

Business and Enterprise

2011 Assessment Report



Government
of South Australia

SACE
Board of SA

BUSINESS AND ENTERPRISE

2011 ASSESSMENT REPORT

OVERVIEW

Assessment reports give an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, the quality of student performance, and any relevant statistical information.

GENERAL

This is the first year of the new Business and Enterprise course. It was evident that teachers generally referred to the subject outline and the learning area manual for clarification, particularly for assessment requirements and processes.

There was a good use of technology across all tasks and report format was generally utilised. Better tasks allowed students to acknowledge a range of sources of information appropriately.

SCHOOL ASSESSMENT

Assessment Type 1: Folio

Most teachers provided the correct sample for moderation as specified by the SACE Board. The general standard of work was good. However, work had been generously assessed in areas of knowledge and understanding, analysis and evaluation, and application. It is imperative that evidence of analysis of information be provided if assessment of learning in this area is of focus, rather than for simple recall of factual information. There was some concern about the number of tests that were set (for example, three out of four folio tasks being tests). Students should have the opportunity to demonstrate a wide range of skills, knowledge, and understanding from a variety of assessment tasks.

Assessment Type 2: Practical

While the practical was new this year, there was a wide range of tasks set by teachers, generally addressing the assessment design criteria as specified in the subject outline. Tasks included business plans, marketing plans and appropriate marketing campaigns, and induction manuals. The better tasks allowed students to utilise the 1000-word limit to successfully address the assessment design criteria. Where students undertook a practical and utilised a PowerPoint presentation, it is recommended that students submit not only the electronic version but also include their speech notes.

Assessment Type 3: Issues Study

The issues study was also newly introduced. It was generally addressed very well by teachers and students. It allowed for students to cover a variety of topics relevant to business and the economy, including those relevant to the particular region the students lived in. Many students accessed a wide range of resources, allowing students to analyse and evaluate at a higher level. Individual student choices of an issues study, rather than a teacher-directed study, were generally of a higher standard, as they provided greater opportunity for students to investigate a topic of interest. While some students used correct referencing procedures, many did not reference correctly or use bibliographical guidelines.

There was a good use of technology across all tasks.

EXTERNAL ASSESSMENT

Assessment Type 4: Report

Students are required to write one report, either a situation analysis or an enterprise report. For many reports, where a word-count was present, it was often incorrect. Large amounts of texts tended to be provided in tables and figures added to the word-count. It is important to only consider the evidence within the maximum word-limit of 2000 words, as specified in the subject outline. Appropriate application of the word-count policy is required.

Situation Analysis

The better reports were able to display knowledge of learnings within the structure of a formal business report, their choice of direct contact with the community, and embedding of data. In particular, high-level reports demonstrated superior level of analysis and evaluation that was relevant to the business being studied, rather than just a recall of information that could be applied to most businesses. These students were able to make clear in-depth connections between theory and practice and how it related to their chosen business. In particular, when relevant, some students were able to draw on current issues facing South Australian businesses (such as the mining boom) and relate them to their chosen business. Higher-level reports were also able to consider the impact of trends, opportunities, and issues and relate them to their business.

Lower-achieving reports read more like a 'story' of the business and used general textbook information and diagrams in place of actual information about the business. These reports displayed limited levels of direct contact with the community, particularly in relation to the wider community and, when included, were not incorporated well or with little relevance to the business. Referencing and footnoting were generally poor and showed little understanding of the conventions that govern these practices.

Teachers and students are referred to the Guidelines for Referencing on the SACE website.

Enterprise Report

A few enterprise reports showed perceptive and discerning analysis of the needs for market research and accurate and thorough financial record-keeping, as well as analysis of the trends and issues that impacted on their chosen product and market.

However, the vast majority of enterprise reports provided only generic and anecdotal evidence of the enterprise experience, with little analysis and evaluation other than location and ownership. Most of these reports consisted of a self-reflection of trading stalls with no referencing or application of primary and secondary research. These reports described enterprise activities that took place in school environments, and analysis was confined to reflecting on the positives and negatives of the venture. Very few reports contained tables, diagrams, or figures, and little or no referencing was evident. It is imperative that guidelines in the subject outline are applied.

Application of information of all the assessment design criteria is required to satisfy the performance standards to a higher level.

OPERATIONAL ADVICE

Materials requested for moderation were generally very well presented, following the specifications outlined in the learning area manual. (From 2012 this 'subject operational information' is available on the subject page of the SACE website).

Presentation of the situation analysis needs to be addressed. Too many schools were easily identifiable and a significant number of reports contained no word-count.

Chief Assessor
Business and Enterprise