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1 Rationale

Throughout the world people engage in business activities to design, produce, market, deliver and support goods and services. So that young people can contribute to the dynamic and constantly changing business environment, and make informed and reasoned decisions about their role in it, they need business knowledge, skills and strategies.

Business Communication and Technologies offers students opportunities to engage in and understand a range of administrative practices through real-life situations and business simulations. Students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business-specific technologies. Business Communication and Technologies encompasses theoretical and practical aspects of business issues in contexts students will encounter throughout their lives.

This course of study engages students in learning activities that require higher-order cognition to analyse, evaluate and propose recommendations from multiple perspectives across a range of business contexts. These activities build skills to enhance their confidence and ability to participate effectively as members of the business world and as citizens dealing with issues emanating from business activity.

Business Communication and Technologies fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business to society. A significant feature of Business Communication and Technologies is its relevance to future pathways, as it provides useful knowledge and competencies for life. Through the analysis of business issues, the course of study provides rigour and depth and lays an excellent foundation for students in tertiary study and for their future employment. This subject may lead to employment in such areas as business administration, events administration, workplace health and safety or tertiary study in the fields of business, business management, accounting, events management and human resources.
2 Dimensions and objectives

The dimensions are the salient properties or characteristics of distinctive learning for this subject. The dimensions are described through their objectives and it is these that schools are required to teach and that students should have the opportunity to learn. The objectives describe what students should be able to do by the end of the course of study.

Progress in a particular dimension may depend on the qualities and skills developed in other dimensions. Learning through each of the dimensions must be developed in increasing complexity and sophistication over a four-semester course of study.

Schools must assess how well students have achieved the objectives. The standards have a direct relationship with the objectives, and are described in the same dimensions as the objectives.

The dimensions for a course of study in this subject are:

- Dimension 1: Knowing and understanding business
- Dimension 2: Investigating business issues
- Dimension 3: Evaluating business decisions.

2.1 Dimension 1: Knowing and understanding business

The dimension Knowing and understanding business involves the retrieval, comprehension and use of information and skills associated with selected topics of study and underpinning practices, to increase business knowledge.

This dimension encompasses the ability to define, describe, use and explain business terms, facts, concepts, principles, processes and practices.

Explaining involves communicating a meaning with clarity, precision and completeness and is enhanced by the use of examples.

Technology application skills refer to the use of a variety of technology skills that follow identified business policies and procedures resulting in purposeful applications.

2.1.1 Objectives

By the conclusion of the course of study, students should:

- define, describe and use business terms, facts and concepts
- explain business principles, processes and practices
- use technology application skills for a purpose.

2.2 Dimension 2: Investigating business issues

This dimension, Investigating business issues, involves exploring and dissecting business data and information to identify and analyse business issues.

Information and data need to be purposely selected, sequenced and organised to allow an effective analysis of business issues.

Business data and information need to be interpreted to identify and explicate relevant business issues.

Analysis refers to dissecting business data and information to ascertain and examine constituent parts and/or their relationships.
2.2.1 Objectives

By the conclusion of the course of study, students should:
• select, sequence and organise data and information
• interpret business data and information to identify and explain issues
• analyse data and information relating to business issues.

2.3 Dimension 3: Evaluating business decisions

This dimension, *Evaluating business decisions*, involves communicating and synthesising understandings gained to make judgments about the performance of businesses. This dimension involves drawing conclusions, making decisions, providing recommendations to solve problems and justifying solutions and/or actions.

Evaluating refers to assigning merit according to criteria.

Justifying refers to providing sound reasons or evidence to support a statement. Soundness requires that the reasoning is logical and, where appropriate, that the premises are likely to be true.

Communication involves using mode, genre and language conventions relevant to business to suit the identified audience and purpose. Language conventions include effective use of paragraphing, structure, vocabulary, grammar, spelling and punctuation. Correct use of technical terms relevant to business contexts and consistent use of accepted genres and conventions of referencing and in-text citations are essential.

2.3.1 Objectives

By the conclusion of the course of study, students should:
• evaluate information using criteria to draw conclusions, reach decisions and make recommendations
• justify conclusions, decisions and recommendations
• use mode, genre and language conventions to suit audiences and purposes.
3 Course organisation

3.1 Course of study overview

A four-semester course of study in Business Communication and Technologies requires:

- integration of the two underpinning practices of Business Communication and Business Technologies
- at least six and no more than eight topics of study examined through business contexts.

Units of work in Business Communication and Technologies are constructed using contextualised learning experiences and assessment opportunities based on the relevant underpinning practices and subject matter from the identified topic/s of study.

Diagram 1: Course of study overview
3.1.1 Underpinning practices

The underpinning practices of **Business Communication** and **Business Technologies** (detailed in Table 1) are the foundation for the development and organisation of the course of study, units of work and assessment.

The practices are integral to all business relationships and dealings, and shape the development of students’ knowledge and skills in relation to this course of study.

In a course of study, both underpinning practices are:

- considered equally significant
- integrated through topics of study, increasing in complexity of challenge over the course of study
- contextualised to the:
  - selected topic/s of study
  - requirements of each situation, task purpose and needs of the stakeholders or audience
- evidenced in each semester.

The choice of how the underpinning practices are to be developed into learning experiences, units of work and assessment are specific to each circumstance.

Table 1: Underpinning practices

| Business Communication | Business Communication involves skills such as:
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Business Communication is any communication used to build relationships, create value for a business or promote an idea, a product, service or organisation. It involves the exchange of ideas, opinions and information through all modes of interaction or presentation — interpersonal, physical, written, spoken and multimodal.</td>
<td>preparation of types of written communication (e.g. letters, articles, newspaper, blogs, magazines, reports, emails, webpages) preparation of types of spoken and multimodal communication (e.g. seminar, conference, webinar, presentation, podcast) research skills (e.g. determining audience and information needs, locating and retrieving information).</td>
</tr>
</tbody>
</table>

| Business Technologies | Business Technologies involves skills such as:
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<tbody>
<tr>
<td>Business Technologies involves the selection, use, management and manipulation of technology applications to process, convey and present information effectively in business contexts. The efficiency and competitiveness of businesses leads to ongoing modification or invention of business technologies. Courses of study should incorporate commonly used business technologies but should also assimilate modified or new technologies when appropriate.</td>
<td>selection, use, management and manipulation of a range of technologies and applications to produce a variety of documents (e.g. word processing, multimedia, presentation, spreadsheeting, database, mobile devices) understanding and application of task management and organisational policies and procedures (e.g. storage and location of data).</td>
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### 3.1.2 Topics of study

There are 11 topics of study, with **six to eight** included in the course of study:

1. Business environments
2. Managing people
3. Industrial relations
4. International business
5. Workplace health, safety and sustainability
6. Organisation and work teams
7. Managing workplace information
8. Financial administration
9. Social media
10. Events administration
11. School-developed issues study.

### 6. Organisation and work teams

Topics of study must be studied through an appropriate business context. The purpose of business contexts is to provide a focus for authentic and relevant learning experiences. Examples of business contexts include public administration, banking and finance, tourism and hospitality, real estate, mining, retail, travel and media.

The underpinning practices of Business Communication and Business Technologies are embedded in subject matter selected for units of work. The possible breadth and depth of subject matter for each topic of study is provided in Table 2.

### Table 2: Topics of study and possible subject matter

<table>
<thead>
<tr>
<th>Topic of Study</th>
<th>Possible subject matter</th>
</tr>
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<tbody>
<tr>
<td>1: Business environments</td>
<td>• business sectors (e.g. public and private, types of businesses)</td>
</tr>
<tr>
<td></td>
<td>• strategic planning (e.g. vision, mission statements, change, innovation, sustainability)</td>
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<tr>
<td></td>
<td>• corporate social responsibility and ethics (e.g. environment, community, product sourcing, whistleblowers, time management)</td>
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<td></td>
<td>• fraud and security management (e.g. workplace surveillance, protecting intellectual property, crisis management, disaster recovery)</td>
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<td></td>
<td>• work environments (e.g. organisational structures and charts, open remote)</td>
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<td></td>
<td>• quality practices (e.g. policies and procedures, codes of practice, privacy and freedom of information, outsourcing).</td>
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<tr>
<td>2: Managing people</td>
<td>• employment issues (e.g. recruitment, inclusivity, job descriptions, performance appraisals, negotiating employment contracts and salaries, modes of employment, ethical behaviour)</td>
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<tr>
<td></td>
<td>• change management (e.g. key factors, implementing change strategy, difficulties, internal promotions, redundancy, succession planning)</td>
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<td></td>
<td>• management practices and principles (e.g. roles and responsibilities)</td>
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<td></td>
<td>• human resources (e.g. understanding behaviours, recognising milestones, rewarding performance, ensuring work/life balance, mentoring, delegation)</td>
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<td></td>
<td>• workplace issues (e.g. dealing with and documenting relevant workplace issues, bullying, violence, grief, health, theft, conflict).</td>
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<tr>
<td>3: Industrial relations</td>
<td>• Commonwealth and/or State legislation relating to workplace relations and discrimination</td>
</tr>
<tr>
<td></td>
<td>• employer and employee rights and responsibilities (e.g. obligation of the employer regarding safety, non-discrimination, legal/ethical requirements, inclusive environments; obligation of employee concerning attendance, following directions, confidentiality, work performance, and care)</td>
</tr>
<tr>
<td></td>
<td>• unions</td>
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<td>• employer associations</td>
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<td></td>
<td>• awards and entitlements</td>
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<td></td>
<td>• unfair dismissal and grievance procedures.</td>
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<tr>
<td>Topic of Study</td>
<td>Possible subject matter</td>
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<tr>
<td>4: International business</td>
<td><strong>Subject matter included in this topic should be explored from a business perspective and may include Indigenous and other cultures.</strong></td>
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<td>• general considerations (e.g. language, religion and cultural differences, political and economic climate, time differences and working hours, currency and exchange rates)</td>
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<td>• travel issues (e.g. visas, security)</td>
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<td></td>
<td>• business dealings (e.g. power, role and status issues, decision-making protocols, etiquette, meetings, work ethics, communication)</td>
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<td>• trade issues (e.g. government restrictions, support agencies, indicators for determining employee suitability for international employment).</td>
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<tr>
<td>5: Workplace health, safety and sustainability</td>
<td>• legislation and regulations</td>
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<td>• employee and employer responsibilities</td>
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<td></td>
<td>• risk management (e.g. risks and hazards processes, WHS committee, material safety data sheets, job safety and environmental analysis, symbols and signs)</td>
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<td>• accidents and emergencies (e.g. first aid, rehabilitation)</td>
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<td>• management of energy, air quality, land, waste, water, noise</td>
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<td></td>
<td>• impacts (e.g. environmental, cultural/heritage — may include Indigenous and other cultures, economic)</td>
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<td>• documentation (e.g. requirements)</td>
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<td></td>
<td>• current issues.</td>
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<td>6: Organisation and work teams</td>
<td>• planning and organisation (e.g. tools, goal setting, task analysis, time management, meetings)</td>
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<td></td>
<td>• interpersonal skills (e.g. communication styles, listening skills, questioning techniques, non-verbal communication, leadership styles)</td>
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<td>• team personnel, processes and motivation</td>
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<td>• tracking and reporting progress and analysing results</td>
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<td>• predicting and identifying changes</td>
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<td>• solving issues/controlling changes</td>
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<td>• communicating to stakeholders</td>
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<td>• reviewing and evaluating team performance.</td>
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<tr>
<td>7: Managing workplace information</td>
<td>• types of information (e.g. explicit workplace information (correspondence, tacit workplace information) corporate knowledge, business plans, intellectual property, trademarks, patents, copyright, customer lists)</td>
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<td></td>
<td>• accountability (e.g. legal requirements, Acts/standards)</td>
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<td>• information management systems</td>
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<td>• classification of information to suit integrity of the system</td>
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<td>• manual and electronic security of systems (e.g. levels of access, confidentiality of information, back-up procedures, disaster recovery, virus protection, firewalls, crime)</td>
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<tr>
<td></td>
<td>• maintaining the integrity of the system (e.g. accessing and tracking information, version control, transferring information from active to secondary storage)</td>
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<td></td>
<td>• retention and disposal of information.</td>
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<tr>
<td>8: Financial administration</td>
<td>• sources of business finance (e.g. loans, leasing, overdrafts)</td>
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<td>• financial policies and procedures (e.g. controls and security of assets — cash, stock, equipment, roles and division of duties)</td>
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<td></td>
<td>• processing payments/receipts (e.g. EFT/credit, transfer limits)</td>
</tr>
<tr>
<td></td>
<td>• financial documentation (e.g. employee information, account management)</td>
</tr>
<tr>
<td></td>
<td>• security of information (e.g. processing payments/receipts, EFT/credit, online payments, transfer limits, fraud, identity theft)</td>
</tr>
<tr>
<td>Topic of Study</td>
<td>Possible subject matter</td>
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</table>
|                               | • moving offshore (e.g. ecommerce payment considerations, impact of currency fluctuations)  
|                               | • supplier/customer financial relations (e.g. impact on cash flow)  
|                               | • superannuation (e.g. self-managed funds, personal and employer contributions)  
|                               | • insurance (e.g. purpose, types and packages, choice of insurers, documentation and disclosure of information, claims process)  
|                               | • payroll (e.g. paid maternity leave, salary sacrificing, taxation, impact of workers compensation).                                                                                                                                                                                                                                                                                                                                                     |
| 9: Social media               | • types and uses of social media in business settings  
|                               | • changes to client relations (e.g. traditional vs. social customers, identifying consumer wants, optimising sites for search engines)  
|                               | • marketing communication  
|                               | • planning business networks using social media (e.g. roles and responsibilities)  
|                               | • internal uses of social media (e.g. policies and protocols, collaboration, decision making, employer control)  
|                               | • security issues and management (e.g. privacy, intellectual property and copyright, discrimination and harassment, unfair competition, defamation and criminal activity)  
|                               | • influence of government.                                                                                                                                                                                                                                                                                                                                                                                                               |
| 10: Events administration     | *It is recommended that subject matter included in this topic be explored through involvement in a real or simulated event.*  
|                               | • event definition (e.g. terms of reference, breakdown structure, rescheduling options, identify stakeholders)  
|                               | • time management (e.g. deadlines, dealing with changes, costs over budget)  
|                               | • resource administration (e.g. human, physical, sponsors, catering requirements)  
|                               | • communication between all stakeholders  
|                               | • finance (e.g. budgets, cash flow, record keeping)  
|                               | • management of risk (e.g. foreseeing, evaluation, alternatives, business vs. project)  
|                               | • quality control (e.g. principle constraint — trade-off between scope, time and costs)  
|                               | • event implementation and control (e.g. agreements among all stakeholders)  
|                               | • event evaluation.                                                                                                                                                                                                                                                                                                                                                                                                               |
| 11: School-developed issues study | A school-developed issues study may serve a number of purposes. It could:  
|                               | • provide opportunity to build on existing possible subject matter, develop additional understandings and enhance certain processes and skills  
|                               | • provide for greater in-depth examination of particular sections of study  
|                               | • use particular school or community resources or explore students’ interests. A school-developed issues study could be devised around a range of topics. Examples include:  
|                               | • corporate ethics and fraud  
|                               | • disaster management  
|                               | • corporate social responsibility  
|                               | • innovation and sustainability  
|                               | • role of government in regulating use of social media  
|                               | • e-commerce.                                                                                                                                                                                                                                                                                                                                                                                                                     |
3.1.3 Integration of information and communication technologies

With Business Technologies, an underpinning practice of Business Communication and Technologies, the use of information and communication technologies is essential to all business contexts. Students should develop skills that will help them become efficient users of business technologies and applications. Students require access during class time to computers, relevant software and any other necessary technology. Access to these technologies should consist of a minimum of 120 hours integrated across the four-semester course of study.

Students should use:

- a range of applications to communicate effectively with stakeholders, e.g. word processing to prepare letters, reports, and memoranda, and datashow and multimedia presentations
- appropriate technology and application design, enhancement and functions to improve presentation of business communication
- spreadsheets to perform calculations and present numeric information
- the internet, particularly to access websites and online databases for research purposes
- other technologies such as electronic whiteboards, animation software and digital media.

3.1.4 Time allocation

The minimum number of hours of timetabled school time, including assessment, for a course of study developed from this syllabus is 55 hours per semester. A course of study will usually be completed over four semesters (220 hours).

3.2 Advice, guidelines and resources

The following advice, guidelines and resources support the implementation of the syllabus, and unless otherwise stated, are available from the Business Communication and Technologies Senior Syllabus 2012 subject page of the QSA website <www.qsa.qld.edu.au/18151.html>.

Aboriginal and Torres Strait Islander perspectives

The Queensland Studies Authority (QSA) recognises Aboriginal and Torres Strait Islander peoples, their traditions, histories and experiences from before European settlement and colonisation through to the present time. To strengthen students’ appreciation and understanding of the first peoples of the land, opportunities exist in the syllabus to encourage engagement with Aboriginal and Torres Strait Islander:

- frameworks of knowledge and ways of learning
- contexts in which Aboriginal and Torres Strait Islander peoples live
- contributions to Australian society and cultures.

Subject-specific resources are available on the Business Communication and Technologies Senior Syllabus 2012 subject page. In addition, guidelines about Aboriginal and Torres Strait Islander perspectives and resources for teaching can be accessed on the QSA website at <www.qsa.qld.edu.au/577.html>.

Composite classes

This syllabus enables teachers to develop a course of study that caters for a variety of ways to organise learning, such as combined Years 11 and 12 classes, combined campuses, or modes of delivery involving periods of student-managed study. This resource provides guidelines about composite classes.

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1 The Queensland Government has a vision that Aboriginal and Torres Strait Islander Queenslanders have their cultures affirmed, heritage sustained and the same prospects for health, prosperity and quality of life as other Queenslanders. The QSA is committed to helping achieve this vision and encourages teachers to include Aboriginal and Torres Strait Islander perspectives in the curriculum.
**Educational equity**

Equity means fair treatment of all. In developing work programs from this syllabus, schools need to provide opportunities for all students to demonstrate what they know and what they can do. All students, therefore, should have equitable access to educational programs and human and material resources.

In addition to the subject-specific resources available on the Business Communication and Technologies Senior Syllabus 2012 subject page, guidelines about educational equity and resources for devising an inclusive work program can be accessed on the QSA website at <www.qsa.qld.edu.au/10188.html>.

**General capabilities**

Students require a number of skills and dispositions in preparation for life and work. These include “planning and organising, the ability to think flexibly, to communicate well and to work in teams … the capacity to think creatively, innovate, solve problems and engage with new disciplines”, according to the *Melbourne Declaration on Educational Goals for Young Australians*². The Australian Curriculum identified seven general capabilities for their entitlement curriculum. These are:

- Literacy
- Numeracy
- Information and communication technology (ICT) competence
- Critical and creative thinking
- Personal and social competence
- Ethical behaviour
- Intercultural understanding.

It is the responsibility of teachers to continue to develop the general capabilities established in the Prep to Year 10 Learning areas that are appropriate to Business Communication and Technologies Senior Syllabus 2012.

**Learning experiences and sample resources**

This resource provides guidelines for learning experiences and sample resources, which may include unit/s of work.

**Reference materials**

This resource provides links to reference materials, text and reference books, websites, newspaper reports, periodicals, electronic media and learning technology, and organisations and community resources for the subject.

**Work program requirements**

A work program is the school’s plan of how the course of study will be delivered and assessed, based on the school’s interpretation of the syllabus. It allows for the special characteristics of the individual school and its students. Work program requirements, checklists and samples are available on the Business Communication and Technologies Senior Syllabus 2012 subject page of the QSA website. Instructions for online submission of work programs are available from <https://www.qsa.qld.edu.au/wponline/login.qsa>.

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4 Assessment

Assessment is an integral part of the teaching and learning process. For Years 11 and 12 it is the purposeful, systematic and ongoing collection of information about student learning outlined in the senior syllabuses.

In Queensland, assessment is standards based. The standards for each subject are described in dimensions, which identify the valued features of the subject about which evidence of student learning is collected and assessed. The standards describe the characteristics of student work.

The major purposes of assessment in senior Authority subjects are to:

- promote, assist and improve learning
- inform programs of teaching and learning
- advise students about their own progress to help them achieve as well as they are able
- give information to parents and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable levels of achievement in each Authority subject which may contribute credit towards a Queensland Certificate of Education
- provide base data for tertiary entrance purposes
- provide information about how well groups of students are achieving for school authorities and the State Education and Training Minister.

4.1 Principles of exit assessment

All the principles of exit assessment must be used when planning an assessment program and must be applied when making decisions about exit levels of achievement.

A standards-based assessment program for the four-semester course of study requires application of the following interdependent principles:

- Information is gathered through a process of continuous assessment, i.e. continuous assessment.
- Balance of assessment is a balance over the course of study and not necessarily a balance over a semester or between semesters, i.e. balance.
- Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory, i.e. mandatory aspects of the syllabus.
- Assessment of a student’s achievement is in the significant aspects of the course of study identified in the syllabus and the school’s work program, i.e. significant aspects of the course of study.
- Selective updating of a student’s profile of achievement is undertaken over the course of study, i.e. selective updating.
- Exit assessment is devised to provide the fullest and latest information on a student’s achievement in the course of study, i.e. fullest and latest.

While most students will exit a course of study after four semesters, some will exit after one, two or three semesters.

Continuous assessment

Judgments about student achievement made at exit from a course of study must be based on an assessment program of continuous assessment.
Continuous assessment involves gathering information on student achievement using assessment instruments administered at suitable intervals over the developmental four-semester course of study.

In continuous assessment, all assessment instruments have a formative purpose — to improve teaching and student learning and achievement.

When students exit the course of study, teachers make a summative judgment about their levels of achievement in accordance with the standards matrix.

The process of continuous assessment provides the framework in which the other five principles of exit assessment operate: balance, mandatory aspects of the syllabus, significant aspects of the course of study, selective updating, and fullest and latest information.

**Balance**

Judgments about student achievement made at exit from a course of study must be based on a balance of assessments over the course of study.

Balance of assessments is a balance over the course of study and not a balance within a semester or between semesters.

Balance of assessments means judgments about students’ achievements of all the dimensions are made a number of times using a variety of assessment techniques and a range of assessment conditions over the developmental four-semester course of study.

See also Section 4.6 Requirements for verification folio.

**Mandatory aspects of the syllabus**

Judgments about student achievement made at exit from a course of study must be based on mandatory aspects of the syllabus.

The mandatory aspects are:

- the objectives of the dimensions Knowing and understanding business, Investigating business issues and Evaluating business decisions
- integration of both underpinning practices of Business Communication and Business Technologies.

To ensure that the judgment of student achievement at exit from a four-semester course of study is based on the mandatory aspects, the exit standards for the dimensions stated in the standards matrix (refer to Section 4.8.2) must be used.

**Significant aspects of the course of study**

Judgments about student achievement made at exit from a course of study must be based on significant aspects of the course of study.

Significant aspects are those areas described in the school’s work program that have been selected from the choices permitted by the syllabus to meet local needs.

The significant aspects must be consistent with the objectives of the syllabus and complement the developmental nature of learning in the course of study over four semesters.

**Selective updating**

Judgments about student achievement made at exit from a course of study must be selectively updated throughout the course of study.

Selective updating is related to the developmental nature of the course of study and works in conjunction with the principle of fullest and latest information.
As subject matter is treated at increasing levels of complexity, assessment information gathered at earlier stages of the course of study may no longer be representative of student achievement. Therefore, the information should be selectively and continually updated (not averaged) to accurately represent student achievement.

Schools may apply the principle of selective updating to the whole subject-group or to individual students.

**Whole subject-group**

A school develops an assessment program so that, in accordance with the developmental nature of the course of study, later assessment information based on the same groups of objectives replaces earlier assessment information.

**Individual students**

A school determines the assessment folio for verification or exit (post-verification). The student’s assessment folio must be representative of the student’s achievements over the course of study. The assessment folio does not have to be the same for all students; however, the folio must conform to the syllabus requirements and the school’s approved work program.

Selective updating must not involve students reworking and resubmitting previously graded responses to assessment instruments.

**Fullest and latest information**

Judgments about student achievement made at exit from a course of study must be based on the fullest and latest information available.

- “Fullest” refers to information about student achievement gathered across the range of objectives.
- “Latest” refers to information about student achievement gathered from the most recent period in which achievement of the objectives is assessed.

As the assessment program is developmental, fullest and latest information will most likely come from Year 12 for those students who complete four semesters of the course of study.

The fullest and latest assessment data on mandatory and significant aspects of the course of study is recorded on a student profile.

### 4.2 Planning an assessment program

To achieve the purposes of assessment listed at the beginning of this section, schools must consider the following when planning a standards-based assessment program:

- dimensions and objectives (see Section 2)
- course organisation (see Section 3)
- principles of exit assessment (see Section 4.1)
- variety in assessment techniques over the four-semester course of study (see Section 4.5)
- conditions in which assessment instruments are undertaken (see Section 4.5)
- verification folio requirements, i.e. the range and mix of assessment instruments necessary to reach valid judgments of students’ standards of achievement (see Section 4.6)
- post-verification assessment (see Section 4.6.1)
- exit standards (see Section 4.7).

In keeping with the principle of continuous assessment, students should have opportunities to become familiar with the assessment techniques that will be used to make summative judgments.

4.3 Special provisions

Guidance about the nature and appropriateness of special provisions for particular students may be found in the QSA’s Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects (2009), available from <www.qsa.qld.edu.au/2132.html>. This statement provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings.

To enable special provisions to be effective for students, it is important that schools plan and implement strategies in the early stages of an assessment program and not at the point of deciding levels of achievement. The special provisions might involve alternative teaching approaches, assessment plans and learning experiences.

4.4 Authentication of student work

It is essential that judgments of student achievement be made on accurate and genuine student assessment responses. Teachers should ensure that students’ work is their own, particularly where students have access to electronic resources or when they are preparing collaborative tasks.

The A–Z of Senior Moderation contains a section on authenticating student work <www.qsa.qld.edu.au/1426.html>. This provides information about various methods teachers can use to monitor that students’ work is their own. Particular methods outlined include:

- teachers seeing plans and drafts of student work
- student production and maintenance of documentation for the development of responses
- student acknowledgment of resources used.

Teachers must ensure students use consistent accepted conventions of in-text citation and referencing, where appropriate.


4.5 Assessment techniques

The techniques and associated conditions of assessment most suited to the judgment of student achievement in this subject are described in the following sections. The dimensions to which each technique is best suited are also indicated.

For each dimension, standards are described. Schools decide the instruments to be used for assessment. For each assessment instrument, schools develop instrument-specific standards from the syllabus standards descriptors for relevant dimensions (see Section 4.8.2 Standards matrix). These instrument-specific standards are used for making judgments about the quality of students’ responses. Students must be given instrument-specific standards for each assessment instrument.

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.
4.5.1 Supervised written

Purpose
This technique assesses a range of cognition through written responses produced independently, under supervision and in a set timeframe to ensure authenticity.

Description
• A supervised assessment may include one or more items.
• Conditions must be explained on the assessment instrument.
• Items will be in response to questions or statements. Questions or statements are typically unseen. If seen, teachers must ensure the purpose of this technique is not compromised.
• Stimulus materials may also be used. Stimulus materials may be seen or unseen.
• Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to or have directly used in class.

Dimensions to be assessed
Supervised written assessments are best used to determine student achievement in objectives from:
• Knowing and understanding business
• Investigating business issues
• Evaluating business decisions.

Types of items that could be included

Extended written response
• Items require sustained analysis, synthesis and evaluation to fully answer a problem, question or hypothesis. The item may also be used to evidence business knowledge and understanding.
• Students provide a response to a seen or unseen question or statement, and seen or unseen supplied sources/stimuli.
• The response could be an analytical exposition format/genre.

If an extended piece of writing is chosen, it is best if it is the only item, as this will better allow students to demonstrate the full range of standards.

Short responses
• Items may include response to stimulus activities that require:
  – explanations longer than one sentence
  – ideas maintained, developed and justified
  – full-sentence responses, constructing a piece of prose that may have one or several paragraphs.
• Items may require students to construct, use, interpret or analyse primary or secondary data, graphs, tables or diagrams.
• Items may also include sentence answers. These types of questions are useful for assessing content knowledge and are difficult to construct if trying to elicit meaningful high-order cognitive responses.
Conditions clearly stated on the assessment

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
</table>
| • Recommended time: **1–1.5 hours**  
  • Perusal times may be added as required.  
  • Use of support materials or technologies, e.g. notes, other reference materials, calculators or computers, may be appropriate.  
  • Questions may be seen or unseen.  
  • Word lengths:  
    - short responses: **50–250 words**  
      (diagrams and workings not included in word count)  
    - extended written response: **400–600 words**.  
  • If students use computers to respond to these assessments, schools must ensure that the purpose of this technique is maintained.  
| • Recommended time: **1.5–2 hours**  
  • Perusal times may be added as required.  
  • Use of support materials or technologies, e.g. notes, other reference materials, calculators or computers, may be appropriate.  
  • Questions may be seen or unseen.  
  • Word lengths:  
    - short responses: **50–250 words**  
      (diagrams and workings not included in word count)  
    - extended written response: **600–800 words**.  
  • If students use computers to respond to these assessments, schools must ensure that the purpose of this technique is maintained. |

Advice for teachers

- Format the assessment to allow for ease of reading and responding.
- Consider the language needs of the students and avoid ambiguity.
- Ensure the questions allow the full range of standards to be demonstrated.
- Consider the instrument conditions in relation to the requirements of the question/stimulus.
- Outline any permitted material in the instrument conditions, e.g. one page of handwritten notes.
- Determine appropriate use of stimulus materials and student notes. Ensure stimulus materials are succinct enough to allow students to engage with them in the time provided; if they are lengthy, consider giving students access to them before the assessment.
- Provide students with learning experiences that support the types of items, including opportunities to respond to unseen tasks using appropriate communication strategies.
- Indicate on the assessment the dimensions and objectives that will be assessed and explain the instrument-specific standards.

4.5.2 Research

Purpose

This technique assesses research practices and the outcomes of the application of that research.

Description

- Research practices include locating and using information that goes beyond the data students have been given and the knowledge they currently have.
- A research assessment may be presented in a variety of modes. Research conventions (e.g. referencing) must be followed regardless of the mode of presentation.
- Most research responses will follow an inquiry approach and include:
  - the establishment of a research question
- the generation and/or collection of primary and/or secondary data/information
- students’ independent collection of information/data from a variety of sources
- the sorting and analysis of data/information — examining and evaluating validity and value
- synthesis of data/information
- development of recommendations with justifications.

- This assessment occurs over a period of time, in class and often in students’ own time.

**Dimensions to be assessed**

Research assessments are best used to determine student achievement in objectives from:

- Knowing and understanding business
- Investigating business issues
- Evaluating business decisions.

**Types of items that could be included**

A research response may be presented in a variety of modes including written, spoken and/or multimodal.

**Written research responses**

**Analytical exposition**

- Examples include essay, magazine article, research assignment.
- Students provide a response to a specific question or issue.
- The response may be supported by references and, where appropriate, tables of data, diagrams and flow charts.
- The response could be a persuasive argument or informative text.

**Report**

- Examples include research report and research project.
- Students make a decision regarding the question, hypothesis or issue under investigation and support the decision with logical argument.
- The report may be in response to observations made and conclusions drawn from various sources, including case studies or experimental outcomes.
- A report will normally be presented with section headings. It will often include tables, graphs or diagrams and the analysis of statistical data.

**Spoken research response**

- Examples may include interviews, debates, webcasts, podcasts, and seminar presentations.
- The student’s spoken response is the focus for assessment decisions; however, supporting documentation will be required to substantiate decisions and for monitoring, verification and exit purposes. Techniques used will require students to present to a real audience (e.g. a speech), or a virtual audience through the use of technology.

**Multimodal research response**

- A multimodal presentation is one that uses a combination of modes, such as visual, electronic, physical, audio and/or spoken modes. It must combine a minimum of two modes, with both significantly contributing to the presentation and assessment decisions.
- Examples may include presentations, conferences, and digital presentations, e.g. webpages, computer simulations and presentations using software.
• The student’s multimodal response is the focus for assessment decisions; however, supporting documentation will be required to substantiate decisions and for monitoring, verification and exit purposes. Techniques used will require students to present to a real audience (e.g. a speech), or a virtual audience through the use of technology.

**Conditions clearly stated on the assessment**

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written: 800–1000 words (word count includes data analysis, discussion and research outcomes/recommendations)</td>
<td>Written: 1000–1500 words (word count includes data analysis, discussion and research outcomes/recommendations)</td>
</tr>
<tr>
<td>Spoken: 3–4 minutes</td>
<td>Spoken: 4–5 minutes</td>
</tr>
<tr>
<td>Multimodal: 3–5 minutes.</td>
<td>Multimodal: 5–7 minutes.</td>
</tr>
</tbody>
</table>

**Advice for teachers**

• Establish a focus for the research, or work with the student to develop a focus.

• Allow class time for the student to effectively undertake each component of the research assessment. Independent student time will be required to complete the task.

• Implement strategies to promote the authenticity of student work. Some strategies include annotated notes such as journals or experimental logs, drafting, teacher observation sheets, research checklists, referencing, and reference lists.

• Consult, negotiate, monitor and provide feedback before and during the research assessment. Give ethical or drafting guidance. Advice on drafting is available from the subject page on the QSA website <www.qsa.qld.edu.au/18151.html>. Feedback and assistance is provided judiciously, being gradually reduced with the development of student experience and confidence.

• Scaffolding must be provided. When a research assessment technique is undertaken for the first time, the scaffolding should help students complete the assessment by modelling the process and skills required. The scaffolding should not specify or lead the student through a series of steps dictating a solution. Scaffolding should be reduced from Year 11 to Year 12 to allow the student to better demonstrate independence in the research process. When a research assessment technique is revisited (most likely in Year 12), the scaffolding should be reduced, e.g. as a series of generic questions.

• Provide students with learning experiences in the use of appropriate communication strategies, including the generic requirements for presenting research (e.g. research report structures, referencing conventions).

**4.5.3 Extended response**

**Purpose**

This technique assesses the sustained application of higher-order cognition (analysis, synthesis and evaluation) to known and provided materials, stimuli and concepts.

**Description**

• The extended response to a situation requires analysis, synthesis and evaluation of data and information. The response may involve:
  - solving a problem
  - expressing and justifying a point of view
  - explaining and evaluating an issue
  - applying concepts or theories to an issue.
• Research is not the focus of this technique.
• This assessment may occur over a period of time, in class, and possibly in students’ own time.

**Dimensions to be assessed**
Extended response assessments are best used to determine student achievement in objectives from:
• *Knowing and understanding business*
• *Investigating business issues*
• *Evaluating business decisions*.

**Types of items that could be included**
An extended response may be presented in a variety of modes, including written, spoken and/or multimodal.

**Written extended response**
• Examples may include a case study, project work, essay, magazine article, review, persuasive essay, argumentative essay or informative text.
• The response may be supported by references or, where appropriate, tables of data, diagrams and flow charts.

**Spoken extended response**
• Examples may include interviews, debates, webcasts, podcasts, and seminar presentations.
• The student’s spoken response is the focus for assessment decisions; however, supporting documentation will be required to substantiate decisions and for monitoring, verification and exit purposes. Techniques used will require students to present to a real audience (e.g. a speech), or a virtual audience through the use of technology.

**Multimodal extended response**
• A multimodal presentation is one that uses a combination of modes, such as visual, electronic, physical, audio and/or spoken modes. It must combine a minimum of two modes, with both significantly contributing to the presentation and assessment decisions.
• Examples may include presentations, conferences, and digital presentations, e.g. webpages, computer simulations and presentations using software.
• The student’s multimodal response is the focus for assessment decisions; however, supporting documentation will be required to substantiate decisions and for monitoring, verification and exit purposes. Techniques used will require students to present to a real audience (e.g. a speech), or a virtual audience through the use of technology.

**Conditions clearly stated on the assessment**

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Written: 600–1000 words</td>
<td>• Written: 800–1200 words</td>
</tr>
<tr>
<td>• Spoken: 3–4 minutes</td>
<td>• Spoken: 4–5 minutes</td>
</tr>
<tr>
<td>• Multimodal: 3–5 minutes.</td>
<td>• Multimodal: 5–7 minutes.</td>
</tr>
</tbody>
</table>

**Advice for teachers**
• Management of the extended response should be mostly the responsibility of the student. Supervision by the teacher may be necessary at times.
• Implement strategies to promote the authenticity of student work, e.g. teachers seeing plans and or drafts, collection of student work during writing process, teacher checklists.

• Scaffolding must be provided. When an extended response assessment technique is undertaken for the first time, the scaffolding should help students complete the assessment by modelling the process and skills required. The scaffolding should not specify or lead the student through a series of steps dictating a solution. Scaffolding should be reduced from Year 11 to Year 12 to allow the student to better demonstrate independence. When an extended response is revisited (most likely in Year 12), the scaffolding should be reduced, e.g. as a series of generic questions.

• Provide learning experiences that support the mode and genre of the instrument, modelling the assessment technique where possible.

4.6 Requirements for verification folio

A verification folio is a collection of a student’s responses to assessment instruments on which the level of achievement is based. For students who are to exit with four semesters of credit, each folio should contain the range of assessments for making summative judgments as stated below.

Students’ verification folios for Business Communication and Technologies Senior Syllabus 2012 must contain:

• a minimum of 4 and a maximum of 6 assessment instruments from Year 12
• evidence of each dimension being assessed summatively at least three times by verification
• one supervised written which must assess at least two dimensions
• one multimodal research response or multimodal extended response which must assess all three dimensions
• a student profile completed to date.


4.6.1 Post-verification assessment

In addition to the contents of the verification folio, there must be at least one subsequent summative assessment in the exit folio. It should reflect the stage of the course from which it comes. For this syllabus, students are to respond to one instrument which assesses at least two dimensions.

4.7 Exit standards

The purpose of standards is to make judgments about students’ levels of achievement at exit from a course of study. The standards are described in the same dimensions as the objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards matrix.

The following dimensions must be used:

• Dimension 1: Knowing and understanding business
• Dimension 2: Investigating business issues
• Dimension 3: Evaluating business decisions.

Each dimension must be assessed in each semester, and each dimension is to make an equal contribution to the determination of exit levels of achievement.
4.8 Determining exit levels of achievement

When students exit the course of study, the school is required to award each student an exit level of achievement from one of the five levels:

- Very High Achievement (VHA)
- High Achievement (HA)
- Sound Achievement (SA)
- Limited Achievement (LA)
- Very Limited Achievement (VLA).

Exit levels of achievement are summative judgments made when students exit the course of study. For most students this will be after four semesters. For these students, judgments are based on exit folios providing evidence of achievement in relation to all objectives of the syllabus and standards.

All the principles of exit assessment must be applied when making decisions about exit levels of achievement.

4.8.1 Determining a standard

The standard awarded is an on-balance judgment about how the qualities of the student’s work match the standards descriptors overall in each dimension. This means that it is not necessary for the student to have met every descriptor for a particular standard in each dimension.

When standards have been determined in each of the dimensions for this subject, the following table is used to award exit levels of achievement, where A represents the highest standard and E the lowest. The table indicates the minimum combination of standards across the dimensions for each level.

**Table 3: Awarding exit levels of achievement**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VHA</td>
<td>Standard A in any two dimensions and no less than a B in the remaining dimension</td>
</tr>
<tr>
<td>HA</td>
<td>Standard B in any two dimensions and no less than a C in the remaining dimension</td>
</tr>
<tr>
<td>SA</td>
<td>Standard C in any two dimensions and no less than a D in the remaining dimension</td>
</tr>
<tr>
<td>LA</td>
<td>At least Standard D in any two dimensions</td>
</tr>
<tr>
<td>VLA</td>
<td>Standard E in the three dimensions</td>
</tr>
</tbody>
</table>

Some students will exit after one, two or three semesters. For these students, judgments are based on folios providing evidence of achievement in relation to the objectives of the syllabus covered to that point in time. The particular standards descriptors related to those objectives are used to make the judgment.

Further information can be found at [www.qsa.qld.edu.au/1426.html](http://www.qsa.qld.edu.au/1426.html).
### 4.8.2 Standards matrix

<table>
<thead>
<tr>
<th>Knowing and understanding business</th>
<th>Standard A</th>
<th>Standard B</th>
<th>Standard C</th>
<th>Standard D</th>
<th>Standard E</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td>• accurate definition and use, and thorough description of business terms, facts and concepts</td>
<td>• accurate definition and use, and detailed description of business terms, facts and concepts</td>
<td>• definition, description and use of business terms, facts and concepts</td>
<td>• superficial definition or description of some terms and facts</td>
<td>• superficial or inconsistent explanation of aspects of principles, processes or practices</td>
<td></td>
</tr>
<tr>
<td>• thorough explanation of relevant business principles, processes and practices, using effective examples</td>
<td>• detailed explanation of relevant business principles, processes and practices, using examples</td>
<td>• explanation of business principles, processes and practices</td>
<td>• simple explanation of business principles, processes and/or practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• effective and efficient use of technology application skills for an intended purpose.</td>
<td>• effective use of technology application skills for an intended purpose.</td>
<td>• use of technology application skills for a purpose.</td>
<td>• use of familiar technology application skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investigating business issues</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td></td>
</tr>
<tr>
<td>• discerning and effective selection, sequencing and organisation of relevant and significant data and information</td>
<td>• logical selection, sequencing and organisation of relevant data and information</td>
<td>• selection, sequencing and organisation of data and information</td>
<td>• selection of obvious data and/or information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• accurate interpretation of business information and data to identify and explain significant and complex issues</td>
<td>• accurate interpretation of business information and data to identify and explain relevant issues</td>
<td>• interpretation of business information and data to identify and explain issues</td>
<td>• superficial interpretation of aspects of information and/or data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• insightful analysis of data and information relating to business issues.</td>
<td>• effective analysis of data and information relating to business issues.</td>
<td>• analysis of data and information relating to business issues.</td>
<td>• simple analysis of basic data and information relating to business issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard A</td>
<td>Standard B</td>
<td>Standard C</td>
<td>Standard D</td>
<td>Standard E</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluating business decisions</strong></td>
<td><strong>Evaluating business decisions</strong></td>
<td><strong>Evaluating business decisions</strong></td>
<td><strong>Evaluating business decisions</strong></td>
<td><strong>Evaluating business decisions</strong></td>
<td></td>
</tr>
<tr>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td></td>
</tr>
<tr>
<td>• insightful evaluation of information using criteria to draw discerning conclusions, decisions and recommendations</td>
<td>• thorough evaluation of information using criteria to draw relevant conclusions, decisions and recommendations</td>
<td>• evaluation of information using criteria to draw conclusions, decisions and recommendations</td>
<td>• simple evaluation of information to draw obvious conclusions, decisions or recommendations</td>
<td>• superficial evaluation of information with statement of opinion</td>
<td></td>
</tr>
<tr>
<td>• convincing and thorough justification of conclusions, decisions and recommendations</td>
<td>• effective justification of conclusions, decisions and recommendations</td>
<td>• appropriate justification of conclusions, decisions and recommendations</td>
<td>• simple justification of some conclusions, decisions and recommendations</td>
<td>• justification inconsistent with conclusions, decisions or recommendations</td>
<td></td>
</tr>
<tr>
<td>• discerning use and coherent control of mode, genre and language conventions to suit intended audience and purpose.</td>
<td>• effective use of mode, genre and language conventions to suit intended audience and purpose.</td>
<td>• use of mode, genre and language conventions to suit audience and purpose.</td>
<td>• use of mode and language conventions to suit aspects of the purpose.</td>
<td>• communication of aspects of information.</td>
<td></td>
</tr>
</tbody>
</table>
## 5 Glossary

<table>
<thead>
<tr>
<th>Glossary term</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>accurate</td>
<td>Precise, to the point; consistent with a standard</td>
</tr>
<tr>
<td>appropriate</td>
<td>Fitting, suitable to the context</td>
</tr>
<tr>
<td>analysing</td>
<td>Dissecting data and information to ascertain and examine constituent parts and/or their relationships</td>
</tr>
<tr>
<td>complex</td>
<td>Characterised by complicated or involved interactions, relationships or connections of elements, components, parts or steps</td>
</tr>
<tr>
<td>convincing</td>
<td>Persuasive because of clear, definite and strong argument, data and presentation; leaving no doubt</td>
</tr>
<tr>
<td>coherent</td>
<td>Rational with parts that are harmonious, well-structured and that make sense</td>
</tr>
<tr>
<td>critical</td>
<td>Rationally appraising for logical consistency and merit</td>
</tr>
<tr>
<td>detailed</td>
<td>Meticulous, specific, precise</td>
</tr>
<tr>
<td>discerning</td>
<td>Making thoughtful and astute choices</td>
</tr>
<tr>
<td>effective</td>
<td>Meeting the assigned purpose</td>
</tr>
<tr>
<td>efficient</td>
<td>Well-organised and productive with minimal expenditure of effort; proficient and useful</td>
</tr>
<tr>
<td>evaluating</td>
<td>Assigning merit according to criteria</td>
</tr>
<tr>
<td>familiar</td>
<td>Materials (including texts), skills or circumstances that have been the focus of learning experiences</td>
</tr>
<tr>
<td>genre</td>
<td>Genres are accepted categories of texts. Genres have features and patterns that relate to context, purpose and audience.</td>
</tr>
<tr>
<td>guided</td>
<td>Work produced primarily in response to the facilitator’s direction; under supervision</td>
</tr>
<tr>
<td>inconsistent</td>
<td>Conflicting or contradictory; varying and unpredictable; incompatible</td>
</tr>
<tr>
<td>innovative</td>
<td>Novel, but not necessarily unique, often involving effective alternatives, modification or changes to given information or routine tasks</td>
</tr>
<tr>
<td>insightful</td>
<td>Perceptive, demonstrating high levels of understanding</td>
</tr>
<tr>
<td>justifying</td>
<td>Providing sound reasons or evidence to support a statement. Soundness requires that the reasoning is logical and, where appropriate, that the premises are likely to be true.</td>
</tr>
<tr>
<td>language</td>
<td>Accepted language practices developed over time and generally used and understood, for example use of punctuation</td>
</tr>
</tbody>
</table>
| mode          | Mode refers to a system of communication chosen as the way to transmit
a message. The choice of language mode may be written, spoken/signed, nonverbal, visual or auditory. In combination, these systems of communication form multimodal texts.

<table>
<thead>
<tr>
<th>multimodal</th>
<th>A multimodal presentation is one that uses a combination of modes, such as visual, electronic, physical, audio and/or spoken modes. It must combine a minimum of two modes, with both significantly contributing to the presentation and assessment decisions. Possible multimodal presentations include documentaries, digital presentations, e.g. webpages, computer simulations and presentations using software.</th>
</tr>
</thead>
<tbody>
<tr>
<td>obvious</td>
<td>Predictable, immediately apparent</td>
</tr>
<tr>
<td>range</td>
<td>Breadth of coverage</td>
</tr>
<tr>
<td>relevant</td>
<td>Applicable and pertinent; has direct bearing on</td>
</tr>
<tr>
<td>significant</td>
<td>Major, noteworthy, important, worthwhile</td>
</tr>
<tr>
<td>simple</td>
<td>Easy to understand and deal with; may concern a single or basic aspect, few steps, obvious data / outcomes, limited or no relationships</td>
</tr>
<tr>
<td>superficial</td>
<td>Apparent and sometimes trivial; lacking in depth</td>
</tr>
<tr>
<td>thorough</td>
<td>Attentive to detail, including all that is required, exhaustively complete, carried out completely and carefully</td>
</tr>
<tr>
<td>technology application skills</td>
<td>Technology application skills refer to the use of a variety of technology skills that follow identified business policies and procedures resulting in purposeful applications.</td>
</tr>
<tr>
<td>variety</td>
<td>A number of different modes or sources; a range</td>
</tr>
<tr>
<td>valid</td>
<td>Applicable, legitimate and defensible, able to be supported</td>
</tr>
</tbody>
</table>