



UNSW
SYDNEY

ASSESSMENT GUIDE

COMM1150

Global Business Environments

Term 2, 2023

Assessment Summary

Assessment Task	Weighting	Due Date*	Learning Outcomes
Assessment 1: Self-Reflection Video Responding to the impact of aging population on culture <i>(BCom students: myBCom course points for PLO6)</i>	20%	Week 3: 4:00pm Friday 16 June 2023 (AEST)	CLO 3, 5, 6
Assessment 2: Lenses and Levels (Individual) 2a: Report outline 2b: Levels & Lenses Report <i>(BCom students: myBCom course points for PLO3)</i>	40% 10% 30%	2a: Week 5: 4:00pm Friday 30 June 2023 (AEST) 2b: Week 9: 4:00pm Tuesday 25 July 2023 (AEST)	CLO 1, 2, 3, 4, 5, 6
Assessment 3: Sustainability Presentation (Group/Individual) Sustainability Presentation (Group) Individual Presentation Engagement (Individual)	30% 10%	Week 11: 5:00pm Friday 11 August 2023 (AEST)	CLO 1, 2, 3, 4, 6

* Due dates are set at [Australian Eastern Standard Time](#) (AEST). If you are located in a different time-zone, you can use the [time and date converter](#).

Course Learning Outcomes (CLO)

1. Explain the complexity and diversity of an organisation's global business environment. [PLO 1, 6]
2. Evaluate how key features of the business environment are determined by individuals, organisations, and governments interacting within interrelated systems. [PLO 1, 2, 6]
3. Identify, integrate and apply various lenses (e.g., economic, political, sociocultural, and sustainability) and their associated analytical models to the global business environment. [PLO 1, 2, 6]
4. Articulate the key elements of the sustainability lens and their application to the business context. [PLO 1, 3, 5]
5. Develop a comparative understanding of diverse value systems and normative goals using the analytical lenses from the course. [PLO 1, 2, 5, 6]
6. Cultivate a global mindset for analysing local processes and phenomena. [PLO 1, 2, 6]

Assessment Details

Icon legend



Due Date



Weighting



Format



Length/Duration



Submission

Turnitin

Turnitin is an originality checking and plagiarism prevention tool that enables checking of submitted written work for improper citation or misappropriated content. Each Turnitin assignment is checked against other students' work, the Internet and key resources selected by your Course Coordinator.

If you are instructed to submit your assessment via Turnitin, you will find the link to the Turnitin submission in your Moodle course site. You can submit your assessment well before the deadline and use the Similarity Report to improve your academic writing skills before submitting your final version.

You can find out more information in the [Turnitin information site for students](#).

Late Submissions

The parameters for late submissions are outlined in the [UNSW Assessment Implementation Procedure](#). For COMM1150, if you submit your assessments after the due date, you will incur penalties for late submission unless you have Special Consideration (see below). Late submission is 5% per day (including weekends). Assessments will not be accepted more than 5 days late.

Extensions

You are expected to manage your time to meet assessment due dates. If you do require an extension to your assessment, please make a request as early as possible before the due date via the [special consideration portal](#) on [myUNSW](#) (My Student profile > Special Consideration). You can find more information on Special Consideration and the application process below. Lecturers and tutors do not have the ability to grant extensions.

Special Consideration

Special consideration is the process for assessing the impact of short-term events beyond your control (exceptional circumstances), on your performance in a specific assessment task.

What are circumstances beyond my control?

These are exceptional circumstances or situations that may:

- Prevent you from completing a course requirement,
- Keep you from attending an assessment,
- Stop you from submitting an assessment,
- Significantly affect your assessment performance.

Available here is a [list of circumstances](#) that may be beyond your control. This is only a list of examples, and your exact circumstances may not be listed.

You can find more detail and the application form on the [Special Consideration](#) site.

Assessment 1: Self-Reflection Video



Week 3: 4:00pm Friday 30 June 2023 (AEST)



20%

(BCom students: myBCom course points for PLO6)



Short video



<3 minutes (+/- 10%)



Via Moodle assignment link

Description of assessment task

In our discussion of the socio-cultural lens, we introduced the concept of culture and its various dimensions and features. Culture is about what we value and how we live and do things. Culture is dynamic and cultural changes can be precipitated by many different factors such as economic development, secularisation or technological development. This reflection is designed for you to analyse the impact of the aging population on culture.

Approach to the assessment task

Select something that you think is part of culture or cultural and that is relevant to your life. Then, reflect on how the trend of aging population radically or fundamentally transforms that "something". Use the definitions and examples of culture discussed in class when you are choosing your topic. There are a lot of things you could consider, but to give you some sense of suitable topics, here is a list of a few: art, popular music, fashion, food, (national) identity, heritage, vacation.

Please reflect on the following:

- (1) the nature and meaning of what you have chosen to discuss and its importance or relevance to you;
- (2) how and why the aging population alters the particular element of culture you chose; and
- (3) the consequence(s) and importance of the cultural change you are discussing.

When constructing your reflection, please be specific about the aspects of culture, and the aging population trend, and the transformative change you are thinking about. Incorporate course concepts and ideas as you reflect on how this change has or could affect you.

Structure

- Your video should show you, head and shoulders, speaking to the camera as if you were explaining to a friend.
- Slides are not necessary. You can add images and/or text to make your video more dynamic.

***Engagement with your audience is much improved if you avoid reading from a script.**

Submission instructions

- Video must be smaller than 200MB to upload to Moodle; if resizing for web optimisation, Handbrake is recommended.
 - Alternative upload methods:

- Upload to YouTube (or similar platform) and set your video as unpublished/unlisted. Then put the link in a Word document and submit the Word document in Moodle.
 - Upload your video to [UNSW OneDrive folder](#); and put the link in a Word document and submit the Word document in Moodle.
- **Acceptable video formats: .mov, .mp4, .mpeg.** If your video is in a format inaccessible by the tutor, it cannot be marked.
- **You must check permissions and access to this video.** If your video is inaccessible by the tutor, it cannot be marked.
- **Note: Videos are large files which take time to upload.** Be aware of the submission deadline and plan your upload. Check the quality and accessibility or you will incur late penalties.

Supporting resources and links

- Access the Assessment 1 support materials on Moodle prior to completing your assessment. Click for [Reflective writing resources](#)
- Click for [How to access your UNSW OneDrive storage](#)

Assessment 2: Levels & Lenses Report



2a. Report Outline Week 5: 4:00pm Friday 30 June 2023 (AEST)

2b. Final Report Week 9: 4:00pm Tuesday 25 July 2023 (AEST)



40% Total (10% formative assessment submission)



Written Report introducing and integrating lenses and levels



2a: 500 words; 2b: 2000 words (+/- 10%)



Via Turnitin Moodle course site

Description of assessment task – Overview

Detailed information for Parts A and B is shown on the pages following this Overview.

You will select an organisation to be the client for both parts of Assessment 2.

This assessment is your consulting report to your chosen client organisation. The objective is to communicate to the senior management team the opportunities and threats from **the external business environment** which the organisation will face over the next 5 years. This will form the foundation of their strategic planning for the future, which may centre on organisational growth, change or 'business as usual'.

As the business environment changes over time, it is important for firms to analyse these changes to discover what issues might affect them in the near future. To do this, you need to apply the knowledge gained in this course to analyse the external business environment through the 4 different lenses. From this analysis you will make conclusions as to the relative importance of opportunities and threats which face the firm over the next 5 years.

Approach to the assessment task

- This research should include exploration of the different levels of analysis (local, regional, global etc) and how the impact of key factors within the lens are shaping the global business environment. The aim is to identify the most relevant threats and opportunities given the organisation's primary mission/purpose for your focus organisation arising from each lens.
- You must (1) identify the **issues** in the global business environment pertaining to each lens that are relevant to your organisation; (2) analyse these issues using the **key concepts and tools** of analysis from the course material and relate them to your organisation; (3) identify opportunities and threats for your chosen organisation. Issues, opportunities and threats may differ at various levels (local, national, regional, global), and you need to select the relevant levels of analysis for your organisation.
- You must include relevant theories from the course and independent research and indicate connections between the lenses.

- You should NOT be analysing the internal aspects of the organisation, such as the company's products, finances, HR, marketing, etc. You should be focused on issues/factors in the world that are **external** to the organisation.
- You should NOT contact the organisation – you are expected to develop your project using published material about the organisation. As your focus will be on the business environment of the organisation, you will not need to research the organisation itself in depth.
- All sources must be referenced in-text in [Harvard referencing style](#) and a detailed reference list provided.

Submission instructions

- Turnitin link in Moodle

Formatting

- Title page must include Name, zID number and client company name (e.g Zhang Lin – z11223344 (ANZ Australia). Footer must have page numbers.
- 1.5 line spacing, Arial font, font size 12 point, Australian spelling.
- Use a Professional Report structure (see Writing a Report <https://www.business.unsw.edu.au/Students-Site/Documents/Writingareport.pdf>)

Referencing

- You must include in-text referencing and a reference list in Harvard format. Your work cannot be marked if these are omitted. See [UNSW guide on Harvard referencing](#). The standard academic rules apply regarding use of other people's words, ideas and facts.
- An ideal assignment is your opinion, supported by evidence from respected/reliable sources, expressed in your own words, and fully referenced as to the source of ideas, facts and quotations. 'In your own words' is critical in displaying your understanding of the material, rather than being expert at copy and paste. Your Turnitin similarity score should be less than 15%, excluding the reference list.
- Please note that Wikipedia is not an appropriate source for academic work as it is not reliable. Any use of Wikipedia as a reference will result in an automatic zero mark for the assessment.

Supporting resources and links

Access the Assessment 2 support materials on Moodle prior to completing your assessment.

Detailed information for Assessment 2A and 2B is shown on the following pages.

Assessment 2a: Levels & Lenses Report Outline



Week 5: 4:00pm Friday 30 June 2023 (AEST)



10%



Report outline



500 words (+/- 10%)



Via Turnitin on Moodle course site

Assessment 2a is an outline of your consulting report. This first stage of your individual project is an opportunity for planning, structuring and to gain feedback for Assessment 2b Report.

In this document you will:

1. Identify your client company and its location (for example, a dream company that you would like to work for after graduation). This can be commercial or non-profit (but not government), small or large. It may be part of an industry in which you would like to work after graduation. If the organisation has more than one location (e.g., multinational corporation), your focus should be on analysing the business environment from **one location**. This is critical in your 2b paper, as you will give a complete assessment of that location.
2. Cover these 3 points in your outline:
 - Explain how different lenses are relevant and important to your client company's business environment. How will looking at different lenses of the **external environment** help your client company?
 - Find one relevant issue for each of the four different lenses that you might discuss in your 2b paper and identify the level on which it occurs (This is to get you started on 2b. You should have more than four issues in 2b)
 - Which course concepts will help you analyse your identified issues and why?
3. Include at least 4 specific sources of information that support these issues (Harvard referencing format).
 - The information sources must be about the **external environment**, not the client company
 - Must not be a PESTLE or SWOT created by someone else – this does not demonstrate your knowledge and skills.
4. This is not a "mini-report". This is a report outline and it states how you will approach the four lenses in your report and what levels you will be investigating.

Assessment 2b: Levels & Lenses Report



2b. Final Report Week 9: 4:00pm Tuesday 25 July 2023 (AEST)



30% (*BCom students: myBCom course points for PLO3*)



Written Report



2,000 words (+/- 10%), excluding executive summary, reference list, and appendices



Via Turnitin on Moodle course site

Description of assessment task

This assessment is your consulting report to your chosen client organisation. The objective is to communicate to the senior management team the opportunities and threats from the **external business environment** which the organisation will face over the next 5 years. This will form the foundation of their strategic planning for the future, which may centre on organisational growth, change or 'business as usual'.

As the business environment changes over time, it is important for firms to analyse these changes to discover what issues might affect them in the near future. To do this, you need to apply the knowledge gained in this course to analyse the business environment through the 4 different lenses. From this analysis you will make conclusions as to the relative importance of opportunities and threats which face the firm over the next 5 years.

Remember to apply the feedback you received from Assessment 2a to Assessment 2b.

Detailed Description of Final Report (2000 words)

Your project report should include the following sections:

- **Executive Summary**
 - A summary of the entire report in a single page. This should be written after the rest of the report has been completed.
 - The aim of this section is to allow a busy manager to get an overview of the entire report without needing to read the full document.
 - *See Assessment Resources for more information on how and why to write an Executive Summary.*
- **Introduction**

What is the purpose of this document? For which organisation is it developed? What will be covered? On which location will you focus?
- **Lens sections** (in your chosen order)

You may have a different level of emphasis on each lens, but all of the lenses will be relevant. Which course concepts will you use for each lens?

 - Sustainability lens
 - Sociocultural lens
 - Political/legal lens

- Economic lens

Note: You can organise this section based on your way of storytelling, not necessarily organised by the lenses.

- **Conclusion**

- Briefly wrap up your report.
- What are the opportunities and threats from the external business environment for the organisation over the next 5 years?
- Highlight how you have addressed the complexity of the business environment.

- **Reference list**

Include a reference list in Harvard format. For details and assistance on Harvard referencing, see <https://student.unsw.edu.au/harvard-referencing>

- **Appendices**

If you have additional information that is important and relevant but cannot fit within the body of your report, you may include this in an appendix. Anything included in an appendix must be referred to in the body of the report. However, the story of the report must make sense without having to refer to an appendix. This should not be a data dump. If you can provide a reliable link or a summary, this will add more value.

Supporting resources and links

- Access the Assessment 2 support materials on Moodle before completing your assessment.
- Professional Report structure: [see this link for Writing a Report Guide](#)
- Check [Report Writing Support for UNSW students](#)

Assessment 3: Group Presentation



Week 11: 4:00pm Friday 11 August 2023 (AEST)



Sustainability Presentation (Group) 30%

Presentation skills (Individual) 10%



Video of Group Presentation



Video 7 mins (+/- 10%) (each student individually presenting on camera for a minimum of 1 minute)



Via Moodle assignment link

Description of assessment task

Sustainability is one of the biggest concerns in the Global Business Environment. The [United Nations Sustainable Development Goals](#) are an important step toward achieving global sustainability. Your task is to create a video for incoming first-year UNSW students explaining how one of these SDGs impacts the business environment and how the SDGs are interrelated to the global business environment.

Approach to the assessment task

This assessment has both group and individual assessment components. Your groups for the presentation will be formed in Week 5 tutorials and there will usually be 4-5 students in a team. Tutors will give you more information on group formation.

In your 2b assessment you analysed the issues using the course concepts and how they affected a specific business. In this assessment, you are looking at the SDG and examining its future progress through the course concepts (not looking at a specific business).

You will identify one specific SDG to examine. Some SDGs have too many sub-goals to cover in your presentation time. You may be more specific and focus on one of these sub-goals (targets) for this assessment.

Step One: Group work – tutorial activity Week 9

You will form your group in **Week 5 tutorials**. You may begin these next steps on your own, and we will work to refine them in Week 9 tutorials.

1. Working in your **groups**, complete the **Team Agreement using the template provided** on Moodle. This will include:
 - Undertaking the Diversity Audit
 - Determining team goals
 - Building effective team processes
 - Managing team conflict (i.e., one team member does not contribute or participate in the meetings)

- Allocate video editing and production roles for your group presentation and ensure the equitable share of tasks; i.e., slide design, editing, introduction presentation, additional research (more than one person can work on any task).

Reading and applying concepts from the team dynamics resources in Moodle into your Team Agreement is **critical** for this task.

Submission instructions

- Save the Team Agreement in pdf format.
- Submit your completed Team Agreement via the Turnitin link on Moodle by Week 9 Friday 4pm. Only one member submits the document; no need for repeated submission from other members.

NOTE: If you do not submit your Team Agreement on time, your Assessment 3 Group Presentation video will not be marked.

2. Select the SDG which will be the focus of your Presentation.

From your group members' Assessment 2b, develop a short list of SDGs (3-4) and the most relevant targets that you consider important.

Comparing the opportunities and threats from your Assessment 2 reports and identified relevant SDGs; you may have an SDG in common or need to identify an overlapping area of concern (i.e., SDG17 Partnership for the SDGs).

Step Two: Part B submission – Group Video and Individual presentation skills

You will present your chosen SDG and create a video that uses the different lenses covered in the course to explain the importance of the SDG from multiple perspectives. Explain the purpose of the SDG and provide an in-depth analysis of this goal from a socio-cultural, economic, political/legal and sustainability perspective.

Your video should answer the following questions (in the order you select):

- Why is the SDG important? And why should the audience care?
- How does your chosen SDG interact with other SDGs? Do the interactions make it easier or harder to achieve the goals?
- What elements of the global business environment make the situation worse or better? What are the course concepts from the other three lenses that are relevant? Include concepts that cover both long-term and short-term situations.
- Why should companies get involved in achieving the SDG? What are the risks and opportunities from a global (business) perspective? Please give reasons and examples.

Think of issues (both positive and negative) that pertain to this goal. Use examples from your analysis and reports to describe the impacts at different levels. This should not be relating the SDG to a particular organisation; it must focus on the external business environment.

Tips on producing your videos:

- Remember your audience: How can you present the information in a way that is engaging and maintain their attention for the entire video?
- Think about more creative ways to present your content and engage the audience, for example, 1) panel discussion in TV newsroom, 2) role plays with one member as CEO, another as policy maker,

another as marketing manager, another as consumer, another as employee, etc. The more creative the presentation, the more engaging you are and thus more marks.

- Storyboard your video before beginning. This is a helpful strategy in planning a group video.

Group work:

- The whole group is responsible for combining the individual perspectives into a cohesive and professional presentation. This could include a combination of slides, images and video.
- Each member within a group should present for a similar amount of time.
- Credits: include a slide detailing the contributions of each member, i.e., if one student does the introduction and another did editing these should be acknowledged.
- A Reference List must be provided, including all sources directly cited in the presentation.

Individual work:

- Each team member must present in the video for at least 1 minute.
- **Any person who does not contribute to all stages of team work on this assessment** (e.g., presenting on video) **will get 0 for Assessment 3**, unless the person has Special Consideration approval.
- The video must clearly show your face while you are presenting. Each person must be clearly identified either verbally or with a name caption.
- The individual section will be graded on your clear presentation of the material from your analyses with extra points for engagement and creativity. See the Marking Criteria below for details.

Submission instructions

- Video must be smaller than 200MB to upload to Moodle; if resizing for web optimisation, Handbrake is recommended.
 - Alternative upload methods:
 - Upload to YouTube (or similar platform) and set your video as unpublished/unlisted. Then put the link in a Word document and submit the Word document in Moodle.
 - Upload your video to [UNSW OneDrive folder](#); and put the link in a Word document and submit the Word document in Moodle.
- **Acceptable video formats: .mov, .mp4, .mpeg.** If your video is in a format inaccessible by the tutor, it cannot be marked.
- **You must check permissions and access to this video.** If your video is inaccessible by the tutor, it cannot be marked.
- **Note: Videos are large files which take time to upload.** Be aware of the submission deadline and plan your upload. Check the quality and accessibility or you will incur late penalties.

Supporting resources and links

Access the Assessment 3 support materials on Moodle prior to completing your assessment.

Marking Rubrics

Marking rubric for Assessment 1: Self-Reflection Video(Individual – 20%)

Criteria	%	Fail	Pass	Credit	Distinction	High Distinction
Identification & Integration Identifies a cultural topic that is personally meaningful and integrates it with course material.	40%	A cultural topic is not clearly identified. Little or no mention of why the element is important or personally relevant.	Identifies a cultural topic and attempts to explain why the topic is important and personally relevant.	Identifies a cultural topic and explains how the topic is cultural by referring to ideas from the course. Explains why the cultural topic is personally meaningful.	Accurately identifies a cultural topic and justifies the topic is cultural by using the terms, concepts, and ideas from the course. Demonstrates why the cultural topic is personally meaningful.	Accurately identifies a cultural topic and competently justifies the topic is cultural by using the terms, concepts, and ideas from the course. Gives an insightful demonstration of why the cultural topic is personally meaningful.
Critical Self-Reflection Reflects on the impact and consequences of aging population on culture	40%	No clear account of how aging population can alter a cultural element. Little or no reference to the personal perspective.	Provides a basic account of how aging population can alter a cultural element. Attempts to develop a personal perspective.	Provides a sound account of how aging population can alter the nature of a cultural element. Develops and communicates a personal perspective on why the cultural change is relevant.	Provides a critical account of how aging population can significantly alter the nature of a cultural element. Develops and communicates a strong personal perspective on why the cultural change is significant.	Provides a critical and nuanced (positive and negative) understanding of how aging population can fundamentally and significantly alter the nature of a cultural element. Develops and communicates a sophisticated and in-depth personal perspective on why the cultural change is meaningful and significant.
Structure Logically and coherently developed	10%	Does not present main argument, Ideas and information logically or coherently, e.g., does not have a clear focus; possibly contains irrelevant or repetitive material. Development of ideas is not clear or logical; key points are not clearly identified.	Attempts development of ideas relevant to the assignment but lacks depth and focus; key points are identified. Has an adequate structure, such as having an introduction and conclusion (although may be underdeveloped)?	Development of ideas is generally clear and logical but could be more consistent; key points are identified. Has an adequate structure, such as having an introduction and conclusion.	Development of ideas is clear and logical; key points are clearly distinguished from supporting material. Is well sequenced, easy to follow and mostly engages the audience's interest. Has a clear, coherent structure including very good introduction and conclusion.	Development of ideas is logical and insightful; key points are clearly distinguished from supporting material. Is well sequenced, easy to follow and engages the audience's interest. The arrangement of ideas enhances the audience's understanding. Has a clear, coherent structure including an outstanding introduction and conclusion.
Communication Clear and concise communication	10%	Does not express complex ideas and information clearly in appropriate language (using own words where possible). Word choice makes meaning unclear. Poor eye contact with audience. A lot of reading. Poor body language. Difficult to follow. Reads from script. No or little variation of tone or expression. Reads from script.	Generally, expresses complex ideas and information in mostly appropriate language (using own words as much as possible). Some eye contact with audience. Some reading from script. Some body language to support message delivery. Somewhat difficult to follow. Some variation of tone and expression to make the presentation engaging.	Generally, expresses complex ideas and information clearly in appropriate language (using own words as much as possible). Adequate eye contact with audience. Good level of interest from audience. Adequate body language to support message delivery. Engaged audience adequately with voices. No script reading.	Expresses complex ideas, arguments and information clearly and concisely in appropriate language (using own words as appropriate). Good eye contact with audience. Good body language to support message delivery. High level of interest from audience. Engaging audiences with voices that vary in tones, paces, intonation, and stresses & emphases. No script reading.	Consistently expresses complex ideas, arguments and information clearly and concisely in appropriate language (using own words as appropriate). Uses fluent, accurate expression/ grammar. Very good eye contact with audience, and very good body language to support message delivery. Engaging presentation which uses energetic expression and variation in tones, paces, intonation, and stresses & emphases. No script reading.

Marking rubric for Assessment 2a: Level & Lenses Report Outline (Individual – 10%)

Criteria	%	Fail	Pass	Credit	Distinction	High Distinction
Research Outline Demonstrating understanding of the issues related to each of the lenses relevant to the business context, as well as interactions among the lenses	40%	Inadequate knowledge and understanding of the issues. Unclear identification of the relevant issues and/or the global context. Does not address change, levels of analysis or connection to other lenses.	Basic but adequate knowledge and understanding of the issues in a global context and some related issues. Addresses some aspects of change but only on a superficial level. No or minimal reference to connections to other lenses.	Relevant and sound knowledge and understanding of the issues in a global context; demonstrated evidence of some key readings and targeted research. Soundly addresses change over time. Reference to the connections to other lenses is apparent but could be more developed.	Thorough knowledge and a strong understanding of the issue in a global context; demonstrated evidence of some key reading and targeted research. Strong integration of change over a period of time. Reference to the connections between the lenses is apparent and well-developed.	Thorough knowledge with exceptional breadth and depth of understanding of the lens in a global context, including issues and limitations; demonstrated evidence of reading and research beyond the provided key material. A highly sophisticated integration of change over time, depth of analysis and succinct reference to the interconnectedness of all of the lenses.
Identifying levels and lenses The Report Outline successfully describes the levels and lenses most relevant to the company environment Identifies and explains relevant course concepts for each lens	30%	No connection made between the lenses and levels or basis for an overview. No explanation on how different lenses are relevant and important to your organisation's business environment. Does not mention any course concepts	The report provides a basic introduction of the different levels and lenses. Some explanation on how different lenses are relevant and important to your organisation's business environment. May identify course concepts, however they are not explained. Does not identify course material that covers each lens.	Good introduction to the different levels and lenses; outline for relevant research. Good explanation on how different lenses are relevant and important to your organisation's business environment. Identifies relevant course concepts that relate to the issues identified. Shows some understanding of the course concepts.	Coherent introduction of the different levels and lenses; detailed research plan. Coherent explanation on how different lenses are relevant and important to your organisation's business environment. Identifies relevant course concepts that relate to the issues identified. Demonstrates an understanding of the course concepts.	Coherent and insightful introduction of the different levels and lenses; developed research plan establishing relevant sources. Coherent and insightful explanation on how different lenses are relevant and important to your organisation's business environment. Identifies relevant course concepts that relate to the issues identified. Demonstrates a superior understanding of the course concepts.
Report Outline Presentation Professional writing and academic standards of presentation, evidence of research and references accurately	30%	The written presentation of the report outline is inadequate and reflects little understanding of academic standards of presentation; materials difficult to read; contains multiple errors, incorrect referencing, poor structure.	The report outline is presented clearly but does not reflect academic standards and conventions. References are supplied in-text and Reference list but with errors of style. Formatting according to instructions.	Adequate presentation with an understanding of academic standards and conventions. Structure is generally clear, logical. The Harvard style is used throughout in-text and Reference list with only minor errors. Formatting according to instructions.	Well-presented report reflecting a thorough understanding of academic standards and conventions. Structure is clear, logical and assists comprehension. Both in-text and Reference list are consistent Harvard style. Formatting according to instructions.	Excellent presentation reflecting a high level of understanding of academic standards and conventions. Structure is clear, logical and assists comprehension and insight. Both in-text and the Reference list are consistent Harvard style. Formatting according to instructions.

Marking rubric for Assessment 2b: Levels & Lenses Report (Individual – 30%)

Criteria	%	Fail	Pass	Credit	Distinction	High Distinction
Research Demonstrating understanding of the issues related to each lens and their relevance to the business context, including change over time, levels of analysis and connections to other lenses	30%	Inadequate knowledge and understanding of the issues. Unclear identification of the relevant issues and/or the global context. Does not address change, levels of analysis or connection to other lenses.	Basic but adequate knowledge and understanding of the issues in a global context. Addresses some aspects of change with an attempt at analysis – but only on a superficial level. No or minimal reference to connections to other lenses.	Relevant and sound knowledge and understanding of the issues in a global context; demonstrated evidence of some key readings and targeted research. Soundly addresses change over time and shows some evidence of meaningful analysis. Reference to the connections to other lenses is apparent but could be more developed.	Thorough knowledge and a strong understanding of the issue in a global context; demonstrated evidence of some key readings and targeted research. Strong integration of change over a period of time with a clear and more meaningful level of analysis. Reference to the connections between the lenses is apparent and well-developed.	Thorough knowledge with exceptional breadth and depth of understanding of the lens in a global context, including issues and limitations; demonstrated evidence of reading and research beyond the provided key material. A highly sophisticated integration of change over time, depth of analysis and succinct reference to the interconnectedness of all of the lenses.
Analysis, Integration and Synthesis Analyse the issues using the concepts and tools from the course and relate them to your organisation. Identifying opportunities and threats change over the next 5 years. The Report successfully brings together the levels and lenses to provide a global overview of the environment for the organisation.	40%	Limited or no constructive analysis of issues and data. Does not mention any course concepts. Or used minimally – may be mentioned in one or two lenses briefly. No or generic opportunities/threats are identified. Inadequate integration and synthesis of the report. No connection made between the lenses or basis for an overview.	Attempts to analyse the issues to the organisational context but is mainly descriptive. Course concepts are used, however may not be used for each lens. Course concepts may not be explained well. There are some opportunities/threats identified, may not be clearly linked to relevant evidence and course concepts. Some discussion on changes over the next 5 years. The report is provided with a basic synthesis of the different levels and lenses; attempt to draw conclusions and to provide a global perspective overview.	Good analysis of the issues and data to the organisational context with a mixture of description and analysis. Identifies relevant course concepts for that relate to the issues identified. Shows some understanding of the course concepts and attempts to apply them to help explain the issues. There are relevant opportunities/threats identified. Good discussion on changes over next 5 years. Good integration and synthesis of the different levels and lenses; research and analysis are reflected to draw conclusion and to provide a global perspective overview.	Very good analysis of the issues and data to the organisational context and is mainly analytical. Demonstrated understanding of the course concepts for each lens, applying this understanding to explain the issues identified. The opportunities/threats identified are relevant to analysis. Coherent discussion on changes over next 5 years. Coherent integration and synthesis of the different levels and lenses; research and analysis are strong and used effectively to draw conclusions and to provide a global perspective overview with a focus on sustainability.	Outstanding analysis of the issues and analytical data to the organisational context. Demonstrated insightful understanding of the course concepts for each lens, applying this understanding to explain the issues identified. The opportunities/threats identified are specific, insightful, and strongly linked to evidence. Coherent and insightful discussion on changes over next 5 years. Coherent and insightful integration and synthesis of the different levels and lenses; research and analysis are insightfully and effectively used to draw conclusions and to provide a global perspective overview with an integrated focus on sustainability.
Report Presentation Professional writing and academic standards of presentation, presents text professionally and references sources accurately	15%	The written presentation of the report is inadequate and reflects little understanding of academic standards. Materials difficult to read - no tables or figures; contains multiple errors, incorrect referencing, poor structure. Does not follow formatting instructions. Is outside of the word limit guidelines.	The report is presented clearly but does not always reflect academic standards and conventions. Structure is generally clear and logical. Some diagrams, but not explained and only decorative. References are supplied in-text and Reference list but with errors of style. Application is incorrect with some points remaining unreferenced/ unsupported.	Adequate presentation with an understanding of academic standards and conventions. Structure is generally clear, logical. Format is used to aid the audience including relevant graphics, style and content are mostly consistent. The Harvard style is used throughout in-text and Reference list with only minor errors. Formatting according to instructions.	Well-presented report reflecting a thorough understanding of academic standards and conventions. Structure is clear, logical and assists comprehension and insight with seamless integration of sections. Excellent use of relevant graphics. Both in-text and Reference list was consistent Harvard style. Formatting according to instructions.	Excellent presentation reflecting a high level of understanding of academic standards and conventions. Structure is clear, logical and assists comprehension and insight with seamless integration of sections and sources. Exceptional use of clearly relevant graphics. Both in-text and the Reference list is consistent Harvard style. Formatting according to instructions.

			Formatting according to instructions. Adheres to word limit guidelines.	Adheres to word limit guidelines.	Adheres to word limit guidelines.	Adheres to word limit guidelines.
Written Communication Communicates clearly and concisely	15%	Very poor grammar, spelling, and punctuation to the extent that the paper is mostly unreadable.	Some grammatical errors. Sentences are clear and complete. Poor paragraph structure (1-2 sentence paragraphs).	Adequately written report. Minor grammatical errors, sentences are clear and complete. Some paragraph structure problems.	Well-written report. Free of grammatical errors. Format is clear. Sentences are well constructed. Language is concise. Well-developed paragraphs.	Excellent written report. Free of grammatical errors. Format is clear, logical and consistent. Sentences are well constructed. Clear and well-developed paragraphs.

Marking rubric for Assessment 3: Sustainability Presentation (Group 30%)

Criteria	%	Fail	Pass	Credit	Distinction	High Distinction
Identification & Key Points Identifies and summarises key points for an SDG and the interactions with other SDGs.	40%	Key points are not clearly identified. Little or no mention of why the SDG is important, key points are not clearly identified. Inadequate knowledge and understanding of the sustainability (e.g., SDGs) and its importance. No or very limited evidence of reading and research. Does not address any of the SDGs, no provision of related examples.	Identifies key points and attempts to explain one of the SDGs. Relevant and sound knowledge and understanding of the sustainability (e.g., SDGs) and its importance. Evidence of some reading and research and some knowledge of sustainability topics. Reference to the connections between the discussed SDGs and examples is apparent but could be more developed.	Identifies key points and explains how the SDG is important and how the SDG interacts with other SDGs. Relevant and sound knowledge and understanding of the sustainability (e.g., SDGs) and its importance. Evidence of some reading and research and some knowledge of sustainability topics. Reference to the connections between the discussed SDGs and examples is apparent but could be more developed.	Accurately identifies key points and explains how the SDG is important and how the SDG interacts with other SDGs, with some support of concepts, terms, and ideas from the course. Demonstrated a strong understanding of the sustainability (e.g., SDGs) topics. Evidence of reading and research and substantial knowledge of sustainability topics. Evaluates impact of risks and opportunities on the SDG. Reference to the connections between the discussed SDGs and examples is apparent and well-developed.	Accurately identifies key points and explains how the SDG is important and how the SDG interacts with other SDGs, with strong support of course concepts and ideas. Demonstrated an exceptional understanding of the SDGs topics to an extreme extent. Evidence of reading and research beyond the provided course material and thorough knowledge with exceptional breadth and depth of SDGs topics. Provides insightful evaluation. Synthesises impacts of risks and opportunities on the SDG. Provided in-depth integration of the discussed SDGs and succinct examples of the discussion.
Cohesion and Synthesis The video successfully brings together different lenses to provide a global overview of the business environment, highlighting risks and opportunities related to the chosen SDG.	40%	Inadequate integration and synthesis of the course concepts, levels, and lenses into their discussion, No or limited connection with the sustainability issues identified. Inadequate overview and synthesis. No connection made between the lenses or basis for an overview. Conclusion does not summarise the purpose of the report or the key findings well. Lacks references.	The report is provided with a basic synthesis of the course concepts, levels, and lenses into their discussion, attempt to apply this understanding to explain the sustainability issues. The video is provided with a basic synthesis of the different levels and lenses; attempt to draw conclusions and to provide a global perspective overview. Conclusion attempts to summarise the purpose and key findings of the video but lacks succinctness and cohesion.	Good integration and synthesis of the course concepts, levels, and lenses into their discussion, applying this understanding to explain the sustainability issues identified. Good overview and synthesis of the different levels and lenses; research and analysis are reflected to draw conclusion and to provide a global perspective overview. Conclusion is mostly relevant and attempts to highlight the main purpose and key findings of the video in a mostly concise and cohesive manner.	Demonstrated a good understanding of the course concepts, levels, and lenses into their discussion, applying this understanding to explain the sustainability issues identified. Coherent overview and synthesis of the different levels and lenses; research and analysis are strong and used effectively to draw conclusions and to provide a global perspective overview with a focus on sustainability. Conclusion is relevant and accurately portrays the purpose and key findings of the video in a concise and cohesive manner. Aspects of the business environment complexity are also addressed.	Demonstrated an excellent and insightful understanding of the course concepts, levels, and lenses into their discussion, applying this understanding to explain the sustainability issues identified. Coherent and insightful overview and synthesis of the different levels and lenses; research and analysis are insightfully and effectively used to draw conclusions and to provide a global perspective overview with an integrated focus on sustainability. Conclusion is highly relevant and very accurately portrays the purpose and key findings of the video in a concise and cohesive manner. Significant aspects of the business environment complexity are also addressed insightfully.

Communication and engagement Overall ability of the group to create an engaging and meaningful video	20%	Does not present main argument and information logically or coherently, e.g., does not have a clear focus; possibly contains irrelevant or repetitive material. Development of ideas is not clear or logical; key points are not clearly identified. Reads from script and poor eye contact with audience. Poor body language and visual aids.	Attempts to develop ideas relevant to the assignment but lacks depth and focus. Has some structure, such as having an introduction and conclusion (although may be underdeveloped). Some eye contact with audience. Some reading from script. Some body language to support message delivery.	Development of ideas is generally clear and logical but could be more consistent. Has an adequate structure, such as having an introduction and conclusion. No script reading. Adequate eye contact with audience. Good level of interest from audience. Adequate body language to support message delivery.	Development of ideas is clear and logical; key points are clearly communicated. Is well sequenced, easy to follow and engages the audience's interest from time to time. The video has some creativity and a clear, coherent structure. Good eye contact with audience. Good body language to support message delivery. High level of interest from audience.	Development of ideas is logical and insightful; key points are communicated in clear and engaging ways. Is well sequenced, easy to follow and engages the audience's interest all the time. The video creativity enhances the audience's understanding and has a clear, coherent structure. Very good eye contact with audience, and very good body language to support message delivery. Very good visual aids. Delivered information engagingly and memorably.
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Marking rubric for Assessment 3: Sustainability Presentation (Individual 10%)

Criteria	%	Fail	Pass	Credit	Distinction	High Distinction
Communicates clearly and concisely	30%	Does not express (or explain where necessary) complex ideas and information clearly in language appropriate for the intended audience and purpose (using own words where possible). Word choice makes meaning unclear.	Generally, but not consistently, expresses (and explains where necessary) complex ideas and information in language mostly appropriate for the intended audience and purpose (using own words as much as possible). Some repetition of ideas.	Explains complex ideas and information clearly in language appropriate for the intended audience and purpose (using own words as much as possible). Easy to follow and understand.	Explains complex ideas, arguments, and information clearly and concisely in language appropriate for the intended audience and purpose (using own words as appropriate). Demonstrates the ability to communicate clearly and confidently.	Explains complex ideas, arguments, and information clearly and concisely in language appropriate for the intended audience and purpose (using own words as appropriate). Uses fluent, accurate expression/ grammar. Demonstrates the ability to communicate clearly, confidently, and precisely.
Engaging the listener as an individual	70%	Poor eye contact with audience. A lot of reading. Poor body language. Poor visual aids. Difficult to follow. Reads from script. No or little variation of tone or expression.	Some eye contact with audience. Some reading from script. Some body language to support message delivery. Some difficulty to follow. Some visual aids. Some variation of tone and expression to make the presentation engaging.	Adequate eye contact with audience. Good level of interest from audience. Adequate body language to support message delivery. Engaged audience adequately with voices. No script reading.	Good eye contact with audience. Good body language to support message delivery. High level of interest from audience. Have impact on audience. Some lapses in attention noted. Engaging audiences with voices that vary in tone, pace, intonation, and stresses & emphases. Engaging presentation which is animated and with some creativity.	Very good eye contact with audience, and very good body language to support message delivery. Very good visual aids. Delivered information engagingly and memorably. Engaging presentation which uses energetic expression and variation in tone, pace, intonation, and stresses & emphases. Engaging and creative presentation style. Showed creativity and flair.