

## SENIOR ASSESSMENT PROGRAM

<b>Faculty: HSIE</b>	<b>Subject: Preliminary Business Studies</b>	<b>Topic: Business Planning</b>
<b>Teacher: Mr Nonnenmacher</b>	<b>Student:</b>	
<b>Task Description: Business Plan</b>		
<p>In a group of 2 – 4 people you are to research, develop and then implement a business at OHS for the duration of a school lunch.</p> <p>In undertaking the task you and your group will need to complete and compile information and data collection initiatives which include:</p> <ul style="list-style-type: none"> <li>• Write a letter to the Business Manager asking for \$ 100 seed funding.</li> <li>• In the letter you will need to outline what your group is doing, the resources you will need, where you will source the resources from and a costing of the resources.</li> <li>• Undertake a survey to determine target market and product to sell.</li> <li>• Write a letter to the canteen detailing when you are undertaking your business and what you will be selling.</li> <li>• You will need to write a letter if any other school equipment is required to seek permission.</li> <li>• Develop posters and any other form of advertisement.</li> <li>• Develop a financial plan.</li> <li>• Develop a business plan.</li> <li>• Include examples of all documents with your Business plan.</li> </ul> <p>Groups will be given a minimum of two class lessons for in week 1 and one in week 3 to assist with their task.</p> <p>Each student will then individually in class write a short report on an unseen stimulus question in relation to Business Planning.</p>		
<b>Outcomes/Content Assessed:</b>		
<p>P3 describes the factors contributing to the success or failure of small to medium enterprises  P6 analyses the responsibilities of business to internal and external stakeholders  P8 evaluates information for actual and hypothetical business situations  P9 communicates business information and issues in appropriate formats  P10 applies mathematical concepts appropriately in business situations</p>		
<b>Weighting(s): 35 % of total preliminary assessment.</b>		
<p>20% for Business Plan.  15% for in class response.</p> <p>Mark out of 45.</p>		
<b>Date Given:</b> Week 10 Term 2 2019.	<b>Date of Completion:</b> Term 3, Week 4 or Week 5	
<b>On OHS website</b>	<b>Circle:</b> <b>Yes</b> <b>No</b>	
<b>Advice on acknowledging of References: please refer to preliminary Course Guidelines. The main references used should be listed on the back of your brochure.</b>		
<b>Please Note:</b> that plagiarism, the using of the work of others without acknowledgement, will incur serious penalties and may result in zero award. Any cheating will also incur penalties.		

## Marking guidelines – Business Plan

Criteria	Mark
<ul style="list-style-type: none"> <li>• Successfully completes a comprehensive Business Plan to an outstanding level.</li> <li>• Demonstrates ability to evaluate information for actual business situations and then is able to communicate business information and issues in appropriate formats.</li> <li>• Compiles all required primary data as well as undertaking the development of a business.</li> <li>• Is able to organise, structure and communicate business information and issues in a timely manner using correct formats.</li> </ul>	25-21. Outstanding
<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of how to compile a Business Plan to a high standard.</li> <li>• Demonstrates ability to evaluate information for actual business situations and then is able to communicate business information and issues in appropriate formats.</li> <li>• Compiles all required primary data as well as undertaking the development of a business.</li> <li>• Is usually able to organise, structure and communicate business information and issues in a timely manner using correct formats.</li> </ul>	20 – 16. High
<ul style="list-style-type: none"> <li>• Successfully completes a Business Plan to a sound standard.</li> <li>• Demonstrates a sound ability to evaluate information for actual business situations and then is able to communicate business information and issues in appropriate formats.</li> <li>• Compiles most of the required primary data as well as undertaking the development of a business.</li> <li>• Is sometimes able to organise, structure and communicate business information and issues in a timely manner using correct formats.</li> </ul>	15 – 11. Sound
<ul style="list-style-type: none"> <li>• Completes a Business Plan to a Basic standard.</li> <li>• Demonstrates a basic ability to evaluate information for actual business situations and then is able to communicate business information and issues in appropriate formats.</li> <li>• Compiles some of the required primary data as well as undertaking the development of a business.</li> <li>• Is occasionally able to organise, structure and communicate business information and issues in a timely manner using correct formats.</li> </ul>	10 – 5. Basic
<ul style="list-style-type: none"> <li>• Completes some sections of a Business Plan to a limited standard.</li> <li>• Demonstrates a limited ability to evaluate information for actual business situations and then is able to communicate to a limited level business information and issues in appropriate formats.</li> <li>• Compiles no primary data.</li> <li>• Is rarely able to organise, structure and communicate business information and issues in a timely manner using correct formats.</li> </ul>	4 – 0. Limited

Teacher comments:

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Report – Marking Guidelines

Criteria	Mark
<ul style="list-style-type: none"> <li>• Student is able to write and structure a business report using the correct processes to an outstanding level.</li> <li>•Draws out and clearly relates the effect of business planning to the success of a business.</li> <li>• Applies relevant case study/studies and contemporary business issues</li> <li>• Presents a sustained, logical and cohesive response and communicates clearly using relevant business terminology and concepts.</li> </ul>	20-16. Outstanding
<ul style="list-style-type: none"> <li>• Student is able to write and structure a business report using the correct processes to a high level.</li> <li>•Discusses and clearly relates the effect of business planning to the success of a business.</li> <li>• Applies relevant case study/studies and contemporary business issues</li> <li>• Presents a sustained, logical and cohesive response and communicates using relevant business terminology and concepts.</li> </ul>	15 – 12. High
<ul style="list-style-type: none"> <li>• Student is able to write and structure a business report using the correct processes to a sound level.</li> <li>•Can relate the effect of business planning to the success of a business.</li> <li>• Applies some relevant case study/studies and contemporary business issues</li> <li>• Presents a response which is at times logical and cohesive.</li> <li>•Communicates using some relevant business terminology and concepts.</li> </ul>	11 – 8. Sound
<ul style="list-style-type: none"> <li>• Student is able to write and structure a business report to a basic level.</li> <li>•Can at times relate the effect of business planning to the success of a business.</li> <li>• sometimes uses relevant case study/studies and contemporary business issues</li> <li>• Presents a response with many errors and rarely is cohesive</li> <li>•Communicates sometimes using relevant business terminology and concepts.</li> </ul>	7 – 4. Basic
<ul style="list-style-type: none"> <li>• Student is able to write and structure a business report to a limited level.</li> <li>•Makes a minimal attempt to relate the effect of business planning to business success.</li> <li>• Rarely uses relevant case study/studies and contemporary business issues.</li> <li>• Communicates rarely using some relevant business terminology and concepts.</li> </ul>	3 – 0. Limited

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