

UNIT TITLE: The Why behind the Buy.

Conduct Market Research for a new or existing product - AS 90846

**YEAR: 12 CURRICULUM LEVEL/S: 7 DURATION: 24 lessons
(Approx 6 Weeks)**

Introduction
<p>Students will act in the position of Marketing Consultants for one of the large business that they are studying. They will have a free choice of a new or existing product that the business wants more detailed information about to assist its performance in the market place. Students will understand how to design, conduct and present market research for a product as part of their investigation. They will then be in a position to provide the business with comprehensive market research information and be able to make recommendations to them regarding increasing the success of their product.</p>

Big Ideas in Business Studies		
Enterprise	<p>Students will:</p> <ul style="list-style-type: none"> recognise and reflect on the role of enterprise within a large business. understand the enterprise culture and fit of the product range to this business. 	
Sustainability	Citizenship	Globalisation
<p>Students develop an understanding that sustainability encompasses environmental, social, political, and economic sustainability. In this unit the focus is being an economically and environmentally sustainable entity. Students will be able to integrate their understanding of the production process and supply chain to the consumer offering in an economically and environmentally sustainable manner to reach the correct customers at a cost that is acceptable.</p>	<p>Students will consider the position of their product and the results of their investigations in the context of the target market and impact on its wider community.</p>	<p>Students will consider the impact of their results on the large business's global practices.</p>

Values highlighted in this unit	How students will be encouraged to develop the selected value or values during the unit
Excellence – aiming high, persevering <input checked="" type="checkbox"/>	<p>Excellence- students are acting as consultants for a real large business and are expected to produce results that are to a high business standard.</p> <p>Innovation - students have to identify a product and a research aim for their business client. They design their own research proposal and implement it effectively within a timeframe. They must present their findings to their client with their recommendations to enable increased success in the market place.</p> <p>Care for the Environment – when conducting their research they need to follow the principles of kaitiakitanga.</p> <p>Integrity – when designing and conducting their research proposals students must act with integrity to ensure the results obtained are valid and the business can rely on them.</p>
Innovation, enquiry and curiosity <input checked="" type="checkbox"/>	
Diversity – culture, language, heritage <input type="checkbox"/>	
Respect – for themselves and others <input type="checkbox"/>	
Equity – fairness and social justice <input type="checkbox"/>	
Community and participation for the common good <input type="checkbox"/>	
Care for the environment <input checked="" type="checkbox"/>	
Integrity – accountability, honesty, acting ethically <input checked="" type="checkbox"/>	

Key competencies highlighted in this unit	How students will be encouraged to develop the selected competency or competencies during the unit
<p><input checked="" type="checkbox"/> Managing Self - Self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage</p>	<p>Managing Self – students need to be self-motivated to participate effectively in the group work and then be able to individually process and reflect on the results within a specified timeframe.</p> <p>Relating to Others – students work in a group to collaborate on the design and planning of the investigation. This project means they are working with a large business; they must be able to relate to their Directors and customers in a professional and business like manner.</p> <p>Participating and Contributing – group work and working closely with the large businesses. They will have access to information and the required staff at their chosen business. The presentation will require all students’ contributions and participation in front of the business Directors.</p> <p>Thinking – students need to think about which product they wish to investigate and the purpose of that investigation to enable the results of their work to be meaningful for their chosen business. They will be innovative in their planning and design of the Market Research. They will need to comprehensively apply their knowledge and understanding of their target market and the Market Research topic. They will be creative in the medium and manner of results presentations.</p> <p>Using Language, Symbols, & Text – students will create their own resources for the collection of the data so will need to be enterprising so they are able to access their sample effectively. Their presentations will need to be appropriate for the audience.</p>
<p><input checked="" type="checkbox"/> Relating to Others – Listen actively, recognise different points of view, negotiate, share ideas</p>	
<p><input checked="" type="checkbox"/> Participating and Contributing – Balancing rights, roles and responsibilities, and responding appropriately as a group member.</p>	
<p><input checked="" type="checkbox"/> Thinking – Using creative, critical, meta-cognitive and reflective processes, drawing on personal knowledge and intuitions.</p>	
<p><input checked="" type="checkbox"/> Using Language, Symbols, and Texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p>	

ACHIEVEMENT OBJECTIVES									
Business Formation		Functions of Business		People in Business		Business Management		Business Environment	
Structure of Business		Business Planning		Interpersonal Communication	<input checked="" type="checkbox"/>	Financial Record Keeping		Legal Regulations	<input checked="" type="checkbox"/>
Sources of Business Advice		Market Research	<input checked="" type="checkbox"/>	Recruitment		Budgeting and Forecasting		Technological Advances	<input checked="" type="checkbox"/>
Location of Business		The Marketing Mix	<input checked="" type="checkbox"/>	Employee Satisfaction		Planning and Controls	<input checked="" type="checkbox"/>	Innovation and Change	<input checked="" type="checkbox"/>
Funding Options for Business		Production, Processes and Quality Control	<input checked="" type="checkbox"/>	Employment Law		Annual Reporting		Enterprise and Culture	<input checked="" type="checkbox"/>
		Customer Needs and Service	<input checked="" type="checkbox"/>	Leadership	<input checked="" type="checkbox"/>	Organisational Management	<input checked="" type="checkbox"/>	Global Environment	<input checked="" type="checkbox"/>
		Business Growth	<input checked="" type="checkbox"/>					Ethics and Social Responsibility	<input checked="" type="checkbox"/>
								Sustainability	<input checked="" type="checkbox"/>

PRINCIPLES

High expectations –

- Students are expected to propose their ideas to their large business client, who has high standards and then create their investigation to provide meaningful information to satisfy the business's expectations.
- Students present their findings to senior executives and these will include the CEO and relevant Directors of the business.
- Students are given the scaffolding to allow access and achievements of all levels.
- Students are exposed to peer learning and the opportunity to discuss their understanding to integrate their knowledge to reach Excellence level responses.
- Students set their own aims for this investigation in consultation with their teacher and their large business client.

Treaty of Waitangi - All students have ongoing opportunity to improve their knowledge of Te Reo (iwi and hapu, kawa, mahi, mana, taonga, kaitiakitanga). They will conduct their investigation by integrating and applying relevant Maori concepts. Kaupapa in their designing and method of market research collection stages.

Kaitiakitanga with respect to how they use their resources for the unit.

Manaakitanga when dealing with the external stakeholders that form part of their sample.

Cultural diversity - The choice of large businesses to study reflect New Zealand's cultural diversity. Students are able to choose a product to base their investigation on that can have a culturally diverse target market. Students are expected to embrace this aspect when designing their investigation to ensure their results are representative of the culturally diverse population in NZ as a whole and therefore can be meaningful for the business to apply in its market place.

Inclusion - Students will conduct some of their learning in a group situation so all students are included in the investigation. These groups will be pupil chosen and formed around their interest level of a particular product that they want to investigate.

Prior learning is assessed to ensure all students are included at a level where they can succeed using a differentiated approach in the classroom.

Learning to learn – Students are encouraged to explore the wide range of learning methods and opportunities available within this unit. The group work allows team work and collaboration to occur; the planning can be both auditory and visual. The actual conducting of the research will be kinesthetic and the delivery of the group presentation is in the medium of the groups own choice so they can decide their most effective approach to use.

Community engagement – Students engage with the large businesses and are able to access their expertise at a high level. They are able to gain insights into how they operate and their target market that is drawn from our local community. Students will actively engage our community in their sample when conducting their research collection task.

Coherence – this unit builds on the basic Market Research elements from Level 1 and prepares students for the Marketing Plan elements of Level 3.

Future focus – this unit allows students to explore future new markets for the product they are investigating, these could be both domestic and/or international.

<p>Learning Outcomes</p> <p>Students will ...</p>	<p>Teaching and Learning Strategies</p> <p>Learning through ...</p>	
<ul style="list-style-type: none"> • Understand the process of Market Research of a new or existing product in a chosen large business – The Warehouse or Easiyo. • Understand how to design, conduct and present market research for a product • Define a target market for a specific product • Identify different sampling methods e.g. random, stratified, quota and cluster • Discuss suitable methods for primary and secondary market research and their advantages and disadvantages • Identify quantitative and qualitative research • Recognise the analysis of data from different methods of market research • Be able to collect data efficiently and follow the principles of manaakitanga • Understand different information presentations formats for their data • Be able to draw conclusions and recommendations from their information to give to their business client. • Analyse the strengths and weaknesses of their Market Research process to assess the validity of their results • Present their Market Research findings (in a medium of their choosing) in a professional and business like manner to the CEO and Directors of their chosen business. • Be able to suggest methods to improve their Market Research process. • Understand why evaluation of the research process is important. 	<p>Learning Modes</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Graphs <input checked="" type="checkbox"/> Peer Learning <input checked="" type="checkbox"/> Surveys <input checked="" type="checkbox"/> Case Studies <input checked="" type="checkbox"/> Field Work <input checked="" type="checkbox"/> Research <input type="checkbox"/> Role Play <input checked="" type="checkbox"/> Interviews <input checked="" type="checkbox"/> Posters <input checked="" type="checkbox"/> Audio/Video clips <input type="checkbox"/> Mentor <input checked="" type="checkbox"/> Guest Speaker <input type="checkbox"/> Constructing a Model 	<p>ICT skills</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Excel <input checked="" type="checkbox"/> Email <input checked="" type="checkbox"/> Audio Visual (Flip) <input checked="" type="checkbox"/> Didital Camera <input checked="" type="checkbox"/> Publisher <input checked="" type="checkbox"/> Word <input checked="" type="checkbox"/> Google Docs <input checked="" type="checkbox"/> Internet Search engines <input checked="" type="checkbox"/> Websites: The Warehouse Easiyo Survey Monkey Marketingteacher.com Youtube.com TKI http://seniorsecondary.tk i.org.nz/Social-sciences/Business-studies/Key-concepts/Maori-business-glossary

Effective Pedagogy in Business Studies	
Mechanisms for Facilitating Learning	Specific Strategies Used
<p>Connections</p> <ul style="list-style-type: none"> - Building Connection with Community (<i>Linking with local businesses and community organisations</i>) - Engaging with Whanau & Iwi (<i>Entrepreneurial skills valued by Maori Culture</i>) - Culture Counts (<i>learning occurs when culture is reflected positively in resources</i>) - Ako (<i>acknowledging, respecting & valuing students' culture</i>) 	<p>Students are working with two local large businesses which will enhance the relationship with them and their connections to our school community. This unit provides the students to 'give something back' to the businesses following their support of their learning at Level 2.</p> <p>Cultural influences are explored when considering the target market for products and the possible new market opportunities.</p> <p>Both businesses have strong entrepreneurial culture backgrounds and students will be able to develop their understanding and integrate this into their project whilst respecting and valuing the business origins.</p>
<p>Alignment - aligning learning experiences to important outcomes.</p>	<p>Theory is aligned to the current unit of learning as students have to apply this to a new situation in an experiential format.</p> <p>Students are required to use their knowledge and apply it their own planning process and design their own resources to produce valid outcomes.</p> <p>Assessment opportunities are provided as check points for students and teacher at key points in the unit</p>
<p>Community – Sustaining a learning community which models a positive enterprising culture.</p>	<p>Students are encouraged to work co-operatively and also present information to others which promotes a positive enterprise culture in the learning environment. They are required to demonstrate effective team work (communication and respect for each other) for an assessed task.</p> <p>Students are working in the environment of our studied large businesses, these have their own kawa, community and cultures that need to be respected.</p>
<p>Interest</p> <ul style="list-style-type: none"> - Providing diverse learning opportunities - Utilising Experiential learning (Experience – Reflect – Generalise/Abstract – Transfer) 	<p>A range of learning opportunities is provided including group work, visits to the large business premises, discussions with key personnel, guest speakers, researching, planning, designing, collecting and presenting their results.</p> <p>Students are required to reflect on their experiences of the whole Market Research process they have completed. This includes their planning, research, collection and the presentation of their learning.</p> <p>They will be able to recommend improvements to their own practises and the implemented Market Research process they undertook for future successes.</p>

Key vocabulary				
Market Research	Secondary MR	Communication	Kaitiakitanga	Kawa
Primary MR	Quantitative data	Qualitative data	Manaakitanga	Data
Kaupapa	Target Market	Market Segmentation	Tikanga Maori	Sample
Market Place	Technology	Competitor	Stakeholders	Stratified
Interview	Focus Group	Questionnaire	Observation	Validity

KCRS Competencies - students should..	Intended topic related outcomes
Knowing – Understanding how learning happens (metacognition)	
<ul style="list-style-type: none"> • <i>Understand how learning happens</i> • <i>Appreciate depth of knowledge and be able to discriminate its intellectual quality and accuracy</i> • <i>Be able to organise knowledge in ways that help to retrieve and apply it</i> • <i>See knowledge not as an end to itself but as the way to further learning</i> • <i>Seek knowledge across a wide spectrum of endeavour</i> • <i>Continually demonstrate curiosity and accept challenges</i> 	<p>Links are made to theory lessons where students have been given the key concepts of Market Research. Clear learning objectives are given for each lesson. Active teaching will occur in the lessons and thinking tools will be promoted as a way of synthesising knowledge and applying it in an integrated manner to the planning and designing elements of this unit. Choice of presentation of their learning will allow students to be creative and entrepreneurial in their approaches. Exploration and inquiry methods used to access prior knowledge and understanding. Plenary activity will allow reflection of the concepts covered in each lesson.</p>
Connecting - relating prior learning to make and create links in other contexts and to solve problems creatively	
<ul style="list-style-type: none"> • <i>Actively construct understanding based on personal experiences, past and present</i> • <i>Understand the relevance of learning</i> • <i>Develop a wide range of strategies for communicating meaning</i> • <i>Appreciate the value of personal narrative</i> • <i>Envision a personal future and proactively work towards it</i> • <i>Understand their place in the world</i> • <i>Develop persistence, resilience and independence</i> 	<p>Actively construct understanding based on personal experiences by evaluating their current level of understanding of the topic areas against their peers and teacher expectations. Students will be actively engaged with their learning as they are tightly time bound for each activity and presentation of findings. They are working to an AS brief but also to the requirements of their business client, this allows a more purposeful and real life professional business environment to complete their project in. They will develop their communication skills at a professional level when dealing with senior staff in the businesses as CEO's and Directors will be involved.</p>
Relating – Applying prior learning to make and create links in other contexts and to solve problems creatively	
<ul style="list-style-type: none"> • <i>Apply knowledge across all areas of learning and appreciate the links between skills and understandings</i> • <i>Apply learning to personal needs and ambitions</i> • <i>Use assessment, appraisal and continual feedback to evaluate present learning successes and outcomes</i> • <i>Use knowledge to solve problems creatively</i> • <i>Listen to others' input and use knowledge wisely</i> • <i>Develop a global perspective and a sense of service</i> 	<p>They will develop a deeper understanding of the Market Research process on a practical level. They will all be encouraged to provide creative solutions in their planning and designing aspects. They will be working in groups to benefit from each others input and encouragement to reach their own capabilities. They will be able to explore the effect of their results with their chosen business, including potential global market opportunities.</p>
Supporting –Being an active participant in a positive and collaborative learning environment that supports diversity and others' viewpoints	
<ul style="list-style-type: none"> • <i>Believe in the capability of all people to learn and recognise their individual talents and needs</i> • <i>Be consciously inclusive and promote a positive learning environment for all</i> • <i>Acknowledge cultural diversity and in particular the bi-cultural nature of the NZ context</i> • <i>Create and work in a collaborative learning environment. Be sensitive to issues related to ethnicity, gender, sexual orientation and cultural background</i> • <i>Be tolerant and encourage others' viewpoints, including opposing or alternative ones</i> 	<p>Reminder of key principles at start of the unit – to establish a safe and positive learning environment in the classroom. Recognising individual talents and encourage all students to work to their strengths and develop improvement areas by ongoing feedback as the unit progresses and by assessment outcomes. Be tolerant of others' viewpoints during class and group discussions. Have an understanding of the cultural diversity of the target market and the businesses they have been studying by being respectful to all stakeholders. Working responsibly within their group to collaborate and encourage each other so they all able to succeed.</p>

ASSESSMENT		
Note: "Assessment" is not synonymous with formal testing		
Diagnostic <i>What do they know? What can they do?</i>	Formative <i>Individual and group feedback & feedforward - What are they learning? What do they need to learn?</i>	Summative <i>What have they learned? Can the students explain how they learned it? (Opportunities for metacognition and student evaluation of activities.)</i>
<p>Prior learning will be checked on the topic to assess the level of knowledge students have – some students have studied Level 1 whilst others are new to the subject.</p> <p>Peer learning to cover elements of knowledge required to complete this project.</p> <p>Working in groups to plan and design a Market Research process.</p> <p>Working in groups to implement the plan and actually go and physically collect the required data.</p> <p>Individual work to process the group data, present it and draw conclusions.</p> <p>Reflect on own performance in the process.</p> <p>Reflect on group performance, identify strengths and weaknesses and be able to consider improvements.</p> <p>Students are able to make informative decisions regarding the business they will act for and the product they will choose to base their project on.</p>	<p>Students are learning how to apply their learning on the topic of Market Research to a real life product in a current business environment by integrating their knowledge to work as marketing consultants to one of our studied large businesses.</p> <p>They will need to understand their chosen product very well to be able to assess the potential target market they want to research.</p> <p>They need to understand the culture of the business and the potential global trends that will affect them to integrate their research objectives in line with the business objectives and mission.</p> <p>Teacher feedback and informal assessment will occur at key points during the unit.</p> <p>Google Docs feedback will provide ongoing support and allow students to improve their work prior to submission date.</p> <p>Feedback will be received and sought from the businesses so they can provide the most meaningful Market Research results.</p> <p>Group work will also allow peer feedback to encourage and motivate all students towards a successful outcome.</p>	<p>The unit itself will be assessed by the submission of students work to enter the internal achievement standard – Conduct Market Research for a new or existing product – AS90846</p> <p>The final presentations will be assessed by the businesses when they come into school to receive the students' results.</p> <p>As part of the AS students are required to reflect on their work and the process they have devised. It will give them an individual opportunity to formalise how they have learnt, implemented and integrated their knowledge in particular aspects of the unit.</p> <p>They should be able to identify the most effective method to enhance their learning after the unit as they have been exposed to a wide range of learning approaches and opportunities.</p>

<p>Extension/enrichment activities provided for the following students:</p> <p>Identification of groups by individual teacher or student request.</p>	<p>Activities provided:</p> <ul style="list-style-type: none"> • Leadership roles available in the group elements of the unit. • Used to peer coach other students to demonstrate their understanding and their ability to apply their knowledge effectively and to adapt to differing business circumstances. • Take a lead role within the presentations to the businesses when they arrive to assess the Market Research results. • Extend the written work regarding the improvements that could be proposed to the Market Research process that the group carried out and provide a new data collection method.
<p>Further support provided for the following students:</p> <p>2 x Dyslexia 1 x suspected Asperger's Syndrome 1 x Physical Disability and Terminal illness</p>	<p>Support provided:</p> <p>Dyslexia:</p> <ul style="list-style-type: none"> • ICT available for student to assist with written work. • Extensions to deadlines for written work. • Assistance with additional formal checking and feedback in relation to written work. • One-2-one assistance. <p>Aspergers syndrome:</p> <ul style="list-style-type: none"> • Tasks broken down for the student into more manageable chunks. • Clear instructions given in verbal and written form. • Additional task sheets provided to scaffold the tasks. • Student able to choose own area of interest in relation to the task that they wanted to complete and their role in the group. • Availability of time out arrangements for the student. <p>Physical disability and terminal illness:</p> <ul style="list-style-type: none"> • ICT available for student to assist with written work. • Teachers aid sought for all lessons, working in partnership with the Whanua in relation to the payment for this service and the needs of the student. • Additional correspondence with the Whanau regarding the students progress, tasks being completed, deadlines and requirements so they can provide support. • Meetings with Whanua to establish realistic goals and how to manage the students disability in class. • Medical training provided by the Whanau so that the teacher could administer medication in an emergency, this enabled the student to go in the usual class trips to visit the business mentors (with a teacher present). • Tasks broken down for the student into more manageable chunks. • Clear instructions given in verbal and written form so that the changing teacher's aides could follow the ongoing activity. • Additional task sheets provided to scaffold the tasks so that the family could assist the student with completion of written work and management of his time outside of class.

Teacher reflection and evaluation: What impact did my teaching have on student learning? What evidence do I have?

What do the students still need to learn/do/practise/understand?

Lesson Planner – Being Market Research Consultants for The Warehouse or Easiyo

<i>Lesson</i>	<i>Specific Learning Objective</i>	<i>Suggested Activities</i>	<i>Resources</i>
1	<ul style="list-style-type: none"> To introduce the unit of work to the students. They need to understand that they will be acting on behalf of one of the large businesses we are studying to gain MR for them. Students will understand how to design, conduct and present MR for a product. 	<ul style="list-style-type: none"> Introduction to the unit and explanation of how the teaching and learning will occur. Discussion regarding internal standard and the expectations of their portfolio of evidence for assessment. Class discussion to gauge prior knowledge on the topic with differentiated questioning and group work activities to support peer learning. Hand out the brief document for the standard. 	<p>Teacher notes</p> <p>AS90846 student brief booklet</p> <p>MR activity SU box</p>
2	<ul style="list-style-type: none"> To develop their understanding of the requirements of the unit. To formalise the assessment elements of AS90846 and check understanding. To investigate the product range from both large businesses we have been studying to find potential areas of interest to focus and base their research on. 	<ul style="list-style-type: none"> Discussion of the brief document after students have completed reading it to ensure understanding of the tasks required. Students to individually think about which business they might like to work for. Research the types of products from the businesses from visit notes and the company website Students to start to complete both proposal idea documents after conducting their research to indicate their preferred particular product or a product range that interests them. 	<p>A4 plain paper & pens</p> <p>ICT access</p> <p>TWL website</p> <p>Easiyo website</p> <p>Student booklets from lesson 1</p> <p>Student proposal documents</p>
3	<ul style="list-style-type: none"> Visit to Easiyo Introduction to the MR process at the business. To discover relevant areas of MR they might wish the students to undertake on their behalf. To allow students access to any research data that they have already conducted. To allow students to ask questions of their Marketing Director to enhance their understanding of the project. 	<ul style="list-style-type: none"> Easiyo visit. Presentation from The Marketing Director regarding their current trends and products. Discussion with Marketing Director about the current trends and possible MR aims that would be valuable to the business. Asking specific questions to ascertain an aim. Sight and discussion of Easiyo MR data to use for their secondary data to inform planning. 	<p>Arrangement for visit to Easiyo</p> <p>Student notebooks</p> <p>Student prepared Q's</p> <p>Easiyo secondary data</p>
4	<ul style="list-style-type: none"> To formalise a proposal for Easiyo 	<ul style="list-style-type: none"> INDIVIDUALLY students will complete their brief idea document to propose an area to conduct MR for Easiyo. Complete the Easiyo research proposal form, submit for approval. 	<p>Student proposal documents from lesson 2</p>

5	<ul style="list-style-type: none"> • Visit to The Warehouse • Introduction to the MR process at the business. • To discover relevant areas of MR they might wish the students to undertake on their behalf. • To allow students access to any research data that they have already conducted. • To allow students to ask questions of their Marketing Director to enhance their understanding of the project. 	<ul style="list-style-type: none"> • The Warehouse visit. • Presentation from The Marketing Director regarding their current trends and products. • Discussion with Marketing Director about the current trends and possible MR aims that would be valuable to the business. • Asking specific questions to ascertain an aim. • Sight and discussion of TWL MR data to use for their secondary data to inform planning. 	<p>Arrangement for visit to The Warehouse</p> <p>Student notebooks</p> <p>Student prepared Q's</p> <p>The Warehouse secondary data</p>
6	<ul style="list-style-type: none"> • To formalise a proposal for The Warehouse 	<ul style="list-style-type: none"> • INDIVIDUALLY students will complete their brief idea document to propose an area to conduct MR for The Warehouse. • Complete The Warehouse research proposal form, submit for approval. 	<p>Student proposal documents from lesson 2</p>
7	<ul style="list-style-type: none"> • To decide on the product and business to investigate. • To form groups with students interested in the same product and business. • To identify secondary data sources. 	<ul style="list-style-type: none"> • Teacher feedback and students preferences ascertained regarding which proposal they wish to investigate. • Segment the students into groups (maximum of 4). • Group forming. • Identify and research possible secondary data sources. 	<p>A3 paper & pens</p> <p>ICT access</p>
8	<ul style="list-style-type: none"> • Group work – to identify the aim of the research. • Conduct secondary research. • Complete Task 1a – as a group fully write up for the portfolio 	<ul style="list-style-type: none"> • Working in their groups - obtain feedback/approval from the teacher on the brief idea proposal forms for the members in the group. • Discuss the ideas as a group. • Collaborate and decide on the group idea. • Write a group aim for the MR project. • Complete Task 1a as a group on Google Docs – share with teacher and each other. • Conduct secondary research from identified sources. 	<p>A4 paper and pens and ICT access</p> <p>Student booklets</p> <p>Students own secondary data resources</p> <p>Teacher sourced secondary data</p>
9	<ul style="list-style-type: none"> • Group work • Using the collected secondary research to inform the planning process for the group work. • Planning the research • To understand the Maori concepts of Kaupapa and Rangatiratanga. 	<ul style="list-style-type: none"> • Using the results for the secondary research discuss in the group the meaning of the information gained. • Use this information collaboratively to inform the planning process for the primary research they wish to collect. • Provide evidence of the secondary data used. • Integration of the Maori concepts of Kaupapa and Rangatiratanga. 	<p>ICT access</p> <p>Students own secondary data resources</p> <p>Teacher sourced secondary data</p>

10	<ul style="list-style-type: none"> To discuss and decide on the most effective primary research method to use to meet the aim of the research. To consider the different sampling choices and then decide on the one to use to research a representative population effectively. 	<ul style="list-style-type: none"> Group discussion on the methods of primary research, brainstorm all the alternatives and consider the positives and negatives for each approach. Apply their knowledge to their own research aim and decide on the best method to use to obtain the desired results effectively. To discuss sampling theory and apply their understanding to their research aim to get the most valid results. Decide on sample method and size. 	<p>A3 paper & pens</p> <p>Sampling teacher led theory with discussion & Q&A</p> <p>Sampling activity Case study</p> <p>ICT access</p>
11	<ul style="list-style-type: none"> To decide on the data type required. Complete Task 1b – as a group fully write up for the portfolio using Google Docs. To understand the Maori concepts of Manaakitanga, Kaitiakitanga, Manuhiri. 	<ul style="list-style-type: none"> Activity to consider both data types. Defining both quantitative and qualitative data and the ways to collect each one. Group work - decide with reasons on optimum data type for collection to meet their aim. Complete Task 1b on Google Docs as a group activity. Integrate the Maori concepts of Manaakitanga, Kaitiakitanga, Manuhiri. 	<p>Teacher led discussion on Q&Q types</p> <p>ICT access</p>
12	<ul style="list-style-type: none"> Design the Market Research for the collection of data (1). Using Google Docs 	<ul style="list-style-type: none"> Implementing the understanding of their data choice and sample method and size into the design of the resources for data collection. Draft a data collection tool. 	<p>ICT access</p>
13	<ul style="list-style-type: none"> Design the Market Research for the collection of data (2). Using Google Docs Plan where and when to collect the data within the required timeframe. 	<ul style="list-style-type: none"> Finish work on the data collection method they have chosen. Finalise their data collection resources fully so that they are ready to use with the sample. Complete the writing up of Task 1c on Google Docs and provide a blank data collection item. Group work – plan and organise how and where the actual carrying out of the MR will take effect within the required timeframe to reach the sample chosen. 	<p>ICT access</p>
14	<ul style="list-style-type: none"> Collect the data in order to meet the aim of the research. Task 2a. 	<ul style="list-style-type: none"> Carry out the MR and record the results on their data collection items. 	<p>Students own resources</p>
15	<ul style="list-style-type: none"> Collate the collected data as a group and discuss the findings. 	<ul style="list-style-type: none"> Collate the data from the raw data collection items into a tally sheet. Each group member to obtain the same tally sheet. Final group discussion about - MR process conducted and results obtained to meet their aim. 	<p>Teacher led demo on collation of data</p> <p>ICT access</p>

16	<ul style="list-style-type: none"> Understand different presentation formats. INDIVIDUAL work – presentation of the results. Complete Task 2b fully for their individual portfolio using Google Docs. 	<ul style="list-style-type: none"> Teacher input on presentation options for the results and ICT usage. Students now working on their own to complete the individual part of the portfolio for the project using their own individual Google Docs account and sharing with the teacher only. Complete Task 2b fully. 	<p>Teacher led demo on presentation methods using ICT</p> <p>ICT access</p> <p>Students tally sheet of results</p>
17	<ul style="list-style-type: none"> INDIVIDUAL work – draw conclusions from the data collated to meet the aim of the research. Complete Task 3a using Google Docs (1). 	<ul style="list-style-type: none"> Students to use their individually presented results to draw conclusions to meet their aims of the research. They need to integrate their business knowledge in this work and Maori concepts to support the conclusions they have drawn. Scaffold booklet available to assist students / provide differentiation. 	<p>ICT access</p> <p>Task 3a scaffold booklet</p> <p>Students own unit booklets</p>
18	<ul style="list-style-type: none"> INDIVIDUAL work – draw conclusions from the data collated to meet the aim of the research. Complete Task 3a using Google Docs (2). 	<ul style="list-style-type: none"> Students to continue to use their individually presented results to draw conclusions to meet their aims of the research. They need to integrate their business knowledge in this work and Maori concepts to support the conclusions they have drawn. 	<p>ICT access</p> <p>Task 3a scaffold booklet</p> <p>Students own unit booklets</p>
19	<ul style="list-style-type: none"> Understand why evaluation of the research process is important and how to improve the methods of research. INDIVIDUAL work – evaluate the research process that has been designed and conducted. 	<ul style="list-style-type: none"> Teacher input and class discussion regarding the importance of evaluation of the MR process. Class ideas how to potentially improve the methods of research undertaken. Students individually to apply these issues to their own work. 	<p>Teacher led theory on evaluation</p> <p>Class discussion prompts for imps</p> <p>ICT access</p>
20	<ul style="list-style-type: none"> Specify strengths and weaknesses of the process undertaken and comment on the effect these issues have had on the validity of the results obtained to meet the aim of the research. Complete Task 3b on Google Docs. 	<ul style="list-style-type: none"> Students to identify areas of strength in their MR process and the results obtained. Students to identify areas of weakness in their MR process and the results obtained. To consider the effect of these issues on the validity of the final results that have been reached to satisfy the original research aim. Complete Task 3b on Google Docs. 	<p>ICT access</p> <p>Task 3b/c scaffold booklet</p>
21	<ul style="list-style-type: none"> INDIVIDUAL work – consider ways that their market research process could be improved. Complete Task 3c on Google Docs. 	<ul style="list-style-type: none"> Students to identify ways that their own research process could be improved by integrating and demonstrating their business knowledge and understanding of the MR process. 	<p>ICT access</p> <p>Task 3b/c scaffold booklet</p>

22	<ul style="list-style-type: none"> • GROUP work – Prepare a presentation to show to their findings to their business. • Complete Task 4 	<ul style="list-style-type: none"> • Working in their groups organise and prepare to give a professional business presentation to their clients on the findings of their MR investigation, including any relevant result resources that they want to produce to be handed to them. 	<p>ICT access</p> <p>Students own resources and props for presentation</p>
23	<ul style="list-style-type: none"> • Complete a business presentation to their clients to show their research findings. • Accept questions from the business and look for ways to enhance their work to be more meaningful for their clients. 	<ul style="list-style-type: none"> • Complete their professional business presentation to their client. • Accept questions from their client and answer professionally using their business understanding. • Gain some insight into the improvements that could be made to their process to enhance their written work based on feedback from their clients. 	<p>Students own presentation.</p> <p>ICT access</p> <p>Arrange for Directors of the large businesses to visit school to judge and comment on MR project.</p>
24	<ul style="list-style-type: none"> • To have completed improvements from teacher feedback supplied on Google Docs for the group part of the assignment. • INDIVIDUAL work – To finalise and complete on Google Docs all the required tasks for the portfolio of evidence for AS90846 to meet the targeted grades expected of them. 	<ul style="list-style-type: none"> • Integrate the client feedback from the presentation to enhance their own work. • Students to finalise all work on Google Docs and print a copy for the teacher for assessment purposes. • AS 90846 submitted. 	<p>ICT access</p>