NZQA
New Zealand Qualifications Authority
Mana Tohu Matauranga O Aotearoa

Assessment Report

On this page

Level 3 Agricultural and Horticultural Science 2019

Level 3 Agricultural and Horticultural Science 2019

Standards 91530 91531 91532

Part A: Commentary

Candidates who studied appropriate production systems for each achievement standard were better placed to engage with the questions. Those who referred to field trips or made references to speakers, generally had a clearer understanding of the content and tended to obtain higher grades.

Candidates who presented materials from past examination schedules generally did not answer the question specifically being asked in this examination.

Candidates who provided up-to-date information and ideas in their responses achieved well.

Part B: Report on standards

91530: Demonstrate understanding of market forces affect supply of and demand for New Zealand primary products

Candidates who were awarded **Achievement** commonly:

- had a basic understanding of the market forces and how they affected the supply or demand for their chosen primary products
- chose primary products that are significant for New Zealand and presented relevant information
- read all parts of the question and planned well before engaging with the questions.

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

- used out-dated examples rather than information and examples that are current
- presented answers from previous years' assessment schedules that did not relate to the questions being asked
- included irrelevant information, which did not relate to the question.

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

- showed in-depth understanding of the market forces and how they affected the supply and demand for their chosen primary products
- included recent and relevant data to support their answers
- carefully selected primary products that have readily available data to support their responses
- included specific examples of producer or marketer or exporter, who they had visited or spoken with, to enhance their responses.

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

- discussed the impact and significance of political intervention, and how it affected the supply and demand of their primary product
- wrote well-structured paragraphs that showed planning and care in thought
- tailored their response to ensure they were relating to the question being asked.

Standard specific comments:

Candidates need to ensure that they select their product with care so that the supporting examples and evidence are both relevant and recent. An ideal example would be less than 5 years old, where possible.

Using responses from previous years' assessment schedules is not recommended as they may not relate to the questions being asked.

91531: Demonstrate understanding of how the production process meets market requirements for a New Zealand primary product(s)

Candidates who were awarded **Achievement** commonly:

- understood the essential management practices
- provided general information on the production process of the chosen product and described market requirements
- linked a management practice to a market requirement
- understood the term market requirements and how they related to their product.

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

- provided very little or no information about market requirements for their chosen product
- gave a partial explanation of the effect of a management practice on the market requirement of their chosen product
- failed to link management practices with market requirements.

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

- used specific detail or data when explaining market requirements
- explained in detail the production process using data or specific details
- showed in-depth understanding of their selected management practices.

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

- produced reasoning that were logical and clearly expressed, using correct data or specific detail
- justified a management practice that had the largest overall impact on maximising profitability by meeting market requirements
- provided specific details and data for their justifications.

Standard specific comments

The examination paper allowed for a wide range of primary products to be selected and questions were answered to a high level by candidates.

A detailed knowledge of the key market requirements is fundamental for the chosen primary product.

Linking the market requirements and management practices is the requirement of this standard.

Candidates who presented relevant and accurate information from their field trips achieved higher grades as they demonstrated a good overall understanding of their selected primary product.

91532: Analyse a New Zealand primary production environmental issue

Candidates who were awarded A**chievement** commonly:

- explained the negative environmental impacts from the production of a primary product
- gave either the social or economic impacts from Greenhouse gas emissions
- recommended a course of action with very little supporting facts and figures.

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

- used previous exam exemplars such as on water quality
- stated incorrect information or data in their responses
- suggested courses of action(s) that were unsuitable
- chose a primary product that had little or no Greenhouse gas emissions.

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

- provided facts and figures to support their responses
- explained the negative environmental, social and / or economic effects and impacts on their chosen product
- recommended in detail a course of action that was feasible in potentially reducing Greenhouse gas emissions.

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

- provided facts and figures as well as quotes to support their responses
- justified a course of action that can be realistically implemented on a farm to reduce Greenhouse gas emissions
- wrote concise and accurate responses.

Standard specific comments

Candidates who used past assessment schedule examples did not achieve well, as they did not make references to the questions being asked.

Most candidates are studying appropriate production systems which is allowing them to approach the question well and show a depth of understanding.

Agricultural and Horticultural Science subject page

Previous years' reports

2016 (PDF, 45KB)

2017 (PDF, 45KB)

2018 (PDF, 98KB)

Copyright © New Zealand Qualifications Authority