

National Certificate of Educational Achievement

2011 Assessment Report

Agricultural and Horticultural Science Level 3

- 90651 Explain how market forces affect supply and demand of primary products**
- 90652 Explain market requirements and the production process for a nationally significant primary product**
- 90653 Analyse a primary production environmental issue**

COMMENTARY

In 2011, many candidates attempted all three standards and completed them within the time allocated. The format of 90651 and 90652 were similar to previous years; a slight change in the format of 90653 resulted in candidates writing more coherent answers without a previously seen degree of repetition.

A small number of candidates seemed to rely on information contained in previous years' marking schedules for their own responses. The dated nature of these schedules often causes problems and should be used to indicate the level of detail required and examples of suitable responses as opposed to information that current students can learn and recite in the current year's examination. This is a particular problem in 90651 and 90653.

Candidates seemed to have a better understanding of the difference between 'describe' and 'explain' and were better at providing the explanations that are required for Achievement at level 3.

Some candidates appeared to have been unaware of the 2011 Assessment Specifications and had little awareness of the implications of 'primary products that earn significant export earnings' (90651) or the two specified environmental issues.

STANDARD REPORTS

90651 Explain how market forces affect supply and demand of primary products

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- read all instructions before answering the paper
- chose primary products that allowed them to answer all the questions
- demonstrated some understanding of the market forces affecting the supply of and the demand for their primary products, and did not just state economic theory
- answered questions on two primary products, not just on one.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- failed to answer enough questions throughout the paper to gain Achievement
- chose unsuitable primary products, which did not have sufficient information available to answer all the questions
- answered the paper with information about what could have or what may happen, as opposed to what has happened to the supply of or demand for their chosen primary products
- gave conflicting information in their answers.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- chose significant primary products that had a lot of information available to fully answer the questions
- used quantitative data to answer questions, showing a clear understanding of what is happening for the market forces recently for their primary products
- answered all questions in the paper
- answered questions concisely using well-structured paragraphs, showing a clear understanding of the requirements of the questions.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit:

- provided a clear and convincing argument for their chosen significant market force
- made a justification and explained the strengths of their chosen market force and the weaknesses in the other market forces they did not choose
- used quantitative data, usually dollar values or quantities supplied or demanded.

OTHER COMMENTS

When choosing products, candidates must ensure that they have access to the critical data (prices, volumes supplied) in order to fully link the market forces to the supply and demand of the product. Recent (current or previous season) data should be quoted (where required), as opposed to vague or out-dated data.

90652 Explain market requirements and the production process for a nationally significant primary product

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- described market timing requirement with reference to season, months, annual, or off-season demand
- described market timing requirement in with reference to specific attributes being reached, example: when feijoas have reached a weight of 90g
- made general descriptions of how management practices resulted in the timing requirement being met, examples: “regular irrigation allows the correct size to be ready on time”, “tupping earlier allows lambs to be ready for the Christmas market”
- described the market requirement and/or explained the management practice in qualitative terms, examples: “tender beef”, “high sugar level”, “correct breed”, “irrigate regularly”. Linked a management practice to a market or quality requirement
- described the management practice with a general definition rather than specific practices relating to the chosen primary product – example: “pruning is cutting off branches”.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- selected market requirements that were not related to timing, examples, descriptions of attributes, or quantities
- gave vague references to timing – example: “at the right time”
- described management practices “after the farm gate” – example: Halal killing of lamb at the freezing works
- did not make a linkage between the management practice and the timing requirement
- did not link a management practice to the quality/attribute requirement
- confused market requirements with management practices or manipulations
- did not identify markets or market requirements
- chose products that are not primary land based – examples: wine, tuna, shell fish.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- described the quality/attribute requirement in quantitative terms using data e.g. “grapes harvested at brix sugar level of 22.5”
- described a management practice in qualitative terms using data or gave times the practice was carried out or described in detail how it was carried out e.g. nitrophoska blue fertiliser at 22t/ha
- explained, in detail, why the market opportunity has the market requirement
- made a direct link between the management practice and the market requirement of quality or timing
- described timing in quantitative terms, example: “kiwifruit should reach Japan in time for “Golden Week” (late April – early May)”.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- described in detail the relevant manipulations of the management practices
- made a direct link between the manipulations of the management practices and the market requirement of quality or timing
- provided qualitative data for profit. This includes price, quantity, or costs
- provided detailed quantitative data for the quality/attribute requirements
- explained a range of data-based market requirements that resulted from the selected two management practices
- justified the manipulation that met the most significant or broadest range of market requirements for the chosen market
- understood the term “justify”, meaning to compare and contrast two manipulations.

OTHER COMMENTS

Students must read the paper first and plan where their knowledge can be applied.

Products with few attributes or few management practices in production remain a

challenge to gain Achievement with Merit or Excellence.

90653 Analyse a primary production environmental issue

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- explained valid implications (environmental, economic, and social) of their chosen environmental issue
- chose two valid or realistic courses of action and explained their relative strengths and weaknesses in general terms.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- did not adequately explain relevant environmental implications and gave explanations that were vague or simply incorrect
- gave rote-learned answers that were out-of-date or not relevant to their chosen environmental issue
- wrote answers that indicated a poor awareness of potential social and economic implications
- attempted to evaluate courses of action that were unrealistic or unsuitable.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- explained in Question One (a), the environmental implications using supporting data or by linking the issue with the implication and explaining the implication (saying why it happens)
- justified their chosen course of action in Question One (b) by clearly explaining (without contradiction) the relative strengths and weaknesses of the chosen course of action
- demonstrated a depth of understanding of their chosen environmental issue, its implications, and the courses of action that producers were likely to implement.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- used accurate and current data when evaluating their courses of action
- gave evidence of a breadth of knowledge in addition to a depth of understanding of the selected environmental issue.

OTHER COMMENTS

A number of candidates appeared to rely on information contained in old marking schedules. The dated nature of these schedules and the information they contain often causes problems.

They should be used to indicate the level of detail required and examples of suitable responses, as opposed to information that current students can learn and recite in the current year's examination.