**Level one, Agriculture 2014:**

**This year you will be doing these Achievement standards…**

These are the Internal Standards I offer…

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| **Achievement Standard Number** | **90918 Agriculture and Horticultural Science 1.1** |
| **Title** | Carry out a practical agricultural or horticultural investigation |
| **Number of Credits** | 4 |

**Collection of Evidence**

The provision of a common context for all students is permissible but students must then produce individual plans that are not based on a common ‘class’ plan.

Group work is permissible for the planning and collection of data stages of the assessment. The size of each group should not exceed three and the teacher/assessor must be confident that all group members have made contributions to both planning and data collection

Templates relating to planning, data collection, processing and evaluation may be provided to students to indicate the level of teacher/assessor direction that is intended. Samples of templates that indicate the level of teacher/assessor direction are provided in the sample assessment resources.

Once planning is complete, each student’s plan should be reviewed by the teacher/assessor before any practical work is begun.

The processing and reporting of data must be completed independently by students, in class, under supervision. Once students begin to process data and commence their report writing no work may go out of the classroom in hard copy or in electronic format such as email.

The teacher/assessor may determine the time allowance for the assessment as this will be dependent on the context being used.

Any research carried out by students must be recorded in a retrievable form, e.g. in writing, on computer, on CD etc.

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| **Achievement Standard Number** | **90157 Agriculture and Horticultural Science 1.2** |
| **Title** | Demonstrate practical skills used in agricultural or horticultural production |
| **Number of Credits** | 4 |
| **Version** | 1 |

**Collection of Evidence**

At least three practical skills must be demonstrated.

Additional, suitably qualified personnel, e.g. external provider, farm manager, grounds person, can be used to assess demonstration of the skills dependent on their skill level.

Skills must be performed at times determined by the teacher/assessor and may be carried out throughout the year. Some skills must be assessed at the time they are performed, e.g. moving of a temporary an electric fence, use of tools. Other skills allow for ‘end product’ assessment to be conducted at the conclusion of the task, e.g. welding, pruning roses.

Evidence is to be collected by means of a check list which clearly indicates the criteria used to assess student skills. These criteria must satisfy the requirements stated in the standards e.g. factors looked for when determining safety, correct procedure, quality of final product and time taken. The teacher/assessor must clearly indicate on the check list whether these factors have been met.

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| **Achievement Standard Number** | **90920 Agriculture and Horticultural Science 1.4** |
| **Title** | Demonstrate knowledge of the geographic distribution of agricultural and horticultural primary production in New Zealand |
| **Number of Credits** | 3 |
| **Version** | 1 |

**Collection of Evidence**

Students must demonstrate knowledge of at least three types of primary production, inclusive of both agricultural and horticultural production.

Suggested approaches to presenting evidence include:

* a PowerPoint presentation (supporting slide notes may be required to ensure sufficient evidence is provided to satisfy the requirements for Merit and Excellence).
* a poster/wall chart
* an oral presentation (supporting written notes may be required to ensure sufficient evidence is provided to satisfy the requirements for Merit and Excellence)
* a more formal in-class activity.

Any additional evidence required as part of a reassessment opportunity may be obtained from both written and/or oral responses. If oral responses are provided by students, these are to be noted and initialled by the teacher/assessor and attached to students’ work.

**Authenticity**

All work undertaken for this assessment must be completed under supervision of the teacher/assessor. This may involve the sighting and monitoring of drafts at milestone stages of production.

Any work carried out by students must be recorded in a retrievable form, e.g. in writing, on computer, on CD etc.

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| **Achievement Standard Number** | **90155 Agriculture and Horticultural Science 1.7** |
| **Title** | Demonstrate knowledge of pasture/crop management practices |
| **Number of Credits** | 4 |
| **Version** | 1 |

**Collection of Evidence**

Suggested approaches to presenting evidence include:

* a PowerPoint presentation (supporting slide notes may be required to ensure sufficient evidence is provided to satisfy the requirements for Merit and Excellence)
* a poster/wall chart
* an oral presentation (supporting written notes may be required to ensure sufficient evidence is provided to satisfy the requirements for Merit and Excellence)
* a more formal in-class activity.

Any additional evidence required as part of a reassessment opportunity may be obtained from both written and/or oral responses. If oral responses are provided by students, these are to be noted and initialled by the teacher/assessor and attached to students’ work.

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| **Achievement Standard Number** | **90923 Agriculture and Horticultural Science 1.9** |
| **Title** | Demonstrate knowledge of basic plant propagation techniques |
| **Number of Credits** | 4 |
| **Version** | 1 |

**Collection of Evidence**

3 *Basic propagation techniques* must include sexual propagation (sowing seeds in containers and outdoors) and asexual propagation (cuttings [named type of stem or leaf]; division; and ground layering).

4 Conditions important for successful propagation refer to both environmental and biological conditions.

5 Environmental conditions include water, oxygen, warmth, bottom heat, high humidity, time of year and light.

6 Biological conditions include viable seed, plant type, plant material and plant health.

All students must demonstrate knowledge of seed sowing in containers and outdoors and two asexual plant propagation techniques.

Suggested approaches to presenting evidence include:

* the use of questioning when students are demonstrating plant propagation techniques. Questions asked and student responses given should be recorded in a retrievable form, e.g. use of tape or DVD recording
* a PowerPoint presentation
* a video presentation
* a more formal in-class activity.

These are the External Standards:

**Standard** 90919

**Title** Demonstrate knowledge of soil management practices

**Version** 1

**Number of Credits** 4

**Format of the assessment**

For Achievement with Merit, candidates will be required to link their ideas.

For Achievement with Excellence, candidates will be required to either justify why a management practice is a better option compared to one other, or explain why one or a combination of management practices are used in a given situation.

**Standard** 90921

**Title** Demonstrate knowledge of livestock management practices

**Version** 1

**Number of Credits** 5

**Context details**

Candidates will be expected to have an understanding of:

New Zealand's National Animal Identification and Tracing (NAIT) scheme

sheep

deer

cattle.