![Government of Western Australia — School Curriculum and Standards Authority]

# Summary report of the 2020 ATAR course examination:
Business Management and Enterprise

Year	Number who sat	Number of absentees
2020	952	36
2019	873	15
2018	864	12
2017	946	15

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

Examination score distribution–Written
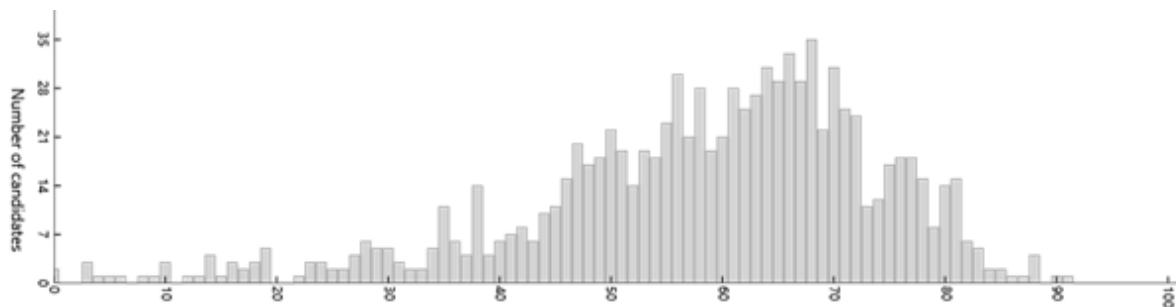
Summary

The written examination consisted of two sections: Section One: Short answer and Section Two: Extended answer. The mean of 58.25% represents a small increase compared to the mean of the 2019 examination. Candidates demonstrated improvement in performance in the extended answer section.

Attempted by 951 candidates   Mean 58.25%   Max 90.93%   Min 0.00%

Section means were:
Section One: Short answer   Mean 59.53%
Attempted by 951 candidates   Mean 35.72(/60)   Max 58.93   Min 0.00
Section Two: Extended answer   Mean 56.31%
Attempted by 940 candidates   Mean 22.52(/40)   Max 37.20   Min 0.00

General comments

The examination provided wide coverage of the syllabus and assisted candidates in writing their responses by providing scaffolding to questions.

Many candidates struggled with the meaning of key words used in questions or misread questions. For example, Question 8 part (c) required candidates to 'adapt' one of the leadership styles. However, many wrote responses regarding how they would 'adopt' the leadership style in a cross-cultural setting. As a result, these candidates did not answer the question appropriately so did not access the full range of marks available.

A few candidates struggled when responding to questions containing similar vocabulary or phrases where the questions required very different answers. For example, Question 1 part (d) required candidates to propose a social media campaign to be used in a global environment, while Question 3 part (d) required an explanation of the role of e-commerce in a global environment. Many candidates provided very similar responses for both questions when the required answers were very different.

Advice for candidates
- Read questions carefully to target your responses to questions.
- Consider how many marks a question is worth and write a response appropriate to the mark allocation.
- Improve your use of Business Management and Enterprise terminology. This will enable you to understand the requirements of examination questions and the level of detail required in your responses.
- Practise applying responses to all areas of the syllabus because all syllabus dot points can be examined.
- Apply your knowledge to the specific question asked. Do not provide a memorised response that is not targeted to a specific scenario. Where a scenario is provided, apply your response to the scenario to gain full marks. That is, quote from the scenario where appropriate.
- When writing responses, ensure that you address the instructional verb used in the question, such as 'outline', 'describe', 'explain' or 'discuss'.
- Understand that 'rationale' refers to the reasoning behind a business decision or action.
- Ensure that you know the difference between 'adapt' and 'adopt'.
- Apply concepts to a global business or a global market when asked to do so. Do not simply describe the concept of globalisation.
- Ensure your response is legible.

Advice for teachers
- Assist students to develop effective examination techniques. Many examination candidates appeared to ignore the marks allocated to each question before writing their response. At times, a question worth three marks would result in a candidate writing an entire page and, at other times, a question worth eight marks would result in only a few sentences being provided.
- Explain the difference between 'adapt' and 'adopt', in particular, relating to the syllabus point about adapting leadership styles. Many candidates confused the meaning of these words.
- Build business knowledge by exposing students to Business Management and Enterprise terminology.
- Familiarise students with the difference between instructional verbs such as 'outline', 'describe', 'explain' and 'discuss'.
- Provide students with practice in applying their knowledge to using and quoting content from scenarios.
- Provide opportunities for students to interrogate questions so that they correctly identify the issue to be addressed. For example, in Question 3 part (b), many candidates applied their responses to the Australian economy rather than an Australian business.
- Ensure that you are using current text books/information to teach topics. Use a variety of text books/resources to expose students to a wide range of information.
- Be aware of the correct syllabus points that could be examined. For example, the syllabus identifies Lewin's Forcefield Analysis model, not Lewin's Change Management Model, to which several candidates referred.

Comments on specific sections and questions
Section One: Short answer (56 Marks)
Most candidates attempted a response to all the questions in Section One: Short Answer. There appeared to be fewer rote-learned responses compared with previous years, with many candidates endeavouring to write a response to address the specific question requirements.

Section Two: Extended answer (50 Marks)
Nearly all candidates attempted two of the three questions in the paper. This section of the examination allows candidates to apply and demonstrate their knowledge to information and facts presented in the scenarios provided.

Many candidates' responses were either too brief, too general or did not apply the information presented in the scenario. This appears to be an ongoing issue each year, with candidates struggling to include information from the scenarios to support or justify their answers. Question 8 was the most favoured and Question 6 the least favoured question.