

# Creating Great Case Studies

**Business Educators of Western Australia (BEWA) Conference  
BME Stream**

**Daniel Lehman – St Mark’s Anglican Community School**

BUSINESS EDUCATORS OF WESTERN AUSTRALIA (INC)



# Acknowledgement of Country



# Your Presenter

## Daniel Lehman

- Head of HaSS – St Mark's Anglican Community School (leave 2025)
- BME CAC
- Extensive marking and curriculum review experience with SCSA in BME/HaSS/HIM
- ECU Lecturer
- Owner – Globiz Education



**Globiz  
Education**

# What makes a great case study?

- Relevant – A business students would be able to grasp in their world
- Timely – Base the business in current PEST conditions
- Real – What are Australian businesses doing currently, which industries are part of our export mix
- Quotable – Include enough relevant information to develop skills

# The Process – Old School

- Start with the questions – Use WACE Syllabus/Past papers/samples as a guide
- Find a business
- Adapt and add quotes that fit the content assessed

# Sources for Ideas

- <https://www.austrade.gov.au/en/news-and-analysis/news>
- Success stories, opportunities
- <https://www.sbs.com.au/news/small-business-secrets/collection/articles/bb4qs0qn8>
- SBS Small Business Secrets – videos and articles
- <https://www.smallbusiness.wa.gov.au/blog/small-business-stories>
- Stories from WA
- The West, The Australian, The Financial Review

# An example – Broom and Brine

- <https://www.broadsheet.com.au/tasmania/food-and-drink/article/young-couple-building-community-through-organic-gardening>



FOR COOKS AND EATERS ▾ FOR GROWERS ▾ ABOUT ▾ CSA MEMBERS ▾



## BROOM AND BRINE

We are an organisation dedicated to the modest tradition of market gardening.

We offer opportunities to connect, grow and find flow with our [CSA Program](#), [Produce Library](#) and [Seasonal Zine](#).



## Sample Case Study

Dylan and Simone are farmers with a love of all things organic. Over the last five years they have established a thriving business, "Roots and Boots" delivering bespoke fresh, unique, seasonal vegetables to customers in the southern suburbs of Perth, Western Australia. Technology has been essential in the expansion of the business. It aids all aspects of the business from measuring crop yields to water usage and retention in the soil. Technology facilitates marketing, on time delivery. Payment and ordering also occur through a streamlined e-commerce platform.

The business is at capacity due to production constraints on the land available, Dylan has however further leveraged the power of technology to share the unique concept and business model with the growing organic farming community via social media and podcasts. Increasingly, he is receiving invitations to speak to interested parties globally. A key theme in discussions is how the business model includes aspects of community involvement with "Roots and Boots" growing local vegetables and seasonings with a clear link to indigenous culture. They have been approached by Singapore based "Delectable Diets" who offer a similar food delivery model, using imported foods, they are interested in opportunities to get products from "field to fork" potentially by aligning in a joint venture.

To further scale the business, developing and selling a model for other organic farmers to follow is the future. The model can be adapted to any geographic location, even in greenhouse and urban growing environments. As their focus has been on the product since inception, Dylan and Simone are concerned their knowledge of strategic alliances and strategic planning may not be adequate to facilitate the growth and expansion of the business both in Australia and overseas. In particular, they would love to franchise the model as it provides a consistent revenue stream to the franchisor, they are concerned about the dilution of the brand identity and other factors which can occur during global expansion.

- a) Explain how Roots and Boots have used ethical practice in relation to corporate social responsibility (3 marks)
- b) Account for the ways Roots and Boots has used technology to aid its business expansion (5 marks)
- c) Explain to Roots and Boots the purpose and intent of strategic planning. Advise the business how to successfully leverage the strategic formulation and strategic implementation aspects of the process (9 marks)
- d) Discuss options for future strategic alliances to aid Roots and Boots expansion in relation to franchising and joint ventures (8 marks)

# Remember the verbs!

[https://senior-secondary.scsa.wa.edu.au/\\_data/assets/pdf\\_file/0006/348549/Glossary-of-key-words-used-in-the-formulation-of-questions.pdf](https://senior-secondary.scsa.wa.edu.au/_data/assets/pdf_file/0006/348549/Glossary-of-key-words-used-in-the-formulation-of-questions.pdf)



Government of **Western Australia**  
School Curriculum and Standards Authority



## Glossary of key words in the formulation of questions

Note – definitions in the glossary are generic and applicable across all courses. Teachers must note that some terms have a more course specific meaning that derives directly from the content and the language of the course.

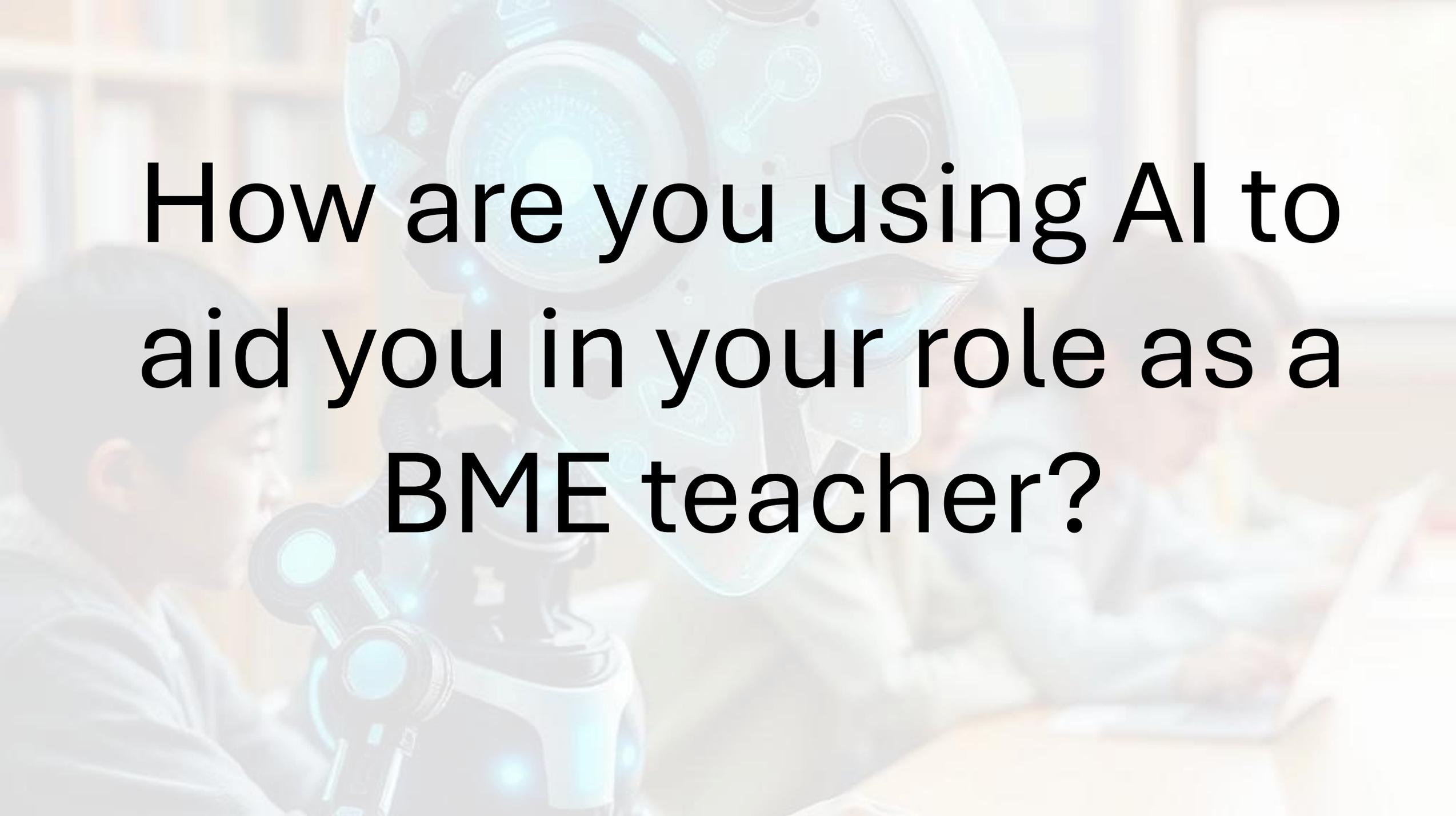
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Advise	Recommend or inform
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Argue	Make a case, based on appropriate evidence, for and/or against some given point of view
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Choose (multiple-choice)	Decide or select the most suitable from a number of different options
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Comment on	Make reference to and expand upon
Compare	Show how things are similar and different
Complete	Finish an outlined task
Consider	Reflect on and make a judgement/evaluation
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Correlate	Demonstrate a mutual or complementary relationship
Create	Make, invent something

# Marking Rubrics

Descriptor – For each strategic alliance	Marks
Discusses options for a strategic alliance in relation to Roots and Boots	4
Explains options for a strategic alliance in relation to Roots and Boots	3
Outlines options for a strategic alliance in relation to Roots and Boots	2
States a fact about a strategic alliance	1
	<b>Sub Total</b> 4
	<b>Total</b> 8



**Does AI Make it Better?**



**How are you using AI to  
aid you in your role as a  
BME teacher?**

# Challenges and Opportunities For Teachers

## **Opportunities**

- Time saver
- Better/improved resources
- 21<sup>st</sup> century learning for you
- Specific prompt related outcomes
- Links to other Learning Areas (IT/Design Tech)

## **Challenges**

- Gen AI vs. Mega tech AI
- Policies
- Pedagogy mix
- Inclusion and equity
- Cost
- Moving past the now

# Using AI – Case Study – Microsoft Co-pilot



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# Using AI – Marking Key - Manus



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# Using AI – Useful Links and Tools

**AI in Education** – A website for educators that compiles professional learning, examples, tools, discussion about the uses and issues related to AI in education.

*Acknowledgment:* Selena Dhondea – Uni-Prep Schools Coordinator Edith Cowan University

<https://sites.google.com/view/aineducationcommunity/home>

**AI Readiness and Implementation Tool** – A resource and micro-course from the Digital Technologies Hub and Microsoft that may help you start your AI journey.

<https://www.digitaltechnologieshub.edu.au/ai/professional-learning/gen-ai-readiness-and-implementation-modules/>

**Using Chat GPT** – Leon Furze is a leader in the AI space in Australia. He has also developed resources around how to assess the use of AI with students

<https://leonfurze.com/2025/08/05/free-pd-video-how-to-use-chatgpt/>

# A shameless plug...

**ATAR BME Unit 3 and 4** – Video resources for every syllabus point broken down with content, sample questions and model answers. Supplied for your students in a password protected video showcase.

**ATAR BME Unit 3 and 4 Revision Seminar** – Online seminar for students in preparation for Mocks/WACE.

*Session 1:* Content from Unit 3 and 4

*Session 2:* Skills for success – interpreting questions, sample case studies, model answers

*Resources:* mindmaps, sample questions, palm cards, model answers

**Date:** Sunday 21 September – 1pm to 3pm

**Cost:** \$20 per student (free for subscribers)

**Consulting, Assessment Moderation, Assessment Creation** – Please have a chat for individualised solutions I can provide for your school, teachers, or students

**Coming Soon:** Teaching/Learning resources for Y11GBME

**Contact details and link to revision seminar on the handout provided**