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**NCEA Level 3 Agribusiness**

**Conditions of Assessment**

Version 1: November 2017

**General Information**

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

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** | **91869 Agribusiness 3.8** |
| **Title** | Analyse future proofing strategies to ensure long term viability of 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

Teachers may choose to teach and assess this standard alongside:

*3.9 Analyse the effect of financing options of a strategic capital expenditure decision on a business* as there may be a natural fit with the context of future proofing the business.

*3.10 Analyse how a product meets market needs through innovation in the value chain* as it naturally fits with innovative future proofing strategies.

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** | **91870 Agribusiness 3.9** |
| **Title** | Analyse the effect of financing options of a strategic capital expenditure decision on 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

This is not an accounting Achievement Standard, so students do not have to present a spreadsheet showing the effect of the financing options, however, they may choose to do so, as it may help in justifying the best financing option for the business.

Teachers may choose to teach and assess this standard alongside:

*3.8 Analyse future proofing strategies to ensure long term viability of a business* as there may be a natural fit with the context of the strategic capital expenditure decision.

*3.10 Analyse how a product meets market needs through innovation in the value chain* as it naturally fits with financing options for innovative strategic capital expenditure decisions.

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** | **91871 Agribusiness 3.10** |
| **Title** | Analyse how a product meets market needs through innovation in the value chain |
| **Number of Credits** | 4 |
| **Version** | 1 |

Teachers may choose an appropriate product that shows innovation in the value chain as a case study for assessing this standard, or may guide students in their own selection of an appropriate product and company. Teachers may want to work through an example with students. It is preferable that this product and company is located in New Zealand for ease of information collation and relevance. 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

The innovation selected could be innovative, revolutionary and / or future focused, it does not have to be existing or already established in the value chain, though it does need to be relevant to the product selected.

Teachers may choose to teach and assess this standard alongside:

*3.8 Analyse future proofing strategies to ensure long term viability of a business* as there may be a natural fit with an innovation that adds greater value to a product which meets market needs and which ensures business viability.

*3.9 Analyse the effect of financing options of a strategic capital expenditure decision on a business* as it may fit nicely with an innovation adding greater value to a product to meet market 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.