

NZQA Approved

This task involves contact with businesses and it is recommended that the teacher manages this sensitively

Remote Internal Assessment Resource

Business Studies Level 3

|  |
| --- |
| This resource supports assessment against:  Achievement Standard 91385  Investigate the exporting potential of a New Zealand business in a market, with consultation |
| Resource title: Ready to Export? |
| 3 credits |
| This resource:   * Clarifies the requirements of the standard when delivered remotely * Supports good remote 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 environment and ensure that submitted evidence is authentic |

|  |  |
| --- | --- |
| Date version published by Ministry of Education | Originally published December 2012 Version 2 and edited April 2020  To support remote internal assessment due to COVID-19 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-5-2020-91385-01-6450 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher 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 Business Studies 91385: Investigate the exporting potential of a New Zealand business in a market, with consultation

Resource reference: Business Studies 3.7R v2

Resource title: Ready to Export?

Credits: 3

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent remote assessment during COVID-19 using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Business Studies 91385. 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 assessment activity requires students to investigate, with consultation, a New Zealand business with export potential in a specified offshore market.

Guide students in selecting an appropriate business and market to investigate. Also provide guidance to ensure that students understand the importance of consulting with domestic and international experts in order to achieve under the standard. Note that you and your students will need to be sensitive to the current situation and that for some businesses, this is a difficult time. You will need to do some pre-checking with businesses to ensure that they are willing to talk about this with students.

Before beginning this activity, students need opportunities to:

* explore the export process, export risks and opportunities, and concepts related to export readiness (relevant business knowledge, concepts, and content related to learning objectives are listed in the *Teaching and Learning Guide for Business Studies* on the [TKI site](http://seniorsecondary.tki.org.nz/Social-sciences/Business-studies/Learning-objectives))
* learn about the different government and non-government agencies that provide support and advice to exporters
* become familiar with Māori business concepts (concepts relevant to Learning objectives are listed in the *Teaching and Learning Guide for Business Studies* on the [TKI site](http://seniorsecondary.tki.org.nz/Social-sciences/Business-studies/Learning-objectives)).

This achievement standard requires that students demonstrate understanding of the following business knowledge, concepts, and content (in no particular order):

* the export process (cultural intelligence, transport, distribution, finance, intellectual property, compliance, jurisdictions, trade agreements, exchange rates)
* government and non-government agencies that provide support and advice to exporters (within New Zealand, such as NZTE, and offshore, such as trade commissions)
* assessing export readiness
* the risks and opportunities of expanding globally.

Students may need support as they approach businesses and organisations to request information or an interview and as they prepare interview questions and review ethical research procedures.

You may choose an appropriate business as a case for assessing this standard. Preliminary information could be collected from visiting a business, a website, or from a business case study.

Conditions

Students may need guidance on what evidence they should collect in their individual portfolios to show that an investigation has been completed.

Resource requirements

You may need to provide:

* a list of suitable pre-approved businesses which students may select to investigate – it may be necessary to provide students with only one or two options after confirming that these businesses are in a position to help
* internet and online library access for research
* facilitated access to business advisors (due to the current situation, it is preferable for teachers to be the contact point between students and business to ensure the relationship is managed appropriately).
* access to suitable software and equipment for report presentation. Some students may opt to do this by pen and paper, or hardcopy which should be considered in this situation

**Internal Assessment Resource**

Achievement Standard Business Studies 91385: Investigate the exporting potential of a New Zealand business in a market, with consultation

Resource reference: Business Studies 3.7R

Resource title: Ready to Export?

Credits: 3

|  |  |  |
| --- | --- | --- |
| Achievement | Achievement with Merit | Achievement with Excellence |
| Investigate the exporting potential of a New Zealand business in a market, with consultation. | Investigate, in depth, the exporting potential of a New Zealand business in a market, with consultation. | Comprehensively investigate the exporting potential of a New Zealand business in a market, with consultation. |

Student instructions

Introduction

This assessment activity requires you to investigate the exporting potential of a New Zealand business in a market, with consultation. The aim of this investigation will be to explore the export readiness of the business and the export potential of one or more its products. You will:

* plan an investigation that includes consulting with specialist advisers
* conduct this investigation, collecting evidence as you work
* explain and evaluate the exporting potential of the business in a report or presentation.

You may work with others to get feedback as you plan and conduct your investigation, but you need to collect evidence and produce a report or presentation individually.

You will be assessed on:

* the quality of your investigation planning
* the evidence you present of your investigation
* the depth and comprehensiveness of the discussion in your report or presentation.

Select a presentation format that meets your needs. For example, you might produce a written report, podcast, or video presentation, or deliver a speech or slide presentation. In any case, you will be required to submit a list of all your sources of information.

Teacher note: Allow students to select a presentation format that best meets their needs. Also adapt the time allowed to meet the identified needs of your students.

Task

Plan the investigation

* In consultation with your teacher, identify the business and the market you will investigate. A suitable business would be one that is of interest to you and has export potential in a specified offshore market.

Teacher note: Suggest a list of suitable businesses from which students may choose. You will need to contact these businesses in advance to discuss their suitability and secure their co-operation.

* Identify the information you need to comprehensively investigate the exporting potential of your selected business and outline the process you will follow to obtain this information.
* Include plans to consult specialist advisers in New Zealand and internationally. Take note of any time zone differences that apply.

Teacher note: Students may work in groups to plan each investigation, and you will need to advise students as to how they can show evidence of their contribution. You may suggest that they invite you to their online meetings to observe the group or arrange for a video snapshot of its collaborative processes. Using an online meeting forum such as Zoom would allow these meetings to be recorded for this purpose.

* You may gather information on: transportation, distribution, finance, intellectual property, trade agreements, exchange rates, compliance (with domestic and foreign regulations), jurisdictional issues, cultural intelligence, and any other aspects of the export process, as appropriate.

Compile evidence

* Collect and record evidence from a range of sources.
* Write or otherwise record detailed notes and/or photocopy or print out information as necessary.
* As you work, keep a record of your sources of information so that you can acknowledge them in your report or presentation.
* Check that you have gathered enough evidence of sufficient quality to allow you to evaluate the risks and opportunities in exporting to the specified market for your selected business.
* Include evidence of domestic consultation. That is, show evidence of a two-way communication between you and, for example, a government or non-government agency within New Zealand that provides support and advice to exporters. (Such agencies include government bodies such as New Zealand Trade and Enterprise, export credit agencies, business incubators, chambers of commerce and other business associations, and organisations such as the Asia New Zealand Foundation.)
* Include evidence of international consultation. That is, show evidence of a two-way communication between you and, for example, an overseas business or agency that provides support and advice to exporters (such as trade commissions or embassies).
* Your portfolio of evidence could include, for example: letters/emails, meeting notes, and notes from phone conversations, as well as market analysis reports and other financial and business information sourced from your selected business, government departments, business support agencies, media, and other sources.

Write a report or presentation

* Confirm with your teacher the format of your report or presentation.
* Write a report or presentation in which you evaluate the exporting potential of your selected business in a particular offshore market.
* Compare the level of export readiness of your selected business with the level required to enter the offshore market.
* Assess the export potential of one or more of the business’s products in the offshore market.
* Evaluate the risks and opportunities in exporting to the offshore market for your selected business.
* As you write your report or presentation, ensure you do the following:
* Use detailed, relevant examples from your evidence to provide comprehensive explanations.
* Integrate relevant knowledge of the various aspects of the export process to fully support your explanations.
* Integrate a Māori business concept (or concepts) to fully support your explanations, where relevant.
* Submit your report or presentation.
* Include a list of your sources of information.
* Attach your investigation plan and any necessary documentation to support your contribution to it.
* Attach your portfolio of evidence.

Assessment schedule: Business Studies 91385 Ready to Export?

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student has investigated the exporting potential of a New Zealand business in a market, with consultation. The student will typically do this by:   * planning an investigation * consulting domestically with specialist advisers * providing evidence of an investigation.   The student has:   * explained the export potential of a business’s product (or products) in a specified offshore market * explained the business’s export readiness in relation to the specified offshore market * stated business knowledge relevant to exporting potential * stated a Māori business concept (or concepts) where relevant to exporting potential.   For example:  My investigation showed that Aroha Spring Water could be exported to Singapore.  According to the ASEAN Combined Business Council, there is much potential for New Zealand food and beverage (F&B) products in Singapore.  Specifically, two integrated resorts (IRs) have recently opened in Singapore, providing a new outlet for sales of high-end F&B products. Together these IRs serve more than 70,000 meals a day.  Before Aroha Water Ltd can begin to take advantage of this opportunity, however, logistical challenges will need to be overcome. Safely transporting bottled Aroha Spring Water to Singapore is a key challenge.  *The examples above relate to only part of what is required, and is just indicative.* | The student has investigated, in depth, the exporting potential of a New Zealand business in a market, with consultation. The student will typically do this by:   * planning an investigation * consulting domestically and internationally with specialist advisers * providing evidence of an investigation.   The student has:   * fully explained the export potential of a business’s product (or products) in a specified offshore market * fully explained the business’s export readiness in relation to the specified offshore market * included business knowledge relevant to exporting potential * included a Māori business concept (or concepts) where relevant to exporting potential.   For example:  My investigation showed that Aroha Water Ltd is well placed to capitalise on opportunities in Singapore.  With its flagship product, Aroha Spring Water, Aroha Water Ltd could take advantage of new sales channels that have recently opened in the city state and benefit from the reputation of New Zealand as a source of clean, natural food and beverage (F&B) products.  Singapore is heavily reliant on food imports. Ziena Jalil, New Zealand’s trade commissioner in Singapore, said the success of two newly opened integrated resorts (IRs) is fuelling demand.  Resorts World Sentosa and Marina Bay Sands are world-class, casino-based holiday resorts that together serve more than 70,000 meals a day. These resorts attract wealthy tourists and locals who expect a high standard of F&B service.  *The examples above relate to only part of what is required, and is just indicative.* | The student has comprehensively investigated the exporting potential of a New Zealand business in a market, with consultation. The student will typically do this by:   * planning an investigation * consulting domestically and internationally with specialist advisers * providing evidence of an investigation.   The student has:   * evaluated the export potential of a business’s product (or products) in a specified offshore market * evaluated the business’s export readiness in relation to the specified offshore market * integrated business knowledge relevant to exporting potential to fully support explanations * included a Māori business concept (or concepts) where relevant to exporting potential to fully support explanations.   For example:  My investigation showed that Aroha Water Ltd is well placed to capitalise on opportunities in Singapore.  With its flagship product, Aroha Spring Water, Aroha Water Ltd could take advantage of new sales channels that have recently opened in the city state and benefit from the reputation of New Zealand as a source of clean, natural food and beverage (F&B) products.  Singapore is heavily reliant on food imports. Ziena Jalil, New Zealand’s trade commissioner in Singapore, said the success of two newly opened integrated resorts (IRs) is fuelling demand.  Resorts World Sentosa and Marina Bay Sands are world-class, casino-based holiday resorts that together serve more than 70,000 meals a day. These resorts attract wealthy tourists and locals who expect a high standard of F&B service.  “Both resorts are looking for reliable partners to supply safe, high-quality food. New Zealand has a positive image in Singapore, and the growth of the IRs is an opportunity to leverage that advantage,” Jalil explained in a phone interview. (See Appendix 1 for a transcript.)  Misha’s Vineyard is a New Zealand F&B company comparable to Aroha Water Ltd. It has successfully penetrated the IR market in Singapore and provides a good case study for Aroha Water Ltd.  According to a report on the New Zealand Trade and Enterprise site, Misha’s is using special, culturally appropriate branding at the resort, providing training on the product to resort staff, and warehousing its wines in Singapore.  *The examples above relate to only part of what is required, and is just indicative.* |

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