

# NZQA

New Zealand Qualifications Authority  
Mana Tohu Matauranga O Aotearoa

[Home](#) > [NCEA](#) > [Subjects](#) > [Assessment Reports](#) > [Agricultural and Horticultural Science - L3](#)

## Assessment Report

### On this page

[91530: Demonstrate understanding of market forces affect supply of and demand for New Zealand primary products](#) ▼

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

[91532: Analyse a New Zealand primary production environmental issue](#) ▼

### Level 3 Agricultural and Horticultural Science 2018

Standards [91530](#) [91531](#) [91532](#)

## Part A: Commentary

Candidates were generally well prepared and chose production systems that allowed them to answer the three achievement standards well.

Candidates who achieved at a higher level articulated their ideas clearly and provided specific, relevant evidence to support their points. They were also able to select and incorporate appropriate resource material into their responses.

Some candidates used material from previous years papers. Candidates are

reminded that they are required to apply their learning to the examination questions, not to present a pre-learned response.

## 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:

- made a good attempt at all three questions
- wrote basic answers that lacked detail
- chose suitable primary products allowing them to answer the questions.

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

- did not attempt all three questions
- wrote conflicting or incorrect answers
- did not give the required information that was asked for in the question
- chose a primary product where information was not available, or did not allow the candidate to answer the questions.

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

- answered all three questions with sufficient detail in the examination paper
- used information or data to support their response
- chose a primary product that had readily available information and this allowed the candidate to answer the questions with supporting detail.

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

- answered all three questions to a high level in the examination paper
- wrote detailed answers, using information or data to support their response
- chose a primary product that had readily available information and that allowed the candidate to answer the questions in depth and with supporting detail
- wrote well-structured responses using paragraphs to structure their ideas
- wrote justifications that were well organised, detailed and convincing.

### **Standard specific comments:**

Candidates need to be familiar with at least TWO primary products to answer this paper successfully.

Candidates must ensure they read the question carefully and ensure that they answer the question.

Rote learned answers, with data used in AS 91531, will not necessarily fit into an answer in this assessment.

Candidates are expected to read the resources provided in Question 3 and incorporate their own knowledge into a response. Rewriting the resource does not show any understanding.

---

## **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 involved in producing their chosen primary product
- provided general information on the production process of the chosen product and described market requirements but did not explain why the market had these requirements
- linked an aspect of market requirement to market returns
- 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 or returns
- gave a partial explanation of the effect of a management practice on the market returns of their chosen product
- failed to link management practices with a market and the market requirements.

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

- used specific detail or data when explaining market requirements
- defined phase of production using data or specific detail
- showed in-depth understanding of the management practices they selected.

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

- produced a range of reasons that were logical and clearly expressed, using correct data or specific detail
- justified a management practice which had the largest overall impact on market returns by meeting market requirements providing specific details and data to support their comments.

### **Standard specific comments**

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

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

It was pleasing to see some candidates use information gathered on field trips (for example quotations and data from farmers, orchardists, crop growers) when answering questions. In general, these candidates achieved very good results and demonstrated a good overall understanding of their selected primary product.

---

## 91532: Analyse a New Zealand primary production environmental issue

---

Candidates who were awarded **Achievement** commonly:

- covered both social and environmental impacts, and included some detail
- gave two courses of action that were not easily or practically able to be worked onto an existing production system
- had little knowledge around the conflicts or challenges between productivity and making rivers swimmable.

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

- did not include a specific production system in their responses
- did not provide an answer on social and environmental impacts
- only gave one course of action that producers could take
- gave inaccurate facts and/or figures in their responses
- had little or no knowledge around the conflicts or challenges between

productivity and making rivers swimmable.

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

- explained two applicable courses of action that complemented the issues from part A
- included facts and figures in their explanation to back up their courses of action or their impacts
- wrote well enough to convince a farmer to use the recommended courses of action
- did not discuss conflicts or challenges faced by their industry in sufficient depth
- did not justify a course of action a producer could take to mitigate negative effects.

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

- included two applicable courses of action that complemented the issues from part A
- included facts and figures to back up their courses of action or their impacts
- wrote convincingly to influence a farmer to use recommended courses of action
- related how the community and the producer could affect each other and gave detailed reasons as to how they were affected
- justified their courses of action and linked them to both social and environmental impacts
- discussed solutions with economic impact relevant to their chosen areas.

### **Standard specific comments**

Some candidates used a lot of historical data that was not relevant to the questions. For example, stocking rates, nitrogen inputs, water values, and other facts and figures drawn from past years' papers, which had no relevance to the

issue(s) this year.

Social issues are more difficult to quantify, as there is little hard data available.

Conflicts and challenges were not addressed particularly well. Candidates tended to offer solutions rather than analyse what may happen in the wider community as a result of the actions taken.

Many candidates did not take the time to read the questions carefully, presenting material that was irrelevant or unrelated to the questions.

## [Agricultural and Horticultural Science subject page](#)

### **Previous years' reports**

[2016 \(PDF, 45KB\)](#)

[2017 \(PDF, 45KB\)](#)