

Business 2025 v1.0

General senior syllabus

January 2024

ISBN

Electronic version: 978-1-74378-285-9



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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.

Course overview

Rationale

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

Syllabus objectives

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

1. Describe business situations and environments.

Students recognise business facts and characteristics to describe business situations and the internal, external operating and macro business environments.

2. Explain business concepts and strategies.

Students identify and explain business concepts and strategies relating to the key business functions using business terminology and provide examples to demonstrate their understanding.

3. Analyse and interpret business situations.

Students analyse business situations, environments and the key business functions by selecting relevant data and information using analytical tools. Students interpret relationships and trends from the analysis to draw conclusions about implications for a business situation.

4. Evaluate business strategies.

Students evaluate by using their analysis and interpretation to form judgments about business strategies using business criteria. They use these judgments to make decisions and propose recommendations for a business situation.

5. Create responses that communicate meaning to suit audience, context and purpose.

Students create responses using the required genre to suit audience, context and purpose. They demonstrate choices of language, sequencing and the development of ideas to convey meaning. They use a recognised system of referencing to demonstrate scholarship.

Designing a course of study in Business

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.

Course structure

Business is a General senior syllabus. It contains 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.

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](#).

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.

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.

General 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 three 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](#).

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.

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.

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.

Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

Business life cycle

In Business, the topics relate to the stages of the business life cycle and provide the context for each unit. The business life cycle refers to the various stages of development of a small business. Each stage has its own unique characteristics, and the focus of business activities will reflect the current point within the life cycle.

Stage	Unit 1	Unit 2	Unit 3	Unit 4
Seed	Topic 1: Fundamentals of business	Topic 2: Creation of business ideas		
Start-up			Topic 1: Establishment of a business	
Growth (established and expansion)			Topic 2: Entering markets	
Maturity				Topic 1: Competitive markets Topic 2: Strategic development
Post-maturity (steady state, decline and renewal)				

Analytical tools

Analytical tools are used to support the selection and analysis of business data and information for strategic planning. Data and information are selected and analysed according to the elements in the analytical tool.

In Business, analytical tools include:

- break-even analysis — a tool used to analyse the break-even point of a business where total revenue equals total expenses or costs; identifies key drivers relating to profit, including sales volume, production costs and sales price
- force field analysis — a tool used to analyse the forces for and against a change
- PEST analysis — a tool used to analyse the political, economic, sociocultural and technological external macro environmental factors of a business situation
- Porter's five forces — a tool used to analyse five competitive forces that shape business strategy, including threat of new entry, supplier power, threat of substitution, buyer power and competitive rivalry
- power interest grid (PIG) — a tool used to analyse stakeholder power, influence and interest
- STEEPLE — a tool used to analyse the external macro environmental factors affecting a business, including sociocultural, technological, economic, environmental, political, legal and ethical
- SWOT — a tool used to analyse internal strengths and weaknesses of a business and external opportunities for and threats to a business
- unique selling proposition (USP) — a tool used to analyse a business and its competitors to determine the unique selling proposition.

The following table identifies the analytical tools used in each unit.

Topic	Unit 1	Unit 2	Unit 3	Unit 4
Topic 1	<ul style="list-style-type: none"> • SWOT analysis 	<ul style="list-style-type: none"> • STEEPLE analysis • break-even analysis 	<ul style="list-style-type: none"> • SWOT analysis • power interest grid 	<ul style="list-style-type: none"> • STEEPLE analysis • Porter's five forces
Topic 2	<ul style="list-style-type: none"> • PEST analysis 	<ul style="list-style-type: none"> • SWOT analysis • USP analysis 	<ul style="list-style-type: none"> • STEEPLE analysis • USP analysis 	<ul style="list-style-type: none"> • SWOT analysis • force field analysis • power interest grid

Evaluating using business criteria

When evaluating business strategies, four business criteria are used to make judgments and decisions and propose recommendations:

- Competitiveness — the ability of the business to offer products or services that meet or exceed market standards in relation to other businesses.

For example, to what degree has the business offered products or services that meet or exceed market standards in relation to other businesses?

- Effectiveness — the degree to which the business goals and/or objectives are achieved and the extent to which target problems are solved.

For example, to what degree has the business achieved goals and objectives and to what extent has the business solved targeted problems?

- Efficiency — the ability of the business to optimise the use of resources and application of processes in achieving goals and/or objectives.

For example, to what degree has the business optimised its use of resources and application of processes in achieving goals and objectives?

- Stakeholder satisfaction — the ability of the business to consider and manage stakeholder expectations in terms of achieving goals and/or objectives.

For example, to what degree has the business considered and managed stakeholder expectations in achieving goals and objectives?

Within each business criterion, a focus can be provided that is more specific to the topic and business situation. For example:

- accountability
- capacity
- compliance
- cost
- diversity
- engagement
- ethics
- labour
- needs
- productivity
- profitability
- quality
- reputation
- risk
- sustainability
- time.

Decision-making tools — including a decision-making matrix, weighted decision-making matrix, and a decision tree — can be used to visually represent evaluation and decision-making processes.

Subject matter — *for example* and *including*

When interpreting the subject matter in the Business syllabus, it is important to understand the intent of the terms *including* and *for example*.

When preceding a list, *including* refers to the aspects, elements or contexts that must be covered when teaching topics in the units; additional aspects, elements or contexts may be used at the teacher's discretion. In instances when *for example* (e.g.) is used, teachers may select examples from the provided content or choose other relevant examples that are not stated. There is no expectation that all examples must be covered.

Key terminology

In Business, terms used in the assessment objectives and ISMGs include:

- business concepts — a principle or idea relating to business theories, management strategies and the key business functions
- business data — quantitative details and statistics collected from primary or secondary sources
- business environments — all internal and external factors affecting how a business organises and manages functions and operations
- business information — qualitative details collected from primary or secondary sources
- business life cycle — the various stages of development of a business; each stage has its own unique characteristics and the focus of business activities will reflect the current point within the life cycle
- business report — a formal document containing information organised in a narrative, graphic and/or tabular form
- business report (extract) — a section or sections of a business report; not an entire business report
- business situation — the description of a business including its current state in the market and stage of development in the business life cycle
- business strategies — the means by which a business sets out to achieve its desired goals and/or objectives
- feasibility report — a document that assesses potential solutions to a business problem or opportunity and determines which of these are viable for further analysis
- key business functions — processes within human resources, finance, marketing and operations carried out to meet business goals and objectives
- relationships — a connection between variables, such as a correlation
- trends — a general direction in which something is developing or changing over a period of time.

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](#).

Reporting standards

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

A
<p>The student demonstrates comprehensive descriptions of business situations and environments and comprehensive explanations of business concepts and strategies with purposeful use of business terminology and examples.</p> <p>The student provides insightful analysis of business situations, environmental factors and key business functions through the discerning selection of significant data and information using analytical tools. There is thorough interpretation of significant relationships and trends to draw conclusions about implications for the business situation.</p> <p>The student shows perceptive judgments of business strategies with proficient use of business criteria to provide convincing and thoroughly justified decisions and insightful recommendations. Selection of language is sophisticated, with concise and logical sequencing and development of ideas and use of referencing conventions and professional presentation of business information.</p>
B
<p>The student demonstrates detailed descriptions of business situations and environments and detailed explanations of business concepts and strategies with the informed use of business terminology and examples.</p> <p>The student provides informed analysis of business situations, environmental factors and key business functions through the considered selection of relevant data and information using analytical tools. There is effective interpretation of relevant relationships and trends to draw conclusions about implications for the business situation.</p> <p>The student shows considered judgments of business strategies with effective use of business criteria to provide informed and justified decisions and informed recommendations. There is controlled selection of language, with logical sequencing and development of ideas and use of referencing conventions and effective presentation of business information.</p>
C
<p>The student demonstrates adequate descriptions of business situations and environments and adequate explanations of business concepts and strategies with the simple use of business terminology and examples.</p> <p>The student provides appropriate analysis of business situations, environmental factors and key business functions through the obvious selection of obvious data and information using analytical tools. There is appropriate interpretation of obvious relationships and trends to draw a conclusion about implications for the business situation.</p> <p>The student shows routine judgments of business strategies with adequate use of business criteria to provide appropriate decisions and recommendations. There is appropriate selection of language, with clear sequencing and development of ideas and use of referencing conventions and adequate presentation of business information.</p>

D

The student demonstrates insufficient descriptions of business situations and environments and insufficient explanations of business concepts and strategies with inconsistent use of business terminology or use of an example.

The student provides inconsistent analysis of business situations, environmental factors and key business functions through superficial selection of data or information using analytical tools. There is fragmented interpretation of relationships or trends and narrow identification of implications for the business situation.

The student shows rudimentary judgments of business strategies with inconsistent use of business criteria to provide inconsistent decisions or recommendations. There is unclear selection of language, with fragmented sequencing, development of ideas or use of referencing conventions and inconsistent presentation of business information.

E

The student demonstrates irrelevant descriptions of business situations or environments and irrelevant explanations of business concepts or strategies.

The student provides irrelevant or narrow statements of information and fragmented selection of data or information. There is inconsistent identification of implications for the business situation.

The student shows unresolved judgments of business strategies to provide unresolved decisions or recommendations. There is inappropriate selection of language with rudimentary sequencing or use of referencing conventions and inappropriate presentation of business information.

Determining and reporting results

Unit 1 and Unit 2

Schools make judgments on individual assessment instruments using a method determined by the school. They may use the reporting standards or develop an instrument-specific marking guide (ISMG). Marks are not required for determining a unit result for reporting to the QCAA.

The unit assessment program comprises the assessment instrument/s designed by the school to allow the students to demonstrate the unit objectives. The unit judgment of A–E is made using reporting standards.

Schools report student results for Unit 1 and Unit 2 to the QCAA as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

Units 3 and 4

Schools mark each of the three internal assessment instruments implemented in Units 3 and 4 using ISMGs.

Schools report a provisional mark by criterion to the QCAA for each internal assessment.

Once confirmed by the QCAA, these results will be combined with the result of the external assessment developed and marked by the QCAA.

The QCAA uses these results to determine each student's subject result as a mark out of 100 and as an A–E.

Units

Unit 1: Business creation

In Unit 1, students explore fundamental business concepts and strategies relating to strategic planning, business environments, leadership, management, entrepreneurship, human resources, finance, marketing, operations and technology. Students investigate the creation of business ideas and the business life cycle before focusing on the challenges of the seed stage. SWOT and PEST analytical tools are used to analyse strategic planning, stakeholders, competitors and the business environment. Business and entrepreneurial ideas are evaluated using the business criteria of competitiveness, effectiveness, efficiency and stakeholder satisfaction to determine their viability. Students use their knowledge of the fundamentals of business and the creation of business ideas to analyse and evaluate two authentic business case studies.

Unit objectives

1. Describe business situations and environments relating to businesses in the various stages of the business life cycle.
2. Explain business concepts and strategies relating to the fundamentals of business and the creation of business ideas.
3. Analyse and interpret business situations, environments and the key business functions relating to the fundamentals of business and the creation of business ideas using analytical tools.
4. Evaluate strategic planning and business ideas to make decisions and propose recommendations.
5. Create responses that communicate meaning to suit audience, context and purpose.

Subject matter

Topic 1: Fundamentals of business

This topic introduces students to the fundamentals of business developed through four themes: business goals and strategies, environmental factors, leadership and management, and business practices. The case study provides opportunities for students to explore and further develop their comprehension and analysis of the fundamentals of business through an authentic business context.

Business fundamentals

- Describe business facts and characteristics of business situations relating to businesses in the various stages of the business life cycle.
- Describe business facts and characteristics of the internal, external operating and macro environmental factors for a variety of business structures, including
 - profit-based
 - not-for-profit/community-based businesses
 - government-owned corporations (GOC)/government business enterprises (GBE).
- Explain
 - legal ownership structures of a business, including sole trader, partnership, private company and public company
 - strategic planning, including goals, mission statements, vision statements, objectives, strategies and tactics
 - business goals, e.g. profitability, market share, employment, societal needs and wants, sustainability and growth
 - internal, external operating and macro environmental factors, including
 - organisational structures
 - organisational culture
 - stakeholders
 - sociocultural, technological, economic, environmental, political, legal, and ethical factors
 - leadership and management roles in different business structures, including owners, managers, directors, entrepreneurs and intrapreneurs
 - leadership styles, e.g. authoritative, charismatic, bureaucratic, authentic, coaching, mentoring, transactional, transformational and situational
 - the SWOT analytical tool, including strengths, weaknesses, opportunities and threats.
- Explain the role of
 - business criteria (competitiveness, effectiveness, efficiency and stakeholder satisfaction) in evaluating business decisions
 - the key business functions (finance, human resources, marketing and operations) in achieving business goals
 - technology and the key business functions
 - analytical tools in strategic planning.

- Analyse and interpret business situations by selecting data and information relating to the
 - mission statements of two businesses using a SWOT analysis. Interpret a relationship in the SWOT analysis to draw conclusions about the implications for the businesses
 - environmental factors of a business using a SWOT analysis. Interpret a relationship or trend in the SWOT analysis to draw conclusions about the implications on strategic planning.
- Evaluate the strategic planning implemented by a business to make a decision and propose a recommendation/s using business criteria.
- Create responses that communicate meaning to suit the intended audience, context and purpose, e.g. using
 - paragraph responses
 - visual representations (diagrams, graphs, tables, analytical tools or decision-making matrix)
 - extended responses (written, spoken or multimodal presentation).

Fundamentals of business case study

- Describe business facts and characteristics of a business situation relating to the case study business, including the stage of the business life cycle.
- Describe business facts and characteristics of the internal, external operating and macro environmental factors.
- Explain the strategic planning implemented by the case study business.
- Analyse and interpret the business situation by selecting data and information relating to the strategic planning for the case study business using a SWOT analysis. Interpret a relationship or trend in the SWOT analysis to draw conclusions about the implications for the business.
- Evaluate the strategic planning implemented by the case study business to make a decision and propose a recommendation/s using business criteria.
- Create an extended response (written, spoken or multimodal) to communicate strategic planning to external stakeholders, including visual representations and in-text referencing (if appropriate).

Topic 2: Creation of business ideas

This topic introduces students to the creation of ideas that may develop into a business. Students explore innovation theories and entrepreneurial motivation to investigate the viability of business ideas. The case study provides opportunities for students to analyse, interpret and evaluate the creation of business ideas using an authentic business context.

Business ideation

- Describe business facts and characteristics of business situations relating to a business in the seed stage of the business life cycle.
- Describe business facts and characteristics of the internal, external operating and macro environmental factors, including
 - environmental factors that influence the creation of business ideas
 - the competitive environment for a business idea.

- Explain
 - the challenges of the seed stage in the business life cycle
 - skills, characteristics and motives of entrepreneurs
 - sources of support and advice for the development of business ideas
 - innovation theories, including disruptive innovation, incremental innovation and radical innovation
 - motivational theories, including Maslow's hierarchy of needs
 - strategies used to generate and screen business ideas, e.g. the SCAMPER technique — substitute, combine, adapt, modify, put to another use, eliminate and reverse
 - the PEST analytical tool, including political, economic, sociocultural and technological factors.
- Explain the concept of
 - differentiation, including point of difference
 - intellectual property, e.g. patents, trademarks and registered designs.
- Analyse and interpret business situations by selecting data and information relating to the macro environment using a PEST analysis. Interpret a relationship or trend in the PEST analysis to draw conclusions about the implications for a business idea.
- Evaluate a business idea to make a decision and propose a recommendation/s on the viability of proceeding to the start-up stage of the business life cycle using business criteria.
- Create responses that communicate meaning to suit the intended audience, context and purpose, e.g. using
 - paragraph responses
 - visual representations (diagrams, graphs, tables, analytical tools or decision-making matrix)
 - extended responses (written, spoken or multimodal presentation).

Creation of business ideas case study

- Describe business facts and characteristics of a business situation relating to a business in the seed stage of the business life cycle.
- Describe business facts and characteristics of the internal, external operating and macro environmental factors.
- Explain the application of the innovation theory implemented by the case study business.
- Analyse and interpret the business situation by selecting data and information relating to the macro environment using a PEST analysis. Interpret a relationship or trend in the PEST analysis to draw conclusions about the implications for the business idea.
- Evaluate the viability of the business idea to make a decision and propose a recommendation/s using business criteria.
- Create an extended response (written, spoken or multimodal presentation) to communicate a business idea to a potential investor, including visual representations and in-text referencing (if appropriate).

Unit 2: Business growth

In Unit 2, students explore concepts and strategies used by businesses in the start-up and growth stages of the business life cycle. Students explore leadership and management across the key business functions, including financial, human resources, marketing and operations in the growth stage. Analytical tools, including STEEPLE and break-even analyses, are used to analyse and interpret the implications of establishing a business. Market entry is analysed and interpreted using the analytical tools SWOT and USP. Strategies to establish a business and market entry are evaluated using the business criteria of competitiveness, effectiveness, efficiency and stakeholder satisfaction. Two authentic case studies will allow students to investigate a franchise and a business entering a new market.

Unit objectives

1. Describe business situations and environments relating to business start-up and market entry in the growth stage of the business life cycle.
2. Explain business concepts and strategies relating to the establishment of a business and market entry.
3. Analyse and interpret business situations, environments and the key business functions relating to the establishment of a business and market entry using analytical tools.
4. Evaluate start-up and growth strategies to make decisions and propose recommendations.
5. Create responses that communicate meaning to suit audience, context and purpose.

Subject matter

Topic 1: Establishment of a business

In this topic, students investigate concepts and strategies to manage human resources and to finance a start-up business. The case study provides opportunity for students to analyse, interpret and evaluate the financial and human resource strategies for a new franchisee at the start-up stage of the business life cycle.

Business start-up

- Describe business facts and characteristics of business situations relating to a business in the start-up stage of the business life cycle.
- Describe business facts and characteristics of the internal, external operating and macro environmental factors that have an impact on human resources and financing.
- Explain
 - the challenges of the start-up stage in the business life cycle
 - the pathway options for entry into business, including
 - opening a new business
 - buying an existing business
 - entering into a franchise agreement
 - the classification of businesses according to size, including small and medium businesses
 - the legal and regulatory requirements essential for start-up businesses, e.g. taxation, employment, workplace health and safety, standards and codes of practice
 - the planning, organising, leading and controlling (POLC) responsibilities of a manager in the start-up stage
 - the stages of the employment cycle, including acquisition, development, maintenance and separation
 - short-term and long-term finance, including debt and equity finance, in establishing a start-up business
 - the STEEPLE analytical tool, including sociocultural, technological, economic, environmental, political, legal and ethical factors
 - the break-even analytical tool.
- Explain the role of
 - budgeting in the strategic planning of a start-up business
 - job design and recruitment in the strategic planning of a start-up business, e.g. emerging recruitment and selection techniques (digital platforms)
 - induction and training processes as a strategic planning tool
 - strategic networks for a start-up business, e.g. professional associations.
- Explain the relationship between
 - human resources objectives and the achievement of business goals in the start-up stage
 - financial objectives, e.g. profitability, efficiency, growth, liquidity and solvency and the achievement of business goals in the start-up stage.

- Analyse and interpret business situations by selecting data and information relating to
 - the external environment for a start-up business using a STEEPLE analysis. Interpret a relationship or a trend in the STEEPLE analysis to draw conclusions about the implications for business start-up
 - budgeting and financing for a start-up business using a break-even analysis. Interpret a relationship or a trend in the break-even analysis to draw conclusions about the implications for business start-up.
- Evaluate using business criteria
 - two alternative employment acquisition strategies for a business in the start-up stage to make a decision and propose a recommendation/s
 - two pathways to start a business to make a decision and propose a recommendation/s.
- Create a response that communicates meaning to suit the intended audience, context and purpose, e.g. using
 - paragraph responses
 - visual representations (diagrams, graphs, tables, analytical tools or decision-making matrix)
 - extended responses (written, spoken or multimodal presentation).

Establishment of a business — franchise case study

- Describe business facts and characteristics of a business situation relating to a business in the start-up stage of the business life cycle.
- Describe business facts and characteristics of the internal, external operating and macro environmental factors.
- Explain the
 - financial costs and legal requirements of entering into the franchise agreement
 - role of the franchisor and franchisee relevant to the case study business.
- Analyse and interpret the business situation by selecting data and information relating to the external environment of the franchise business using a STEEPLE analysis. Interpret a relationship or a trend in the STEEPLE analysis to draw conclusions about the implications of entering into the franchise agreement.
- Evaluate the suitability of the franchise option to make a decision and propose a recommendation/s using business criteria.
- Create an extended response (written, spoken or multimodal presentation) to communicate the viability of buying a franchise to potential franchisees, including visual representations and in-text referencing (if appropriate).

Topic 2: Entering markets

In this topic, students investigate concepts and strategies for entering markets. This topic provides opportunity for students to analyse, interpret and evaluate marketing and operational strategies for a business in the growth stage of the business life cycle. The case study provides students with the opportunity to evaluate marketing and operational strategies for entry in the growth stage of the business.

Market entry

- Describe business facts and characteristics of business situations relating to a business in the growth stage of the business life cycle.
- Describe business facts and characteristics of the internal, external operating and macro environmental factors that have an impact on marketing and operations.
- Explain
 - the challenges of the growth stage in the business life cycle
 - marketing objectives in relation to the growth stage, including sales, market share and brand awareness
 - target market and market segmentation
 - total product concept, including tangible and intangible aspects
 - marketing mix, including product, price, place and promotion
 - branding and the use of trademarks during the growth stage
 - promotional strategies, including traditional, digital and emerging platforms
 - pricing strategies, e.g. competitive, penetration, 'cream-skimming', costs plus and psychological
 - the operational practices and systems in the growth stage, e.g. facilities, inventories, scheduling, production of goods/services, capacity and customer service
 - the unique selling proposition (USP) analytical tool.
- Explain the relationship between
 - market research and sales forecasting
 - the Australian Competition and Consumer Commission (ACCC) and advertising standards.
- Explain the interrelationships between
 - market research, marketing mix and consumer behaviours
 - branding, establishing a customer base and market presence
 - inventories, production and capacity.
- Analyse and interpret business situations by selecting data and information relating to
 - operational practices using a SWOT. Interpret a relationship or a trend in the SWOT to draw conclusions about the implications of the operational practices currently used by the business
 - the marketing mix of three competing businesses using USP analysis. Interpret a relationship or a trend in the USP analysis to draw conclusions about the implications of their marketing strategies.

- Evaluate using business criteria
 - operational strategies used by a business in the growth stage to make a decision and propose a recommendation/s
 - marketing strategies used by a business in the growth stage to make a decision and propose a recommendation/s.
- Create responses that communicate meaning to suit the intended audience, context and purpose, e.g. using
 - paragraph responses
 - visual representations (diagrams, graphs, tables, analytical tools or decision-making matrix)
 - extended responses (written, spoken or multimodal presentation).

Entering markets case study

- Describe business facts and characteristics of a business situation relating to a business in the growth stage of the business life cycle.
- Describe business facts and characteristics of the internal, external operating and macro environmental factors.
- Explain the marketing mix implemented by the case study business, e.g. price, product, place and promotion.
- Analyse and interpret the business situation by selecting data and information relating to the
 - operating practices for the case study business using a SWOT analysis. Interpret a relationship or a trend in the SWOT analysis to draw conclusions about the implications for the business entering the market
 - marketing mix of one competing business using USP analysis. Interpret a relationship or a trend in the USP analysis to draw conclusions about the implications for the business entering the market.
- Evaluate marketing and operational strategies implemented by the case study business to make a decision and propose a recommendation/s using business criteria.
- Create an extended response (written, spoken or multimodal presentations) to communicate market entry strategies to internal stakeholders, including visual representations and in-text referencing (if appropriate).

Unit 3: Business diversification

In Unit 3, students explore concepts and strategies used by businesses in the maturity stage of the business life cycle. Students investigate diversification strategies, with a specific focus on expansion into global markets and emerging strategies providing a competitive advantage. Analytical tools, including SWOT, STEEPLE and USP analyses and power interest grid, are used to analyse the challenges businesses experience when trying to differentiate and expand. Business diversification strategies are evaluated using the business criteria of competitiveness, effectiveness, efficiency and stakeholder satisfaction. Students propose recommendations for business strategies across a range of management and functional areas. An authentic business case study allows students to investigate an Australian business that has expanded into the Asian market.

Unit objectives

1. Describe business situations and environments relating to competitive markets and strategic development in the maturity stage of the business life cycle.
2. Explain business concepts and strategies relating to competitive markets and strategic development.
3. Analyse and interpret business situations, environments and the key business functions relating to competitive markets and strategic development using analytical tools.
4. Evaluate diversification strategies to make decisions and propose recommendations.
5. Create responses that communicate meaning to suit audience, context and purpose.

Subject matter

Topic 1: Competitive markets

In this topic, students explore strategies used by mature businesses to remain competitive in the marketplace. This topic provides opportunity for students to investigate risk management, styles of leadership, human and financial practices and strategies in relation to domestic or global expansion. The case study will give students the opportunity to analyse, interpret, evaluate and recommend strategies for a global business.

Expanding markets

- Describe business facts and characteristics of business situations relating to a business in the maturity stage of the business life cycle.
- Describe business facts and characteristics of the internal, external operating and macro environmental factors that have an impact on human resources and financing.
- Explain
 - the challenges of the maturity stage in the business life cycle
 - domestic and global markets
 - the strategies a business may adopt to expand, e.g. vertical/horizontal growth, niche market, exporting, innovation, research and development, and emerging technologies
 - the modes of entering global markets, e.g. licensing, international agents and distributors, strategic alliance, joint ventures and overseas manufacturing or sales subsidiary
 - financing options for establishing global operations, e.g. private equity, initial public offering, money in capital markets, dividends, accessing government grants and incentives
 - development and maintenance stages of the employment cycle
 - the power interest grid (PIG) analytical tool.
- Explain the role of
 - risk management during expansion
 - the intrapreneur in a competitive market.
- Explain the relationship between
 - employer of choice strategies and the maturity stage in a competitive market
 - a diverse workforce and human resources strategic planning in the maturity stage
 - risk management and strategic planning in a competitive market
 - leadership styles and expansion strategies required to be competitive.
- Explain the interrelationship between motivation theory, staff retention and employer of choice.
- Analyse and interpret business situations by selecting data and information relating to
 - modes of entry for entering domestic or global markets using a SWOT analysis. Interpret relationship/s and trend/s in the SWOT to draw conclusions about the implications of expansion for a mature business
 - financing and income for expansion into a domestic or global market using PIG analysis. Interpret relationship/s and trend/s in the PIG analysis to draw conclusions about the implications of expansion for a mature business.

- Evaluate using business criteria
 - modes of entry into another market to make a decision and propose a recommendation/s
 - financing options to make a decision and propose a recommendation/s.
- Create responses that communicate meaning to suit the intended audience, context and purpose, e.g. using
 - paragraph responses
 - visual representations (diagrams, graphs, tables, analytical tools or decision-making matrix)
 - extended responses (written, spoken or multimodal presentation).

Competitive markets — Asian expansion case study

- Describe business facts and characteristics of a business situation relating to a business in the maturity stage of the business life cycle.
- Describe business facts and characteristics of the internal, external operating and macro environmental factors.
- Explain the human resources strategic plan implemented by the case study business.
- Analyse and interpret the business situation by selecting data and information relating to
 - human resources strategies using a SWOT analysis. Interpret relationship/s and trend/s in the SWOT analysis to draw conclusions about the implications of the intended/current human resource strategies for the business
 - the expansion of the case study business into an Asian market using a SWOT. Interpret relationship/s and trend/s in the SWOT analysis to draw conclusions about the implications of the intended/current human resource strategies for the business.
- Evaluate the human resources strategic plan implemented by the case study business to make a decision and propose a recommendation/s using business criteria.
- Create an extended response (written, spoken or multimodal presentation) to communicate strategies for entering a global market to an internal stakeholder, including visual representations and in-text referencing (if appropriate).

Topic 2: Strategic development

In this topic, students explore strategies for a mature business to remain competitive in the marketplace. This topic provides opportunity for students to investigate relationship marketing strategies, hostile competitive environments and emerging marketing platforms. Analytical tools are used to analyse and interpret relationships and trends in marketing and operational strategies.

Note: There is no case study for Topic 2: Strategic development.

- Describe business facts and characteristics of business situations relating to a business in the maturity stage of the business life cycle.
- Describe business facts and characteristics of the internal, external operating and macro environmental factors that have an impact on marketing and operations.

- Explain
 - integrated marketing communications strategies, e.g. recognition, relevance, reward and relationship
 - relationship marketing, e.g. loyalty and rewards programs
 - total quality management including quality control and quality assurance
 - project management
 - outsourcing
 - economies of scale relevant to marketing and operations.
- Explain the role of
 - branding in maintaining market share
 - contingency planning, e.g. using Fiedler's contingency model
 - emerging technologies in contemporary marketing strategies
 - research and development in marketing and operational strategies.
- Explain the challenges
 - faced by management in the outsourcing of marketing and operational activities
 - of operating in hostile competitive environments.
- Explain the relationship between
 - marketing strategies and hostile competitive environments
 - total quality management and long-term achievements through customer satisfaction
 - Pareto's principle (80/20 rule) and management of marketing strategies.
- Explain the interrelationships between contemporary marketing strategies, branding and loyalty.
- Analyse and interpret business situations by selecting data and information relating to
 - a business's current situation in a competitive hostile environment using STEEPLE analysis. Interpret relationship/s and trend/s in the STEEPLE analysis to draw conclusions about the implications on strategic planning for the business
 - competitors in a hostile environment using USP analysis. Interpret relationship/s and trend/s in the USP analysis to draw conclusions about the implications on strategic planning for the business.
- Evaluate using business criteria
 - marketing strategies for a business operating in a hostile competitive environment to make a decision and propose a recommendation/s
 - operating strategies for a business operating in a hostile competitive environment to make a decision and propose a recommendation/s
- Create responses that communicate meaning to suit the intended audience, context and purpose, e.g. using
 - paragraph responses
 - visual representations (diagrams, graphs, tables, analytical tools or decision-making matrix)
 - extended responses (written, spoken or multimodal presentation).

Unit 4: Business evolution

In Unit 4, students investigate the challenges for businesses in the post-maturity stage of the business life cycle and explore the leadership and management required when repositioning or transforming a business using financial, human resources, marketing and operational management strategies. Drivers of change and change management theories allow students to analyse, interpret and evaluate the outcomes for business evolution. A variety of analytical tools, including SWOT, STEEPLE, and force field analyses, Porter's five forces and power interest grid are used to analyse and interpret repositioning and transformation of a business. The business criteria of competitiveness, effectiveness, efficiency and stakeholder satisfaction are used to make decisions and propose recommendations to reposition and transform businesses.

Unit objectives

1. Describe business situations and environments relating to repositioning and transformation of a business in the post-maturity stage of the business life cycle.
2. Explain business concepts and strategies relating to repositioning and transformation of a business.
3. Analyse and interpret business situations, environments and the key business functions relating to repositioning and transformation of a business using analytical tools.
4. Evaluate repositioning and transformation strategies to make decisions and propose recommendations.
5. Create responses that communicate meaning to suit audience, context and purpose.

Subject matter

Topic 1: Repositioning a business

In this topic, students examine the post-maturity stage of a business. Students investigate concepts and strategies that influence the repositioning of a business, focusing on the steady state and decline outcomes. Students evaluate the impacts of change, including those of sustainability, corporate social responsibility, ethics and technology on financial, human resources, marketing and operational strategies.

Note: There is no case study for Topic 1: Repositioning a business.

- Describe business facts and characteristics of business situations relating to a business in the post-maturity stage (steady state and decline) of the business life cycle.
- Describe business facts and characteristics of the internal, external operating and macro environmental factors that influence the repositioning of a business.
- Explain
 - the challenges of the post-maturity stage in the business life cycle
 - the possible outcomes for a business in the post-maturity stage, including steady state and decline
 - the difference between rebranding and repositioning for a business in the post-maturity stage
 - the exit options for a business that is declining in the post-maturity stage, including voluntary and involuntary administration
 - the influences on repositioning, e.g. sustainability, corporate social responsibility, ethical standards, mergers and acquisitions, public relations and crisis management
 - strategies of the key business functions for repositioning a business in steady state and decline
 - the Porter's five forces analytical tool, including supplier power, buyer power, competitive rivalry, threat of substitution and threat of entry.
- Explain the relationship between
 - human resources and operational strategies when repositioning a business, including redundancy, retraining and development in steady state or decline
 - emerging technologies and the key business functions when repositioning a business in steady state or decline
 - public relations and ethical practices for a business in crisis management.
- Explain the interrelationships between sustainability, corporate social responsibility and strategies for a business in the post-maturity stage.
- Analyse and interpret business situations by selecting data and information relating to
 - the business situation for a business in the post-maturity stage using Porter's five forces. Interpret relationship/s and trend/s in the analysis to draw conclusions about the implications on repositioning strategies for the business
 - repositioning strategies for a business using STEEPLE analysis. Interpret relationship/s and trend/s in the STEEPLE analysis to draw conclusions about the implications of the repositioning strategy for the business.

- Evaluate using business criteria
 - repositioning strategies for a business in the post-maturity stage to make a decision and propose a recommendation/s
 - exit strategies for a business in the post-maturity stage to make a decision and propose a recommendation/s
 - influences of change for a business in the post-maturity stage to make a decision and propose a recommendation/s.
- Create responses that communicate meaning to suit the intended audience, context and purpose, e.g. using
 - paragraph responses
 - visual representations (diagrams, graphs, tables, analytical tools or decision-making matrix)
 - extended responses (written, spoken or multimodal presentation).

Topic 2: Transformation of a business

In this topic, students explore strategies that influence the transformation of a business, focusing on change management and the renewal outcome. Students will evaluate theories and strategies for change management and leadership of financial, human resources, marketing and operations management.

Note: There is no case study for Topic 2: Transformation of a business.

- Describe business facts and characteristics of business situations relating to a business in the post-maturity stage (renewal) of the business life cycle.
- Describe business facts and characteristics of the internal, external operating and macro environmental factors that influence the transformation of a business.
- Explain
 - the possible outcomes for a business in the post-maturity stage (renewal)
 - change management
 - drivers of change, including corporate culture, management styles, organisational structures, competition and legislative compliance
 - performance management
 - the theories and models of change management, including Lewin and Kotter
 - management styles across the continuum, including autocratic, persuasive, consultative, participative and laissez-faire
 - management strategies for overcoming resistance to change, including communication, participation, negotiation, manipulation and threat
 - the force field analytical tool.
- Explain the role of
 - consultants and professional services assisting management for a business in the post-maturity stage
 - performance management when transforming a business, including outcomes of redundancy, retraining and development in renewal.

- Explain the relationship between
 - change management theories, including Lewin, Kotter, and business transformation
 - force field analysis and change management
 - the strategies for overcoming resistance to change and human resources management
 - strategic planning and vision for change management
 - drivers of change and transformation or renewal.
- Explain the interrelationships between performance management, change management and business transformation.
- Analyse and interpret the business situation by selecting data and information relating to
 - the stakeholders of a business in the post-maturity stage using a power interest grid. Interpret relationship/s and trend/s in the power interest grid to draw conclusions about the implications of transformation on the business
 - a business that has undertaken change management using SWOT analysis. Interpret relationship/s and trend/s in the SWOT analysis to draw conclusions about the implications of change management on financial, human resources, marketing and operations sections/strategies of the business
 - a business in the post-maturity stage using force field analysis. Interpret relationship/s and trend/s in the force field analysis to draw conclusions about the implications of transformation on the business.
- Evaluate using business criteria
 - financial management strategies for transforming a business to make a decision and propose a recommendation/s
 - human resources management strategies for transforming a business to make a decision and propose a recommendation/s
 - marketing management strategies for transforming a business to make a decision and propose a recommendation/s
 - operations management strategies for transforming a business to make a decision and propose a recommendation/s.
- Create responses that communicate meaning to suit the intended audience, context and purpose, e.g. using
 - paragraph responses
 - visual representations (diagrams, graphs, tables, analytical tools or decision-making matrix)
 - extended responses (written, spoken or multimodal presentation).

Assessment

Internal assessment 1: Examination — combination response (25%)

Assessment objectives

1. Describe a business situation and business environment/s relating to competitive markets in the maturity stage of the business life cycle.
2. Explain business concepts and strategies relating to competitive markets.
3. Analyse and interpret business situations, environments and the key business functions relating to competitive markets using an analytical tool.
4. Evaluate a business or competitive strategy to make a decision and propose a recommendation/s.
5. Create responses that communicate meaning to suit audience, context and purpose.

Specifications

The teacher provides an examination that:

- relates to Unit 3 Topic 1
- is a combination of short responses and an extended response question.

Question specifications

The examination must be aligned to the specifications provided in the table below.

Focus of question	Mark allocation	Objective	In these questions, students respond using:
Short responses (2–3 questions)	4	2	<ul style="list-style-type: none">• sentences and paragraphs
Short response (1–2 question)	4	1	<ul style="list-style-type: none">• unseen stimulus• sentences and paragraphs
Extended response (1 question)	17	3, 4, 5	<ul style="list-style-type: none">• unseen stimulus• business report (extract).

Stimulus specifications

The teacher provides unseen stimulus that:

- has not been copied from information or texts that students have been exposed to or have directly used in class
- contains one authentic business context in the maturity stage of the business life cycle
- contains data and information presented in realistic formats that should be able to elicit a range of student responses and are succinct enough to engage with in the planning time
- are contained in up to four A4 pages.

Conditions

- This is an individual supervised task.
- Time allowed
 - Planning time: 15 minutes
 - Working time: 120 minutes
- Students may use word processing software for some or all responses.
- Students must not bring notes into the examination.

Mark allocation

Criterion	Assessment objectives	Marks
Describing	1	4
Explaining	2	4
Analysing	3	7
Evaluating	4	7
Communicating	5	3
Total marks:		25

Instrument-specific marking guide

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

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

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

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

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

Internal assessment 2: Business report (25%)

Students investigate a specific problem relating to Unit 3 Topic 2 for an authentic business in the maturity stage of the business life cycle.

Assessment objectives

1. Describe a business situation and business environment/s relating to strategic development in the maturity stage of the business life cycle.
2. Explain business concepts and strategies relating to strategic development.
3. Analyse and interpret business situations, environments and the key business functions relating to strategic development using an analytical tool.
4. Evaluate a marketing or operational strategy to make a decision and propose a recommendation/s.
5. Create responses that communicate meaning to suit audience, context and purpose.

Specifications

This task requires students to:

- use an inquiry approach to identify a specific problem relating to strategic development
- select data and information from a range of sources using an analytical tool
- analyse the business situation to interpret the implications for the business
- evaluate a marketing or operational strategy using business criteria
- create a business report for a relevant stakeholder.

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

Conditions

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

Response requirements

Written: up to 2000 words

Mark allocation

Criterion	Assessment objectives	Marks
Describing	1	4
Explaining	2	4
Analysing	3	7
Evaluating	4	7
Communicating	5	3
Total marks:		25

Instrument-specific marking guide

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

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

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

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

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

Internal assessment 3: Feasibility report (25%)

Students create a feasibility report focused on an authentic case study and stimulus relating to Unit 4 Topic 1.

Assessment objectives

1. Describe a business situation and business environment/s relating to repositioning a business in the post-maturity stage of the business life cycle.
2. Explain business concepts and strategies relating to repositioning a business.
3. Analyse and interpret business situations, environments and the key business functions relating to repositioning a business using an analytical tool.
4. Evaluate repositioning strategies to make a decision and propose a recommendation/s.
5. Create responses that communicate meaning to suit audience, context and purpose.

Specifications

This task requires students to:

- use an inquiry approach to address the case study and stimulus
- select data and information using an analytical tool
- analyse the business situation to interpret the implications for repositioning the business
- evaluate repositioning strategies using business criteria
- create a feasibility report for a relevant stakeholder.

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

Stimulus specifications

The teacher provides stimulus that:

- has not been copied from information or texts that students have been exposed to or have directly used in class
- relates to one authentic business in the post-maturity stage of the business life cycle and its competitors
- contains data and information presented in realistic formats that should be able to elicit a range of student responses
- are contained in up to eight A4 pages.

Conditions

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

Response requirements

Written: up to 2000 words

Mark allocation

Criterion	Assessment objectives	Marks
Describing	1	4
Explaining	2	4
Analysing	3	7
Evaluating	4	7
Communicating	5	3
Total marks:		25

Instrument-specific marking guide

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

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

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

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

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

External assessment: Examination — combination response (25%)

External assessment is developed and marked by the QCAA. The external assessment in Business is common to all schools and administered under the same conditions, at the same time, on the same day.

Assessment objectives

1. Describe a business situation and environment/s relating to transformation of a business in the post-maturity stage of the business life cycle.
2. Explain business concepts and strategies relating to transformation of a business.
3. Analyse and interpret business situations, environments and the key business functions relating to transformation of a business using an analytical tool.
4. Evaluate transformation strategies to make a decision and propose a recommendation/s.

Specifications

This examination:

- relates to Unit 4 Topic 2
- may ask students to respond using
 - sentences or paragraphs
 - an extended response — business report or business report extract
- may ask students to respond to unseen stimulus.

Conditions

- Time allowed
 - Planning time: 15 minutes
 - Working time: 120 minutes

Glossary

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

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Version history

Version	Date of change	Information
1.0	January 2024	Released for familiarisation and planning (with implementation starting in 2025)

