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**NCEA Level 3 Business Studies**

**Conditions of Assessment**

**General Information**

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| **Subject Reference** | Business Studies |
| **Domain** | Business Studies |
| **Level** | 3 |

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** | **91382 Business Studies 3.4** |
| **Title** | Develop a marketing plan for a new or existing product |
| **Number of Credits** | 6 |
| **Version** | 1 |

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

Teachers may specify the product to be used or allow students to use their own.

Students may work in a group or individually. 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.

Assessment evidence should be collected from students after the relevant teaching and learning has occurred. If possible, the assessment methods used should support learning.

**Approaches to Assessment:**

Suggested approaches to presenting assessment evidence include:

* using text or diagram evidence as part of a lesson(s)
* films, posters, annotated photographs, models, story books, newspapers, role plays, blogs and/or PowerPoints.

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| **Achievement Standard Number** | **91383 Business Studies 3.5** |
| **Title** | Analyse a human resource issue affecting businesses |
| **Number of Credits** | 3 |
| **Version** | 1 |

Candidates should analyse a human resource issue affecting New Zealand businesses. The aspects are those defined in the *Teaching and Learning Guides for Business Studies Years 11-13*,Ministry of Education (<http://www.seniorsecondary.tki.org.nz/Social-sciences/Business-studies>).

Candidates should choose their own issue and consult with the teacher about its suitability. Information could be collected by visiting businesses, a regional chamber of commerce, a website or an industry case study that operates in global markets.

The issue being studied should be a human resources issue that affects more than one business. Possible contexts could be:

* the impact of changes to minimum wages on the recruitment of workers
* pressure on employers to pay a living wage
* workplace bullying
* the impact of changes to labour legislation

Students may work in a group or individually. 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.

Assessment evidence should be collected from candidates after the relevant teaching and learning has occurred. If possible, the assessment methods used should support learning.

**Approaches to Information gathering:**

Suggested approaches for information gathering include:

* a visit to appropriate businesses/industry organisation that operate in global markets
* guest speakers from appropriate businesses/industry organisations that operate in global markets
* collection of information using a variety of resources e.g. internet, library, film media, newspapers, journals.

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| **Achievement Standard Number** | **91384 Business Studies 3.6** |
| **Title** | Carry out, with consultation, an innovative and sustainable business activity |
| **Number of Credits** | 9 |
| **Version** | 1 |

This achievement standard involves carrying out an innovative and sustainable business activity with consultation. Further details and clarification of scope are defined in the *Teaching and Learning Guides for Business Studies Years 11-13*,Ministry of Education, (<http://www.seniorsecondary.tki.org.nz/Social-sciences/Business-studies>).

The emphasis of the assessment is on the planning for a business activity, consulting for a business activity, carrying out the business activity and evaluating the business activity.

The business activity needs to be an ongoing activity throughout the year as long as the business idea is both innovative and sustainable.

The business activity and assessment of the activity will take a number of months of class time as teaching/guiding activity is interspersed with the assessment milestones and teaching and learning other aspects of the curriculum.

Students may work in a group or individually. 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.

The phrase “with consultation” refers to an outside advisor with business expertise who should mentor and facilitate a student centred process.

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| **Achievement Standard Number** | **91385 Business Studies 3.7** |
| **Title** | Investigate the exporting potential of a New Zealand business in a market, with consultation |
| **Number of Credits** | 3 |
| **Version** | 1 |

Candidates should investigate the exporting potential of a New Zealand business in a market, with consultation. The contexts are those defined in the *Teaching and Learning Guides for Business Studies Years 11-13*,Ministry of Education (<http://www.seniorsecondary.tki.org.nz/Social-sciences/Business-studies>).

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. Preliminary information could be collected from visiting a business, a website or from a business case study.

Students may work in a group or individually. 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.

The phrase “with consultation” refers to domestic and international business experts who should mentor and advise the student/group. The nature of domestic and international consultation is defined in the clarification for this standard.

**Approaches to Information gathering:**

Suggested approaches for collecting information include:

* correspondence (letters and/or emails), meeting notes, market analysis results, tax notes, information about logistics, exchange rates, cultural and business information, contact with offshore agencies.