

SUPERVISOR'S USE ONLY

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Draw a cross through the box (☒) if you have NOT written in this booklet

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 Business Studies 2023

90845 Apply business knowledge to a critical problem(s) in a given large business context

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Apply business knowledge to a critical problem(s) in a given large business context.	Apply in-depth business knowledge to a critical problem(s) in a given large business context.	Apply comprehensive business knowledge to a critical problem(s) in a given large business context.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL parts of the task in this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–12 in the correct order and that none of these pages is blank.

Do not write in any cross-hatched area (✗). This area will be cut off when the booklet is marked.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

TASK

This task has four parts, (a) to (d). Use the background information below, together with Resources A to C and your business knowledge, to complete each part. You may integrate any relevant Māori business concepts into your answers.

DEFINITION

Kaitiakitanga – the exercise of guardianship, particularly in relation to natural resources, such as land, sea, and waterways; also flora and fauna, including people, that comprise elements of the natural environment. This principle requires that sustainability and environmental protection are valued. As kaitiaki or guardians, the owners or trustees of an enterprise are responsible for protecting (and / or growing) resources for future generations – not just for short-term or individual profit.

Background information

Tohunga o waho (which translates to ‘outdoor specialists’ in English) is a business that offers educational outdoor experiences in New Zealand. Its mission statement is to provide the best out-of-the-classroom wilderness experiences for school-aged children.

There is a focus on student personal growth and the sustainability of New Zealand’s natural resources in its programmes, which is reflected in *Tohunga o waho*’s goals.

Tohunga o waho contracts its services to a range of primary and secondary schools throughout New Zealand, with regional offices in Auckland, Wellington, and Christchurch.

RESOURCE A: Papa Rangi Pouri (Dark Sky Park), New Zealand

Papa Ranga Pouri is an open recreation destination where there is a chance for the public to enjoy uninterrupted views of the night sky. The park engages with surrounding communities and provides a venue to view New Zealand skies at night. Papa Ranga Pouri seeks to protect New Zealand’s dark skies now and in the future.



Source: <https://www.pexels.com/search/telescope>

RESOURCE B: Customer feedback

Tohunga o waho has just completed an overnight trip to Papa Ranga Pouri Recreational Reserve to view the Dark Sky Park. Errol Harding from the Christchurch regional office was tasked with overseeing the trip. He contracted out the supervision of the trip to two guides. Errol did not know them personally, and the guides' experience was limited to adult tourist groups from countries other than New Zealand.

Tohunga o waho surveyed its customers to get feedback on their experience, and to ensure that processes were followed and the expected outcomes achieved.

Customer feedback from the survey is summarised below.

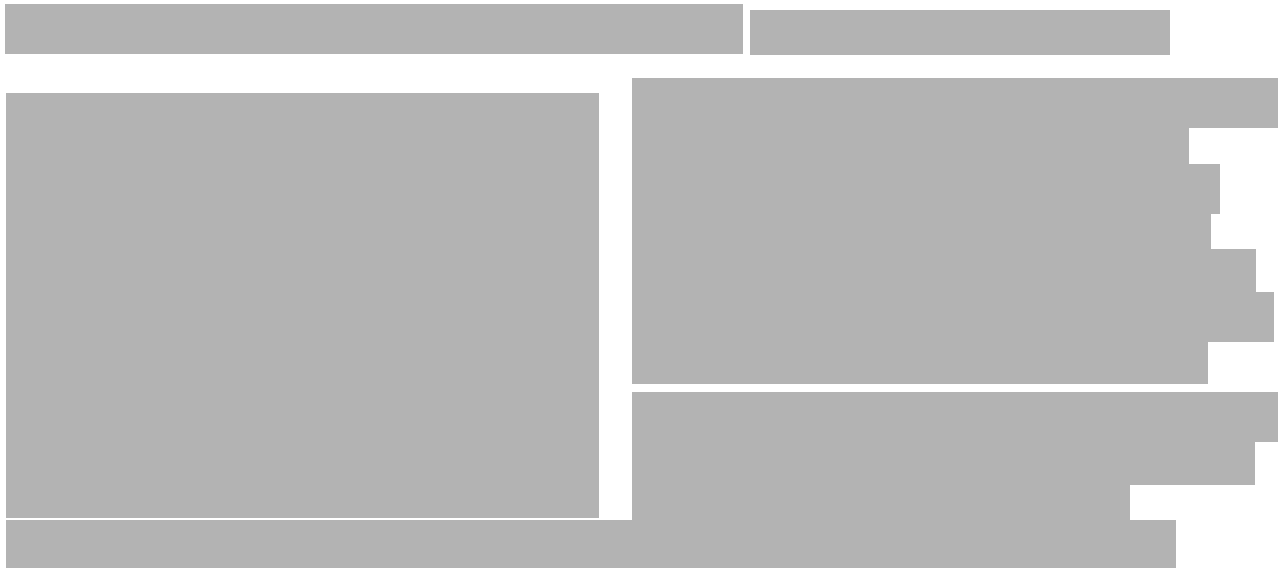
Equipment: There was not enough equipment for everyone, and items were missing from the emergency kits.

Food: There was a shortage of food for those students with special dietary needs.

Communication: The guides were not on time for the pick-up, and when the teachers rang Errol Harding, his phone went straight to a recorded voice message. The teachers did not have the guides' phone numbers until after the guides arrived at the pick-up site.

Knowledge of the park: The guides had a limited knowledge of the Dark Sky Park, and their presentation to students was confusing. There was no discussion about kaitiakitanga, which was supposed to be part of the programme.

RESOURCE C: Emergence of a new competitor



Source (text): <https://www.darkskyproject.co.nz/choose-your-experience/virtual-stargazing-experience/>

Image: <https://images.unsplash.com/photo-1576633587382-13ddf37b1fc1?crop=entropy&cs=tinysrgb&fit=max&fm=jpg&ixid=MnwyNDI0fDB8MXxzZWZyY2h8Mnx8dmlydHVhbCUyMHJlYXp0dHl8ZW58MHx8MXx8MTY-3NTgxMTg2Nw&ixlib=rb-4.0.3&q=80&w=400>

(iii) Justify, with TWO reasons, which solution is likely to be the most effective in improving *Tohunga o waho's* leadership of its next educational outdoor experience.

