



ASPLEY STATE HIGH SCHOOL
BUSINESS & INFORMATION TECHNOLOGY FACULTY
Business Communication & Technologies
SEMESTER 1 2009 ASSESSMENT INSTRUMENT 8

Name: _____ Form: _____

Teacher: Mrs Craddy Mrs Hopes Miss Killalea

Instrument No: 8

Context: Retail

Topics Assessed: 5 – International Business Communication

Type of Assessment: Summative

Assessment Technique: Research – 1200 words
&
Non-written Presentation – 5-8 minutes

Assessment Conditions: Open Book, Seen

Criterion Assessed: Knowledge & Understanding
Reasoning Processes

Time Allowed: 3 weeks – in class and at home

Due Dates: First submission research report by **Wednesday, 6 May 2009**
Notes and reference list for non-written presentation by **Wednesday, 6 May 2009**
Final submission research report by **Wednesday, 20 May 2008**
Non-written presentations delivered **Week 15, 11 May to 15 May 2009**

Instructions to Students:

- Formal Report, Non-written Presentation and a reference list of relevant visual aids that will be used in your presentation must be completed and submitted by the due date according to the school assignment policy.

Minimum Submission Requirements

- First submission research report:
 - At least one relevant paragraph under each of the headings listed
 - Introduction and conclusion
 - Report format
- Final submission research report:
 - At least one relevant paragraph under each of the headings listed
 - Introduction and conclusion
 - Report format
 - Reference list
- Non-written presentation
 - At least 3 minutes speaking
 - At least 100 words script

KNOWLEDGE & UNDERSTANDING	STANDARD ATTAINED:	
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REASONING PROCESSES	STANDARD ATTAINED:	
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KNOWLEDGE & UNDERSTANDING – NON-WRITTEN PRESENTATION

	A	B	C	D	E
Knowledge	The student recalls and describes a comprehensive range of relevant information accurately in relation to: <ul style="list-style-type: none"> • Social behaviour • Cultural conventions • Communication Strategies • Other considerations 	The student recalls and describes a substantial range of relevant information accurately in relation to: <ul style="list-style-type: none"> • Social behaviour • Cultural conventions • Communication Strategies • Other considerations 	The student recalls and describes some relevant information accurately in relation to: <ul style="list-style-type: none"> • Social behaviour • Cultural conventions • Communication Strategies • Other considerations 	The student recalls and describes some information in relation to: <ul style="list-style-type: none"> • Social behaviour • Cultural conventions • Communication Strategies • Other considerations 	The student recalls some information in relation to: <ul style="list-style-type: none"> • Social behaviour • Cultural conventions • Communication Strategies • Other considerations
Understanding	The student demonstrates a thorough understanding of key concepts, principles, processes and practices in relation to: <ul style="list-style-type: none"> • Social behaviour • Cultural conventions • Communication Strategies • Other considerations 	The student demonstrates a significant understanding of key concepts, principles, processes and practices in relation to: <ul style="list-style-type: none"> • Social behaviour • Cultural conventions • Communication Strategies • Other considerations 	The student demonstrates a general understanding of key concepts, principles, processes and practices in relation to: <ul style="list-style-type: none"> • Social behaviour • Cultural conventions • Communication Strategies • Other considerations 	The student demonstrates little understanding of key concepts, principles, processes and practices in relation to: <ul style="list-style-type: none"> • Social behaviour • Cultural conventions • Communication Strategies • Other considerations 	The student has difficulty understanding of key concepts, principles, processes and practices in relation to: <ul style="list-style-type: none"> • Social behaviour • Cultural conventions • Communication Strategies • Other considerations

CONVENTIONS OF COMMUNICATION (designed to substantiate the awarding of a standard – refer syllabus)

	A	B	C	D	E
Grammar, Vocabulary, Sentence Construction	Presentation contained terminology applicable to topic, audience and purpose and was appropriately used.	Presentation contained some terminology applicable to topic, audience and purpose and was appropriately used.	Presentation contained some terminology applicable to topic, audience and purpose but not always appropriately used.	Presentation contained little terminology applicable to topic, audience and purpose and was not always appropriately used.	Inappropriate use of terminology.
Logical sequence of ideas	<ul style="list-style-type: none"> • Opening has impact • Information/ideas well developed and logically sequenced. • Conclusion is appropriate and summarises presentation 	<ul style="list-style-type: none"> • Opening has some impact. • Information/ideas are developed and logically sequenced. • Conclusions shows thought. 	<ul style="list-style-type: none"> • Introduction is satisfactory but lacks impact. • Delivery of ideas was disjointed at times. • Conclusion is satisfactory but lacks impact. 	<ul style="list-style-type: none"> • Attempted an introduction. • Poor sequencing of information/ideas • Attempted a conclusion. 	<ul style="list-style-type: none"> • Introduction not attempted • Information presented in an illogical sequence. • Conclusion not attempted.
Presentation (genre)	<ul style="list-style-type: none"> • Aids are used effectively and enhance the presentation • Very good eye contact • Notes/palm cards used appropriately • Appropriate mannerisms displayed • Sustained audience interest • Fluent, well-modulated clear voice 	<ul style="list-style-type: none"> • Aids are mostly used effectively throughout the presentation • Good eye contact • Notes/palm cards generally used appropriately • A few distracting mannerisms • Sustained audience interest for most of presentation • Well modulated, clear voice 	<ul style="list-style-type: none"> • Aids could have been used more effectively • Reasonable eye contact • Notes/palm cards intrude on presentation for some of the presentation • Some distracting mannerisms • Some audience interest evident during presentation • Voice clear, some hesitancy 	<ul style="list-style-type: none"> • Any aids prepared are not used effectively • Little eye contact • Presentation delivered by reading large amount of information from notes/palm cards • Annoying mannerisms • Little audience interest evident during presentation • Voice at times was inappropriate 	<ul style="list-style-type: none"> • Aids have not been prepared • Very little eye contact • Presentation delivered by reading notes/palm cards • Mannerisms detracted from presentation • Audience was disinterested • Voice was inappropriate

AWARDING OF A STANDARD FOR KNOWLEDGE AND UNDERSTANDING

A	a majority of As for K&U with nothing less than a B for conventions of communication	Standard awarded for Knowledge & Understanding
B	a majority of Bs for K&U with nothing less than a C for conventions of communication	
C	a majority of Cs for K&U with nothing less than a D for conventions of communication	
D	a majority of Ds for K&U	
E	a majority of Es for K&U	

REASONING PROCESSES – REPORT

	A	B	C	D	E
	The student's response:	The student's response:	The student's response:	The student's response:	The student's response:
Compare and contrast	Compares and contrasts a comprehensive range of relevant information about chosen country and Australia	Compares and contrasts a substantial range of relevant information about chosen country and Australia	Compares and contrasts some relevant information about chosen country and Australia	Compares and contrasts some information about chosen country and Australia	Compares little information about chosen country and Australia
Identification and recommendations	Clearly identifies and explains valid areas of concern. Makes valid recommendations to address all areas of concern identified.	Identifies and explains valid areas of concern. Makes valid recommendations to address most areas of concern identified.	Identifies and explains some valid areas of concern. Makes recommendations to address some areas of concern identified.	Identifies some areas of concern. Makes recommendations to address a few areas of concern identified.	Identifies very few areas of concern. Makes invalid recommendations or makes no recommendations.
Identification and analysis	Identifies a comprehensive range of agencies/government departments that may offer assistance and relates the relevance of these to the situation. Comprehensively explains the assistance that the agencies/departments can provide.	Identifies a substantial range of agencies/government departments that may offer assistance and relates the relevance of these to the situation. Substantially explains the assistance that the agencies/departments can provide.	Identifies some agencies/government departments that may offer assistance. Some explanation of the assistance that the agencies/departments can provide is offered.	Identifies a few agencies/government departments that may offer assistance. Offers little explanation of the assistance that the agencies/departments can provide.	Identifies very few agencies/government departments that may offer assistance. Offers very little explanation of the assistance that agencies/government departments can provide.
Recommendation and justification	Uses logically reasoned arguments to support a valid recommendation as to the feasibility of establishing an overseas office.	Uses some logically reasoned arguments to support a valid recommendation as to the feasibility of establishing an overseas office.	Uses arguments to support a valid recommendation as to the feasibility of establishing an overseas office.	Makes a recommendation as to the feasibility of establishing an overseas office. Justification may not be valid.	Makes no recommendation or makes a recommendation but provides not justification.
Conventions of communication (Spelling, grammar, vocabulary, sentence and paragraph construction, logical sequencing of ideas, genre, referencing techniques)	Consistently and effectively uses the conventions of communication in a coherent and cohesive manner.	Effectively uses the conventions of communication in a coherent and cohesive manner.	Uses the conventions of communication in a manner applicable to the task.	Applies some conventions of communication.	Attempts to apply to conventions of communication.

AWARDING OF A STANDARD FOR REASONING PROCESSES

- A** a majority of As – reasoning processes with nothing less than a B for conventions of communication
B a majority of Bs – reasoning processes with nothing less than a C for conventions of communication
C a majority of Cs - reasoning processes g with nothing less than a D for conventions of communication
D a majority of Ds – reasoning processes
E a majority of Es – reasoning processes

Standard awarding for Reasoning Processes

SCENARIO



'*Topper Shopper*' is a large department store business which is well established across Queensland. The decision has been made to now establish the business in at least one other country. You are required to do some background research into one of the countries under consideration in order to determine the best country for Topper Shopper to expand into.

PART A – KNOWLEDGE & UNDERSTANDING – NON-WRITTEN PRESENTATION

It has been decided that the country chosen will be one of Australia's current major trading partners. These include: Japan, Korea, Singapore, Taiwan, China, Hong Kong, Indonesia, Malaysia, Thailand, Germany and India.

In two weeks time, a delegation from Topper Shopper will be visiting each of the possible countries. Before they go, you will be required to address the group so they have up-to-date and relevant information about the country they are visiting.

You will need to **research** the country of your choice from the above list, then **select** and **organise** appropriate information to be presented to the delegation. Information required must include (but is not limited to):

- appropriate social behaviour in country and/or with people from the chosen country eg. manners, etiquette, greetings
- cultural conventions of the country eg. respect for rank and position
- appropriate communication strategies with your clients, colleagues and other people in the country eg. face-to-face communication
- other considerations - highlight for the delegation anything you have researched which you consider will have an effect on the success of the undertaking, explaining the area which will be affected. This could include such things as religion, passport/visa requirements, exchange rates, time difference etc.

Present your findings as a non-written presentation, of approximately 5 -8 minutes.

(NOTE: Students who choose to do a PowerPoint presentation may also have the opportunity to complete BSBCMN306A)

Arrangements for your non-written presentation are your responsibility. If you require specific rooms/theatres and/or equipment you must arrange these well in advance with the appropriate staff to secure the environment you prefer for your presentation.

Your non-written presentation must be accompanied by:

- Supporting written material (script) of approximately 300 words
- Bibliography/Reference list
- Evidence of visual/interactive components of your presentation (eg Video/DVD/website, PowerPoint presentation, notes pages, overhead transparencies/content, written notes or similar).
- Criteria sheet

Non-written presentations will be presented on various dates. Regardless of which date you are assigned, all students are required to submit the above to their teacher on the date identified on the coversheet of this assignment. Palm cards/ notes must be submitted on the day of your presentation.

PART B – REASONING PROCESSES (REPORT)

In order to decide on the best country for our overseas expansion, you are required to do some further research and prepare a formal written report which:

- **compares** and **contrasts** your chosen country with Australia
- identifies **areas of concern** and makes **recommendations** as to how these may be overcome
- identifies **agencies/government departments** that may be able to assist with the development of our business overseas and specifies what assistance they may give that is relevant to this business
- makes a **recommendation with justification** as to whether or not it would be feasible for *Topper Shopper* to establish an overseas branch in your chosen country

Presentation of your report:

- Cover page which includes all relevant data eg. student name, due date, word length etc.
- Table of contents
- 1.5 line spacing
- In-text referencing
- Justified paragraphs
- Introduction
- Body – which may include sub-headings
- Recommendation/Conclusion
- Bibliography
- Appendices – if applicable

YOU MUST START THIS ASSIGNMENT IMMEDIATELY.

You have three weeks of school time.

Presentation of the first submission of your report needs to be in line with the guidelines presented above. This submission will allow feedback on whether or not you are on track with your content. Proofreading errors (including typing, spelling and grammar errors) will not be identified in the marking of this first submission – you are required to identify and correct these yourself.

You are required to research extensively for this assignment. This will require you to research using sources you may not have thought about previously. **Evidence of research from a variety of sources will be required as well as in-text referencing.** Below are some suggestions.

- ◆ Write a letter/email to the embassy of the country you have chosen (or telephone or fax), explaining exactly what it is that you require of them (remember: this is a business assignment and not a geography assignment) and exactly when you will require the information. (NOT on the due date, as you will have no time to prepare your assignment.)
- ◆ A number of non-fiction books in the school library have sections or chapters dedicated to international business.
- ◆ University libraries generally allow students to access resources, but generally borrowing is not allowed, so plan to spend a day doing research. If you choose a university that offers courses in international business, you will find the range of resources quite extensive. Access to these libraries is generally available after school, on weekends and during the holidays. If you are unsure of hours, phone before going. University libraries have a web page that will provide you with further details regarding availability of resources.
- ◆ Interview relatives/neighbours/anyone from the country of your choice. (especially useful for customs/etiquette, etc)
- ◆ Seek information through cultural clubs. (eg German Club, Chinese Club)
- ◆ Seek information from contacts with enterprises conducting business internationally.
- ◆ Travel agencies
- ◆ Interview teachers at school who may have the same cultural background
- ◆ Department of Tourism, Small Business and Industry (TSBI)
- ◆ Internet

Ensure that your information is as current as possible. Update information gained from older texts by using the internet or by interview.