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**NCEA Level 2 Business Studies**

**Conditions of Assessment**

**General Information**

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| **Subject Reference** | Business Studies |
| **Domain** | Business Studies |
| **Level** | 2 |

This document provides guidelines for assessment against internally assessed standards. Guidance is provided on:

* appropriate ways of, and conditions for, gathering evidence
* ensuring that evidence is authentic
* any other relevant advice specific to an achievement standard.

**NB**: It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/) website. This should be read in conjunction with these Conditions of Assessment.

**For All Standards**

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs or film) or a portfolio of evidence.

It is also recommended that the collection of evidence for internally assessed standards should not use the same method that is used for any external standards in a programme/course, particularly if that method is using a time bound written examination. This could unfairly disadvantage students who do not perform well under these conditions.

A separate assessment event is not needed for each standard. Often assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of linked activities (for example, in a portfolio).This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students and be valid and fair.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy. For example, for an investigation carried out over several sessions, this could include teacher observations or the use of milestones such as meetings with students, journal or photographic entries recording progress etc.

**Specific Information for Individual Internal Achievement Standards**

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| **Achievement Standard Number** | **90846 Business Studies 2.4** |
| **Title** | Conduct market research for a new or existing product |
| **Number of Credits** | 3 |
| **Version** | 2 |

Candidates should conduct market research for a new or existing product. The contexts are those defined in the *Teaching and Learning Guidelines for Business Studies Years 11-13*,Ministry of Education, 2009 (<http://www.seniorsecondary.tki.org.nz/Social-sciences/Business-studies>).

Candidates should identify the aim of their research, use secondary data to plan and collect primary data in order to record and present findings. Such ongoing collection of evidence would enable assessment tasks to be more closely aligned with learning experiences. If possible, the assessment methods used should not interfere unduly with learning. This approach allows for a variety of teaching and learning experiences to be used as the basis for collecting assessment evidence and provides opportunities for key competencies to be woven into teaching programmes.

**Approaches to Assessment**

Suggested approaches to accumulating assessment evidence include:

* collection of primary research data using a variety of resources, e.g. field trips, surveys, questionnaires, focus groups, observations.

using a software package, such as Excel or Survey Monkey to graphically present primary research data

* collection of secondary research data using a variety of resources, e.g. internet, library, film media, newspapers

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| **Achievement Standard Number** | **90847 Business Studies 2.5** |
| **Title** | Investigate the application of motivation theory in a business |
| **Number of Credits** | 3 |
| **Version** | 1 |

Candidates should investigate the application of motivation theory in a business. The aspects are those defined in the *Teaching and Learning Guidelines for Business Studies Years 11-13*,Ministry of Education, 2009 (<http://www.seniorsecondary.tki.org.nz/Social-sciences/Business-studies>).

Information collected should include primary data from visiting a business or a business case study. Data collection may be done in groups, with the data presentation, conclusions and evaluations done individually.

**Approaches to Assessment**

Suggested approaches to accumulating assessment evidence include:

* a field trip to investigate a business
* having a business person or HR manager visit (or be skyped into) the classroom
* collection of data using a variety of other resources e.g. internet, library, film media, newspapers.

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| **Achievement Standard Number** | **90848 Business Studies 2.6** |
| **Title** | Carry out, review and refine a business activity within a community context with guidance |
| **Number of Credits** | 9 |
| **Version** | 2 |

This achievement standard involves carrying out, reviewing and refining a business activity within a community context with teacher guidance. Further details and clarification of scope are defined in the *Teaching and Learning Guidelines for Business Studies Years 11-13*,Ministry of Education, 2009 (<http://www.seniorsecondary.tki.org.nz/Social-sciences/Business-studies>).

The phrase “with guidance” means teachers should mentor and facilitate a student centred process.

The emphasis of the assessment is on the planning, the practical activity of carrying out the business activity, reviewing and refining the activity for a second cycle. This should be reflected in the resources and guidance provided by the teacher.

The context is given as “a community setting” which means that the business activity will be carried out within a managed and safe environment, and the business offering is made to a market audience within the community (school or local community).

The business activity could be completed with two one-off events (e.g. one day / lunchtime / evening etc). If the activity is ongoing throughout the year, there must be a point at which the activity pauses so that students can review progress against the business plan, adjust the plan in response, then restart the activity.

There are three aspects to achieving this standard:

* producing a business plan for the planned activity
* carrying out the activity by taking the product (good or service) to market during two discrete cycles
* reviewing the activity after cycle 1 and cycle 2. Candidates wishing to retain an Excellence grade achieved for the business plan need to further review the business plan to indicate how the activity would be improved in a third selling cycle. Reviews may be written or presented orally or digitally.

Students should be set a series of discrete tasks to achieve which lead to completion of the overall project. This makes the activity manageable for them and provides assessment milestones.

The business activity and assessment of the activity will take several weeks of class time as teaching/guiding activity is interspersed with the assessment milestones.

Authenticity of students’ work across an extended assessment task may be via an individual diary/work log which can then be used as the student’s record of their work and as a resource for the review of the activity.