business.

4.7.2 Specifications

This task requires students to:

- provide a response, including
 - explaining concepts, processes and practices
 - examining a marketing fundamentals scenario
 - making a decision for a business situation
 - communicating to a key stakeholder of a business.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides stimulus with details of a business scenario related to marketing fundamentals. The stimulus should be able to elicit a range of responses and should contain information that enables students to complete the response.

4.7.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.7.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.7.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts, processes and practices 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts, processes and practices 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts, processes and practices 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts, processes or practices. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.8 Assessment D2: Project — Marketing plan for a new product or service

Students develop a marketing plan for a new product or service.

4.8.1 Assessment objectives

1. Explain concepts, processes and practices related to a marketing plan for a new product or service.
2. Examine information related to a marketing plan for a new product or service.
3. Apply knowledge of marketing practices to make a decision for a business situation.
4. Communicate a response to a key stakeholder of a business.
5. Evaluate the project.

4.8.2 Specifications

This task requires students to:

- develop a marketing plan for a new product or service that is communicated to a key stakeholder of a business
- document the processes taken to develop the marketing plan, including
 - explaining practices and approaches
 - examining information
 - determining options
 - proposing and developing the marketing plan
- evaluating the processes used to develop the marketing plan, including
 - the plan, processes and outcomes
 - improvements that could be made to the marketing plan.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.8.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.8.4 Response requirements

Marketing plan

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 600 words

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 400 words

4.8.5 Instrument-specific standards

Developed product	Evaluation	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> comprehensive explanation and examination of information comprehensive comparison of suitable options to make decisions fluent communication in a response to the scenario 	<ul style="list-style-type: none"> insightful evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	A
<ul style="list-style-type: none"> substantial explanation and examination of information substantial comparison of suitable options to make decisions substantial communication in a response to the scenario 	<ul style="list-style-type: none"> considered evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	B
<ul style="list-style-type: none"> explanation and examination of information comparison of suitable options to make decisions communication in a response to the scenario 	<ul style="list-style-type: none"> evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	C
<ul style="list-style-type: none"> partial explanation or examination of information partial comparison of suitable options to make decisions partial communication in a response to the scenario. 	<ul style="list-style-type: none"> partial evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures or outcomes by recommending possible improvements to the product. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.9 Assessment E1: Extended response — Event administration

Students respond to stimulus related to a business scenario about event administration.

4.9.1 Assessment objectives

1. Explain concepts, processes and practices related to event administration.
2. Examine information related to an event administration situation.
3. Apply knowledge of event administration practices to make a decision for a business situation.
4. Communicate a response to a key stakeholder of an event.

4.9.2 Specifications

This task requires students to:

- provide a response, including
 - explaining concepts, processes and practices
 - examining an event administration scenario
 - making a decision for a business situation
 - communicating to a key stakeholder of an event.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides stimulus with details of a business scenario related to event administration. The stimulus should be able to elicit a range of responses and should contain information that enables students to complete the response.

4.9.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.9.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.9.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts, processes and practices 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts, processes and practices 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts, processes and practices 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts, processes or practices. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.10 Assessment E2: Project — Event planning

Students develop an event plan.

4.10.1 Assessment objectives

1. Explain concepts, processes and practices related to event planning.
2. Examine information related to an event planning situation.
3. Apply knowledge of event planning practices to make a decision for a business situation.
4. Communicate a response to a key stakeholder of an event.
5. Evaluate the project.

4.10.2 Specifications

This task requires students to:

- develop an event plan that is communicated to a key stakeholder of an event
- document the processes taken to develop the event plan, including
 - explaining practices and approaches
 - examining information
 - determining options
 - proposing and developing the event plan
- evaluating the processes used to develop the event plan, including
 - the plan, processes and outcomes
 - improvements that could be made to the event plan.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.10.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.10.4 Response requirements

Event plan

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 600 words

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 400 words

4.10.5 Instrument-specific standards

Developed product	Evaluation	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> comprehensive explanation and examination of information comprehensive comparison of suitable options to make decisions fluent communication in a response to the scenario 	<ul style="list-style-type: none"> insightful evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	A
<ul style="list-style-type: none"> substantial explanation and examination of information substantial comparison of suitable options to make decisions substantial communication in a response to the scenario 	<ul style="list-style-type: none"> considered evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	B
<ul style="list-style-type: none"> explanation and examination of information comparison of suitable options to make decisions communication in a response to the scenario 	<ul style="list-style-type: none"> evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	C
<ul style="list-style-type: none"> partial explanation or examination of information partial comparison of suitable options to make decisions partial communication in a response to the scenario. 	<ul style="list-style-type: none"> partial evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures or outcomes by recommending possible improvements to the product. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.11 Assessment F1: Extended response — Entrepreneurship

Students respond to stimulus related to a business scenario about entrepreneurship.

4.11.1 Assessment objectives

1. Explain concepts, processes and practices related to entrepreneurship.
2. Examine information related to an entrepreneurship situation.
3. Apply knowledge of entrepreneurship practices to make a decision for a business situation.
4. Communicate a response to a key stakeholder of a business.

4.11.2 Specifications

This task requires students to:

- provide a response, including
 - explaining concepts, processes and practices
 - examining an entrepreneurship scenario
 - making a decision for a business situation
 - communicating to a key stakeholder of a business.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides stimulus with details of a business scenario related to entrepreneurship. The stimulus should be able to elicit a range of responses and should contain information that enables students to complete the response.

4.11.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.11.4 Response requirements

One of the following

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.11.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts, processes and practices 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts, processes and practices 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts, processes and practices 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts, processes or practices. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.12 Assessment F2: Project — The pitch

Students develop a pitch for an innovative idea.

4.12.1 Assessment objectives

1. Explain concepts, processes and practices related to entrepreneurial practices.
2. Examine information related to an entrepreneurial practices situation.
3. Apply knowledge of entrepreneurial practices to make a decision for a business situation.
4. Communicate a response to a key stakeholder of a business.
5. Evaluate the project.

4.12.2 Specifications

This task requires students to:

- develop a pitch for an innovative idea that is communicated to a key stakeholder of a business
- document the processes taken to develop the pitch, including
 - explaining practices and approaches
 - examining information
 - determining options
 - proposing and developing the pitch
- evaluating the processes used to develop the pitch, including
 - the plan, processes and outcomes
 - improvements that could be made to the pitch.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.12.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.12.4 Response requirements

Pitch

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 600 words

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 400 words

4.12.5 Instrument-specific standards

Developed product	Evaluation	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> comprehensive explanation and examination of information comprehensive comparison of suitable options to make decisions fluent communication in a response to the scenario 	<ul style="list-style-type: none"> insightful evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	A
<ul style="list-style-type: none"> substantial explanation and examination of information substantial comparison of suitable options to make decisions substantial communication in a response to the scenario 	<ul style="list-style-type: none"> considered evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	B
<ul style="list-style-type: none"> explanation and examination of information comparison of suitable options to make decisions communication in a response to the scenario 	<ul style="list-style-type: none"> evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	C
<ul style="list-style-type: none"> partial explanation or examination of information partial comparison of suitable options to make decisions partial communication in a response to the scenario. 	<ul style="list-style-type: none"> partial evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures or outcomes by recommending possible improvements to the product. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

5 Glossary

The syllabus glossary is available at www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf.

6 References

Marzano, RJ & Kendall, JS 2007, *The New Taxonomy of Educational Objectives*, 2nd edition, Corwin Press, USA.

———2008, *Designing and Assessing Educational Objectives: Applying the new taxonomy*, Corwin Press, USA.

7 Version history

Version	Date of change	Update
1.1	August 2023	Released for implementation with minor updates

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