# Pre-approved Learning and Assessment Plan

Stage 1 Business Innovation

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **1** | **B** | **N** | **V** | **10** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 1 Business Innovation – 10 credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1:Business Skills – weighting 75 %

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| FSP | CA | AE |
| **Task 1: Business Case Study**  Students will work in small groups to analyse business intelligence to determine what is working for the business what is not working and suggest improvements that could be made. | 1, 2 | 3 | 1 | Collaborative Task  Negotiated Format  Maximum 800 words written  Maximum 5 minutes oral  Equivalent in Multi Modal Form |
| **Task 2: Business Marketing Campaign**  Students will create a social media campaign or marketing for the business analysed in task 1. The campaign should provide an opportunity for growth for the business, by either generating a new market and growing revenue with something | 1 | 3 | 1, 2 | Story Board  Maximum 800 words written  Maximum 5 minutes oral  Equivalent in Multi Media Form |
| **Task 3: Business Model Summary**  Students individually prepare a business model summary of a solution to a customer need or problem identified in Task 1. The business model summary should incorporate:   * logo and business name * tag line * customer need or problem * the proposed solution * customer segment * competitor analysis * marketing and distribution strategy * cost structure and revenue model |  | 1,2,3 | 2 | **Infographic:** to a maximum of 800 words or equivalent in multimodal format |

Assessment Type 2: Business Pitch – weighting 25 %

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| FSP | CA | AE |
| **Task 4: Business Pitch**  Students use the information from Assessment Type 1: business model summary to create and present a pitch to a panel of potential customers, investors, or stakeholders. They select elements of their business model summary that will influence customers, investors, or stakeholders to buy in to their business proposal. |  | 2,3 |  | **Pitch:** to a maximum of 2 minutes in multimodal format.  **Evaluation:** to a maximum of 800 words if written, or 5 minutes if oral. |

*Four assessments.**Please refer to the Stage1 Business Innovation subject outline.*