

# **National Certificate of Educational Achievement**

## **2012 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

This was the final year for examinations to assess these achievement standards.

No significant changes were evident in this paper from recent years. Whilst differences in how the standard has been assessed from year to year, candidates who were merit students in 2012 would have gained merit grades in the 2011 or 2010 papers as well.

## 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 in the paper before beginning
- chose nationally significant primary products that are typically exported
- answered questions on two primary products
- provided specific evidence of the market forces effect on their chosen primary products.

#### 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 read the instructions before beginning to answer the paper
- chose primary products which were not exported, were not nationally significant or which suitable information was not readily available
- discussed a product that was not in its unprocessed form
- provided brief, superficial statements without specific examples of the market forces effect on the primary product
- described what may happen in the future for their market forces, stating economic theory.

#### 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 primary products that they were able to find a lot of detailed, current information on, which allowed them to answer all of the market forces fully
- answered questions very accurately, structuring an answer that clearly covered the requirements of the question without the need for other unnecessary information
- used specific examples of the market forces and quantified in volume, dollar value or another figure the markets forces effect on the primary products supply or demand.

## **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:**

- provided a well-structured series of paragraphs on their market forces strengths and weaknesses
- provided quantitative data would have been provided throughout the response to support the argument of the relative strengths and weaknesses of the market forces
- had showed planning of their response.

## **OTHER COMMENTS**

Candidates should plan their responses before beginning to answer a question to avoid unnecessary writing of irrelevant information.

Candidates do not need to fill in all available lines in the examination booklet.

## **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:**

- explained attributes using qualitative terms e.g. “large”, “sweet” etc.
- explained quantity using qualitative terms e.g. “large amount”
- explained timing using qualitative terms e.g. “warmer months”
- explained management practices using qualitative terms e.g. “heavy pruning”
- linked management practices to the stated market requirements in a clear, unambiguous way.

### **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:**

- stated vague, qualitative descriptions of attributes and management practices
- failed to link the stated management practices to quantity, timing or attributes
- stated data or information that was significantly incorrect.

### **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 attributes, quantity and timing requirements in quantitative terms e.g. “sugar level at 10 brix”, “Golden Week – 29 April to 5 May”
- explained management practices in quantitative terms e.g. “nitrogen applied at 80 kgs per hectare”
- effectively linked market requirements and management practices using clear, correct statements and appropriate data.

## **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:**

- compared and contrasted all management practices discussed in each question
- justified their selection of management practice using up to date data and information in quantitative terms.

## **OTHER COMMENTS**

The market requirements of quantity and timing tended to be explained with less detail.

Candidates who had only a vague or general understanding of these aspects were easily identified and gained Not Achieved or Low Achieved grades.

The overall quality of the scripts were higher than previous years – indicating that previous examiner comments have been acted upon and that candidates may be targeting this standard as a priority within the examination.

## **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
- recommended an appropriate course of action and evaluated it against a second appropriate or realistic course of action, explaining 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:**

- failed to 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
- provided answers to an environmental issue that was not one of the two issues stated in the Assessment Specifications and on the actual examination paper.

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

## **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**

As with previous years, a large number of candidates simply did not provide answers with the depth of understanding and supporting detail/data that is required and is available from a number of sources. This has been an on-going issue and despite highlighting key words, and the examiner asking for supporting data/values.

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 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 this year's examination.