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90837M



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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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Mātauranga Pakihi, Kaupae 1, 2013

90837 Whakaaturia he māramatanga ki ngā āhuatanga ā-roto o tētahi pakihi iti

2.00 i te ahiahi o te Rāapa, te 20 o Whiringa-ā-rangi, 2013
Whiwhinga: E Whā

Paetae	Kaiaka	Kairangi
Whakaaturia he māramatanga ki ngā āhuatanga ā-roto o tētahi pakihi iti.	Whakaaturia he māramatanga taipitopito ki ngā āhuatanga ā-roto o tētahi pakihi iti.	Whakaaturia te matatau ki ngā āhuatanga ā-roto o tētahi pakihi iti.

Tirohia mena e rite ana te Tau Ākonga ā-Motu (NSN) kei runga i tō puka whakauru ki te tau o runga ake o tēnei whārangi.

Me whakamātau koe i ngā pātai KATOAA kei roto i tēnei puka.

Kōrerohia ngā mātauranga pakihi e hāngai ana, ngā ariā pakihi Māori hoki rānei, i roto i ō whakautu.

Mena ka hiahia whārangi atu anō hei tuhituhi i ō whakautu, whakamahia ngā whārangi wātea kei muri o tēnei puka.

Tirohia mena e tika ana te raupapatanga o ngā whārangi 2–23 kei roto i tēnei puka, ka mutu, kāore tētahi o aua whārangi i te takoto kau.

ME HOATU KOE I TĒNEI PUKA KI TE KAIWHAKAHAERE Ā TE MUTUNGA O TE WHAKAMĀTAUTAU.

TE TAPEKE

MĀ TE KAIMĀKA ANAKE

Ko te whakahau, kia whakapau koe i te kotahi haora e whakautu ana i ngā pātai kei roto i te puka nei.

TE PĀTAI TUATAHI: NGĀ WHĀINGA ME NGĀ PAETAE PAKIHI

Whakamahia ngā kōrero o roto i ngā pouaka me ō mōhioanga pakihi hei whakaoti i ngā tūmahi e whai ake nei.

Kua 10 tau te roa o te whanaungatanga i waenga i te iwi o te rohe me *Mīere Reka*. Pakari ana ngā hononga o te tokomaha o ana kaimahi ki te rohe pātata. Nō roto tonu i te rohe pātata te mīere, ā, he mea kohikohi e ngā kaimahi whai pūkenga ki ngā tikanga hīkaro e pai ana ki te taiao. He paetae pakihi ā *Mīere Reka*, pērā tonu i te huhua o ngā pakihi.

(a) Whakamāramatia te kīanga “paetae pakihi”.

(b) Tautuhia kia RUA ngā paetae pakihi a *Mīere Reka*, ā, āta whakamāramatia hoki **me pēhea** e tutuki ai ngā paetae nei kia angitu ai te pakihi.

(1)

(2)

You are advised to spend 60 minutes answering the questions in this booklet.

QUESTION ONE: BUSINESS AIMS AND OBJECTIVES

Use the information in the boxes and your business knowledge to complete the following tasks.

Mīere Reka (Sweet Honey) has had a relationship with the local iwi (large Māori tribal group) for the past 10 years. A large number of its staff have strong connections to the local area. Honey is sourced locally and harvested by staff skilled in extraction methods that are environmentally friendly. Like any other business, *Mīere Reka* has a number of business objectives.

- (a) Define the term “business objectives”.

- (b) Identify TWO business objectives of *Mīere Reka* and fully explain **how** it could achieve these objectives to become a successful business.

(1)

(2)

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(c) Discuss how the philosophy of **rangatiratanga** may help *Mīre Reka* to achieve its business objectives.

- describe a possible conflict between iwi, management, and employees that could occur, when ONE of the business' objectives stated in (b) is being pursued
- explain the impact the conflict could have on the business
- fully explain how the philosophy of **rangatiratanga** would assist the firm in avoiding such conflict. Provide examples to support your explanation.

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Whakamahia ngā kōrero o roto i ngā pouaka me ō mōhiotanga pakihi hei whakaoti i ngā tūmahi e whai ake nei.

(a) Whakaahuatia me pēhea e tutuki ai i a *Mīre Reka* āna paetae i te whakawhiti whakaaro whaihua.

Use the information in the boxes and your business knowledge to complete the following tasks.

(a) Describe how effective communication will assist *Mītere Reka* in achieving its objectives.

- (a) Describe how effective communication will assist *Mītere Reka* in achieving its objectives.

(b) Fully explain, with examples, why management at *Mīre Reka* would use two-way rather than one-way communication with their staff.

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(c) Referring to a small business (up to 20 employees and/or with local or community significance) that you have studied, discuss the methods of communication used by businesses to ensure they operate efficiently.

Visual

Oral

- describe TWO types of communication used by the named business
- fully explain, with examples, when each type of communication is most suitable for the business.

Name of the small business	
Good(s) sold or service(s) provided	
Types of communication selected	

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TE PĀTAI TUATORU: NGĀ KAUTE PŪTEA

Whakamahia ngā kōrero o roto i ngā pouaka me ō mōhioanga pakihi hei whakaoti i ngā tūmahi e whai ake nei.

Me mātua whakahaere ngā pūtea a te pakihi iti, engari he wā pea ka uaua ki ētahi o te hunga nāna nei te pakihi.

- (a) Whakaahuatia te take o ngā kaute pūtea i roto i tētahi pakihi iti.

- (b) Tautuhia kia RUA ngā kaiwhakamahi tērā pea ka whakamahi i ngā kaute pūtea a *Mīre Reka*. Āta whakamahukitia te/ngā take ka hiahia aua kaiwhakamahi ki ngā kaute pūtea a *Mīre Reka*. Homai he tauira hei taunaki i ō whakamahukitanga.

(1)

(2)

QUESTION THREE: FINANCIAL RECORDSASSESSOR'S
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Use the information in the boxes and your business knowledge to complete the following tasks.

Managing the finances of a small business is essential, but can be challenging for some owners.

- (a) Describe the purpose of financial records in a small business.

- (b) Identify TWO potential users of *Mīere Reka*'s financial records. Fully explain why each user would be interested in the financial records of *Mīere Reka*. Give examples to support your explanations.

(1)

(2)

(c) Fully explain the importance of an accurate Income Statement.

- identify the purpose of an Income Statement
- explain TWO problems the Income Statement may reveal
- fully explain actions *Miere Reka* could take to avoid these problems in the future.

Whakamahia ngā kōrero o roto i ngā pouaka me ō mōhiotanga pakihi hei whakaoti i ngā mahi e whai ake nei.

(a) Whakaahuatia te hiranga o te tātari a te pakihi i ngā pakihi tauwhāinga.

Use the information in the boxes and your business knowledge to complete the following tasks.

(a) Describe the importance of a business analysing its competition.

(c) Matapakihia ngā hua ka puta ki a *Mīre Reka* kia oti nei ētahi momo rangahau tauhokohoko kohinga hou i mua i te whakawhānuitanga o tana pakihi.

- whakaahuatia TĒTAHI momo rangahau tauhokohoko kohinga hou hei whāinga pea mā *Mīere Reka*
- whakamahukitia TĒTAHI painga o tēnei momo huarahi rangahau ka puta ki a *Mīere Reka*
- āta whakamahukitia kia RUA ngā raruraru o tēnei momo huarahi rangahau ka pā ki a *Mīere Reka*, ina whakatauritea ki te rangahau kohinga o mua.

(c) Discuss the benefits for *Mīre Reka* of completing a range of primary market research prior to expanding its business.

- describe ONE type of primary market research *Mīere Reka* could use
- explain ONE advantage of this method of research for *Mīere Reka*
- fully explain TWO disadvantages of this method of research for *Mīere Reka*, compared with secondary research.

He whārangi anō ki te hiahiatia.
Tuhia te nama o te pātai, mena e hāngai ana.

MĀ TE
KAIMĀKA
ANAKE

TAU PĀTAI

Extra space if required.
Write the question number(s) if applicable.

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QUESTION
NUMBER

English translation of the wording on the front cover

Business Studies, Level 1, 2013

90837 Demonstrate an understanding of internal features of a small business

2.00 pm Wednesday 20 November 2013

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate an understanding of internal features of a small business.	Demonstrate a detailed understanding of internal features of a small business.	Demonstrate a comprehensive understanding of internal features of a small business.

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 the questions in this booklet.

Refer to relevant business knowledge and/or Māori business concepts in your answers.

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 2–23 in the correct order and that none of these pages is blank.

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

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