

Assessment Report

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Part A: Commentary

Candidates who attempted all, or most parts of the examination, had a better opportunity of achieving well at this level. Those candidates who made clear connections between the processes and management practice, and how they improved production tended to obtain higher grades.

Candidates who achieved at higher levels presented well-structured responses that were comprehensive and included a justified response. Those candidates made good use of the prompts that were provided in the questions.

Correct use of subject specific terminology and vocabulary is essential for detailed and accurate discussion of practices, principles, processes and actions.

Some basic principles behind management practices seemed to be poorly understood (for example making compost).

Stating extremes, such as 'will die', or using unsupported statements such as 'will impact it', 'has advantages' and 'makes better', limited the candidate's ability to

answer questions in-depth.

Part B: Report on standards

90919: Demonstrate knowledge of soil management practices

Candidates who were awarded **Achievement** commonly:

- described actions relating to the management of soils
- described a management practice but did not explain the effect it had on soil properties or plant growth.

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

- showed limited understanding of soil properties and how they were managed.
- attempted very little of the examination or made limited attempts throughout a question

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

- linked the management practices, or changes to soil properties, to how it impacts plant growing processes, such as respiration, photosynthesis, and nutrient uptake / availability
- demonstrated in-depth knowledge of soil management practices
- linked plant growth to plant processes e.g., photosynthesis and respiration.

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

- showed a thorough understanding of how management practices affect plant growth and were able to justify or compare the practices that farmers / growers in one or more of the questions
- linked soil management and properties clearly to reinforce their ideas.

Standard specific comments

Candidates who achieved higher grades included detail explanations of how a management practice impacts a range of properties and the flow on effects.

Some candidates confused soil testing (nutrients and pH) with soil type analysis (texture).

Aeration, or increased levels of oxygen in the soil, needed to have been linked to root respiration.

Some candidates lacked basic knowledge, such as how compost is made.

Candidates need to be aware of the context when answering questions. For example, cultivation techniques are suitable for large-scale operations.

90921: Demonstrate knowledge of livestock management practices

Candidates who were awarded **Achievement** commonly:

- described at least one or two ideas correctly in each question
- attempted to answer the first bullet point in the excellence part of the question.

Candidates who were assessed as **Not Achieved** commonly:

- wrote answers that were not related to the question
- reworded the question as their answer
- left large sections of the examination unanswered.

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

- attempted most, if not all, sections of the examination
- demonstrated an in-depth knowledge of at least one management practice
- included in-depth detail in answers, explaining why, or how, a management practice was carried out.
- accurately interpreted data in a table.

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

- made at least one comparison or justification in one or more of the questions
- demonstrated thorough knowledge of the management practices, and discussed why they were done, and how they improved livestock production
- interpreted data in a table accurately, and used it to provide evidence for their justification.

Standard specific comments

Candidates often lacked the understanding of the specific terminology within the subject area and therefore found it hard to answer the questions. For example: vaccinating, purebred, finishing, heat detection, lactation, and production cost.

Many candidates confused vaccinating with drenching showing limited understanding of when, why and how each practice is done. The differences between building immunity, eliminating parasites, giving a set dose per species, or administering to the heaviest animal tended to be less well understood by most candidates.

90924: Demonstrate knowledge of horticultural plant management practices

Candidates who were awarded **Achievement** commonly:

- discussed three ideas around plant processes or management practices carried out on plants
- described at least one type of shelterbelt and how it affected plant growth
- described the actions for how seeds are sown in containers
- showed understanding of the difference between macro and micronutrients.

Candidates who were assessed as **Not Achieved** commonly:

- discussed two or fewer ideas
- did not describe a type of shelterbelt or how a shelterbelt affects plant growth

- described incorrectly the actions required for sowing seeds in containers
- were unclear about the difference between macro and micronutrients.

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

- explained three ideas with clarity
- explained how and why the steps for sowing seeds are taken
- demonstrated an understanding of why management practices are carried out, e.g. pruning, and how these affect plant growth or processes
- gave the differences between macro- and micro-nutrients and how they affect plant processes
- explained the effect carbon dioxide has on plant production, yield, and processes.

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

- applied their knowledge to the question asked. They made clear links between the ideas for each bullet point and provided a well-structured justification
- linked plant processes to why the management practice was done
- justified and compared management practices, and linked to them to the plant processes and plant growth.

Standard specific comments

There was a poor understanding of what a shelter belt is and how it impacts on plant production.

Some candidates discussed sowing seeds in a garden bed rather than in containers.

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Previous years' reports

[2019 \(PDF, 205KB\)](#)

[2018 \(PDF, 96KB\)](#)

[2017 \(PDF, 46KB\)](#)

[2016 \(PDF, 46KB\)](#)

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