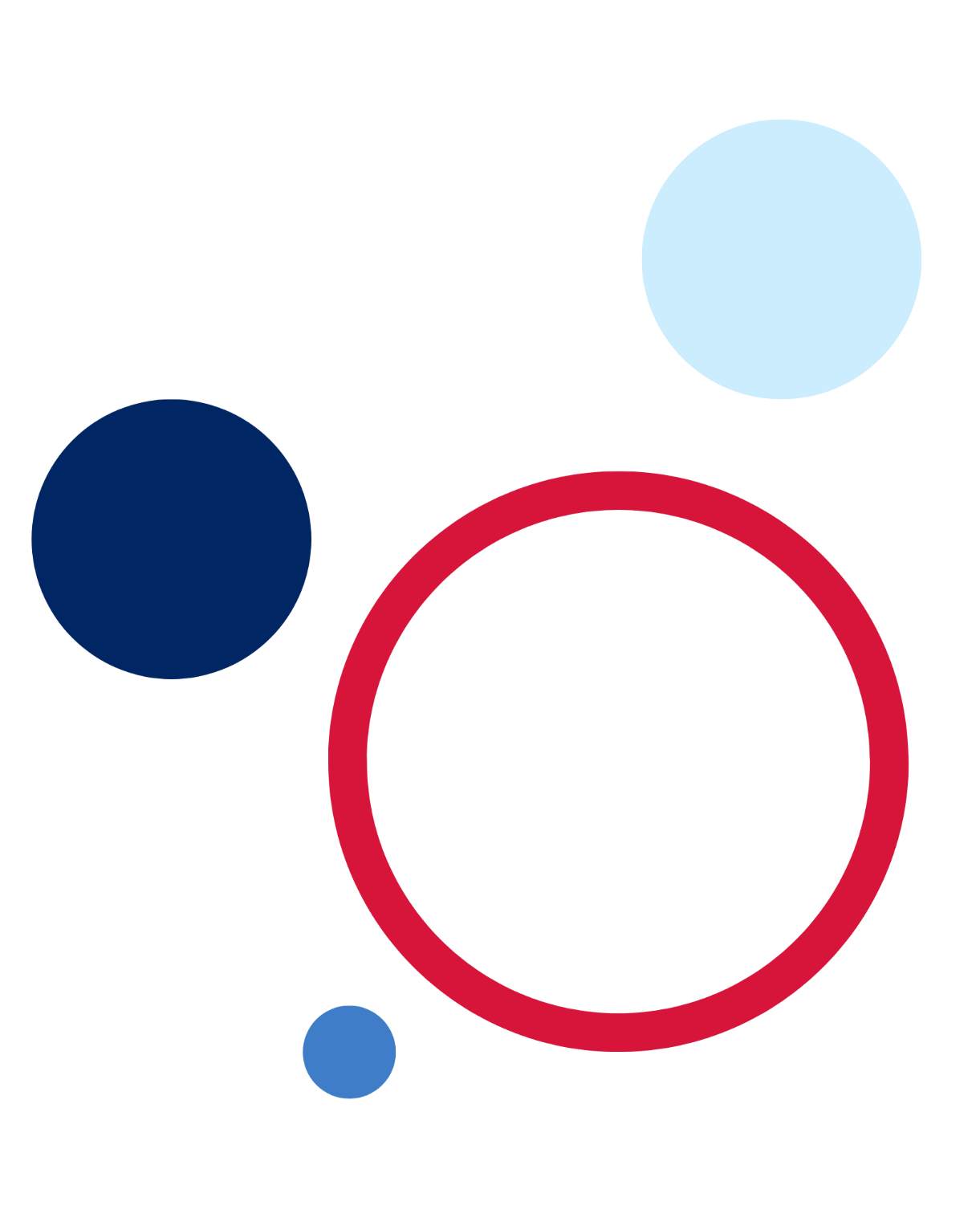
**Business Studies Stage 6 – business report – teacher guide**



This resource has been designed to support teachers by providing a range of tasks based on syllabus content. Tasks can be incorporated into context driven teaching and learning programs in full or can be used to supplement existing programs. All content is textbook non-specific to ensure equity.

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## How to use this teacher guide?

This guide is designed to support teachers and students in successfully planning and writing a business report.

The guide will:

* address where the business report fits within the higher school certificate (HSC) and assessment
* deconstruct the components of the business report
* decode the rubric in reference to business report writing
* provide suggestions for writing an effective business report
* deconstruct the marking criteria for the business report to facilitate better understanding.

Learning activities and a sample response are provided in the document to support effective teaching of the business report.

[Business Studies Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2010.

## What is the business report?

A business report is a document which outlines the current prospect of a business, the goals of the business and the strategies the business seeks to implement to improve. The components of a business report are the:

* executive summary
* body
* summary of recommendations and conclusion.

Each business report generally addresses 2–3 outcomes. These will be dependent on the syllabus content areas of the business report. If the business report forms part of a school-based assessment schedule, aim to include outcomes that are not assessed in other school-based assessment.

Outcomes should be selected as appropriate from the syllabus when completing a business report as part of school-based assessment, as below.

A student:

* **H1** critically analyses the role of business in Australia and globally
* **H2** evaluates management strategies in response to changes in internal and external influences
* **H3** discusses the social and ethical responsibilities of management
* **H4** analyses business functions and processes in large and global businesses
* **H5** explains management strategies and their impact on businesses
* **H6** evaluates the effectiveness of management in the performance of businesses
* **H7** plans and conducts investigations into contemporary business issues
* **H8** organises and evaluates information for actual and hypothetical business situations
* **H9** communicates business information, issues and concepts in appropriate formats
* **H10** applies mathematical concepts appropriately in business situations

## Where does the business report fit in the HSC?

The business report is a feature of the HSC examination that students will need to be prepared for throughout Year 12. This preparation may include using a business report as a school-based assessment task throughout the year, or practising report writing as a skill during class.

The HSC business studies examination is divided into 4 sections. Section 3 of the examination is where students will be required to write a business report. Section 3 draws on a provided stimulus. The response should reference the stimulus provided. References to case studies are not encouraged in the business report. Case studies should be integrated in section 4.

The questions within the business report section will draw on theory from 2 of the 4 key business function topics that make up the HSC course. The 4 key business functions are:

* operations
* finance
* marketing
* human resources.

The 2 key business functions that are not assessed in the business report question are assessed in section 4.

The business report requires students to integrate business conditions within the stimulus material provided in the question. As per NESA’s guidelines for section 3:

* an extended response in a business report format is required
* the questions will incorporate elements from across topics in the HSC course
* the length of the response will be around 6 pages of an examination writing booklet or approximately 800 words.

See [Assessment and reporting in Business Studies Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies/assessment-and-reporting#:~:text=Section%20III%20(20,approximately%20800%20words).) for NESA’s requirements for the business report.

## Business report structure

**Teacher note**: this section of the resource will outline the structure of a business report. It may be a useful section to share with students.

As previously stated, the basic structure of a business report includes:

* an executive summary
* the body
* summary of recommendations and conclusion.

Although a plan is not part of the business report structure, it can support the writing process.

### Plan

A plan is useful in preparing for the business report because it provides guidance on the contents of the report. Plans assist in determining which sections of the syllabus need to be addressed. Once the relevant sections of the syllabus required by the question have been determined, a response can be structured with the use of a plan. It may not be possible to complete a detailed plan in examination settings due to timing constraints; however, a plan would be very useful when preparing for a school-based assessment.

### Executive summary

An executive summary is the first part of a business report and requires greater detail than a simple introduction. The executive summary should provide a brief overview of the business and what has been asked to be reported on, as well as the findings and suggestions.

#### Key features of an executive summary

An executive summary should:

* be 10 to 15% of the expected report length
* use business terminology
* introduce the business from the stimulus provided
* explicitly address the question
* outline the structure of the report
* provide a brief summary of the recommendations.

### Body

The bulk of a business report will be in the body. The body details the findings of the executive summary. The body contains numerous headings addressing the key verbs provided in the question with reference to the business included in the stimulus. It is recommended to use numbered subheadings within the body. The subheadings within the body of the business report should generally:

* identify and define course terms and concepts
* consistently refer to the stimulus material
* consistently apply theory to business situations
* identify implications throughout the response.

The main headings in the body must reflect each of the directives indicated by the bullet points presented in the question. Subheadings after this specifically outline key aspects of the syllabus in addressing the specific bullet point directives. The main headings are generally represented by a full number. For example, 1, 2 or 3. Subheadings under the main headings are represented by decimal numbers. For example, 1.1, 1.2 (see appendix). These subheadings further identify relevant syllabus content to address the question.

It is very important to write a response to each of the directives indicated in the question. Each response must reflect what is required by the directive verb of the question. [NESA’s glossary of key words](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords) is a useful tool.

### Summary of recommendations and conclusion

The summary of recommendations and conclusion are an overview of the report. It also suggests improvements the business referred to in the stimulus should make. Finally, it summarises the information presented in the body of the report to identify the findings regarding the issues raised in the introduction. This section should:

* represent no more than 10% of the overall wordcount
* use business terminology
* refer to the stimulus provided
* include a brief summary of each component of the report
* provide recommendations on the issues presented.

## Advice for writing a quality business report

Helpful strategies and advice for students to improve their business report writing could include:

* becoming familiar with and underlining the [NESA glossary of key words](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords) in your response
* using [connecting words](https://emedia.rmit.edu.au/learninglab/content/linking-words-0) to show relationships between the question and the stimulus, for example
* however
* also
* firstly, secondly, thirdly
* moreover
* furthermore
* contrastingly
* additionally
* nevertheless.
* developing an understanding of the [Business Studies Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies)
* carefully reading and explicitly responding to the question asked
* reading marker feedback for responses from previous years
* practising past papers.

### Structuring the report

A business report is not an essay. However, utilising effective paragraph structures throughout the report can help with the response. One suitable writing strategy to use throughout the response could be DTEEL:

* **Define** – define the key concepts
* **Topic** – a topic sentence highlighting the basis of the argument being presented
* **Explanation** – an explanation of the key points
* **Example** – link the theory of the course to the business in the stimulus
* **Link** – conclude the paragraph, link it to the point and to the question.

## Sample learning sequence to teach the business report

The following section contains a stimulus and learning activities which support the teaching of writing a business report.

### Stimulus material

Sarah and Monica have started the tutoring agency Smart Learning Pty Ltd, which has grown exponentially since its inception and has a strong reputation within Sydney.

Smart Learning Pty Ltd offers 1-to-1 tutoring, small group tutoring and full-class workshops. Sarah and Monica are interested in expanding their business on a statewide and national level. This means they will need to hire more tutors. With this change, Sarah and Monica want to ensure they maintain the high quality of their service.

Sarah and Monica believe that they will also need to raise awareness for their brand outside of Sydney.

You have been hired as a consultant by Smart Learning Pty Ltd to write a business report for the owners. In your report:

* describe a relevant influence that may impact the operations of Smart Learning Pty Ltd
* explain an operations strategy that Smart Learning Pty Ltd need to consider in their expansion
* justify 2 marketing strategies the business could use to reach a broader target market.

### Learning activities

This business report contains 3 directives (describe, explain, justify). Use the [Business Studies Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies) to determine which of the 4 HSC topics are targeted in each directive presented in Table 1.

Table 1 – syllabus alignment

|  |  |
| --- | --- |
| Section | Topic |
| Describe a relevant influence that may impact the operations of Smart Learning Pty Ltd. |  |
| Explain an operations strategy that Smart Learning Pty Ltd need to consider in their expansion. |  |
| Justify 2 marketing strategies the business could use to reach a broader target market. |  |

**Note:** inform students when looking at past HSC examinations that the marking guidelines section titled ‘answers could include’ lists all the possible syllabus references relevant to answering the question. Their responses will not need to include all the syllabus references listed in this section but should draw from these.

* Use the [HSC exam papers](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers#:~:text=Business%20Studies%202022%20HSC,2001%20HSC%20exam%20pack) and the [Business Studies Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies) to complete plans for the business reports from previous HSC examinations.
* Compare your plans with the section of the marking guidelines titled ‘answers could include’ in the [HSC exam papers](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers#:~:text=Business%20Studies%202022%20HSC,2001%20HSC%20exam%20pack).
* Write an executive summary for Smart Learning Pty Ltd addressing the 3 criteria outlined in the business report.
* Use the [Two stars and a wish](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) scaffold to provide feedback to a peer on their executive summary for Smart Learning Pty Ltd. Use the key features of an executive summary to guide your feedback.
* Use your notes, this guide and the [Business Studies Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies) to write the body of the business report for Smart Learning Pty Ltd.
* Use the [C3 B4 Me](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) scaffold to provide feedback to a peer on their body paragraphs for Smart Learning Pty Ltd.
* Complete the summary of recommendations and conclusion for the business report on Smart Learning Pty Ltd.
* Use the [Guided Feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) scaffold to provide feedback to a peer on their summary of recommendations and conclusion for Smart Learning Pty Ltd.
* Use the [HSC exam papers](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers#:~:text=Business%20Studies%202022%20HSC,2001%20HSC%20exam%20pack) to practise past paper questions from section 3.
* Use the marking criteria in the [HSC exam papers](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers#:~:text=Business%20Studies%202022%20HSC,2001%20HSC%20exam%20pack) and the modelled sample response in this guide to adequately assess the responses of your peers.
* Use Table 2 and Table 3 to align each marking criteria with one or more rubric components. Justify your reasoning.
* Use Appendix A to complete the following
* highlight key business terminology in Appendix A: Sample business report
* annotate the strengths of Appendix A: Sample business report
* rewrite the business report in the conditions that replicate the Business Studies Stage 6 examination (word count approximately 800 words) – allow 35 minutes of writing time. Use syllabus references that are relevant to the question but have not been included in the sample response.

### Marking criteria

Table 2 – assessment marking criteria

|  |  |
| --- | --- |
| Grade | Criteria |
| ****A**** | * Provides a detailed description of a relevant influence that may impact the operations of Smart Learning Pty Ltd * Provides a detailed explanation of an appropriate operations strategy * Clearly provides a detailed justification for 2 marketing strategies Smart Learning Pty Ltd could use * Makes effective use of the stimulus provided, demonstrating extensive knowledge and understanding relevant to the question * Presents a sustained, logical and cohesive business report integrating relevant business terminology and concepts |
| ****B**** | * Provides a description of a relevant influence that may impact the operations of Smart Learning Pty Ltd * Provides an explanation of an appropriate operations strategy * Provides a justification for 2 marketing strategies Smart Learning Pty Ltd could use * Makes use of the stimulus provided, demonstrating some knowledge and understanding relevant to the question * Presents a logical and cohesive business report using relevant business terminology and concepts |
| ****C**** | * Describes an influence that may impact the operations of Smart Learning Pty Ltd * Provides characteristics of an operations strategy * Provides characteristics and features of 1 or 2 marketing strategies which Smart Learning Pty Ltd could use * Attempts to use the stimulus provided * Includes features of a business report and uses some business terminology and concepts |
| ****D**** | * Describes in general terms operations and marketing * May refer to the stimulus provided * May include some features of a business report and use basic business terminology |
| ****E**** | * Provides some information about business * Uses basic business terminology |

## Rubric decoding

A rubric is a tool used by markers to grade students’ work. It is identified at the beginning of each section in the HSC examination. It is important for students to understand the rubric so they can best plan and respond to the question presented. The marking criteria is based on the rubric components.

Table 3 – rubric components and explanation

|  |  |
| --- | --- |
| Component | Explanation |
| 1. Demonstrate knowledge and understanding relevant to the question. | This component ensures that students are answering the question which is being asked. For students to score well in this component, they need to have a strong grasp of the concepts and content taught in business studies. |
| 1. Apply the hypothetical business situation. | In the HSC examination, the business report always presents a stimulus scenario. Students need to link the theoretical components of the course, draw out implications and consistently synthesise these with the hypothetical business situation to achieve a higher mark range for this rubric indicator. |
| 1. Communicate using relevant business terminology and concepts. | To effectively respond to this indicator students, will need to have a strong grasp of the [Business Studies Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies). It is important for students to use the language of the syllabus to show their knowledge and understanding relevant to the question. |
| 1. Present a sustained, logical and cohesive response in the form of a business report. | Students need to be familiar with the structure of a business report and be able to replicate that structure in their response. It is also important for students to express their understanding of the content clearly and consistently in a sustained manner. |

## Appendix A – sample business report

The following section contains the stimulus material, syllabus references to the report and a suggested plan for the report. The section is concluded with an exemplar sample response.

### Stimulus material

Sarah and Monica have started the tutoring agency Smart Learning Pty Ltd, which has grown exponentially since its inception and has a strong reputation within Sydney.

Smart Learning Pty Ltd offers 1-to-1 tutoring, small group tutoring and full-class workshops. Sarah and Monica are interested in expanding their business on a statewide and national level. This means they will need to hire more tutors. With this change, Sarah and Monica want to ensure they maintain the high quality of their service.

Sarah and Monica believe that they will also need to raise awareness for their brand outside of Sydney.

You have been hired as a consultant by Smart Learning Pty Ltd to write a business report for the owners. In your report:

* describe a relevant influence that may impact the operations of Smart Learning Pty Ltd
* explain an operations strategy that Smart Learning Pty Ltd need to consider in their expansion
* justify 2 marketing strategies the business could use to reach a broader target market.

### Syllabus references

For the Smart Learning Pty Ltd case study task, the sections in the syllabus which need to be addressed and outlined in the plan are:

* operations influences, which could include
* quality expectations
* cost-based competition
* technology
* legal regulation
* operations strategies, which could include
* quality management – control, assurance, improvement
* performance objectives – quality, flexibility, customisation, dependability, cost
* outsourcing
* marketing strategies
* promotion – elements of the promotion mix (advertising), the communication process (word of mouth)
* pricing – price penetration.

### Suggested plan and exemplar response

A suggested plan for the question could be:

1. executive summary
2. operations influence

* 2.1. quality expectations

1. operations strategies – quality management

* 3.1. quality control
* 3.2. quality assurance
* 3.3. quality improvement

1. marketing strategies – promotion

* 4.1. elements of the promotion mix – advertising and the communication process – word of mouth
* 4.2. pricing – price penetration

1. summary of recommendations and conclusion.

**Teacher note:** this response is designed to be an exemplar response. It provides more detail and is longer than that required under examination conditions, however a take-home school-based assessment may require this level of detail dependent on the word limit of the task.

### 1. Executive summary

Sarah and Monica (SM) have started a tutoring agency called Smart Learning Pty Ltd (SLPL), offering a range of tutoring options. Since starting, their business and reputation has grown across Sydney.

SM are interested in expanding their business on a statewide and national level, ensuring they maintain the high quality of their service. They will need to raise awareness for their brand outside of Sydney.

This report will:

* describe quality expectations as a relevant influence that may impact the operations of Smart Learning Pty Ltd
* explain quality management practices as an operation strategy that Smart Learning Pty Ltd need to consider in their expansion
* justify **2** marketing strategies the business could use to reach out to a broader target market such as promotion – advertising and word of mouth and pricing – price penetration.

### 2. Operations influence

Operations refers to the business processes that involve creating products or services such as tutoring in the case of SLPL or transforming inputs into outputs. Businesses must respond to changes caused by influences on operations. The influence may be a threat or pose an opportunity for the business. External influences for SM, as with all businesses, are those beyond the control of the business. Some of the external influences a business’ operations may face include globalisation, technology, government policies and legal regulation. However, with the proposed expansion of SLPL and with their existing excellent reputation, quality expectation is an extremely relevant influence to consider.

#### 2.1. Quality expectation

For SM to expand the operations of their tutoring company SLPL, they will need to continue to focus on what it is their business has been doing so well, that is, transforming or converting their inputs of knowledge and teaching skills into providing an excellent tutoring service in a variety of settings to support learning.

One influence which is an external influence and therefore outside the control of the business is quality expectations.

Quality refers to how well SLPL is run, how well the tutoring classes and sessions are organised and designed, and the degree of competency, effective communication and expertise SM offer in the service they provide. It also describes what customers have come to expect and what has led to its strong reputation.

Quality and expectations are linked. Customers, existing or potential, will have an expectation of the standard of tutoring and service provided by SLPL for their satisfaction. The experience of existing customers, or for potential customers from word of mouth, will indicate what is the expected quality and if it has been met. If these quality expectations are not met, cease to be met or are unreliable then this will impact SM and SLPL’s performance, reputation and profit. This is something they will need to be particularly careful of if expanding into new and untested territories which they may be less familiar with and have less control over operations.

### 3. Operation strategies – quality management

While there are several operations strategies which could be considered by SM for any expansion of SLPL, quality management is a strategy that is recommended. It refers to the process whereby a business undertakes steps to ensure consistency, reliability and that the product and tutoring services continues to operate effectively. It ensures processes are in place so that standards and structures continue to meet and exceed expectations in existing and potential new markets.

There are several approaches to achieving and maintaining quality within any business. These are quality control, quality assurance and quality improvement. As SLPL continues to operate within Sydney or further afield with any expansion, the 3 approaches are crucial to ensuring their reputation and best practice operation, and to maximise their profit as well as achieving their other business goals.

#### 3.1. Quality control

Quality control refers to inspections or check-ins at various points or times. It will allow SLPL, or in this case the owners SM, to identify any problems, inconsistencies or concerns early and as they appear. By employing this operations strategy, especially as they consider or do undertake an expansion, they will be able to ensure they reduce any potential problems. Most importantly, any correction of issues identified can occur before they become ingrained into the business practices, such as the tutoring content and methods. As such, it will allow SLPL to do its utmost in maintaining its high reputation in its current and any future markets.

However, to ensure consistency in standards across all tutoring centres and markets, SM will need to establish accepted and expected standards for SLPL. These will need to reflect industry best practice. This would typically mean developing a manual for reference and ensuring all staff are trained in these standards, behaviour and practices. Alternatively, SM could train and appoint supervisors for each centre who specialise in maintaining quality control to achieve the greatest consistency and expertise. This will result in best practice being increasingly likely to be employed and experienced across all centres.

#### 3.2. Quality assurance

Quality assurance (QA) involves the use of a system to ensure standards are consistently achieved. To do this, SM will need to have a pre-determined set of quality standards against which to measure their performance and systems. For SLPL, these may include tutoring industry standards, customer satisfaction ratings, the rate of staff turnover or student progress of their customers, and the students being tutored.

To ensure that QA at SLPL is rigorous and accurate, checking to see if these pre-determined quality standards are being met will need to be mapped out to ensure check-ins are done regularly, perhaps using a Gantt chart, that they are recorded and communicated. SM, and all stakeholders will need to reflect on reported measures of performance and systems to strategies about how to ensure continuous improvement within their tutoring company. They will also need to ensure they stay abreast of any changes or updates in industry standards. To do this, they will need to allocate time, money and perhaps specialist personnel to this role across multiple centres or regions within any expansion.

#### 3.3. Quality improvement

Quality improvement involves continuous improvement (ongoing commitment to improving the services offered by SLPL) and total quality management or TQM (managing the total business of SLPL to deliver a quality product and service to customers).

If SM are going to undertake TQM as part of the quality management operations strategy, they may want to consider moving away from an inspections-based approach at each tutoring centre and develop an employee involvement approach to prevent quality problems and maximise quality management at SLPL. By doing this, they will build responsibility, business-wide employee investment, ownership and accountably towards quality management across all tutoring centres and employees.

### 4. Marketing strategies

For SM to achieve their goal of increasing brand awareness for SLPL, particularly with any state or national expansion of their tutoring centres, they will need to develop a multifaceted marketing strategy. They need to identify a target market of focus. However, SM should also consider other segments of the tutoring markets within Sydney, and state and national levels before and when they expand as part of their marketing mix. Their target markets would include school aged children, more particularly the paying parents of these children who have academic, aspirational goals for their children, and university students.

#### 4.1. Elements of the promotion mix – advertising and the communication process – word of mouth

A crucial strategy for SM to raise awareness for their brand outside of Sydney will be effective use of the promotion mix. This is made up of advertising, personal and relationship marketing, sales promotion, publicity and public relations. They will need to consider which elements will best serve their needs and goals. To get noticed in a new market, SM would need an advertising campaign. This would be a paid and non-personal message communicated through mass media (TV, radio, print media, newsletters of multiple schools or shop-a-dockets). This would assist SLPL to reach a wide and large new audience. However, such a campaign could be expensive, and SM would need to monitor the level of uptake and response to this marketing. For example, asking each new inquiry or client how they heard about SLPL. This would allow SM to see if their marketing was effective in reaching their target market and if they were getting sufficient commercial response or take-up as a result of their advertising so that it translated into a large, sustained and growing client base and profit.

Additionally, effective promotion and raising of brand awareness is underpinned by an effective communication process which uses various channels to communicate their message about their brand. With SLPL moving into new markets but having an exceptional existing reputation, they would be advised to use word of mouth marketing using social media platforms such as Facebook, Instagram and Twitter. Once SLPL are established in the new markets, the channel of person-to-person would be effective, so long as the high-quality service and reputation from the Sydney market was matched and repeated in the new markets.

#### 4.2. Pricing – price penetration

There are several pricing methods SM could consider as they move interstate and try to break into other national markets. Price is centred on how much a customer is prepared to pay for a product, in this case, tutoring. This will be dependent on the quality of the tutoring product, which is made up of the experience and qualifications of the tutors, the length and class size of the tutoring session and the quality of resources provided, as well as the facilities or space where the tutoring occurs.

While SM may want to employ a pricing strategy of competition-based pricing (where the price covers the cost of operating and is comparable to competitors) in their highly established Sydney market, it is recommended they employ a price penetration pricing strategy as they look to expand into state and national markets.

Price penetration would see SM charge the lowest price possible for their tutoring service to achieve the highest market share. It would get them quickly noticed and gain a large market share in new marketplaces, especially when they can use this pricing strategy in conjunction with outstanding testimonies from current clients who can attest to their high-quality service.

However, this strategy may pose some concerns for SM. Firstly, clients in their Sydney market may wonder why they are paying more (which could easily be identified via SLPL’s online marketing and social media), especially given many clients would be loyal and long-term and would expect an entitlement to lower pricing for these reasons. Secondly, it can be difficult to raise prices after low pricing on market entry without losing customers. If SLPL launch into new markets with low pricing, it is vital they provide constant and consistently high levels of tutoring and results to justify and validate any price increases, and for clients to see value in continuing with SPLP following any price rise.

### 5. Summary of recommendations and conclusion

Therefore, if SM begin an expansion of their SLPL tutoring business outside of Sydney, it is recommended they utilise their existing operation systems and high reputation for maximum advantage.

SM have set and met quality expectations within their Sydney-based business and need to ensure they can replicate these in any new locations. All customers, no matter where they are based, expect a consistent, high-quality service, particularly when it comes to the academic aspirations and expected improvement associated with tutoring.

The 3 areas of operations strategy quality management practices (quality control, control assurance and quality improvement) are crucial if SM expand into new markets, particularly as they need to ensure consistent, reliable, quality management across all SLPL’s tutoring centres.

Finally, for SM to raise brand awareness in markets outside of Sydney, it is recommended they enact 2 elements of the marketing mix, these being promotion (adverting and word of mouth) and price penetration, to achieve this goal while building on the current brand value in their existing market.

## References

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