



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

2010

Internal Assessment Resource

Subject Reference: **Business 1.6**

Internal assessment resource reference number:
Bus/1/6_A1

Business Activity

Supports internal assessment for:

Achievement Standard: 90842 v1

Carry out and review a product-based business activity within a classroom context with direction

Credits: 6

Date version published:

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**Ministry of Education
quality assurance status**

For use in internal assessment
from 2010

Teacher Guidelines:

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

Context/setting:

Students will be assessed on their ability to carry out and review a product-based business activity within a classroom context with direction. Students will engage in a planning phase and submit a business plan before beginning to carry out the activity.

The emphasis of the assessment is on the practical process of carrying out the business activity, and this should be reflected in the resources and advice or direction provided by the teacher.

The context is given as “a classroom setting” which suggests that the business activity will be done within a managed and safe environment, and the business offering is made to a small and limited market audience (other students from the department, year level, etc).

This does not limit the scale and size of the business and if a business group wishes to take their business activity to a larger context, this is allowed, but is not the context for assessment purposes.

It is expected that the carrying out of the business activity would be completed within a one-off event (e.g. one day / lunchtime / evening etc), so that there is a definite differentiation into planning / preparing/ carrying out / reviewing. The context of a school based ‘Market Day’ or similar is appropriate.

The phrase “with direction” means that teachers should answer any questions raised by the students as they go through the activity, by suggesting where/how the answer to their question may be found – rather than giving the answer directly.

Conditions:

Students will be thoroughly taught the usual procedures followed to plan, set up and carry out a business activity before they are assessed against this standard. During the assessment they will be guided in the action needed to plan, research and collect the relevant information/data for their business activity.

During the assessment activity, students will be set a series of discrete tasks so that the overall project is made manageable for them and assessment milestones are provided.

The assessment of the activity will take several weeks of class time as the assessment tasks and teaching/directing, is interspersed with the assessment milestones. As the carrying out of the activity is a one off; a lunchtime, market day or similar is an adequate time allocation.

There are three components to this assessment:

1. Planning

a) Business Plan

The business plan is to be completed in small groups. Each member of the group should contribute to the business plan. This can be left to the

group to organise as each group member will be judged on the same evidence for this part of the assessment. (One aspect of carrying out a business activity successfully is the need to work effectively with others.) A peer review of group members could be included in this component, although this is not required as evidence for the standard.

An example of guidance that could be provided for the business plan is attached in Appendix 1.

- b) **Work Log**
An individual diary/work log of work done during the activity – assessed individually.

An example of a format for a work log is attached as Appendix 2.

The work log completed by each student will be their record which is used as a resource for the final component which is the review of the activity. As a check on authenticity and to assess the student's ability to plan effectively, teachers will check the log at more than one stage.

2. Carrying Out

The activity will be completed as a group and each group member will be judged on the same evidence for this part. Each team member should be involved in carrying out the business activity on the day. Evidence of the carrying out of the business activity will need to be provided as annotated photographs by the group. These photos will need to show the group carrying out a one-off procedure and include agreed elements such as:

- Each member engaged in the activity;
- Evidence of procedure for cash handling;
- Evidence of stock;
- Evidence of record of sales sheet being completed;
- Evidence of signage to promote product and price etc.

(Teachers will need to provide exemplars/explanations of requirements.)

An example of elements to be considered in the carrying out of the business activity is attached in Appendix 3.

Note: 'Carrying out' is only assessed to Achieved level. There is no requirement to make a profit at this level.

3. Reviewing

A review activity based on the individual's reflection of what has happened and what they have learnt from this activity – this is assessed individually. The final review of the business activity is based on the student's own work log and review information gathered from the carrying out of the activity on the market day. This will be completed under supervision and students will be able to access a range of resources (open book) within the classroom.

Students should be given 60-90 minutes to complete this final task.

An example of a format for a template for gathering evidence for this part of the activity is attached as Appendix 4.

Authenticity of students' work can be an issue with extended assessment tasks. The mitigation strategies are suggested above to ensure authenticity. It is suggested that the templates for all assessment tasks are kept within the classroom, timely milestones are used to check on progress, and that the school's own assessment policy be applied.

Resource requirements:

Suggested templates for all assessment activities are provided for teacher adaption to keep consistency and manageability across all components and groups work. The requirement for each group may be quite different depending on the business activity chosen. Guidance as to what is possible and what will be successful will need to be given by the teacher. It may be that the activity is themed around an event (e.g. Mothers/Fathers day / Easter / Anzac day) which will have the effect of limiting the product range and resources needed.

A camera, printer and explanations about the photographic evidence needed for the market day will need to be provided for the students.

2010

Internal assessment resource

Subject Reference: **Business 1.6**

Internal assessment resource reference number: **Bus/1/6_A1**

Business Activity

Supports internal assessment for:

Achievement Standard 90842 v1

Carry out and review a product-based business activity within a classroom context with direction

Credits: 6

Student Instructions Sheet

OVERVIEW

In this Business Studies Activity you will be carrying out and reviewing a business activity in groups, and with guidance and direction from your teacher. You will be working with your group for approximately four weeks and your progress will be checked at several points (more than one) during the four week period by your teacher.

There are three parts to this assessment.

Task 1 requires the completion of a written business plan. This is a **GROUP** activity and each group member will be judged on the same evidence for this task.

Task 1 also requires the completion of an individual work log for your business activity. This is an **INDIVIDUAL** activity and is required for completion of Task 3.

Task 2 requires your group to carry out the planned business activity. This is a **GROUP** activity and each group member will be judged on the same evidence for this task.

Task 3 requires you to use your individual work log (completed in Task 1), business plan and any other information (including own business knowledge and a Māori concept where relevant) to reflect on how well the business activity was performed and make recommendations of what could be improved in the future.

This is an **INDIVIDUAL** activity.

You should read all the tasks requirements to ensure you understand what is required. Ask your teacher if you aren't sure.

Student Instructions:

Task 1: Planning

a) Writing a Business Plan

Your group is required to develop a new product that will be sold at a market day at an agreed time at school. The aim is to make a profit and learn from the experience. Once you have agreed on the product your group needs to research and collect the relevant information/data to plan and write your business plan.

On the due date, your teacher will collect in your business plan to assess. A copy will then be returned to you to assist with the carrying out of the business activity.

Your group will complete their business plan using the guidelines provided. The work may be completed by the group as a team, or you may divide the sections amongst members of the group. The method used for the plan's development should be noted in the plan.

Your group needs to complete the following elements in your business plan, and where possible show how elements interrelate.

- **Executive summary** - This is an overview of your proposed business idea. It will include the objectives and mission of the business and also outline the key points from each section of your business plan. The executive summary should be no longer than one page in length.
- **Introduction** – This section will provide important background information that will explain why you believe your product at school would be successful. It would include details about the product and explain the target market for this product.
- **Marketing** – This section will require you to gather market research (both primary and secondary data should be collected). A SWOT (strengths, weaknesses, opportunities and threats) analysis should then be made. Lastly, an overview of the marketing mix (price, product, promotion and place) of your business idea needs to be completed.
- **People** – This section will include an organisational chart showing the members and their roles within your group, and also the key stakeholders of the business will be identified. You will need to include an overview to the internal and external methods of communication that the business will use.
- **Finance** – This section will outline the sources of finance. It will also involve the calculation of a breakeven analysis and an estimated cash budget for five days of operation. You will have to use some of your data that you have collected in the marketing section of the business plan to complete this section. Other data may not be as easy to obtain and, if necessary, you will need to estimate the various income and expenses. If you are required to

make estimates, you will be required to detail your reasoning behind the figures that you have used in your business plan.

- **Operations** – This section will provide detail about the suppliers that will be used for the business. It will also detail the information regarding the coordination and the general running of the business - this will include but not be limited to production, cash handling and equipment. You will need to explain the quality control process that will be used and health and safety issues that will need to be addressed. This section should also outline the procedures used for gathering information from the carrying out of the business to be used in the review.

b) Completing an individual work log

During the preparation period leading up to the market day, you are required to keep a record of your involvement in the business activity. A template will be provided, and daily entries will be made. You will use this work log as part of the information required to complete Task 3.

The information in the work log will cover:

- **Your work**
 - record how your time has been used each day
 - main task completed/progress made.
- **Other group members**
 - your observations on the team working
 - contributions made by others.
- **Problems**
 - anything that has made your group work more difficult
 - what reaction you/your group made to the problems.
- **New Ideas**
 - Modifications/improvements that have arisen from any group members while carrying out the activity.

Task 2: Carrying Out

Your group is required to carry out the Business Activity by running a business stall at the planned market at school. The template used for collecting this information may be provided by your teacher.

The “carrying out” of the business activity (Market Day) will be assessed on evidence provided by your group in annotated photographs of the following aspects. Your teacher will provide you with direction of how to go about this and what they will be looking for in the annotated photos such as a labelled photo of the group on Market

Day with everyone performing their allocated task, e.g. Linda (cashbook controller) handled the cash received, and completed the cashbook.

- **Operations**, e.g.
 - product completed and available for sale in appropriate quantities
 - point of sale display complete
 - cash handling and work place well organised.
- **People and Management**, e.g.
 - any problems solved / opportunities taken
 - group members working effectively as a team.
- **Information**, e.g.
 - appropriate feedback information (e.g. survey) from market being effectively gathered.

Task 3: Reviewing

On completion of the Business Activity use your individual work log, business plan and any other information (including own business knowledge and a Māori concept where relevant) to reflect on how well the business activity was performed and make recommendations of what could be improved in the future.

You will need to present your findings in written form for assessment.

This is an individual assessment and will be completed in class under supervision.

Your teacher will give you 60-90 minutes to complete Task 3 in the classroom. You will be allowed to use your work log, business plan, class notes and your copy of the information collected on Market Day.

Assessment Schedule: Business 1.6_A1 - AS90842 - Carry out and review a product-based business activity within a classroom context with direction

Task	Achievement	Merit	Excellence
1. Business Plan	<p>Six of six elements presented and each section complete.</p> <ol style="list-style-type: none"> Executive summary Introduction Marketing People Finance Operations <p><i>Examples:</i> <i>Element 1: Executive summary/Objective</i> <i>To sell personalised pencil cases using a range of popular computer printed images and texts.</i></p> <p><i>Element 6:</i> <i>Operations/suppliers/management/information</i> <i>Pencil cases will be sourced and computer use arranged. Stall will be designed and posters etc made.</i></p>	<p>Six out of six elements presented and each section completed to a detailed level.</p> <ol style="list-style-type: none"> Executive summary Introduction Marketing People Finance Operations <p><i>Examples:</i> <i>Element 1: Executive summary/Objective</i> <i>To sell personalised pencil cases using computer printed images and texts.</i> <i>Images will be of family/whanau photos, pets etc; texts will be favourite inspirational sayings (e.g. Kia Kaha).</i></p> <p><i>Element 6:</i> <i>Operations/suppliers/management/information</i> <i>Several suppliers will be contacted before pencil cases are sourced and computer use will be arranged</i></p>	<p>As for Merit, plus there is clear connection and flow on between the elements and planning is comprehensive.</p> <ol style="list-style-type: none"> Executive summary Introduction Marketing People Finance Operations <p><i>Examples:</i> <i>Element1: Executive summary/Objective</i> <i>To sell personalised pencil cases using computer printed images and texts.</i> <i>Images will be of family/whanau photos, pets etc; texts will include target markets favourite inspirational sayings, such as Kia Kaha and Ka Hikitia (initial research shows that 70% of our target market identifies as being Māori). We have cleared all potential sayings with the Principal to ensure it meets school policy.</i></p> <p><i>Element 6</i> <i>Operations/suppliers/management/information</i> <i>Several suppliers will be contacted before pencil cases are sourced and computer use will be negotiated,</i></p>

	<p><i>Customer survey form will be made and income statement template is to be prepared.</i></p>	<p><i>and budgeted for. Stall will be designed and reflects marketing goals. Posters etc will be made and displayed. Detailed customer survey form will be designed in consultation with our teacher and detailed income statement template will be prepared.</i></p>	<p><i>arranged and budgeted for. Our plan shows a variety of products will be available. Stall is designed and reflects marketing goals and contingency plans have been made. Posters etc will be made and displayed. Detailed customer survey form will be made (we will talk to our teacher and other business experts/ kaipakihi on how best to do this) and detailed income statement template will be prepared. We have a cash handling system evident in plan and one team member/kaiairahi will be responsible for ensuring the safe handling of cash on the day. This relates to our planning on both operations and finance.</i></p>
2. Carrying Out	<p>Market day activity is planned for and carried out with direction.</p> <p><i>For example: (carrying out) Each person effectively carries out a responsibility(s) on the market day as shown by annotated photographs... e.g. "here is a picture with our secure cash box, record of sales spreadsheet and Linda who was made cash handler because she is real honest, good at giving change and not easily distracted."</i></p>		

<p>3. Review of business activity using work log and any other information</p>	<p>Log is completed and used to state how successfully the business activity was planned and carried out.</p> <p><i>For example: On the first day responsibilities were assigned to each group member. Everyone said they were happy with their role.</i></p>	<p>Log is completed and used to reflect on how successfully the business activity was planned and carried out.</p> <p><i>For example: On the first day responsibilities were assigned to each group member trying to match tasks with abilities. Everyone was happy with their role. This was shown by high levels of enthusiasm.</i></p>	<p>Log is completed and used to reflect on how successfully the business activity was planned, carried out and recommendations made about how to improve in the future.</p> <p><i>For example: On the first day responsibilities were assigned to each group member trying to match tasks with abilities. Everyone was happy with their role. This was shown by high levels of enthusiasm. However, by day five Joe had not been able to complete his task which was to arrange use of a computer because he was new to the school and didn't know who to ask. Tane offered to help Joe. I would recommend that next time when roles are given, a 2IC person is provided for each responsibility to ensure smooth operations.</i></p>
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Overall Judgement Statement for the Standard

A grade should be awarded by considering all the evidence presented and making a holistic judgement using the following guides below

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> • Planning for a directed product-based business activity. • Carrying out a business activity. • Stating relevant business knowledge. • Stating a Māori business concept(s) where relevant. • Stating how well the business activity was performed. 	<ul style="list-style-type: none"> • Detailed planning for a directed product-based business activity. • Carrying out a business activity. • Including relevant business knowledge. • Including a Māori business concept(s) where relevant. • Reflecting on how well the business activity was performed. 	<ul style="list-style-type: none"> • Comprehensive planning for a directed product-based business activity. • Carrying out a business activity. • Integrating relevant business knowledge. • Integrating a Māori concept(s) where relevant. • Reflecting on how well the business activity was performed and making recommendations of what could be improved in the future.

Appendix 1

NB: This is an **example** only of **one way** of providing guidance to students on the business planning. It is provided as a **suggestion** for teachers.

BUSINESS PLAN TEMPLATE

Your group business plan should contain the following sections, and the items listed in each section. You must integrate business knowledge throughout and Māori business concepts where relevant. Length is suggested for written responses but your teacher may ask you to present the evidence in another way such as a PowerPoint.

EXECUTIVE SUMMARY – ONE PAGE maximum

- Group Name
- Business Objectives
- Product Name and Description
- Marketing Information Summary (target/marketing mix)

INTRODUCTION – ONE PAGE maximum

- Explain why this product (refer to research)
- Explain why it will appeal to target
- Expanded discussion of product features contributing to unique selling point

MARKETING – approximately TWO PAGES

- Market research proposals
- Research methods described
- SWOT of business idea
- Proposed marketing mix outlined

PEOPLE – approximately TWO PAGES plus ORGANISATION CHART

- Organisation chart for group
- Key stakeholders for business listed and their role in business success discussed briefly
- Internal communication methods outlined
- External communication methods outlined

FINANCE – TWO PAGES plus BUDGET

- Finance needs outlined (budget provided)
- Sources of finance outlined
- Breakeven analysis complete / profit forecasts for FIVE days
- Data reliability assessed

OPERATIONS - TWO PAGES plus GRAPHS

- Suppliers listed
- Conservative / medium / optimistic forecasts of activity
- Coordination and management of team outlined
- Equipment needed
- Information plan outlined

Appendix 2

NB: This is an **example** only of **one format** of a student work log. It is provided as a **suggestion** for teachers.

INDIVIDUAL WORK LOG FOR BUSINESS ACTIVITY

NAME: _____ DAY: _____ DATE: _____
GROUP MEMBERS PRESENT: _____

1. MY TASK/ACTIONS FOR TODAY WAS

2. PROGRESS MADE ON MY/OUR TASK WAS

3. DIFFICULTIES ENCOUNTERED TODAY WERE

4. POSSIBLE SOLUTIONS TO THESE PROBLEMS WERE

5. OTHER GROUP MEMBERS WORKING WELL TODAY
(constructive comments)

6. NEW IDEAS TO EXPLORE THE GROUP CAME UP WITH TODAY

Appendix 3

NB: This is an **example** only of **guidance** to teachers on aspects to be considered in carrying out the business activity. It is provided as a **suggestion** for teachers.

MARKET DAY - EVIDENCE OF CARRYING OUT

Assess each groups “carrying out” using the suggested elements below. This could be done on the day of the activity (depending on number of groups) or be captured in photo which is annotated by the group to identify elements. Overall grade for Task 2 is to Achieved level only.

These are suggestions only and final criteria will need to be identified prior to the activity with the students.

OPERATIONS

1. Stall is well stocked / product for sale
2. Product is attractively displayed
3. Packaging / labelling clear and engaging
4. Promotion information well displayed / impact
5. Cash handling system evident

PEOPLE

6. Staff engaged readily with customers
7. Staff informed about their product
8. Staff worked together as team
9. Staff “on message” with promotion
10. “Person in charge” noted

MANAGEMENT

11. Difficult questions (if any) well handled
12. Alternate actions identified
13. Positive actions / initiative noted
14. Business Objectives evident

INFORMATION

15. Customer surveying evident
16. Questions appear relevant
17. Questions relate to business goal
18. Constructive feedback collected

OVERALL JUDGEMENT FOR TASK 2

Carrying out a planned business activity with direction

YES/ NO

Comment:

Appendix 4

NB: This is an **example** only of a format for a template for gathering evidence for the review part of the activity. It is provided as a **suggestion** for teachers.

REVIEW OF BUSINESS ACTIVITY

BUSINESS ACTIVITY DISCUSSION

1. Describe the Business Activity your group carried out, using the following headings as a guide.
 - a) Our Business Objectives were
 - b) Our Product was
 - c) and our Target Market was
 - d) The Main Promotion we used was
 - e) The Production method used was
 - f) Our Sales strategy was . . .
 - g) Profit / Loss made? (amount) . . .
 - h) Information gathered to assist business performance was

2. Choose two areas from the list above and give a suggestion how you could improve your input to the group next time.

One identified weakness is

Which I could improve by

Another identified weakness is

Which I could improve by

3. Review a decision made by the group during the business activity:

We decided to

The reason for this was

Good points about this decision were

Bad points about this decision were

The process used to make this decision was

My feelings about this decision were

Other group members' feelings about this decision were

I thought that the most effective group member in my group was

Because

I thought that the least effective group member in my group was

Because

4. BUSINESS CONCEPTS

- a) A business concept that we applied to our group was
- b) This concept was relevant to our activity because
- c) A relevant Māori business concept for our group was
- d) This concept relates to
- e) The significance of this concept for our group was

5. RECOMMENDATIONS FOR FUTURE

- a) If we did this activity again we would change
- b) Because