

Frequently Asked Questions about internals

This is from the moderator's March 2012 online newsletter. More FAQs will appear online soon.

3.6	<p>Q: I have a query with regards to the Year 13 Level 3 3.6 Business. Is there any set number of students required to start a business? Is there any reason why a student cannot do AS3.6 on their own? They would be consulting with business personal and mentors etc.</p> <p>A: <i>Based on LO 8-2 a group situation is suggested in order for students to be able to analyse the contribution of members. If a student does wish to create a sole proprietorship, the student needs to discuss the personal external relationships that are required in the planning document - in order for business success to occur. This would include how the student plans to generate and manage the relationships etc.</i></p>
3.4	<p>Q: In AS 3.4 (Marketing) does the marketing plan have to be focused on launching into a global market or can it be a local market? Also in AS 3.5 (HR) do we have to use a global business to base this on?</p> <p>A: <i>Both standards relate to TLG 8-1 which states: "Students will gain knowledge, skills and experience to: analyse how and why New Zealand businesses operating in global markets make operational and strategic decisions in response to interacting internal and external factors."</i></p> <p>Q: In the marketing plan assessment, the guidelines state that students must look at sales forecasting. Do you know if there is a certain method they should be using? i.e. Moving averages?</p> <p>A: <i>There is no prescribed forecasting method. Students need to choose whichever forecasting method is appropriate for their research of product, based on the teaching and learning prior to the assessment. For assessment, students need to justify in the market research, why they chose that method for forecasting. This also enables the students to apply the business theory. On a further note, it may help to discuss this with your Mathematics department as to the forecasting method that may be appropriate.</i></p>
2.4	<p>Q: Regarding the Level 2 Market Research unit, would researching the possibility of a crèche at the school be an acceptable idea? It is taking a current service offered by the school to parents but finding out if the service could be developed to offer childcare?</p> <p>A: <i>Any topic/product is fine as the focus of the assessment is about the process of market research and how it may be applied to a product rather than the product itself and then research about it. The research tools employed in the collection may have to go beyond surveys/questionnaires etc. in order for the kids to apply business concepts and reflect carefully (all the way up to excellence).</i></p>
1.6, 2.6	<p>Q: I've heard that in the Level 1 and Level 2 Carry out business activity standards, students need to pass the business plan in order to achieve the standard.</p> <p>A: <i>At Level 1, the context for learning is typically a product-based business, developed and carried out by the students within a safe environment such as a classroom/akomanga or department/tari/faculty. This will be a one-off business activity, with teachers giving direction. At Level 2, the context is an ongoing business activity (at least two cycles), with teachers giving guidance. As the study of business is about how individuals and groups of people organise, plan, and act to create and develop goods and services to satisfy customers, it is imperative that students are starting the practical aspects of their business from a solid foundation. This is recognised as the business plan. Students should have the opportunity to receive feedback from the teacher with regard to the validity of the planning document as the planning process is crucial to understanding and business success. It is encouraged that a fit-for-purpose business plan is the basis for carrying out business activities.</i></p>
1.4	<p>Q: For the Level 1 Marketing Internal is it okay for more than one student to do the same product – obviously their write-ups will be individual?</p> <p>A: <i>You can use the same product/service for the entire class. The standard is based on the students</i></p>

	<p><i>demonstrating their understanding of the marketing mix to the development of a new or existing product.</i></p> <p><i>This achievement standard requires that students demonstrate understanding of the following business knowledge, concepts, and content (in no particular order):</i></p> <ul style="list-style-type: none"> • <i>Product – product description and the product life cycle</i> • <i>Price – a range of pricing strategies</i> • <i>Place – channels and methods of distribution</i> • <i>Promotion – a range of promotional strategies,</i> <p><i>and apply these to the product – rather than study the product in depth and try to fit these to it.</i></p>
2.6, 3.6	<p>Q: Once students have been given their roles in the Level 2 and 3 carry out a business standards, do they have to stay in that role that whole time?</p> <p>A: Modern business practice is often based around temporary project teams. <i>Business activities could reflect this practice if teachers encourage students to select tasks based on individual strengths and interests, rather than assigning students to permanent roles.</i> <i>Examples of this are rotating leadership roles in meetings, when dealing with stakeholders and general tasks. (Source: LO 7-2 and 8-2 in the TLGs).</i></p>