

# Assessment Report

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### Part A: Commentary

Candidates with strong literacy skills were more likely to demonstrate the required knowledge at Achievement level.

Many candidates left questions unanswered, which limited their potential to gain Achievement.

Candidates who applied the information provided in the resource material to the question asked, rather than simply restating the information, were more likely to demonstrate the required knowledge to achieve the standard.

For Excellence, it is particularly important to bring new information into the 'justified conclusion' answer, not just a repeat of the information already provided.

### Part B: Report on Standards

## 91379: Demonstrate understanding of how internal factors interact within a business that operates in a global context

Candidates who were awarded **Achievement** commonly:

- clearly explained the benefit or effect of product/service innovation, but were not able to concisely explain both together
- explained the effects of the selected intellectual property protection and linked the response to their chosen business context
- clearly explained the negative impact on the staff of the selected change management strategy, but were unable to explain how this would affect economic sustainability
- memorised everything they knew on the topic without focusing specifically on the question.

Candidates whose work was assessed as **Not Achieved** commonly:

- did not demonstrate understanding of the relevant concept(s)
- did not answer questions correctly or use the context provided
- repeated the same idea(s) without adding value to the answer
- did not attempt parts of the questions, i.e. had incomplete answers
- used poor business vocabulary.

Candidates who were awarded **Achievement with Merit** commonly:

- clearly explained the benefit of product/service innovation and the effect it has on short-term profitability
- provided a detailed explanation of the effects of the selected intellectual property protection, and linked the response to their chosen business context
- gave a detailed explanation of the negative impact on the staff of the selected change management strategy and how this impact would affect economic sustainability
- evaluated a strategy concisely

- used the 'because', 'leading to', and 'therefore' method, or the 'what', 'why', and 'how' method to show their understanding.

Candidates who were awarded **Achievement with Excellence** commonly:

- integrated the case study/scenario in their answers
- articulated their answers well with a clear structure and logical flow
- demonstrated a strong understanding of the relevant concept by justifying their answers
- provided new information which was either a flow-on from the answers or a related concept which had not been discussed earlier in the answer.

### Standard-specific comments

Candidates are encouraged to study all strategies and concepts covered in this standard. They are also encouraged to include greater depth in their answers, and to ensure their answers are clearly communicated.

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## 91380: Demonstrate understanding of strategic response to external factors by a business that operates in a global context

Candidates who were awarded **Achievement** commonly:

- stated answers without expanding their ideas – e.g. they defined the term 'manaakitanga', but were unable to provide an example of how it can be shown
- could not demonstrate full understanding of a business they had studied independently
- showed an understanding of cultural intelligence.

Candidates whose work was assessed as **Not Achieved** commonly:

- did not understand the question
- did not understand what market share is
- repeated information from the resource material without applying it to the question asked
- used an inappropriate case study, i.e. discussed companies that do not operate in a global context and have assets or operations abroad (consistent with a multi-national company)
- did not understand the concepts of scope, size and/or timeframe
- used organisations in their answers which could not help the business
- did not complete significant parts of the paper.

Candidates who were awarded **Achievement with Merit** commonly:

- gave strong explanations of the impact of the implementation of a strategy on business perception
- went beyond stating how a business could be supported by an organisation by explaining how the business would benefit from this support
- considered the flow-on effects (both positive and negative) on sales, expenses, and therefore profits of a strategic response
- showed an understanding of what an appropriate strategic response is by explaining specific customer experiences.

Candidates who were awarded **Achievement with Excellence** commonly:

- understood in great detail the scope, size and/or timeframe of a strategic response
- considered new information or other aspects for a multi-national or a given strategic response – for example, perception by customers, the flow-on effects on the business
- provided practical examples of strategic responses in relation to societal expectations – for example, they related packaging or global warming to environmental societal expectations, or related the use of te reo Māori to cultural societal expectations.

## Standard-specific comments

The use of inappropriate companies is currently limiting candidates' achievement levels. This standard is a global paper looking at multi-national companies (MNCs) that have operations or significant assets abroad. It needs to be clear to candidates that answers must be based on MNCs. Companies that only operate in New Zealand with no presence abroad do not meet this requirement and cannot be used.

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### 91381: Apply business knowledge to address a complex problem(s) in a given global business context

Candidates who were awarded **Achievement** commonly:

- answered all or most questions
- referred to the resource material in their answers
- incorporated business knowledge into their answers
- showed understanding of some of the concepts examined.

Candidates whose work was assessed as **Not Achieved** commonly:

- did not use business knowledge to support their answers
- did not complete all questions
- did not refer to the resource material
- demonstrated little business knowledge.

Candidates who were awarded **Achievement with Merit** commonly:

- demonstrated a deeper understanding by applying their own business knowledge to this particular business
- were able to competently use business terms
- used the resource material appropriately

- provided little, if any, additional information in their justification in parts (a) and (c).

Candidates who were awarded **Achievement with Excellence** commonly:

- demonstrated a thorough understanding of the cause, effect, and solutions, and how they related to *Metro Drive*
- demonstrated high levels of business knowledge
- applied business knowledge well to the business
- used the resource material well and then added layers of information
- clearly justified their recommendation with original material, not merely a repeat of the earlier material
- provided answers that were well thought out, with conclusions and justification that supported their recommendation.

### Standard specific comments

Many candidates stated directly and re-wrote large amounts of information from the resource booklet. It is important that candidates ensure they apply that information to the business context by contributing additional business knowledge – particularly so for tasks that require them to justify a recommendation. Providing additional material for justifying the recommended solution was difficult for the vast majority of students.

Some candidates found it difficult to clearly analyse the respective benefits of the two battery options for *Metro Drive*. These candidates struggled to apply the solution to the business and/or discuss the actual benefits for that business.

The majority of candidates answered all questions, and this may have resulted in a greater number reaching Achievement.

[Business Studies subject page](https://www.nzqa.govt.nz/ncea/subjects/assessment-reports/business-studies-l3/)

Previous years' reports

[2019 \(PDF, 331KB\)](#), [2018 \(PDF, 128KB\)](#), [2017 \(PDF, 51KB\)](#), [2016 \(PDF, 220KB\)](#)



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