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Introduction

The VCE Business Management *Advice for teachers* handbook provides curriculum and assessment advice for Units 1 to 4. It contains advice for developing a course with examples of teaching and learning activities and resources for each unit.

Assessment information is provided for school-based assessment in Units 3 and 4 and advice for teachers on how to construct assessment tasks with suggested performance descriptors and rubrics.

The course developed and delivered to students must be in accordance with the [VCE Business Management Study Design 2017–2022](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/business-management/Pages/Index.aspx).

Administration

Advice on matters related to the administration of Victorian Certificate of Education (VCE) assessment is published annually in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx)*.* Updates to matters related to the administration of VCE assessment are published in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx)*.*

Teachers must refer to these publications for current advice.

VCE Business Management Study Design examination specifications, past examination papers and corresponding examination reports can be accessed at: [https://vcaa.edugate-cms.eduweb.vic.gov.au/assessment/vce-assessment/past-examinations/Pages/Business-Management.aspx](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Business-Management.aspx)

Graded Distributions for Graded Assessment can be accessed at [www.vcaa.vic.edu.au/administration/research-and-statistics/Pages/SeniorSecondaryCompletion.aspx](http://www.vcaa.vic.edu.au/administration/research-and-statistics/Pages/SeniorSecondaryCompletion.aspx)

Curriculum

Developing a teaching and learning course

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. The areas of study describe the learning context and the knowledge and skills required for the demonstration of each outcome.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcomes in each unit.

VCE Business Management is a sequence of four units that details the stages through which businesses progress from the first idea of a business concept, to planning and establishing a business, day-to-day management and planning for improvement.

A wide range of business types and sizes is explored throughout all four units. As entities that provide goods and services in the pursuit of business objectives, there are common processes and decisions that affect managers and owners at each stage of the life cycle of the business.

Units 1 and 2 Business Management are designed to enable students to analyse issues facing business owners and managers as they begin a business. Teachers are encouraged to seek contemporary examples or simulate realistic business tasks and activities to incorporate into teaching and learning activities. Exposing students to real businesses of a range of sizes and types will allow them to draw appropriate links between their coursework and the real business world.

Units 3 and 4 Business Management focus on the practices and issues that managers and owners may need to consider once the business is established.

Students learn about the everyday management of a business. They look at current business strategies and theories that relate to managing operations as well as employees, including Maslow’s Hierarchy of Needs, Locke and Latham’s Goal Setting Theory and Lawrence and Nohria’s Four Drive Theory.

The importance of data to monitor the progress of the business is an important factor throughout Units 3 and 4. Evaluation of data may lead managers to decide that the business needs to be transformed. To this end students will study Lewin’s Force Field Analysis theory as well as Porter’s Generic Strategies approach. Managers’ options in terms of transforming the business will be considered in conjunction with the principles of Senge’s Learning Organisation theory and Lewin’s Three Step Change Model.

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester. Consistent with this, time allocations are suggested as a guide for teachers for each area of study in Units 1 to 4.

Unit 1: Planning a business

Suggested time allocation:

|  |  |
| --- | --- |
| **Area of Study** | **Suggested time allocation (hours)** |
| 1. The business idea | 12 |
| 2. External environment | 20 |
| 3. Internal environment | 18 |

Unit 2: Establishing a business

Suggested time allocation:

|  |  |
| --- | --- |
| **Area of Study** | **Suggested time allocation (hours)** |
| 1. Legal requirements and financial considerations | 10 |
| 2. Marketing the business | 20 |
| 3. Staffing a business | 20 |

Unit 3: Managing a business

Suggested time allocation:

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| --- | --- |
| **Area of Study** | **Suggested time allocation (hours)** |
| 1. Business foundations | 10 |
| 2. Managing employees | 20 |
| 3. Operations management | 20 |

Unit 4: Transforming a business

Suggested time allocation:

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| --- | --- |
| **Area of Study** | **Suggested time allocation (hours)** |
| 1. Reviewing performance – the need for change | 20 |
| 2. Implementing change | 30 |

Employability skills

The VCE Business Management study provides students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities.

The nationally agreed employability skills are: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning.

The [table](#EmploySkills) links those facets that may be understood and applied in a school or non-employment related setting, to the types of assessment commonly undertaken within VCE Business Management.

Resources

A list of [resources](http://www.vcaa.vic.edu.au/Pages/vce/studies/busmngmnt/businesstindex.aspx) is published online on the VCAA website and is updated annually. The list includes teaching, learning and assessment resources, contact details for subject associations and professional organisations.

Assessment

Assessment is an integral part of teaching and learning. At the senior secondary level it:

* identifies opportunities for further learning
* describes student achievement
* articulates and maintains standards
* provides the basis for the award of a certificate.

As part of VCE studies, assessment tasks enable:

* the demonstration of the achievement of an outcome or set of outcomes for satisfactory completion of a unit
* judgment and reporting of a level of achievement for school-based assessments at Units 3 and 4.

The following are the principles that underpin all VCE assessment practices. These are extracted from the [VCAA *Principles and guidelines for the development and review of VCE Studies*](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx) published on the [VCAA website](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx).

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| **VCE assessment will be valid** | This means that it will enable judgments to be made about demonstration of the outcomes and levels of achievement on assessment tasks fairly, in a balanced way and without adverse effects on the curriculum or for the education system. The overarching concept of validity is elaborated as follows. |
| **VCE assessment should be fair and reasonable** | Assessment should be acceptable to stakeholders including students, schools, government and the community. The system for assessing the progress and achievement of students must be accessible, effective, equitable, reasonable  and transparent.  The curriculum content to be assessed must be explicitly described to teachers  in each study design and related VCAA documents. Assessment instruments should not assess learning that is outside the scope of a study design.  Each assessment instrument (for example, examination, assignment, test, project, practical, oral, performance, portfolio, presentation or observational schedule) should give students clear instructions. It should be administered under conditions (degree of supervision, access to resources, notice and duration) that are substantially the same for all students undertaking that assessment.  Authentication and school moderation of assessment and the processes of external review and statistical moderation are to ensure that assessment  results are fair and comparable across the student cohort for that study. |
| **VCE assessment should be equitable** | Assessment instruments should neither privilege nor disadvantage certain groups of students or exclude others on the basis of gender, culture, linguistic background, physical disability, socioeconomic status and geographical location.  Assessment instruments should be designed so that, under the same or similar conditions, they provide consistent information about student performance. This may be the case when, for example, alternatives are offered at the same time for assessment of an outcome (which could be based on a choice of context) or at a different time due to a student’s absence. |

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| **VCE assessment will be balanced** | The set of assessment instruments used in a VCE study will be designed to provide a range of opportunities for a student to demonstrate in different contexts and modes the knowledge, skills, understanding and capacities set out in the curriculum. This assessment will also provide the opportunity for students to demonstrate different levels of achievement specified by suitable criteria, descriptors, rubrics or marking schemes.  Judgment about student level of achievement should be based on the results from a variety of practical and theoretical situations and contexts relevant to a study. Students may be required to respond in written, oral, performance, product, folio, multimedia or other suitable modes as applicable to the distinctive nature of a study or group of related studies. |
| **VCE assessment will be efficient** | The minimum number of assessments for teachers and assessors to make a robust judgment about each student’s progress and learning will be set out in the study design. Each assessment instrument must balance the demands of precision with those of efficiency. Assessment should not generate workload and/or stress that unduly diminish the performance of students under fair and reasonable circumstances. |

Scope of tasks

For Units 1–4 in all VCE studies assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

**Points to consider in developing an assessment task:**

1. List the key knowledge and key skills.
2. Choose the assessment task from the range of options listed in the study design. It is possible for students in the same class to undertake different options; however, teachers must ensure that the tasks are comparable in scope and demand.
3. Identify the qualities and characteristics that you are looking for in a student response and design the assessment criteria and a marking scheme.
4. Identify the nature and sequence of teaching and learning activities to cover the key knowledge and key skills outlined in the study design and provide for different learning styles.
5. Decide the most appropriate time to schedule the task. This decision is the result of several considerations including:

* the estimated time it will take to cover the key knowledge and key skills for the outcome
* the possible need to provide a practice, indicative task
* the likely length of time required for students to complete the task
* when tasks are being conducted in other studies and the workload implications for students.

Units 1 and 2

The student’s level of achievement in Units 1 and 2 is a matter for school decision. Assessments of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

In each VCE study at Units 1 and 2, teachers determine the assessment tasks to be used for each outcome in accordance with the study design.

Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

A number of options are provided in each study design to encourage use of a broad range of assessment activities. Teachers can exercise great flexibility when devising assessment tasks at this level, within the parameters of the study design.

Note that more than one assessment task can be used to assess satisfactory completion of each outcome in the units.

There is no requirement to teach the areas of study in the order in which they appear in the units in the study design.

Units 3 and 4

The VCAA supervises the assessment for levels of achievement of all students undertaking Units 3 and 4.

The school-based assessment for Business Management is in the form of School-assessed Coursework (SAC).

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| School–assessed Coursework | A SAC is selected from the prescribed list of assessment tasks designated for that outcome in the study design. A mark allocation is prescribed for each SAC. Teachers may develop their own marking schemes and rubrics or may use the [performance descriptors](#PerformDescriptors)  The *VCE and VCAL Administrative Handbook* provides more detailed information about School-assessed Coursework. |

In VCE Business Management the student’s level of achievement will be determined by School-assessed Coursework and an end-of-year examination. The VCAA will report the student’s level of performance as a grade from A+ to E or UG (ungraded) for each of three Graded Assessment components: Unit 3 School-assessed Coursework, Unit 4 School-assessed Coursework and the end-of-year examination.

In Units 3 and 4 school-based assessment provides the VCAA with two judgments:

S (satisfactory) or N (not satisfactory) for each outcome and for the unit; and levels of achievement determined through specified assessment tasks prescribed for each outcome.

School-assessed Coursework provides teachers with the opportunity to:

* select from the designated assessment task/s in the study design
* develop and administer their own assessment program for their students
* monitor the progress and work of their students
* provide important feedback to the student
* gather information about the teaching program.

Teachers should design an assessment task that is representative of the content (key knowledge and key skills underpinning the outcome) and allows students the opportunity to demonstrate the highest level of performance. It is important that students know what is expected of them in an assessment task. This means providing students with advice about the outcome’s key knowledge and key skills to be assessed. Students should know in advance how and when they are going to be assessed and the conditions under which they will be assessed.

Assessment tasks should be part of the teaching and learning program. For each assessment task students should be provided with the:

* type of assessment task as listed in the study design and approximate date for completion
* time allowed for the task
* allocation of marks
* nature of any materials they can utilise when completing the task
* information about the relationship between the task and learning activities should also be provided as appropriate.

Following an assessment task:

* teachers can use the performance of their students to evaluate the teaching and learning program
* a topic may need to be carefully revised prior to the end of the unit to ensure students fully understand the key knowledge and key skills required in preparation for the examination
* feedback provides students with important advice about which aspect or aspects of the key knowledge they need to learn and in which key skills they need more practice.

Authentication

Teachers should have in place strategies for ensuring that work submitted for assessment is the student’s own. Where aspects of tasks for school-based assessment are completed outside class time teachers must monitor and record each student’s progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records. The teacher may consider it appropriate to ask the student to demonstrate his/her understanding of the task at the time of submission of the work.

If any part of the work cannot be authenticated, then the matter should be dealt with as a breach of rules. To reduce the possibility of authentication problems arising, or being difficult to resolve, the following strategies are useful:

* Ensure that tasks are kept secure prior to administration, to avoid unauthorised release to students and compromising the assessment. They should not be sent by mail or electronically without due care.
* Ensure that a significant amount of classroom time is spent on the task so that the teacher is familiar with each student’s work and can regularly monitor and discuss aspects of the work with the student.
* Ensure that students document the specific development stages of work, starting with an early part of the task such as topic choice, list of resources and/or preliminary research.
* Filing of copies of each student’s work at given stages in its development.
* Regular rotation of topics from year to year to ensure that students are unable to use student work from the previous year.
* Where there is more than one class of a particular study in the school, the VCAA expects the school to apply internal moderation/cross-marking procedures to ensure consistency of assessment between teachers. Teachers are advised to apply the same approach to authentication and record-keeping, as cross-marking sometimes reveals possible breaches of authentication. Early liaison on topics, and sharing of draft student work between teachers, enables earlier identification of possible authentication problems and the implementation of appropriate action.
* Encourage students to acknowledge tutors, if they have them, and to discuss and show the work done with tutors. Ideally, liaison between the class teacher and the tutor can provide the maximum benefit for the student and ensure that the tutor is aware of the authentication requirements. Similar advice applies if students receive regular help from a family member.

Learning activities

Unit 1: Planning a business

For Areas of Study 2 and 3, teachers are encouraged wherever possible to allow students to apply their knowledge to real and/or simulated small business situations through, for example, the operation of their own small business venture within the constraints of the school’s regulations. This could range from computer simulations, role-plays, and theoretical business plans through to school-based, short-term business activities, as suggested by some of the learning activities. This provides students with a practical context in which to apply their knowledge and encourages richer and deeper learning of the key knowledge and key skills.

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| **Area of Study 1: The business idea** | |
| **Outcome 1**: | **Examples of learning activities** |
| Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation. | * develop a glossary of key business management terms * undertake an icebreaker activity looking at the development of business ideas and considering possibilities outside the normal ‘square’ of business operations, e.g. lateral thinking problem-solving puzzles such as the ‘nine dot problem’ whose solution is to think outside the square * conduct a teacher led experiential activity ‘I’ve got a business idea’, which encourages innovation and consideration of new business ideas and how to develop them * list a range of problems experienced in the daily life of the school and brainstorm a range of solutions to solve them; use questions such as ‘can you make the process better or use technology to make your experience better to solve the problem?’; e.g. buses with electronic signalling to turn traffic lights green on their approach to speed up student travel times home * collect and analyse current newspaper articles and other media material which illustrate the development of business ideas, entrepreneurship and business innovation * watch videos about the development of business ideas, entrepreneurship and innovation, e.g.*Think like an entrepreneur* (BEA), which features the stories behind three young Australian entrepreneurs, Jonathan Barouch from Fastflowers.com.au, Carolyn Creswell from Carman’s Fine Foods and Kristy Andruszko from Puppy Phat * construct a profile or brief biography of a successful business person or entrepreneur and identify the skills and attributes they possess * view case studies on innovators and innovative thought on ‘Ted Talks’ ([www.ted.com](http://www.ted.com)) * research online innovators and innovations, and analyse the skills and characteristics needed to develop business ideas * individually research innovators and combine this into a class gallery of a range of innovators; post up on the wall and as a class try to determine the skills and characteristics that the innovators have in common * play the online innovation Pot Biz game ([www.powerhousemuseum.com/innovationgame/](http://www.powerhousemuseum.com/innovationgame/)); learn how to be a successful innovator as you try to turn an idea for a decomposing plant pot into a profitable business * conduct a market research survey for a potential new innovation to determine whether it could be successful * create a class timeline of innovations; e.g. see the sites: [www.ipaustralia.gov.au/](http://www.ipaustralia.gov.au/) or <https://museumvictoria.com.au/scienceworks/learning/> for a history timeline of innovations in music playback devices * interview the owner of a business to determine how they developed their business idea, their personal motivation behind starting the business, the goal setting they undertook, and how they undertook their initial market research and feasibility studies * arrange an excursion to the nearest Business Enterprise, Small Business Centre or Business Incubator site to witness innovative new businesses; discuss with the clients their opportunities and challenges and the support that the business incubators are providing; visit [www.business.vic.gov.au](http://www.business.vic.gov.au/) or [www.becnvic.com](http://www.becnvic.com) for details of the nearest business centre (e.g., Brunswick Business Incubator, Darebin Enterprise Centre) * conduct a market research survey and feasibility study into a small-scale business idea * draw up a concept map of the contributions businesses make to the economic and social wellbeing of a nation * conduct a class debate on whether more funding should be provided by the government to develop a culture of business innovation and entrepreneurship in Australia; include details on what the funding should be spent |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **DEVELOPING A BUSINESS IDEA**  **1. Introductory icebreaker innovation puzzles ‘Think outside the square’**  **The nine dot problem – Think outside the square**  Below are nine dots arranged in three rows. The challenge is to draw four straight lines which go through the middle of all of the dots without taking the pencil off the paper. Each line needs to start where the last line finishes off.   * ⬥ ⬥ * ⬥ ⬥ * ⬥ ⬥   **2. Experiential activity – I’ve got a business idea!**  **Outline of task**  Working in small groups, students simulate creating and developing a business idea by identifying a gap in the market, technological developments and changing customer needs.  **Resources required**   1. Odds and ends from around the school, art rooms, local recycling centre etc. The idea of recycling wasted scrap paper or up-cycling old resources from a recycling centre is especially pertinent here given the corporate social responsibility focus of the overall study. 2. One resource list with all the prices for items collected in (a.) 3. A fake $50 note per student to buy their preferred product.   **Time required**  80 minutes – 2 x 45 minutes or the first lesson to create the business idea, plan and prepare for the activity and build a prototype innovative product, and one lesson to run the marketing presentations, make the sales and calculate the profits.  a. Prepare one class resource bag of the goods you have found around the school and develop a price list for them. (A tip: keep the actual price of each item relatively low to encourage each group to acquire a range of resources to make something substantial.)  b. Arrange the students in groups of three or four and tell them that the aim of this lesson is to simulate the actions of a real business. Their objective is to come up with an innovative new product out of the resources provided, which fulfils a gap in the market and would meet a perceived customer need. They will then need to sell this innovative product to the rest of the class. The students will have 10 minutes to come up with a business idea and plan the product they want to make, identifying the items they wish to purchase to make their product. They will have the rest of the first lesson to create the product. In the second lesson they will present, create a marketing pitch and sell this product to the rest of the class. The class then calculates which group has made the most profit. (The group who makes the most sales may not necessarily make the greatest profit, due to the costs of creating each product. This distinction is obviously a very powerful lesson to draw out of this activity.)  **I’ve Got A Business Idea – Experiential Activity**  The aim of this lesson is to simulate an actual business. Students design, create and market a business idea, which they then need to sell to the rest of the class. The class are looking to buy one product they believe has the best future potential for success.  The teacher presents costed resources that students can buy to make their product. Students have 10 minutes to pool all their ideas together before purchasing the resources they need to make the product. They then have the rest of the class (30 minutes) to make the product and discuss how and who will make the marketing presentation to the rest of the class to ‘pitch’ the product. As a group, students must demonstrate and market their product to the rest of the class and try to convince them that their product is the ‘one to buy’. Students will be given a total of (simulated) $50 to spend on the products they wish to buy. They must decide how much they are willing to spend (if any) on the products, and place the money behind the product. Students cannot purchase their own product. After purchases are made the group then calculates their total revenue, total costs, and total profit from this business. Each group then shares their results to see which business made the largest profit.  The groups will need to make choice about whether to buy a lot of items and make a high quality product which may attract a lot of sales but may have a lower profit margin, or alternatively whether to produce a lower quality product but with a high profit margin, or whether to create a high quality product with minimum resources and ‘convince’ everyone to buy it.  a. In planning, students complete the following sheet by filling in the business and product name, the resources used, including the number of people in the group and their wage, as well as all the other items that were bought to construct the business idea. The planning and costing should take into account that each customer has $50 per product to spend.   |  |  |  |  | | --- | --- | --- | --- | | **Business name:** | | **Business idea product name:** | | | Item purchased (resources) | Resource price per unit | Number of resources used | Total resource cost | | Rent | $7.50 | 1 | $7.50 | | Employees | $2.50 |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | | Product cost (cost of producing one product) | | | $ |   b. After making, marketing and receiving orders for your product, calculate your profits by filling out the sheet below.   |  |  | | --- | --- | | Number of inventions sold = |  | | **Total revenue** this is your sales price ($50) x the number of inventions sold = |  | |  |  | | **Total costs** this is the cost of making each invention (from your previous sheet) x the number of inventions you sold = |  | |  |  | | **Your profit/loss** this is your total revenue – your total costs |  | |
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[See Points to consider in developing an assessment task](#Points)

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| **Area of Study 2: External environment** | |
| **Outcome 2**: | **Examples of learning activities** |
| Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning. | * develop a glossary of key business management terms * investigate case studies of businesses affected by macro and operating factors * conduct, predict, explain, observe thinking on a range of news headlines predicting the impact of these macro factors on a number of different businesses and then observe how the businesses actually respond over the ensuing weeks * interview a Chief Executive Officer, business owner or organise guest speakers and investigate how business owners plan for and respond to changing macro and operating factors * use De Bono’s Direct Attention Thinking tools as a framework to consider the consequences of macro and operating factors on business planning; propose strategies to respond to them * watch videos about businesses and discuss whether their business decisions were an efficient and effective response to the macro and operating factors they faced * use the jigsaw cooperative learning strategy to encourage cooperative learning; nominate a group of students to become specialists/masters in analysing one of the macro factors, such as economic conditions, so that they can give advice to the class about how to strategically position a business for the future * in groups, use a real or hypothetical business to analyse one of the macro or operating factors such as global issues concerning overseas markets, exchange rates, patenting, copyrights or online sales; prepare a PowerPoint or Prezi presentation on how this factor would affect a designated business * write a detailed research essay on how changing social attitudes and behaviour have affected businesses over time. * create a concept map which outlines how businesses are affected by macro and operating factors * construct a flowchart of how a business responds to a variety of macro and operating factors * using De Bono’s six thinking hats analyse how increasing online sales is affecting Australian businesses * research websites such as the Australian Bureau of Statistics [www.abs.gov.au](http://www.abs.gov.au/) and the Reserve bank of Australia [www.rba.gov.au](http://www.rba.gov.au) and create online graphs for interest rates, business confidence and consumer confidence levels over time to determine whether there is a pattern between the data; explain/hypothesise the reason for this pattern * draw a supply chain for a local manufacturing business, label this line with issues that could affect the suppliers and notes about how such issues would affect the nominated end business * conduct a research survey to determine popular current fashion styles favoured by students, explain how student preferences may affect the local businesses in the school’s vicinity |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **THINKING HATS ISSUE – HOW DO ONLINE SALES AFFECT BUSINESSES?**  Sometimes the impact of macro or operating factors can be seen in negative terms. To encourage students to understand the effects of these factors on businesses, students use De Bono’s six thinking hats tool to investigate more deeply the issues and help make more informed business decisions. One sample issue is how the growth in online sales may be affecting Australian businesses and what the student would advise a hypothetical or real business to do in response to this issue.   |  |  |  | | --- | --- | --- | |  |  | **Business application** | | Red Hat – Feelings | How do I feel about this? What is my intuition telling me will happen? | How do you feel about increasing online sales? What affect do you feel increasing online sales will have on Australian businesses? | | White Hat – Facts | What do I know? What do I need to find out? How do I get the information I need? | Use online research data to determine how strong the growth in online sales is in Australia. How much of the total Australian market sales do online sales constitute today? In which industry areas are online sales prevalent and how large are they predicted to become? | | Black Hat – Caution | The Negatives: What problems could arise? What are the disadvantages? | How much damage do you believe online sales could do to a sample business area of your choice? What are the follow-on negative consequences of this development to other areas of the Australian economy? | | Yellow Hat – Benefits | What are the advantages and benefits? | How much benefit do you believe online sales could provide to a business sector (choose a relevant area)? What will increasing online sales allow them to achieve or save money on? What are the follow-on positive consequences of this development to other areas of the Australian economy? | | Green Hat – Creativity | What new ideas are possible? What is your suggestion? How can this be changed or improved? | How could the business sector of your choice better take advantage of the developments in online sales? How could the managers change their production, processes to better take advantage of the opportunities? | | Blue Hat – Process | Big Picture thinking.  Where are we now/what do we need to do next? | Think of one business sector or a specific business, identify where they are presently in relation to online sales and devise an outline of a five year strategy as to how they could better take advantage of the opportunities available. | |

[See Points to consider in developing an assessment task](#Points)

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| **Area of Study 3: Internal environment** | |
| **Outcome 3**: | **Examples of learning activities** |
| Describe the internal business environment and analyse how factors from within it may affect business planning. | * develop a glossary of key business management terms * identify a local business and list all the resources that this business needs to operate; classify these resources into three columns: natural (the resource comes from the earth, sea or air), labour (requires humans in certain tasks or jobs), or capital (goods made and used to produce other goods and services) * construct a detailed plan of the local shopping centre, outlining where each of the businesses is located; analyse this plan to determine the reasons behind the locations of these businesses, and whether the location choices are appropriate for each of these businesses * invite a small business advisor from one of the banks or from a Community Information and Support hub to discuss the important decision-making and planning steps necessary to increase the likelihood of business success; use the results to produce an educational pamphlet * develop a questionnaire to interview local small business owners on the reasons behind them starting up their businesses, and the benefits and challenges they faced in doing so; complete a summarised report or PowerPoint presentation on the findings * construct a table to outline the advantages and disadvantages of establishing a business from scratch as opposed to purchasing an existing business * invite a small business manager to discuss their experiences of establishing their own small business, and the opportunities and challenges they experienced; discuss whether the costs and benefits of establishing a new business outweighed those of purchasing an existing business * analyse a list of businesses and categorise them according to their legal structure (sole trader, partnership, private limited company, public listed company) and business model (online business, bricks and mortar, social enterprise, franchise, importer and exporter) * give a presentation on an allocated type of legal business structure; detail the features, advantages and disadvantages on operating this type of structure * use the Business Victoria homepage (www.business.vic.gov.au) to investigate the support services provided at a local, state or national level to small business; produce a pamphlet or website explaining these support services to small business owners * search the commercial business channel websites (Sky News Business Channel, Fox Business Network, Channel 9 Business) and analyse a few of the case studies featured on these sites * research the Business Victoria homepage ([www.business.vic.gov.au](http://www.business.vic.gov.au)) and the information it provides on ‘Checklists for starting a business, support for your business, writing a business plan and setting up a business’; produce a pamphlet summarising the information * construct a SWOT analysis on the school or a sporting association; produce a set of five proposals to capitalise on the opportunities and overcome the threats * watch the Certified Practising Accountants’ (CPA) ‘Let’s plan a business’ DVD, which outline the steps needed in establishing a business plan and talk to young leading entrepreneurs about their experiences * interview a business operator about the step-by-step planning they must complete to get financial approval; display this information as a flowchart or timeline of key tasks to be completed to successfully create a detailed business plan; analyse this chart and identify whether there is a more efficient and effective way of completing the same operations * model the characteristics and features of a business plan by creating one for a fictional or real business; submit it to a small business bank officer to determine whether they would offer financial assistance on the basis of the plan * construct a business plan for a virtual e-commerce business outlining their goods or services and how an order can be placed for them; create an outline of the website they could trade through * create a 10-minute instructional video or podcast on the steps that must be taken by an aspiring individual to successfully plan their own business; cover all necessary factors from both the internal and external environments * research business channels and media and identify corporate social responsibility issues facing business managers * watch business DVDs to analyse examples of business planning; identify and discuss the common causes of business success and failure and how these could be considered in the planning stage * plan and operate a business simulation program such as the Australian Business Week * plan a short-term school-based business activity |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **PLANNING A SHORT-TERM SCHOOL-BASED BUSINESS**  The aim of this activity is to apply the knowledge and skills in Unit 1; (the business idea, external environment and internal environment) by constructing a business plan to potentially run a short-term school-based business. The students submit this business plan to school administration. If approved, they establish this business and operate it either at the conclusion of Unit 1 or during Unit 2 Business Management.  Some suggestions on the scope and range of such small business ventures include: operating a popcorn and movie night under the stars, operating a school car wash, running a sausage sizzle stall, planning and running a market day with student stalls competing against each other in a lunchtime market, planning and running a school community vegetable garden, making tie dye t-shirts and selling them, organising a Year level formal, preparing and running a university open day information session, planning and running an indoor sports tournament for school students to compete in over lunchtime, up-cycling and redesigning products from the local recycling centre, running a student-made jewellery stall, running a school comedy night, promoting student designed websites for local businesses, recycling Christmas cards and creating new designs to sell, running Mother’s or Father’s Day stalls for the local primary schools, planning and operating a small-scale student run café, organising a school recycling program focusing on either paper recycling or mobile phone recycling through the Mobile Muster program.  Due to the potential implications of this activity on the students’ time within and outside of the school, on financial management, and on the wider school community, including parents, it is advised that Principal and key stakeholder permission and approval be sought before conducting a student school-based business activity and a full risk assessment be completed prior to running the activity. Some questions that will need to be addressed by the school are: will the markets comply with legislation requirements such as food handling provisions? How will you prevent potential student health implications from allergic reactions to some of the ingredients? Is money involved and how will it be handled – is it to be run on a not-for-profit basis, a social enterprise basis, once costs are covered, or a profit incentive for students?  As with many activities, the preparation prior to running an event such as this one is vital to its success. Teachers are advised to create a Gaant chart or timeline of the activities that need to be undertaken by themselves or the students to remain on task and adequately prepare for the event.  In developing such an activity, students should follow these steps:   1. Generate a business idea. 2. Devise a set of objectives and goals for the activity, a business name and a formal agreement/partnership agreement between the group members. 3. Conduct market research into the feasibility of the business idea. 4. Identify the resources required to undertake the activity. 5. Estimate potential financial costs and revenue from the business. 6. Develop a business submission which gains the teacher’s, and all the other stakeholders’ approval. This should be signed before proceeding any further. 7. Generate a full and detailed business plan. 8. Develop an effective marketing strategy for the business. 9. Run and operate the short-term school-based business.   Review the business’s operation, and evaluate the role of the individual and group in the completion of this activity. |

[See Points to consider in developing an assessment task](#Points)

Unit 2: Establishing a business

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| **Area of Study 1: Legal requirements and financial considerations** | |
| **Outcome 1**: | **Examples of learning activities** |
| Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures. | * develop a glossary of key business management terms * as a group research on the internet the legal requirements to establish a business, such as registering the business name, registering a website domain, trade practices legislation, business tax compliance and work safe insurance; print and fill in these documents for a hypothetical business or a school-based business * invite the local bank business advisor to talk to the class about the importance of establishing bank accounts, financial control systems and record-keeping strategies * invite guest speakers such as lawyers and accountants to talk to the class about legal issues that can affect the establishment of a business * use a business information website such as [www.business.vic.gov.au](http://www.business.vic.gov.au) to create a checklist of all the legal requirements and financial considerations that must be addressed when establishing a business * create P/M/I charts to consider the attractiveness of spontaneously establishing a business without considering legal and financial factors, compared with a P/M/I for a business plan that does take into account these considerations * write a class policy for the regular completion of homework, including the procedures for its setting, completion, delivery and feedback; consult with all the stakeholders and once drafted have all the stakeholders sign off on it; review its progress after one month * investigate an area of law that affects the establishment of a business such as: consumers and the Fair Trade Act, workers and the Workplace Relation Act, Equal Opportunity and Anti-Discrimination legislation, building approvals and zoning laws; construct a multimedia presentation and design a quiz or test for the area of knowledge * invite a guest speaker from the CPA to explain the role of chartered accountants in providing information and advice to business owners * watch television and online programs and DVDs about businesses; using case studies from these programs analyse legal and financial issues faced by business owners when establishing their businesses * play the free online innovation Pot Biz game [www.powerhousemuseum.com/innovationgame/](http://www.powerhousemuseum.com/innovationgame/); learn how to be a successful innovator by turning an idea for a decomposing plant pot into a profitable business; consider the legal and financial issues that the game characters are faced with when establishing the business * play the free online business simulation coffee game [www.coolmath-games.com/0-coffee-shop](http://www.coolmath-games.com/0-coffee-shop); this involves carefully managing financial control systems, and inventory and record-keeping strategies to successful establish a coffee shop * research the Australia Trade and Investment Commission [www.austrade.gov.au](http://www.austrade.gov.au) and outline the support they can provide a business looking to establish contacts with overseas suppliers and retailers |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **POT BIZ – ONLINE BUSINESS SIMULATION** ([www.powerhousemuseum.com/innovationgame/#](http://www.powerhousemuseum.com/innovationgame/))  Students learn how to be successful innovators by turning an idea for a decomposing plant pot into a profitable business.  Students make a range of biodegradable plant pots which hold the plant roots and potting mix together during planting and is made from a material which can be decomposed by micro-organisms in the soil.  To turn this idea into a successful product, students must develop a suitable material, design the pots and borrow money for equipment. They must make, promote and sell the pots, and stay ahead of imitators and competitors. It will not be easy – being an innovator never is. In PotBiz, the decisions could lead to fame and fortune, with an innovative product that helps in planting millions of trees and shrubs, or lead to going out of business with debts to pay. To play the game, students need a ruled workbook. In their workbook they must briefly record the decisions they make during each of the years, any unexpected events that occurred and the impact these events have had on the bank balance.  After the first completion of the game (either successful or otherwise) students can record their result (how long they were in business how much money they made) and then write a reflection on what they learnt from the experience and what they will seek to refine and improve upon in the next game.  These reflections should be compared with the reflections of their peers and discussed in the class so that everyone can learn from the experience.  The students are then to play again and see if they can improve on their performance.  PotBiz: is the innovation game that was produced by the Powerhouse Museum, Sydney with funding from the National Innovation Awareness Strategy (NIAS) administered by the Department of Industry, Tourism and Resources, Canberra. |

[See Points to consider in developing an assessment task](#Points)

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| **Area of Study 2: Marketing a business** | |
| **Outcome 2**: | **Examples of learning activities** |
| Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies. | * develop a glossary of key business management terms * collect a folio of newspaper job advertisements for marketing positions, and identify the key skills and experience required in marketing positions, and the duties performed by people in marketing * conduct a range of market research practices such as data collection techniques, analysis and interpretation to ascertain consumer preferences for a given service or product * research the market attributes of the class in terms of the market dimensions, segments, consumer trends and behaviour of the class and discuss as a class which goods and services would be targeted at the class and what marketing techniques would be most effective * collect a folio of print and online advertisements and evaluate the effectiveness of the marketing strategies used * compile and analyse a folio of marketing case studies; create a checklist of strategies which make for successful marketing campaigns * conduct a product taste test to determine whether home brand versus brand name products can be distinguished; discuss the importance attached to branding * analyse the effectiveness of current marketing strategies which make use of the internet * present products with no clearly discernible purpose; select one and create a marketing plan or simulate a business product and devise a marketing strategy for it * create a website which advertises a real or simulated product * compile a collection of product advertisements ranging from consumer goods to services such as holidays; construct a table of the products/services and guess their prices; reveal the actual prices and as a class discuss the impact that the difference between the estimated and actual prices would have on these businesses in terms of their price setting decisions * design a flowchart which shows a product leaving the production facility through to arriving in customers’ hands; discuss strategies for reducing delivery time or increasing the effectiveness of the distribution channel * create a diary of television advertisements watched during a week; record the date and time of the advert screening, and the preceding and proceeding television programs; tabulate the information on one of the businesses being advertised, the marketing strategies used to convey the message, the target audience, and a rating of the effectiveness of the advertisement; compile the class’s results, and observe and discuss trends in terms of what was shown, when, and the strategies used * undertake an online interactive business simulation program like the lemonade stand game where you need to market your lemonade stall and make changes to the marketing based on environmental conditions ([www.coolmath-games.com/0-lemonade-stand](http://www.coolmath-games.com/0-lemonade-stand)) * investigate the marketing of the AFL using the DVD ‘AFL Senior Secondary Curriculum Resource’; design and create a magazine front cover for a new pre-teenage boys’ magazine; create appropriate market research into the target market 10 to 12-year-old boys and use this research to influence designs * arrange for a marketing manager to give a class presentation about the tasks they perform in an average day or in an average campaign, and how they categorise their target markets * watch YouTube episodes of the television series ‘The Gruen Transfer’ in particular ‘The Pitch’ segment; create a multimedia 30-second Pitch to address a consumer message; as a class, view and analyse each other’s marketing proposals * construct a product life cycle graph identifying products at different stages along the life cycle, e.g. music industry, soft drinks industry, fashion clothing; in groups, compile the results and identify trends in the types of products at each stage * create a table of five products and/or services and identify the customer relations strategies used, such as quality customer service and customer loyalty programs; as a class, evaluate the effectiveness of these strategies and whether you believe the investment in them has been worth while * collect a media portfolio of print and online public relations case studies and analyse the effectiveness of the strategies the businesses used to communicate with the public * invite a guest speaker to talk about a day in the life of a public relations executive and the progress of their career path * create a planned public relations campaign for redesigning the image of one of the following organisations: a sewage waste treatment plant, a genetically modified food producer, a medical business undertaking animal cloning * complete a fishbone diagram which starts with a crisis public relations issue such as an oil spill by a tanker in Port Phillip Bay; on the diagram draw all the important components of the problem that need to be urgently addressed and the stakeholders whose fears need to be addressed * plan and deliver a planned public relations campaign for a school event such as a VCE Information Evening, a School Open Day, a Business Breakfast for outlining career opportunities for students * create a timeline of activities and tasks to be completed in preparation for a theoretical promotional event such as a school/University course information fair * develop a suitable script for a Chief Executive Officer who is about to be interviewed on a Sunday Business show about the business’s decision to close its manufacturing operations at the expense of 6,000 Australian jobs so the production can be moved overseas to take advantage of cheaper labour rates * create a newspaper advertisement for a product recall of a range of chocolate bars due to tampering on the production line * analyse a range of business websites and annual reports; construct a table of the images they convey to the public and the strategies the businesses use to convey those images * as a class discuss whether it is responsible to promote an operation which does not adhere to corporate social responsibility values * write a research essay evaluating the continued use of green marketing in marketing campaigns; reference all source information and case studies; outline recommendations for action |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **‘THE PITCH’ ADVERTISING CAMPAIGN**  A company has recently won a contract to market a business that is struggling to gain public acceptance for eating kangaroo meat despite its many benefits for consumers, Australian farmers and the environment. The job is to make eating the ‘National Symbol’ more acceptable.  The marketing ‘pitch’ must consist of a 30-second commercial on a movie maker program (such as iPad Movie maker or BYOD Movie market application), backed up by a carefully considered marketing campaign.  To complete an effective marketing campaign, consideration must be given to how to address the 7Ps of marketing as they relate to kangaroo meat:   * Product: quality, image, branding, features, packaging, customer service, support, warranties etc. * Price: positioning (penetration, skimming, competitive pressures), discounts, payment methods etc. * Place: trade channels (direct, wholesaler, retailer, online), sales support etc. * Promotion: marketing and sales techniques * People: individuals on marketing activities, customer contact, recruitment, training, remuneration, culture * Physical evidence: staff experience of brand, product packaging, online experience * Process: customer focus, design features, research and development   In a workbook, draw up a table explaining how to address and respond to each of the 7Ps.  With this information clearly identified, create a drawn storyboard of ‘the story’ that is to be conveyed in the ‘pitch’. Include the characters, the demographic and consumer behaviours of these characters which should resonate with the target market, the storyline and the supporting soundtracks, slogans, jingles, humour etc.  – all of which should reinforce the message.  Once the teacher has signed off the marketing plan and storyboard, move on to filming the ‘pitch’ commercial.  Once ‘The Pitch’ has been made, watch and review each one as a class, with a peer review sheet to add to individual personal reflection on the effectiveness of each pitch.  Use the criteria below to focus attention on the steps needed to complete this project.  **SD: Strongly Demonstrated**  **D: Demonstrated**  **NW: Needs Work**  **ND: Not Demonstrated**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **This marketing campaign demonstrates:** | **SD 5** | **D 3** | **NW 1** | **ND 0** | |  | The marketing plan clearly identified |  |  |  |  | | **1** | Product |  |  |  |  | | **2** | Price |  |  |  |  | | **3** | Promotion |  |  |  |  | | **4** | Place |  |  |  |  | | **5** | People |  |  |  |  | | **6** | Physical evidence |  |  |  |  | | **7** | Process |  |  |  |  | |  | The storyboard conveyed an effective strategy to convince consumers to buy kangaroo meat. |  |  |  |  | |  | The effectiveness of the market commercial (audiovisual or PowerPoint) – judged by the teacher. |  |  |  |  | |  | The effectiveness of the market commercial (audiovisual or PowerPoint) – judged by the class (the target audience). |  |  |  |  | |  | A clear and detailed reflection on the effectiveness of The marketing campaign after the pitch. |  |  |  |  | |

[See Points to consider in developing an assessment task](#Points)

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| **Area of Study 3: Staffing a business** | |
| **Outcome 3**: | **Examples of learning activities** |
| Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and employee perspective. | * develop a glossary of key business management terms * business scenario: role-play being the manager of a successful local restaurant or the operator of a sold out pop-up moonlight cinema, or the operator of a growing voluntary clothes washing service for homeless people; the increased popularity results in a need for more staff; identify the knowledge, skills and ideas you would be looking for in recruiting new staff * conduct a De Bono Six Hats analysis of the impact of technology on staffing needs for business today and into the future * write a research essay evaluating the effect developments in technology are having on business staffing needs; reference all information sources and case studies; include recommendations * write up a job analysis based on any part-time, work experience or workplace learning position; use this data and other information from the business to create job descriptions and job specifications for the position; based on the results, create a job advertisement that could be placed in newspapers, agencies or on social media * organise a class debate on whether internal or external recruitment is better for a teaching position selection in the school; in the debate explore the advantages and disadvantages of each recruitment method * create a Venn diagram to compare the features, advantages and disadvantages of a range of job selection methods such as interview, psychological testing, work testing, online selection * business scenario: a business has been accused of not selecting their staff fairly and instead relying only on a two-minute interview with the manager; create a decision-making chart which lists possible alternatives, the advantages and disadvantages of each, their consequences and the preferred proposal * undertake an online business simulation that deals with staffing a business * conduct a role-play of the recruitment and selection process * write resumes and application letters using templates from [www.youthcentral.vic.gov.au](http://www.youthcentral.vic.gov.au/) * construct an overlapping Venn diagram of the similarities and differences between employer expectations and employee expectations of a staffing position; as a class, discuss what this diagram suggests about the relationship between employers and employees, and make five recommendations that would help improve this relationship * complete a research investigation identifying possible occupational health and safety issues within the school; compile a report of the findings and present this to the school’s Occupational Health and Safety manager * use the internet to investigate the legal requirements businesses must comply with in terms of employees, minimum wage restrictions, equal opportunity provisions, workplace gender equality and occupational health and safety requirements; produce the summarised information as a business information pamphlet or informative poster * investigate the ACTU student centre website ([www.worksite.actu.asn.au](http://www.worksite.actu.asn.au)); research and report on issues of importance to employers in terms of their employees and the law; draw up a sample employee contract, which includes the minimum terms and conditions for a worker in a chosen field * interview the current Year 7 student body in the school to gauge their reactions to the present school induction process and what they would like to have included; compile this information and write a professional business letter to the principal detailing proposals that would help improve the induction process * review television documentaries and business case studies of businesses dealing with staffing issues and analyse the effectiveness of their strategies * create a mind map of issues related to overseas recruitment, include: advantages, disadvantages, legislative requirements, how to practically support staff working overseas and overseas staff coming to Australia, data on the present levels of overseas recruitment, business case studies * research and create a pamphlet for businesses informing them of corporate social responsibility issues they need to consider when establishing staffing in their business |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **ROLE-PLAY THE RECRUITMENT AND SELECTION PROCESS**  Students bring to class an advertisement for a job that they would like to apply for, ­ it could come from the newspapers, online agencies or social media and could be a job that they would like to realistically apply for in the next five years.  Students break the advertisement into its constituent job description and job specification parts and from these create a checklist of selection criteria the employer is likely to select an employee from for this position.  Students then create their own resumes and application letters for this position (templates for these can be found on [www.youthcentral.vic.gov.au](http://www.youthcentral.vic.gov.au) developed by the Victorian Government).  In pairs, the student who has researched the position gives the selection criteria and their application letter and resume to the other student who takes the role of the employer in what will be a role-play interview for this position.  Based on research into interviews and other selection methods, set up a device to record the individual applying for their desired position in a 5–10 minute employee/employer role-play. The employer gives constructive feedback before setting up the recording equipment again and reversing the roles for the second student’s preferred job.  After both sets of interviews and feedback have been given, the students review their personal performance on the recording equipment and write a self-reflection on how they could improve their interview presentation, listing a minimum of five improvements they could make.  If time allows, this experience could be repeated with a different student partner to see if they can improve on their previous performance and address the five improvements they wanted to make. |

[See Points to consider in developing an assessment task](#Points)

Unit 3: Managing a business

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| **Area of Study 1: Business foundations** | |
| **Outcome 1**: | **Examples of learning activities** |
| Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture and management styles and management skills. | * develop a glossary of key business management terms * analyse a list of businesses and categorise them according to their business type (including sole traders, partnerships, private limited companies, public listed companies, social enterprises and government business enterprises) * analyse a list of businesses and categorise them according to their business objectives (including to make a profit, to increase market share, to fulfil a market and/or social need and to meet shareholder expectations) * construct wall charts and posters on a range of types of business and add newspaper articles to them over the year; use these resources as a reference for ongoing class discussions * construct a mind map of business stakeholders, connected with lines that show their common interests and with dashed lines where conflicts of interest may occur; highlight on this mind map where corporate social responsibility considerations may affect some of these expectations * create a table which summarises the areas of management responsibility in a business and what is undertaken within these areas * create a class blog to build up an online folio of a range of types of businesses and their activities during the year * construct a mind map which outlines the connections and links between corporate culture and different forms of management styles and management skills * interview a manager of a business about their approach to managing the business, including their management styles and management skills and the corporate culture of the business * investigate the business activities of a range of business types profiled in recent current affairs; discuss whether these activities are deemed to represent corporate social responsibility and the implications of such actions on the business’s stakeholders * watch videos and documentaries about different types of businesses; discuss whether their business decisions were an efficient or an effective way to manage their business * conduct a class obstacle course or team building/problem-solving activity; assign an observer to report on the management skills that are demonstrated as the group progresses through the activity; tabulate this information at the conclusion of the activity; as a class look into the efficiency and effectiveness of each group and the management skills they performed * conduct an investigation into a business; identify and describe the culture of the business from its traditions, values, symbols, gestures; identify the management styles that exist in the managers; examine and discuss why they use these management styles and the effectiveness of them; brainstorm and discuss the skills a manager needs to manage their business; compare and contrast this profile with the cultures, styles and skills prevailing in the businesses the class have investigated * invite a manager of a business in as a guest speaker to share how they manage their business and how they have developed the culture in their business * develop a grid which compares characteristics of varying management styles * perform a group role-play related to management styles * match management styles and management skills to varied situations; identify whether the styles and skills were appropriate in relation to: nature of task, time, experience of employees and manager preference * conduct role-plays and experiential activities for management skills such as communication, delegation, planning, leading, decision making and interpersonal skills; a simple example of this could be a game of Chinese whispers to illustrate the problems of communication flow between staff in a business * develop a revision concept map/podcast/vodcast for the material covered in this area of study |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **CONDUCT AN INVESTIGATION INTO A BUSINESS**  The use of business case studies is essential in Business Management for students to anchor their knowledge and to test their problem-solving proposals. The case studies must be contemporary examples from the past four years. It is therefore important to develop a range of case studies focusing on different types of businesses, including sole traders, partnerships, private limited companies, public listed companies, social enterprises and government business enterprises to assist students.  The investigations/case studies can be developed a number of ways:   * From direct observation through an excursion to the business. Businesses that are set up to take regular groups of students include Yakult and Australia Post in Dandenong, and the CUB brewery in Abbotsford. Alternatively, a request to a local business, a connection through a student’s parent or a visit to local business incubators where there are a number of businesses to observe, are also good options. * From indirect observation through inviting a business manager to come out to the school and talk about how they manage their business or DVD case study material, TV documentaries, news programs and YouTube clips of virtual reality business tours, or online investigations through business websites such as [www.asx.com.au](http://www.asx.com.au).   The following example relates to knowledge about business styles and management skills, but research could be expanded to observations about how businesses manage employees, operations management, performance reviews and implementation of change in preparation for the upcoming areas of study. The investigation should include the following:   * identify and describe the culture of the business from its traditions, values, symbols or gestures * identify the management styles that exist in the managers * examine and discuss why these management styles are used and the effectiveness of them * brainstorm and discuss the management skills a manager needs to manage their business, and then compare and contrast this profile with the cultures, styles and skills prevailing in the businesses other students in the class have investigated * develop a gallery of business case studies in the room, or a nominated space on the school intranet for students to review and share business case studies. |

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| **Area of Study 2: Managing employees** | |
| **Outcome 2**: | **Examples of learning activities** |
| Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees. | * develop a glossary of key business management terms * conduct a survey to determine the significance of a range of factors which motivate people at work * undertake a jigsaw activity where specialist teams are given responsibility for gaining an understanding of the principles of one of the motivation theories, how it can be applied in a business, and the advantages and disadvantages of applying it; return to class and transfer this information to the others; follow by a class quiz * construct a table or Venn diagram outlining the similarities and differences between the following theories of motivation: Hierarchy of Needs (Maslow), Goal Setting Theory (Locke & Latham) and the Four Drive Theory (Lawrence & Nohria) * have a class debate around a range of motivation strategies (including performance related pay, career advancement, investment in training, support and sanction) and discuss which ones would have the most effect on their motivation to study for Business Management over both the long and short term * view the *Freakonomics* DVD episode on paying bribes for grades or view extracts of this episode on YouTube; undertake a think-pair-share of whether the students would be motivated to work harder for grades if there was a cash incentive, and whether this would work in the long or short term * have a class discussion sharing experiences from work experience or part-time jobs about the forms of training received and which ones have been most effective; draw out the advantages and disadvantages of both on-the-job and off-the-job training * invite a manager to speak to the class about how they manage their employees in a business, and discuss examples of issues they have needed to resolve * analyse case studies to examine particular aspects of managing employees * construct a table of the advantages and disadvantages of a range of performance management strategies (including management by objectives, appraisals, self-evaluation and employee observation); as a class discuss which strategies the students have experienced in part-time jobs, which they prefer and why * allocate one student to be a peer reviewer of his/her fellow students during a class under the employee observation method and compare this to the results of a self-evaluation questionnaire given to each of the students at the conclusion of the class; discuss the results and their implications * construct an appraisal questionnaire on the teacher and discuss the advantages and disadvantages of using this approach to measure the development of an employee in a business * watch the opening scene of the Movie *Up in the Air* which showcases some of the common responses to employees being terminated; table some of the common responses and propose some strategies a manager could use to alleviate the stress associated with them * conduct role-plays for departure proceedings from both a manager and an employee viewpoint; construct a checklist of key points a manager should endeavour to follow to maintain good workplace relations * construct a revision table and summarise the roles of the following participants in the workplace: human resource managers, employees, employer associations, unions and the Fair Work Commission * conduct workplace relations role-plays for determining wages and conditions of work and construct a system of agreed-to dispute resolution procedures in case an agreement cannot be reached * investigate the ACTU website student centre (www.worksite.actu.org.au) and discover the entitlements for youth entry-level wages and conditions for part-time work or first jobs after finishing school * develop a revision concept map/podcast/vodcast for the material covered in this area of study |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **JIGSAW APPROACH TO MOTIVATIONAL THEORIES**  Undertake a jigsaw activity where specialist teams are given responsibility for gaining an understanding of the principles of one of the motivation theories: Hierarchy of Needs (Maslow), Goal Setting Theory (Locke & Latham) and the Four Drive Theory (Lawrence & Nohria) and then return to their group with detailed knowledge of how it operates and the ability to convey this in student language for the rest of the group to develop their understanding.  **Specialist roles**  The task is to learn the:   * principles of the assigned motivational theory * how the theory can be applied in a business * the advantages and disadvantages of using the theory in business.   Upon completing the specialist tasks, the student returns to their group to transfer this information to the others and they consider the similarities and differences between each of the theories.  The students then create a group table, which outlines the similarities and differences they see between the theories. They then form a united group to be challenged by quiz questions on each of the theories of motivation.  A sample of the similarities and differences that the students may draw out are listed below.   |  |  |  |  | | --- | --- | --- | --- | |  | **Locke & Latham  and Maslow** | **Maslow and Lawrence  & Nohria** | **Lawrence & Nohria  and Locke & Latham** | | **Similarities** | Locke & Latham’s Goal setting is similar to Maslow’s self actualisation level being achieved. | Both theories have a similarity in the pursuit of satisfaction – in Maslow’s case it is needs and in Lawrence & Nohria’s case it is drives. | Locke & Latham’s achievement in fulfilling Goal setting can be linked to the Drive to Acquire (achievement). | | **Differences** | Locke & Latham’s theory is generally achieved by one individual at a time whereas, Maslow can have procedures put in place throughout the company to allow a group of employees to pursue motivation at the same time. | Maslow has five levels of need whereas Lawrence & Nohria have four drives.  Maslow’s theory is sequential, whereas with Lawrence & Nohria it is possible to be working towards more than one drive at the same time. | Locke & Latham generally pursue one goal at a time, whereas Lawrence & Nohria need to satisfy the four drives. |   The rules of the game prevent a student answering in their specialist motivational theory. Therefore they will rely on the information having been clearly conveyed to them. Some sample quiz questions follow.  1. Outline the five levels of Maslow’s Hierarchy of Needs theory.  2. Outline the general principles behind Locke & Latham’s Goal Setting theory.  3. Outline the Four Drives as stated by Lawrence & Nohria, with one example for each showing how they can be applied in a business.  4. Describe one benefit for a business applying Maslow’s motivational theory.  5. Explain how a business can apply Locke & Latham’s theory and a benefit and disadvantage of doing so. |

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| **Area of Study 3: Operations management** | |
| **Outcome 3**: | **Examples of learning activities** |
| Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations. | * develop a glossary of key business management terms * arrange an excursion to a business in either the service or manufacturing sector to develop understandings of the tasks performed * complete a class operations management investigation; undertake an activity which highlights the importance of the operations management function, and the activities and strategies which are required for its success * analyse business case studies to examine the elements and strategies of operations management * visit workplace sites which demonstrate an operations management process such as Yakult and Australia Post in Dandenong, and the CUB Brewery in Abbotsford * invite a guest speaker to talk about their role and duties within operations management * develop a table of a range of business types and analyse the efficiency and effectiveness of the various strategies used in the areas of technological developments, materials, quality and waste minimisation * conduct virtual business tours using the internet and analyse the operations management system in a product or service business * watch an instructional video on the process of operations management such as Rip Curl’s ‘The Making of a T-Shirt’ or ‘Operations Management – A Case Study of a Hotel’ * draw a layout plan for the school or the buildings of a local business, and reconfigure the plan to make the business more efficient and effective in achieving its key outputs * develop a revision concept map of how operations management fits in with the rest of the business and its objectives * develop revision podcasts or vodcasts for operations management; post these on the school intranet so they can be accessed and used for revision * draw up a table of all the corporate social responsibility considerations that can be associated with an operations management system * conduct a predict-observe-explain activity on a global resource headline such as rising oil prices; predict how the headline may affect the operations of businesses over the next month * write a detailed research essay evaluating the effect of global considerations in the areas of inputs, overseas manufacture, outsourcing and supply chain management on operations management |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **CLASS INVESTIGATION**  To anchor the key knowledge in this area of study, teachers may provide this experience either through an excursion, watching a DVD of a business in action or, as in the following example, running an operations management system within the confines of the class. This is an experiential activity, designed to be used as a hands-on introduction to the area of operations management. The general objective of this task is for the students to manufacture a product and experience the input–process–output model of operations management. The students also experience simulated operational problems and consider and analyse the strategies to improve the efficiency and effectiveness of operations in the areas of technological developments, materials, quality and waste minimisation, as well as corporate social responsibility considerations through the system.  Teachers’ notes:  The central aim of the task is for the students to create a product. This could be a batch production of paper airplanes, paper cars, simple construction towers out of Lego or recyclable goods, food products such as chocolate cornflake balls, or a microwavable cake, depending on school restrictions and access to resources.  The key considerations are to ensure that:   * resources for the product are not instantly at hand – sourcing them will form a key part of the learning process * groups compete against each other in a business environment to produce the best quality product in the shortest time.   Preparation:  If the teacher selected the most demanding of the above options – to make the microwavable cake – the following resources would be required:   * 1 microwave * 1 mixing bowl and spoon per group * 1 microwave cake mix per group * 1 egg per group * A central tub of butter/margarine.   Instructions for the students:  1. Arrange yourselves into groups of four or five. Your mission is to produce the best quality cake/paper plane/Lego tower (which meets school health and safety standards) in the quickest time possible.  2. The Quality Control Officer (QCO) (your teacher) will mark your team in terms of the quickest groups to complete the task and the quality of the final product.  Activity debrief:  The following questions could be used as a guide for facilitation of this activity or made into a worksheet before beginning the class discussion.  1. As a group of producers, rate out of $10 (maximum) the value of your product in terms of the effort and work you put into it.  2. What leads you to this belief?  3. Now pretend you are a consumer coming in to buy a high-quality product. How much would you pay for your item? (Maximum $10)  4. If there is a difference between your answers to (a) and (c), explain why. Do you believe this also applies to real workplaces?  5. If you could change anything about the activity, what five strategies would you employ to ensure you produced the highest quality product in the shortest time?  6. Explain how these five strategies would help you achieve your objectives |

Unit 4: Transforming a business

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| **Area of Study 1: Reviewing performance – the need for change** | |
| **Outcome 1**: | **Examples of learning activities** |
| Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future. | * develop a glossary of key business management terms * brainstorm ten major changes that the class believes will affect business in the next twenty years; discuss how businesses could best prepare themselves to take advantage of these opportunities * create a table listing a range of key performance indicators, a brief summary to outline how they are measured and the significance of changes in their figures and into which areas of a business they give an insight * research some business annual reports from the past four years (copies of public listed company annual reports can be accessed via the ASX website [www.asx.com.au](http://www.asx.com.au)) and pick five key performance indicators; from these, analyse whether the performance of the business is improving or in decline; work in teams to suggest a proposal on how performance could be improved * develop a case study of a business from the past four years, reviewing its performance * construct a force field analysis of the driving and restraining forces of change for a business * conduct a jigsaw approach to researching the driving forces for change, with groups assigning specialists to research just one of the driving forces and then sharing that knowledge with the rest of the class * conduct a classroom discussion on which driving force may be potentially the most powerful in a business case study being used * conduct a class word-association activity with the word ‘change’; arrange a number of words associated with positive reaction to change (excited, opportunity, new), negative reactions (fear, loss, nervousness) and neutral reactions (alter, transform) randomly placed on the board and then have the students pick the words they associate with change at this moment in time; analyse the class reactions and discuss individual responses to change (this may be in relation to some students preparing to leave school at the end of the year); discuss whether these feelings may also be experienced by employees in today’s businesses as they go through change * investigate responses to change through a practical class activity: change the table arrangement in the classroom before class begins; observe and, being mindful of privacy laws, video students’ reactions to the changes made; use the video or notes as an initiator for a classroom discussion on employees being both potentially a driving or restraining force for change * develop a print and online media portfolio on a business that is reviewing their performance and preparing for change * arrange guest speakers or conduct interviews to discuss reviewing performance and preparing for change within a business * analyse case studies on businesses reviewing their performance * observe videos or television documentaries or news headlines on businesses reviewing their performance * construct a table of the two key principles of Porter’s Generic Strategies approach to strategic management; research business examples that have chosen to employ each of the two techniques * develop a revision concept map/podcasts/vodcasts for the area of reviewing performance and demonstrate the links and impacts it has on all the other aspects of Business Management from both Units 3 and 4 |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **CONCEPT MAPS AND SUMMARY TABLES**  This task underlines the importance of understanding the information provided by key performance indicators and how managers use these to gauge how efficiently and effectively their business is operating. This enables an understanding of where the business is now, but also helps to set goals and guide strategies to change and improve the business for the future.  Students who develop this summary table will be able to draw on this across the unit:   * create a table listing a range of key performance indicators, a brief summary to outline how they are measured, and the significance of changes in their figures and into which areas of a business they give an insight.  |  |  |  |  | | --- | --- | --- | --- | | **Key performance indicator** | **How it is measured?** | **What changes in the figures may tell you** | **Areas of business explained** | |  |  |  |  | |  |  |  |  |  * Draw a concept map of the driving and restraining forces on a business, annotated with examples related to the business being investigated. Illustrate the size of the competing forces through the size of the arrows to illustrate how successful or otherwise they may be in implementing change in this business.   **Restraining Forces**  managers  employees  time  organisational inertia  legislation  financial considerations etc.  technology etc  **Driving Forces**  managers  employees  competitors  legislation  pursuit of profit  globalisation  technology etc. |
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| **Area of Study 2: Implementing change** | |
| **Outcome 2**: | **Examples of learning activities** |
| Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business. | * develop a glossary of key business management terms * watch television documentaries and DVDs or read online reports of real business case studies from the past four years and analyse how businesses are implementing change * develop a grid of management strategies which can be matched to key performance indicators * develop a matching grid of management strategies which can help achieve one of the two principles of Porter’s Generic Strategies Approach to strategic management * research on the internet to identify examples of businesses applying the principles of the Learning Organisation (Senge) * design a concept map which summarises the key principles of the Three Step Change Model (Lewin) * as a class, debate whether high or low risk strategies to overcome employee resistance are more effective in the short or long term * draw a mind map of a certain set of data for a key performance indicator and all the possible strategies management could use to respond to it; add to this mind map the advantages and disadvantages of applying each strategy * construct a SWOT analysis for a particular business case study; propose management strategies which can respond to the opportunities and the threats * use De Bono’s six hats problem-solving approach to look at management strategies from a range of different perspectives; propose a strategic solution and a process to achieve this solution via the blue hat * create decision-making charts or fishbone diagrams to logically and visually lay out a problem, possible alternative management strategies to solve it, the pros and cons of each strategy and comparisons of the consequences on different stakeholders; after consideration, state the decision that needs to be made * in groups, analyse a hypothetical business case study and reported key performance indicators and propose management strategies to respond to the data * apply problem-solving models to respond to business case studies both real and hypothetical of poor business key performance indicators * discuss as a class whether proactive strategic management approaches to decision making are preferable to reactive approaches * develop a flowchart of how to achieve an effective change management process * write a research essay evaluating whether businesses should seek new business opportunities domestically or globally; reference all sources and case studies; include recommendations * research some business annual reports (copies of public listed company annual reports can be accessed via the ASX website [www.asx.com.au](http://www.asx.com.au)); pick five key performance indicators and from these analyse whether the performance of the business is improving or declining; from this data, work in teams to suggest a strategic proposal and management strategies for how the business could improve their performance * watch television documentaries on businesses undergoing change in the past four years and draw a concept map with each of the key knowledge from Units 3 and 4 linked to it; connect the real business information to the theory on the concept map and evaluate whether the businesses appear to be on a route to success with their present strategies |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **HYPOTHETICAL BUSINESS CASE STUDY – PROBLEM-SOLVING SCENARIO**  Thankless Water is a for-profit social enterprise with an innovative approach to the traditional bottled water market. The company provides high-quality products and, after accounting for business costs, the remaining finance is directed towards a range of safe water solutions across Cambodia, Myanmar, Sri Lanka, Burundi, India, Timor Leste, Kenya, Haiti and Uganda. After five years as a market leader, the key commercial businesses are responding with an aggressive marketing campaign seeking to reclaim market share in this lucrative industry by stating that a percentage of their profits are targeted at social causes, but not 100%, as with Thankless Water. The team has reviewed its key performance data for the last year.   |  |  |  | | --- | --- | --- | |  | **Previous year** | **Current year** | | Percentage of market share bottled water market | 20% | 17% | | Net profit figures | $5 million | $3 million | | Number of sales | 5 million | 3 million | | Level of staff turnover | 1% | 0.2% | | Level of wastage | 0.5% | 0.5% | | Number of customer complaints | 0.7% | 0.5% |   1. Explain what the change in percentage of market share means to the business.  2. Explain what the change in net profit figures means to the business.  3. Explain what the change in level of staff turnover means to the business.  4. Explain what the change in number of customer complaints means to the business.  5. Porter’s Generic Strategies Approach advocates two key principles to strategic management. Outline both of these principles and justify which strategy Thankless Water should pursue in the future.  6. Evaluate three management strategies that the business managers could employ to respond to the key performance indicator data and justify one proposal that will most likely allow them to succeed in reaching their strategic objective.  7. Outline the principles of Lewin’s Three Step Change Model and apply it to the introduction of the proposal to change the business.  8. Given the present levels of staff turnover in the business, describe and justify whether the business should use high- or low-risk strategies to overcome potential employee resistance to the change.  9. Outline the corporate social responsibility considerations the business should consider as it embarks upon its change.  10. Propose and justify which key performance indicator the business should track to achieve the new set strategic objective for the business. |

Unit 3: Sample approach to developing an assessment task

Area of study 1: Business Foundations

Outcome 1

On completion of this unit the student should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.

Decide on the type of task:

Structured questions.

Decide on the conditions under which the task will be conducted:

Given that this Outcome is worth 20 marks of the 100 marks available for school-assessed coursework in Unit 3, it may be decided to have students complete only one task.

Test conditions: no notes or textbooks allowed and students will be supervised.

Fifty minutes to complete the task. This allows ten minutes reading time, then 40 minutes to write the answers to the structured questions.

Design the task:

* Consider the nine key knowledge points. There is a variety of terms and concepts that students need to familiarise themselves with in Area of Study 1 related to the key characteristics of businesses and stakeholders, and the relationship between corporate culture and management styles and management skills.
* Students should be able to apply their knowledge, make decisions about appropriate business choices and justify management strategies.
* The fourth key skill is to ‘Apply business management knowledge to practical and/or simulated business situations’. One way to do this is to write stimulus material about one or more business/es. The structured questions should relate to the situation/s described in the stimulus material.
* Keep in mind that the Business Management study design incorporates all sizes of businesses and also includes government business enterprises and social enterprises.
* Writing stimulus material that includes examples of decisions made by owners and/or managers allows students to demonstrate their abilities to apply the key knowledge and key skills.
* The resources list for Business Management provides teachers with suggestions to source these examples.

Marking the task

The marking scheme used to assess a student’s level of performance should reflect the relevant aspects of the [performance descriptors](#PerformDescriptors) and be explained to students before commencing the task.

With structured questions, it may be appropriate to allocate marks for each answer. The marks allocated, however, should reflect the degree of difficulty or complexity required by task words. These, in turn, would be based on the key skills listed for the outcome.

Authentication

Authentication issues can be minimised if students complete an assessment task of structured questions conducted under test conditions and the stimulus material is new for that cohort of students.

[Assessment rubrics/performance descriptors](#PerformDescriptors) provide a guide to the levels of performance typically demonstrated within each range on the assessment task/s. The performance descriptors for each outcome identify the qualities or characteristics expected in a student response.

Unit 4: Sample approach to developing an assessment task

Outcome 2

On completion of this unit the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

Decide on the type of task:

A case study.

Decide on the conditions under which the task will be conducted:

* This outcome is worth 50 marks of the 100 marks available for School-assessed Coursework in Unit 4. In this example it has been decided to develop one task.
* Test conditions: no notes or textbooks allowed and students will be supervised. (Note that an option would be to allow students to have access to the case study material, but not the questions, ahead of time.)
* 100 minutes to complete the task. This allows ten minutes reading time, then ninety minutes to write the responses to the case study questions.

Please note that in the introduction to the area of study it specifies that students use a contemporary business case study from the past four years to evaluate business practice against theory with a consideration of how corporate social responsibility can be incorporated into the change process.

Write the task:

* Locate an example of a business that has undergone change within the past four years. While there are no restrictions on the sizes of the businesses that students study, the example for the case study should be sufficiently complex and there should be enough information available to allow students to relate many of the key knowledge and key skills from this area of study, therefore demonstrating their understanding of the concepts.
* Consider the ten key knowledge points for this outcome. Students are required to know generic business terms as well as Senge’s Learning Organisation theory and Lewin’s Three Step Change Model. This has implications for the nature of the assessment task. If a real business example of the change process is used, it is unlikely that the managers or owners considered either Senge’s or theories. Students could, however, be asked to explain how the theories could have been applied, or the potential benefits of the application of said theories.
* Use the key knowledge and key skills to inform the questions that are written for the case study.

Marking the task:

* The marking scheme used to assess a student’s level of performance should reflect the relevant aspects of the [performance descriptors](#PerformDescriptors) and be explained to students before commencing the task.
* With case study questions, it can be appropriate to allocate marks for each answer. The marks allocated, however, should reflect the degree of difficulty or complexity required by task words. These, in turn, would be based on the key skills listed for the outcome.
* Many of the key knowledge points relate to strategies that can be undertaken in business in response to key performance indicator data. It may be appropriate to provide students with a number of key performance indicators from the business featured in the case study to allow students to more effectively evaluate the strategies that were undertaken, or could have been undertaken.

Learning and teaching activities:

For Unit 4 Outcome 2, the students consolidate many of the terms and concepts learned in previous areas of study in the context of change management.

Given that students need to be able to apply their knowledge to a range of business sizes and types, exposing students to a number of examples is appropriate. The resources list on The VCAA Business Management study page provides teachers with suggestions to source these examples.

Internet searches will also reveal possible examples to demonstrate particular concepts. For example, the annual reports of publically listed companies and government business enterprises will often state the goals/objectives that the business established, then provide statistics that show how well the business actually performed. It is also common to find information regarding actions and practices undertaken by the business throughout the preceding year in an attempt to achieve their objectives. The interpretation and analysis of this information can be useful to assist students to understand many of the key knowledge points in this area of study.

Authentication

Authentication issues can be minimised if students complete a case study assessment task under test conditions and the stimulus material is new for that cohort of students. As stated previously, depending on the length and complexity of the case study, providing the students with the case study, without the questions, prior to the assessment task day may lead a more efficient use of time. The decision about whether students bring in an annotated case study or are not allowed to bring in any material is a school-based decision.

Performance Descriptors

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| **VCE BUSINESS MANAGEMENT**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
|  | | | | | |
| ***Unit 3***  ***Outcome 1***  ***Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited knowledge and description of the key characteristics of businesses and stakeholders. | Some knowledge and description of the key characteristics of businesses and stakeholders. | Knowledge and description of the key characteristics of businesses and stakeholders. | Detailed knowledge and description of the key characteristics of businesses and stakeholders. | Comprehensive knowledge and description of the key characteristics of businesses and stakeholders. |
| Basic discussion of the relationship between corporate culture and management styles and management skills. | Some discussion of the relationship between corporate culture and management styles and management skills. | Relevant discussion of the relationship between corporate culture and management styles and management skills. | Insightful discussion of the relationship between corporate culture and management styles and management skills. | Sophisticated discussion of the relationship between corporate culture and management styles and management skills. |
| Basic analysis of case studies and contemporary examples of business management. | Some analysis of case studies and contemporary examples of business management. | Appropriate analysis of case studies and contemporary examples of business management. | Detailed analysis of case studies and contemporary examples of business management. | Comprehensive analysis of case studies and contemporary examples of business management. |
| Basic proposition and minimal justification of management strategies for developing corporate culture. | Acceptable proposition and brief justification of management strategies for developing corporate culture. | Appropriate proposition and justification of management strategies for developing corporate culture. | Well-considered and appropriate proposition and clear justification of management strategies for developing corporate culture. | Sophisticated and appropriate proposition and well-argued justification of management strategies for developing corporate culture. |

KEY to marking scale based on the Outcome contributing 20 marks

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| --- | --- | --- | --- | --- |
| Low 1–4 | Very low 5–8 | Medium 9–12 | High 13–16 | Very high 17–20 |

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| **VCE BUSINESS MANAGEMENT**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Unit 3***  ***Outcome 2***  ***Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited explanation and application of the key principles of the theories of motivation. | Some explanation and application of the key principles of the theories of motivation. | Relevant explanation and application of the key principles of the theories of motivation. | Detailed and relevant explanation and application of the key principles of the theories of motivation. | Comprehensive explanation and application of the key principles of the theories of motivation. |
| Limited evaluation of strategies related to the management of employees. | Some evaluation of strategies related to the management of employees. | Relevant evaluation of strategies related to the management of employees. | Insightful evaluation of strategies related to the management of employees. | Comprehensive evaluation of strategies related to the management of employees. |
| Very limited analysis of case studies and contemporary examples of management related to managing staff in a business, based on minimal research. | Some analysis of case studies and contemporary examples of management related to managing staff in a business, based on limited research. | Appropriate analysis of case studies and contemporary examples of management related to managing staff in a business, based on sound research. | Detailed analysis of case studies and contemporary examples of management related to managing staff in a business, based on relevant research. | Thorough analysis of case studies and contemporary examples of management related to managing staff in a business, based on extensive research. |
| Basic comparison and very limited evaluation of the strategies used for motivation and training. | Some comparison and some evaluation of the strategies used for motivation and training. | Relevant comparison and adequate evaluation of the strategies used for motivation and training. | Thorough comparison and well-considered evaluation of the strategies used for motivation and training. | Sophisticated comparison and critical evaluation of the strategies used for motivation and training. |

KEY to marking scale based on the Outcome contributing 40 marks

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| --- | --- | --- | --- | --- |
| Very Low 1–8 | Low 9–16 | Medium 17–24 | High 25–32 | Very High 33–40 |

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| **VCE BUSINESS MANAGEMENT**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Unit 3***  ***Outcome 3***  ***Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Basic analysis of the relationship between business objectives and operations management. | Some analysis of the relationship between business objectives and operations management. | Appropriate analysis of the relationship between business objectives and operations management. | Detailed analysis of the relationship between business objectives and operations management. | Thorough analysis of the relationship between business objectives and operations management. |
| Some explanation of strategies to improve the efficiency and effectiveness of business operations. | Brief evaluation of strategies to improve the efficiency and effectiveness of business operations. | Satisfactory evaluation of strategies to improve the efficiency and effectiveness of business operations. | Well-considered evaluation of strategies to improve the efficiency and effectiveness of business operations. | Comprehensive evaluation of strategies to improve the efficiency and effectiveness of business operations. |
| Limited explanation of case studies and contemporary examples of management related to managing production in a business, based on minimal research. | Brief analysis of case studies and contemporary examples of management applicable to managing production in a business, based on limited research. | Appropriate analysis of case studies and contemporary examples of management applicable to managing production in a business, based on sound research. | Detailed analysis of case studies and contemporary examples of management applicable to managing production in a business, based on relevant research. | Thorough analysis of case studies and contemporary examples of management applicable to managing production in a business, based on extensive research. |
| Basic comparison and limited evaluation of the various strategies used in operations management. | Some comparison and some evaluation of the various strategies used in operations management. | Relevant comparison and evaluation of the various strategies used in operations management. | Detailed comparison and well-considered evaluation of the various strategies used in operations management. | Sophisticated comparison and critical evaluation of the various strategies used in operations management. |
| Basic proposition and minimal justification of strategies for improving the efficiency and effectiveness of operations. | Acceptable proposition and brief justification of strategies for improving the efficiency and effectiveness of operations. | Appropriate proposition and justification of strategies for improving the efficiency and effectiveness of operations. | Well-considered and appropriate proposition and clear justification of strategies for improving the efficiency and effectiveness of operations. | Sophisticated and appropriate proposition and well-argued justification of strategies for improving the efficiency and effectiveness of operations. |

KEY to marking scale based on the Outcome contributing 40 marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very Low 1–8 | Low 9–16 | Medium 17–24 | High 25–32 | Very High 33–40 |

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| --- | --- | --- | --- | --- | --- |
| **VCE BUSINESS MANAGEMENT**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Unit 4***  ***Outcome 1***  ***Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited explanation of the way business change may come about. | Some explanation of the way business change may come about. | Relevant explanation of the way business change may come about. | Detailed and relevant explanation of the way business change may come about. | Extensive explanation of the way business change may come about. |
| Limited explanation of case studies and contemporary examples of business management applicable to evaluating key performance indicators and sourcing business opportunities, based on minimal research. | Brief analysis of case studies and contemporary examples of business management applicable to evaluating key performance indicators and sourcing business opportunities, based on limited research. | Appropriate analysis of case studies and contemporary examples of business management applicable to evaluating key performance indicators and sourcing business opportunities, based on sound research. | Detailed analysis of case studies and contemporary examples of business management applicable to evaluating key performance indicators and sourcing business opportunities, based on relevant research. | Critical analysis of case studies and contemporary examples of business management applicable to evaluating key performance indicators and sourcing business opportunities, based on extensive research. |
| Very limited discussion of the driving and restraining forces for change and management strategies to position the business for the future. | Some discussion of the driving and restraining forces for change and management strategies to position the business for the future. | Relevant discussion of the driving and restraining forces for change and management strategies to position the business for the future. | Insightful discussion of the driving and restraining forces for change and management strategies to position the business for the future. | Sophisticated discussion of the driving and restraining forces for change and management strategies to position the business for the future. |
| Very limited interpretation of key performance indicators to analyse business performance. | Some interpretation of key performance indicators to analyse business performance. | Relevant interpretation of key performance indicators to analyse business performance. | Precise and relevant interpretation of key performance indicators to analyse business performance. | Complex interpretation of key performance indicators to analyse business performance. |
| Basic comparison and description of Lewin’s Force Field Analysis and Porter’s Generic Strategies Approach. | Some comparison and evaluation of Lewin’s Force Field Analysis and Porter’s Generic Strategies Approach. | Relevant comparison and adequate evaluation of Lewin’s Force Field Analysis and Porter’s Generic Strategies Approach. | Thorough comparison and well-considered evaluation of Lewin’s Force Field Analysis and Porter’s Generic Strategies Approach. | Sophisticated comparison and critical evaluation of Lewin’s Force Field Analysis and Porter’s Generic Strategies Approach. |

KEY to marking scale based on the Outcome contributing 50 marks

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| Very Low 1–10 | Low 11–20 | Medium 21–30 | High 31–40 | Very High 41–50 |

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| **VCE BUSINESS MANAGEMENT**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Unit 4***  ***Outcome 2***  ***Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of the business.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Minimal evaluation of the advantages, disadvantages and effectiveness of a variety of strategies used by managers to implement change. | Some evaluation of the advantages, disadvantages and effectiveness of a variety of strategies used by managers to implement change. | Adequate evaluation of the advantages, disadvantages and effectiveness of a variety of strategies used by managers to implement change. | Well-considered evaluation of the advantages, disadvantages and effectiveness of a variety of strategies used by managers to implement change. | Comprehensive evaluation of the advantages, disadvantages and effectiveness of a variety of strategies used by managers to implement change. |
| Basic discussion of the effect of change on the stakeholders of the business. | Some discussion of the effect of change on the stakeholders of the business. | Relevant discussion of the effect of change on the stakeholders of the business. | Insightful discussion of the effect of change on the stakeholders of the business. | Sophisticated discussion of the effect of change on the stakeholders of the business. |
| Basic description of case studies and contemporary examples of business management applicable to managing change in a business within the last four years, based on minimal research. | Brief analysis of case studies and contemporary examples of business management applicable to managing change in a business within the last four years, based on limited research. | Appropriate analysis of case studies and contemporary examples of business management applicable to managing change in a business within the last four years, based on sound research. | Thorough analysis of case studies and contemporary examples of business management applicable to managing change in a business within the last four years, based on relevant research. | Critical analysis of case studies and contemporary examples of business management applicable to managing change in a business within the last four years, based on extensive research. |
| Basic proposition and minimal justification of management strategies to respond to key performance indicators and assist in implementing change in a business. | Acceptable proposition and brief justification of management strategies to respond to key performance indicators and assist in implementing change in a business. | Appropriate proposition and justification of management strategies to respond to key performance indicators and assist in implementing change in a business. | Well-considered and appropriate proposition and clear justification of management strategies to respond to key performance indicators and assist in implementing change in a business. | Sophisticated and appropriate proposition and well-argued justification of management strategies to respond to key performance indicators and assist in implementing change in a business. |

KEY to marking scale based on the Outcome contributing 50 marks

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| --- | --- | --- | --- | --- |
| Very Low 1–10 | Low 11–20 | Medium 21–30 | High 31–40 | Very High 41–50 |

Appendix: Employability skills

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| **Assessment task** | **Employability skills selected facets** |
| **Case study analysis** | **Communication** (writing to the needs of the audience; reading independently)  **Problem solving** (showing independence and initiative in identifying problems and solving them with appropriate recommendations) |
| **Structured questions** | **Communication** (writing to the needs of the audience; reading independently) **Planning and organising** (managing time and priorities – setting timelines, collecting, analysing and organising information) |
| **Essay** | **Communication** (writing to the needs of the audience; reading independently) **Planning and organising** (managing time and priorities – setting timelines, collecting, analysing and organising information) |
| **Business research report** | **Communication** (writing to the needs of the audience; speaking clearly  and directly; persuading effectively; sharing information; listening and understanding; reading independently)  **Self-management** (having knowledge and confidence in own ideas and visions; articulating own ideas and visions) **Technology** (having a range of basic ITC skills) **Planning and organising** (collecting, analysing and organising information) |
| **Media analysis** | **Communication** (writing to the needs of the audience; reading independently) **Problem solving** (developing practical solutions) **Planning and organising** (collecting, analysing and organising information) |
| **Business plan** | **Communication** (writing to the needs of the audience) **Teamwork** (working as an individual and as a member of a team; knowing how to define a role as part of the team) **Problem solving** (developing creative, innovative solutions; developing practical solutions; showing independence and initiative in identifying problems and solving them) **Self-management** (having knowledge and confidence in own ideas and visions; evaluating and monitoring own performance; articulating own ideas and visions) **Initiative and enterprise** (being creative; identifying opportunities not obvious to others; generating a range of options) **Technology** (having a range of basic IT skills) **Planning and organising** (managing time and priorities – setting timelines, coordinating tasks for self and with others; establishing clear project goals and deliverables; planning the use of resources including time management; collecting, analysing and organising information) |

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| **Assessment task** | **Employability skills selected facets** |
| **Short-term business activity** | **Communication** (speaking clearly and directly; persuading effectively; sharing information; listening and understanding) **Teamwork** (working as an individual and as a member of a team; knowing how to define a role as part of the team; identifying the strengths of the team members; coaching and monitoring skills including giving feedback) **Problem solving** (developing creative, innovative solutions; developing practical solutions; showing independence and initiative in identifying problems and solving them; applying a range of strategies to problem solving; testing assumptions taking the context of data and circumstances into account) **Self-management** (having knowledge and confidence in own ideas and visions; evaluating and monitoring own performance; taking responsibility; articulating own ideas and visions) **Initiative and enterprise** (adapting to new situations; being creative; identifying opportunities not obvious to others; generating a range of options; initiating innovative solutions) **Learning** (managing own learning; having enthusiasm for ongoing learning; acknowledging the need to learn in order to accommodate change) **Technology** (having a range of basic ITC skills) **Planning and organising** (managing time and priorities – setting timelines, coordinating tasks for self and with others; establishing clear project goals and deliverables; planning the use of resources including time management; collecting, analysing and organising information) |

The employability skills are derived from the Employability Skills Framework (*Employability Skills for the Future*, 2002), developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia, and published   
by the (former) Commonwealth Department of Education, Science and Training.