



Curriculum
Council

MANAGEMENT AND MARKETING

(Year 12 E 232)

Common Assessment Tasks

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MANAGEMENT AND MARKETING

Guidelines for the Common Assessment Tasks

This package contains the requirements for the five Common Assessment Tasks in Year 12 Management and Marketing.

The specific content of each task is to be determined by the school provider dependent upon the mode of delivery by the teacher.

Each task description is presented with the following headings:

1. Specific Outcomes

A set of outcomes relevant to each task. On completion of the subject, the student must have been provided with at least two opportunities to demonstrate achievement of each outcome.

2. Task

The task to be completed.

3. Task Description

The Task Description outlines what requirements are necessary for the students to complete the task. In most cases, it provides guidelines for the teacher to ensure that the major focus of the task has been understood.

4. Task Parameters

The Task Parameters determine the context and conditions in which the task is to be carried out.

5. Authentication

This section relates to the requirements of the student and the teacher in ensuring the task has been completed by the student. It is important that the teacher is able to authenticate all work completed for assessment by the student.

6. Performance Criteria

Each outcome is assessed against a set of Performance Criteria to determine the level of student achievement.

MANAGEMENT AND MARKETING

Common Assessment Framework

Task Number	Specified Outcomes	Task Description	Suggested Activities and Content
One	1, 2, 7	Report Collect and present data to illustrate the inter-relationship between a business, its employees, and the surrounding community, both within Australia and overseas.	<ul style="list-style-type: none"> Investigation of issues facing a particular business operating in the Asia-Pacific region Study, from press and other reports, an instance of conflict between business and community interests such as an environmental, financial or cultural issue.
Two	3, 4, 5, 6	Marketing Project Participate in a group project that demonstrates an understanding of the technology process in the development and marketing of business products.	<ul style="list-style-type: none"> As a group, design or modify a product and plan its marketing within the school and/or the local community. Take part in business simulations, either teacher-facilitated or using computer software. Select a product and critically examine the way it has been designed, made and marketed.
Three	4, 5	Performance Report Prepare a financial budget and use it to make controlling decisions in relation to a business enterprise.	<ul style="list-style-type: none"> From given financial information draw up a budget for a firm and use it to make controlling decisions. As part of the project in Task 2, draw up financial projections and compare these with actual results.
Four	2, 3	Human Resources Study Prepare a recruitment, selection and induction program for a position in a business.	<ul style="list-style-type: none"> Role-playing of exercises of various stages of the selection process. Draw up a selection and/or training manual for an imaginary or real firm. Design a board game incorporating human resource management issues.
Five	1, 6, 7	Investigation Research the ways Australian organisations develop products or modify operation to suit the social and economic characteristics of the countries in which they are operating.	<ul style="list-style-type: none"> Draw up a proforma profile of a foreign country in which an Australian firm might be proposing to invest/set up a business, and do research to fill it out for at least one of Australia's regional trading partners. Draw up and send out a questionnaire to a number of firms trading overseas, and analyse and report on the results.

Assessment Sheet

Name:

Task	Task Description	Outcome						
		1	2	3	4	5	6	7
One	Report							
Two	Marketing Project							
Three	Performance Report							
Four	Human Resources Study							
Five	Investigation							
Final Outcome Achievement								

NB. Student assessment sheets for recording outcome ratings.

Notes of Record of Performance

Enter the appropriate code (V, H, S or ND) to indicate the level of achievement of each outcome on each task.

- V = Very High Achievement
- H = High Achievement
- S = Satisfactory Achievement
- ND = Satisfactory Achievement not demonstrated
- = Outcome not related to this task

RATING PROCEDURE

The **final rating** achieved for each outcome is determined using the following guide.

For all outcomes, a performance criteria of:

- V is attained when at least 50% of ratings are at a Very High level, and at least 50% of the remainder are at a High level or better.
- H is attained when at least 50% of ratings are at a High level or better, and at least 50% of the remainder are at a Satisfactory level or better.
- S is attained when at least 50% of ratings are at a Satisfactory level or better
- ND is attained when more than 50% of ratings are at a Not Demonstrated level.

GRADING COMBINATIONS

V	H	S	ND	GRADE
7	0	0	0	A
6	1	0	0	A
6	0	1	0	A
5	2	0	0	A
5	1	1	0	A
4	3	0	0	A
4	2	1	0	A

V	H	S	ND	GRADE
1	6	0	0	B
1	5	1	0	B
1	4	2	0	B
1	3	3	0	B
0	7	0	0	B
0	6	1	0	B
0	5	2	0	B
0	4	3	0	B

5	0	2	0	B
4	1	2	0	B
4	0	3	0	B
3	4	0	0	B
3	3	1	0	B
3	2	2	0	B
3	1	3	0	B
2	5	0	0	B
2	4	1	0	B
2	3	2	0	B
2	2	3	0	B

3	0	4	0	C
2	1	4	0	C
2	0	5	0	C
1	2	4	0	C
1	1	5	0	C
1	0	6	0	C
0	3	4	0	C
0	2	5	0	C
0	1	6	0	C
0	0	7	0	C

NOTE: A FINAL RATING OF “ND” FOR ANY OUTCOME WILL RESULT IN A GRADE OF “D” BEING AWARDED. WHERE THERE ARE MORE THAN 50% OF OUTCOMES WITH A FINAL RATING OF “ND” AN “E” GRADE IS AWARDED.

TASK 1

REPORT

Curriculum Council requirements for this task are outlined below. Evidence must be provided to demonstrate student achievement of each of the specified outcomes.

1. *Specific Outcomes for Task 1*

Outcome 1: Investigates and reports on the social and environmental impacts of business.

Outcome 2: Identifies the role of human resource management and explores ways of maximising the effectiveness of the human resources within an organisation.

Outcome 7: Explores the challenges facing Australian business in the Asia-Pacific region.

2. *Task*

Collect and present data to illustrate the inter-relationship between a business, its employees, and the surrounding community, both within Australia and overseas.

3. *Task description*

Students:

- select a business or industry as a focus of their report
- submit a report which demonstrates achievement of the specified outcomes.

4. *Task parameters*

Students should:

- incorporate the technology process
- use a variety of presentation methods to illustrate the inter-relationships.

Students may work individually or in groups.

If working in a group, students must submit the following:

- an outline of team responsibilities
- student evaluation of their group's work
- student evaluation of team interaction.

5. *Authentication*

The student must provide specific details of their individual work effort.

If working in a group, each member should be able to verify their individual input and retain a copy of the final product.

The teacher will monitor progress by sighting drafts, providing feedback and so on, while the students are engaged in the task.

6. *Performance criteria*

The performance criteria detailed below will be used to rate student performance of the outcome in relation to this task.

Outcome 1: Investigates and reports on the social and environmental impacts of business.

Satisfactory	High	Very High
The student identifies desirable ethical behaviour by a business	The student evaluates given business decisions from an	The student investigates and analyses a situation where

organisation, with reference to given data.	ethical standpoint and suggests appropriate modifications.	business and ethical considerations are in conflict, evaluates decisions taken, and suggests appropriate solutions.
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Outcome 2:
human resource management and explores ways of maximising human resources within an organisation.

Identifies the role of the effectiveness of the

Satisfactory	High	Very High
The student identifies the role of human resource management and recruitment processes suitable for a business as well as training/development needs which will exist in employment situations.	The student identifies and evaluates recruitment strategies and training/development needs.	The student applies human resource management practices to meet identified training/development needs and suggests possible alternative models.

Outcome 7: Explores challenges facing Australian business in the Asia-Pacific region.

Satisfactory	High	Very High
The student identifies the nature and characteristics of Australia's trade relationships with other countries in the Asia-Pacific region.	The student identifies and explains the nature and characteristics of Australia's trade relationships with other countries in the Asia-Pacific region.	The student evaluates Australia's trade relationships with other countries in the Asia-Pacific Region.

TASK 2

MARKETING PROJECT

Curriculum Council requirements for this task are outlined below. Evidence must be provided to demonstrate student achievement of each of the specified outcomes.

1. *Specific Outcomes for Task 2*

Outcome 3: Applies effective interaction skills to establish a decision-making procedure and uses it to make decisions and solve problems.

Outcome 4: Implements the planning process as a management and marketing function.

Outcome 5: Identifies and uses information for the control of the business.

Outcome 6: Demonstrates an understanding of the significance of research and development and of innovation in the marketing process.

2. *Task*

Participate in a group project that demonstrates an understanding of the technology process in the development and marketing of business products.

3. *Task description*

As a group, students:

- develop a marketing program for an existing, new or modified product/process or service
- submit a marketing plan.

4. *Task parameters*

Students should:

- incorporate the technology process
- use a variety of presentation methods.

Students must submit the following:

- an outline of team responsibilities
- student evaluation of their group's work
- student evaluation of team interaction.

5. *Authentication*

The student must provide specific details of their individual work effort.

Each member of the group should be able to verify their individual input and retain a copy of the final product.

The teacher will monitor progress by sighting drafts, providing feedback and so on, while the students are engaged in the task.

6. *Performance criteria*

The performance criteria detailed below will be used to rate student performance of the outcomes in relation to this task.

Outcome 3: Applies effective interaction skills to establish a decision making procedure and uses it to make decisions and solve problems.

Satisfactory	High	Very High
With minimal guidance, the	The student works effectively	The student shows the

student works effectively with others in a group decision-making situation.

with others in a group decision-making situation.

capacity to initiate, and contributes positively to, an effective decision-making process for a small group.

Outcome 4:
process as a management and marketing function.

Implements the planning

Satisfactory	High	Very High
The student designs a budget and communicates the value of planning in successful management and marketing.	The student designs a budget and selects and applies planning and marketing strategies for a particular business/product/service.	The student designs a budget and devises an innovative management and marketing strategy for a particular business/product/service.

Outcome 5:
information for the control of the business.

Identifies and uses

Satisfactory	High	Very High
From given information, the student identifies the information needed to control a business and makes decisions for the effective control of the business.	The student identifies and explains the information needed to control a business, and selects and uses information about a given business to make controlling decisions.	The student identifies and evaluates the information needed to control a business and locates and selects appropriate data to make controlling decisions for a business.

Outcome 6:
understanding of the significance of research and development and of innovation in the marketing process.

Demonstrates an

Satisfactory	High	Very High
The student lists the reasons for the development of new products, and identifies the main steps in the development of a new product.	The student identifies the reasons for, and the process of, product innovation, and shows how this process would take place for a given product and market situation.	The student explains and evaluates the process of product research, development and innovation, and applies it to a product selected by him/herself.

TASK 3

PERFORMANCE REPORT

Curriculum Council requirements for this task are outlined below. Evidence must be provided to demonstrate student achievement of each of the specified outcomes.

1. *Specific Outcomes for Task 3*

Outcome 4: Implements the planning process as a management and marketing function.

Outcome 5: Identifies and uses information for the control of the business.

2. *Task*

Prepare a budget for a business and show how it is used to control the firm.

3. *Task description*

Prepare a financial budget and use it to make controlling decisions in relation to a business enterprise.

Students should submit:

- a summary, in reasonable detail, of the assumptions on which the budget has been based
- a financial budget
- a report based on budget information.

4. *Task parameters*

Students should:

- incorporate the technology process
- use business and management software.

5. *Authentication*

The teacher will monitor progress by sighting drafts, providing feedback and so on, while the students are engaged in the task.

6. *Performance criteria*

The performance criteria detailed below will be used to rate student performance of the outcomes in relation to this task.

Outcome 4: **Implements the planning process as a management and marketing function.**

Satisfactory	High	Very High
The student designs a budget and communicates the value of planning in successful management and marketing.	The student designs a budget and selects and applies planning and marketing strategies for a particular business/product/service.	The student designs a budget and devises an innovative management and marketing strategy for a particular business/product/service.

Outcome 5: **Identifies and uses information for the control of the business.**

Satisfactory	High	Very High
From given information, the student identifies the information needed to control a business and	The student identifies and explains the information needed to control a business, and selects	The student identifies and evaluates the information needed to control a business

makes decisions for the effective control of the business.	and uses information about a given business to make controlling decisions.	and locates and selects appropriate data to make controlling decisions for a business.
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TASK 4

HUMAN RESOURCES STUDY

Curriculum Council requirements for this task are outlined below. Evidence must be provided to demonstrate student achievement of each of the specified outcomes.

1. *Specific Outcomes for Task 4*

Outcome 2: Identifies the role of human resource management and explores ways of maximising the effectiveness of the human resources within an organisation.

Outcome 3: Applies effective interaction skills to establish a decision-making procedure and uses it to make decisions and solve problems.

2. *Task*

Prepare a recruitment, selection and induction program for a position in a business.

3. *Task description*

The task could include:

- preparation of job application
- preparation of job descriptions
- preparation of selection criteria
- role plays of interviews
- induction of a new employee
- preparation of an induction booklet
- survey of current employment contracts and working conditions
- preparation of letters of application.

Students should submit

- analysis of applicants
- analysis of advertisements
- documentation on all aspects of the task.

4. *Task parameters*

Students should:

- incorporate the technology process
- undertake specific tasks in carrying out the investigation and these roles should be identified in the final produce
- use a variety of presentation methods.

Students must submit the following:

- an outline of team responsibilities
- student evaluation of their group's work
- student evaluation of team interaction.

5. *Authentication*

The student must provide specific details of their individual work effort.

Each member of the group should be able to verify their individual input and retain a copy of the final product.

The teacher will monitor progress by sighting drafts, providing feedback and so on, while the students are engaged in the task.

6. Performance criteria

The performance criteria detailed below will be used to rate student performance of the outcomes in relation to this task.

Outcome 2:
human resource management and explores ways of maximising human resources within an organisation.

Identifies the role of the effectiveness of the

Satisfactory	High	Very High
The student identifies the role of human resource management and recruitment processes suitable for a business as well as training/development needs which will exist in employment situations.	The student identifies and evaluates recruitment strategies and training/development needs.	The student applies human resource management practices to meet identified training/development needs and suggests possible alternative models.

Outcome 3:
interaction skills to establish a decision making procedure and uses it to solve problems.

Applies effective to make decisions and

Satisfactory	High	Very High
With minimal guidance, the student works effectively with others in a group decision-making situation.	The student works effectively with others in a group decision-making situation.	The student shows the capacity to initiate, and contributes positively to, an effective decision-making process for a small group.

TASK 5

INVESTIGATION

Curriculum Council requirements for this task are outlined below. Evidence must be provided to demonstrate student achievement of each of the specified outcomes.

1. *Specific Outcomes for Task 5*

Outcome 1: Investigates and reports on the social and environmental impacts of business.

Outcome 6: Demonstrates an understanding of the significance of research and development and of innovation in the marketing process.

Outcome 7: Explores the challenges facing Australian business in the Asia-Pacific region.

2. *Task*

Research the ways Australian organisations develop products or modify operations to suit the social and economic characteristics of the countries in which they are operating.

3. *Task description*

- Gather and analyse information about organisations operating in the Asia-Pacific region, and the social and economic characteristics of those countries.
- Show how the social and economic characteristics of this region have affected the way the organisations operate.
- Report on the results of the investigation.

4. *Task parameters*

Students should:

- incorporate the technology process
- use a variety of presentation methods.

5. *Authentication*

The teacher will monitor progress by sighting drafts, providing feedback and so on, while the students are engaged in the task.

6. *Performance criteria*

The performance criteria detailed below will be used to rate student performance of the outcomes in relation to this task.

Outcome 1: Investigates and reports on the social and environmental impacts of business.

Satisfactory	High	Very High
The student identifies desirable ethical behaviour by a business organisation, with reference to given data.	The student evaluates given business decisions from an ethical standpoint and suggests appropriate modifications.	The student investigates and analyses a situation where business and ethical considerations are in conflict, evaluates decisions taken, and suggests appropriate solutions.

Outcome 6: **Demonstrates an understanding of the significance of research and development and of innovation in the marketing process.**

Satisfactory	High	Very High
The student lists the reasons for the development of new products, and identifies the main steps in the development of a new product.	The student identifies the reasons for, and the process of, product innovation, and shows how this process would take place for a given product and market situation.	The student explains and evaluates the process of product research, development and innovation, and applies it to a product selected by him/herself.

Outcome 7: Explores challenges facing Australian business in the Asia-Pacific region.

Satisfactory	High	Very High
The student identifies the nature and characteristics of Australia's trade relationships with other countries in the Asia-Pacific region.	The student identifies and explains the nature and characteristics of Australia's trade relationships with other countries in the Asia-Pacific region.	The student evaluates Australia's trade relationships with other countries in the Asia-Pacific Region.