**Internal Assessment Resource**

**Agribusiness Level 2**

This resource supports assessment against Achievement Standard 91865

Standard title: Demonstrate understanding of future proofing influences that affect business viability

**Credits:** 4

Resource title: Back to the future!

**Resource reference:** Agribusiness 2.7B Version 1

|  |
| --- |
| This resource:* Clarifies the requirements of the achievement standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school/kura environment and ensure that submitted evidence is authentic
 |

|  |  |
| --- | --- |
| Date version published by Ministry of Education | December 2017 Version 1To support internal assessment from 2018 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. Teachers may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

|  |
| --- |
| **Internal Assessment Resource** |

Achievement standard: 91865

Standard title: Demonstrate understanding of future proofing influences that affect business viability

**Credits:** 4

Resource title: Back to the future!

**Resource reference:** Agribusiness 2.7B Version 1

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

**Context/setting**

This resource focuses on future proofing influences.

This activity requires students to present a report that demonstrates their comprehensive understanding of future proofing influences and how they could affect the viability of an identified business.

The report should also thoroughly explain and evaluate the long and short-term impacts of future proofing influences that could affect the viability of the business, predicting impacts both within and beyond the business and the consequences of these impacts.

If you are choosing an agribusiness context for this assessment, there is no expectation to cover all seven primary industries.

**Conditions**

Where a group approach is used, the teacher needs to ensure that there is evidence that each student has met all aspects of the standard. It is suggested that this task is completed individually.

A student can present their information in a format of their own choice. For example, written paragraphs, tables, graphs, videos and/or diagrams, which could form part of a poster, slideshow, a blog or website. You may want to give students guidance on the appropriate style and format for their findings. This achievement standard does not assess format or style.

As a guide this assessment should reflect approximately 40 hours of teaching, learning and assessment in and out of the classroom.

Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>

**Resource requirements**

It is suggested that the teacher organises an owner/manager of an agribusiness to visit the class and answer prepared questions on future proofing influences within their business. Alternatively, the students could visit a local agribusiness.

The owner/manager should be given the questions beforehand so they are able to prepare.

With teacher guidance, the students prepare the questions for the owner/manager, leaving some time at the end for any individual questions by way of clarification.

Please note that the standard does not require the student to generate their own questions individually, this can be done as a class activity.

**Additional information**

Further information to support student and teacher understanding:

*Short and long term impacts* will be dependent on the identified business. For example, short-term for a stock truck company would be 1-5 years and long term would be 5-20+ years.

*Predicting impacts within the identified business* requires students to understand how the future proofing influences may affect the business, such as tighter environmental legislation will increase capital costs to satisfy new regulations. For example, water tight effluent ponds to prevent nitrate leaching, or fencing of waterways to stop animals getting into streams.

*Predicting impacts beyond the identified business* requires students to understand how the future proofing influences may have an affect outside of the business, such as tighter environmental legislation will see agricultural service industries face increased demand as farmers seek advice from experts like lawyers, scientists, insurers and contractors to make on-farm changes to practice. For example; insurers to seek policies that mitigate for accidental effluent leakages, lawyers to fight prosecutions if required or scientist to seek solutions to environmental issues.

The *consequences of these impacts* means to draw conclusions from the impact analysis, about future proofing influences on the long-term viability of the identified business. For example, the impacts of future proofing legal influence such as tighter environmental legislation are likely to have a favourable effect on long-term business viability, although short-term costs and product costs may rise, both of which result from adopting environmentally friendly practices.

Internal Assessment Resource

Achievement standard: 91865

Standard title: Demonstrate understanding of future proofing influences that affect business viability

**Credits:** 4

Resource title: Back to the future!

**Resource reference:** Agribusiness 2.7B Version 1

Student instructions

**Introduction**

This activity requires you to present a report that explains future proofing influences and how they could affect the viability of an identified business.

The report should also thoroughly explain and evaluate the long and short term impacts of future proofing influences that could affect the viability of the business, predicting impacts both within and beyond the business and the consequences of these impacts.

You are going to be assessed on how comprehensively you demonstrate your understanding of future proofing influences that affect business viability.

Teacher note: Insert due dates and timeframes

**Task**

Your teacher will have organised a visiting speaker or a visit to an agribusiness.

As a group, write a set of questions to ask the owner/manager, so that you can understand the influences on her/his business to ensure viability. You will need to consider a range of influences such as economic, environmental, political, cultural, social, ethical, technological, biological, scientific or legal. Your teacher will provide you with some guidance on areas to focus on based on the identified agribusiness.

As a class group, interview the business manager or visiting speaker.

Write a report individually that:

* Explains what future proofing is to the business.
* Explains future proofing influences.
* Explains how future proofing influences could affect the viability of the business.
* Comprehensively explains and evaluates the short and long term impact of future proofing influences that could affect the viability of the business.
* Predicts impacts both within and beyond the business and the consequences of these impacts to the viability of the business.

It is expected that your report will focus on more than just profitability.

You can present your report in a format of your own choice. For example, written paragraphs, an oral presentation, tables, graphs, videos and/or diagrams which could form part of a poster, slideshow, a blog or website. This should be no longer than 2000 words.

**Assessment schedule: Agribusiness 91865 - Back to the future!**

|  |  |  |
| --- | --- | --- |
| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student has demonstrated understanding of future proofing influences that affect business viability.In their presentation, the student:* explains future proofing influences
* explains how future proofing influences could affect the viability of an identified business

**For example: (partial evidence)**New Zealand is a country whose wealth depends on primary production and associated agribusinesses. A kiwifruit management company (KM) needs to ensure that they are future proofing for a viable future. Future proofing means that KM are aware of the influences that may affect their business, so that the managers are able to make informed decisions that will enhance and sustain kiwifruit production for future generations. The future proofing influences that affect KM are: Technological – A technological advancement that will influence how KM operates has come from research and development. This will impact on how KM operates, relating to the equipment used or how kiwifruit is produced by KM. Environmental - is about KM maintaining the integrity of environmental systems within kiwifruit production. It incorporates the important notions of maintaining and sustaining biodiversity & ecosystem services while producing kiwifruit. There is also an expectation that food is produced sustainably.Economic – there is a requirement that KM will be profitable if the business is to be viable now and in the future, and also considering other influences like what competitors are doing and the changing demands of consumers and markets.These future proofing influences could affect the viability of the business in a number of ways. Technological - Due to increased reliance on equipment, the technological influence currently has more of an effect on the success of a business than it previously did. KM managers need to keep up with latest developments and learn new technological knowledge and skills. For example, they use drones for accuracy and precision when using resources like water, fertiliser, pesticide use and distribution, and for pest or disease. Kiwifruit technology increases efficiency by using resources more accurately, reducing the cost of production and being more sustainable and environmentally friendly.Environmental - The world needs more food to feed our growing population but needs to produce it with less negative impacts on the environment. This influence impacts on KM as they need to carry out management practices that are environmentally sustainable. For example, KM uses drones to apply chemicals and fertiliser which avoid waterways and other sensitive areas and are more precise in their application thus reducing environmental impacts. By ensuring that KM is environmentally sustainable means that more produce will be sold and therefore more cash will flow into the business. Consumers like to know the kiwifruit that they purchase are environmentally friendly, making the business profitable and viable. Consumers are much more aware of how businesses produce their products. If KM do not act using environmental sustainable management practices, they may find that consumers do not purchase their kiwifruit.Economic - By understanding how other influences and market requirements affect their business, KM ensures that they are able to sell their kiwifruit at higher prices, meaning KM will be able to pay their current suppliers and continue operating and be financially viable.The examples above are indicative samples only. | The student has demonstrated in depth understanding of future proofing influences that affect business viability.In their presentation, the student:* thoroughly explains the short and long-term impact of future proofing influences that could affect the viability of an identified business

**For example: (partial evidence)**In addition to the evidence for achieved:By understanding the future proofing influences that impact on the business, KM ensures that there is more cash flowing into the business and they will be able to pay their current suppliers and continue operating in the short term. In the long term they can use some of the additional income to fund an expansion to the business or an upgrade to their equipment. This would mean that the business is even more efficient and kiwifruit production will increase, leading to higher returns to the owner both in yield and profit. The pace of change using new technology will speed up in the next 20 years and KM needs to be at the forefront, keeping ahead of their competitors. Kiwifruit production not only struggles with competition in the global market but also with ever increasing regulations in environmental sustainability. For example, by using drones, KM will have a more efficient use of the land and the yield from their kiwifruit crop will be higher, thus increasing their long term viability.*The examples above are indicative samples only.* | The student has demonstrated comprehensive understanding of future proofing influences that affect business viability.In their presentation, the student:* evaluates the short and long term impacts of future proofing influences
* predicts impacts both within and beyond the identified business and the consequences of these impacts

**For example: (partial evidence)**In addition to the evidence for achieved and merit:More cash flowing into the business and being able to pay their current suppliers means KM will continue operating in the short term. This is very important to KM’s viability and therefore they would endeavour to ensure that this occurs. By managing environmental and economic influences, through the use of technology, in the long term they may use some of the additional income to fund an expansion to the business or an upgrade to their equipment. This would mean that KM is even more efficient and production will increase, leading to higher returns to the owner both in yield and profit. With the increased production the business may need to hire additional employees. Whilst this will increase the wage bill for KM, it will be beneficial to the local community. More people employed is a good thing for the community as there will be more income in the local community and this will lead to an increase in spending and the national economy. Possibly more employees will move to the local area meaning that KM will have better access to skilled workers, increasing their competitive edge, and kiwifruit production. In response to consumer demand and gaps in the market, KM could develop new cultivars such as hairless thin-skinned kiwifruit.By ensuring that KM understands future proofing influences that may affect them ensures their business long term viability. *The examples above are indicative samples only.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.