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**NCEA Level 2 Agribusiness**

**Conditions of Assessment**

Version 1: December 2017

**General Information**

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| **Subject Reference** | Agribusiness |
| **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.

Students may work in a group or individually. Evidence should be gathered from in and out of class activities to be completed by students over a period of time specified by the teacher.  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. Video/audio/written/digital evidence, including teacher/student conferencing, student annotations and diaries, and/or snapshot videos of collaborative processes can all be used to identify and verify the individual student’s contribution to the collaborative process.

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. This should be no longer than 2000 words.

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** | **91865 Agribusiness 2.7** |
| **Title** | Demonstrate understanding of future proofing influences that affect business viability |
| **Number of Credits** | 4 |
| **Version** | 1 |

Teachers may choose an appropriate business as a case study for assessing this standard, or students may choose a business and check its suitability with their teacher. If you are choosing an agribusiness context, there is no expectation to cover all seven primary industries.

Preliminary information could be collected from visiting a business, having a businessperson or manager visit (or be skyped into) the classroom, a website or from a business case study. If using a guest speaking or visiting a business, students do not have to generate their own questions individually; this can be done as a class activity.

The teacher may assist by:

* + aiding in the refinement of focusing questions
  + assisting in locating information sources

Teachers may choose to teach and assess this standard alongside:

*2.8 Conduct an inquiry into the use of organisms to meet future needs* as it naturally fits with understanding the future proofing influences and the criteria to meet current and future needs.

*2.10 Demonstrate understanding of cash flow forecasting for a business* as there may be a natural fit with the context of understanding of future proofing influences that affect cash flow forecasting.

Possible formats for presentation of evidence could include:

* collaborative group work/approach
* written – newspaper article, blog, debate transcript
* oral – recording, radio programme, podcast, a debate, role play, interview
* visual – timeline, video, webpage, slide show, or other digital formats
* or a portfolio format that includes a variety of media (for example, written notes, annotations, blog entries, video, graphics, photographs, podcasts, interactive mind maps and other online presentations).

The format in which the evidence is submitted is not assessed. Teachers should provide guidance on the length of the evidence a student is to submit to reduce workload.

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| **Achievement Standard Number** | **91866 Agribusiness 2.8** |
| **Title** | Conduct an inquiry into the use of organisms to meet future needs |
| **Number of Credits** | 4 |
| **Version** | 1 |

The student is required to conduct an inquiry as the assessment activity. Preliminary information could be collected from visiting a business, having a businessperson or manager visit (or be skyped into) the classroom, a website or from a business case study. If using a guest speaking or visiting a business, students do not have to generate their own questions individually; this can be done as a class activity.

The teacher may assist the inquiry by:

* + providing opportunities for the students to gain understanding of the inquiry process
  + providing an appropriate inquiry framework to structure the students work
  + aiding in the refinement of focusing questions
  + assisting in locating sources
  + providing opportunities for the students to gain understanding of different views, values and perspectives and New Zealand’s future needs
  + conferring with students during the inquiry process.

Teachers may choose a context, or students may be able to choose their own and check its suitability with their teacher. If you are choosing an agribusiness context, there is no expectation to cover all seven primary industries.

Teachers may choose to teach and assess this standard alongside:

*2.7 Demonstrate understanding of future proofing influences that affect business viability* as there may be a natural fit with the context of the use of organisms to meet future needs.

Possible formats for presentation of evidence could include:

* collaborative group work/approach
* written – newspaper article, blog, debate transcript
* oral – recording, radio programme, podcast, a debate, role play, interview
* visual – timeline, video, webpage, slide show, or other digital formats
* or a portfolio format that includes a variety of media (for example, written notes, annotations, blog entries, video, graphics, photographs, podcasts, interactive mind maps and other online presentations).

The format in which the evidence is submitted is not assessed. Teachers should provide guidance on the length of the evidence a student is to submit to reduce workload.

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| **Achievement Standard Number** | **91867 Agribusiness 2.9** |
| **Title** | Demonstrate understanding of a primary industry business structure that best meets the strategic needs of a business |
| **Number of Credits** | 3 |
| **Version** | 1 |

Teachers may choose an appropriate agribusiness as a case study for assessing this standard, or students may choose an agribusiness and check its suitability with their teacher. The agribusiness needs to provide opportunities for the students to gain understanding of the primary industry business structures in Aotearoa/New Zealand. There is no expectation to cover all seven primary industries.

Preliminary information could be collected from visiting a business, having a businessperson or manager visit (or be skyped into) the classroom, a website or from a business case study. If using a guest speaking or visiting a business, students do not have to generate their own questions individually; this can be done as a class activity.

The teacher may assist by:

* + providing opportunities for the students to gain understanding of the primary industry business structures in Aotearoa/New Zealand
  + aiding in the refinement of focusing questions
  + assisting in locating information sources

Possible formats for presentation of evidence could include:

* collaborative group work/approach
* written – newspaper article, blog, debate transcript
* oral – recording, radio programme, podcast, a debate, role play, interview
* visual – timeline, video, webpage, slide show, or other digital formats
* or a portfolio format that includes a variety of media (for example, written notes, annotations, blog entries, video, graphics, photographs, podcasts, interactive mind maps and other online presentations).

The format in which the evidence is submitted is not assessed. Teachers should provide guidance on the length of the evidence a student is to submit to reduce workload.

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| **Achievement Standard Number** | **91868 Agribusiness 2.10** |
| **Title** | Demonstrate understanding of cash flow forecasting for a business |
| **Number of Credits** | 4 |
| **Version** | 1 |

Teachers may choose an appropriate business as a case study for assessing this standard, or students may choose a business and check its suitability with their teacher. If you are choosing an agribusiness context, there is no expectation to cover all seven primary industries.

Preliminary information could be collected from visiting a business, having a businessperson or manager visit (or be skyped into) the classroom, a website or from a business case study. If using a guest speaking or visiting a business, students do not have to generate their own questions individually; this can be done as a class activity.

The teacher may assist by:

* + aiding in the refinement of focusing questions
  + assisting in locating information sources

It is expected that students will prepare a digital cash flow statement for a business using an appropriate software programme. The statement needs to be able to show the impact of an external factor on the cash flow of that business. During the assessment process, it may be best to allow the students to complete the cashflow forecast spreadsheet in advance, to ensure correct data before explaining and justifying the impact of an external factor on the cash flow forecast.

Teachers may choose to teach and assess this standard alongside:

*2.7 Demonstrate understanding of future proofing influences that affect business viability* as there may be a natural fit with the context of the cash flow forecast of a business.

Possible formats for presentation of evidence could include:

* collaborative group work/approach
* written – newspaper article, blog, debate transcript
* oral – recording, radio programme, podcast, a debate, role play, interview
* visual – timeline, video, webpage, slide show, or other digital formats
* or a portfolio format that includes a variety of media (for example, written notes, annotations, blog entries, video, graphics, photographs, podcasts, interactive mind maps and other online presentations).

The format in which the evidence is submitted is not assessed. Teachers should provide guidance on the length of the evidence a student is to submit to reduce workload.