

AGRICULTURAL AND HORTICULTURAL SCIENCE

SUBJECT EXPERT GROUP RESPONSE TO FEEDBACK ON THE PHASE 1 MATERIALS

The Agricultural and Horticultural Science Subject Expert Group (SEG) would like to thank those who took the time to review the Agricultural and Horticultural Science subject content. We received 21 responses to the survey.

The feedback has been collated into main themes and the SEG has responded to each theme below. All feedback has been reviewed - those suggestions which are more discrete in nature or are too specific to respond to as a theme will be considered by the SEG.

Five themes were identified in the feedback.

Theme One

Respondents were concerned about inclusion of agribusiness

Response

It is important to remember that the aim of Level 1 NCEA is to give learners a broad, foundational understanding of a subject that will stand them in good stead for whatever their pathways are. Agricultural and Horticultural Science is inextricably linked to business; therefore, the SEG considers it important for students to have some understanding of the market for agricultural and horticultural products. However, this is not the main focus of the subject and in-depth learning of agribusiness is not expected.

Theme Two

Respondents are concerned about the loss of practical skills from the Achievement Standards

Response

The SEG intends that teaching and learning programmes in this subject will include many opportunities for practical activities, as demonstrated in the Course Outlines. Practical skills are not directly assessed as the SEG considers that it is more important to assess understanding of the science and tikanga underpinning management practices – *why* things are done, as opposed to *how* things are done. This will also allow all schools to engage with Agricultural and Horticultural Science, as engagement will not be limited by access to particular facilities and equipment.

The SEG considers the Primary ITO to be the most appropriate context for the delivery and unit standard assessment of industry specific practical skills.

Theme Three

Suggestions for inclusion of alternative industries in the subject content

Response

The Achievement Standards have been intentionally drafted so a variety of managed livestock or plant production contexts could be used. An exhaustive list will not be provided to avoid restricting teaching and learning contexts. In the spirit of broad, foundational learning at Level 1 NCEA the SEG expects that the focus at this level will be on primary livestock.

Theme Four

*Clarity requested regarding whether both Agricultural **and** Horticultural Science understandings will be assessed in every Achievement Standard*

Response

Both agricultural **and** horticultural science understandings will be assessed in the external Achievement Standards 1.3 and 1.4.

An agricultural **or** horticultural science context can be used for the internal Achievement Standards, this will be clarified in the teaching and learning guidance.

Theme Five

The sector calls for professional development in integration of mātauranga Māori in the teaching and learning

Response

Change 2 of the NCEA Change Package calls for mana ōrite mō te mātauranga Māori. Realising this change means we ensure mātauranga Māori is equitably valued and resourced in NCEA, broadening access to mātauranga Māori pathways and increasing teacher capability. This means incorporating mātauranga Māori, te ao Māori and te reo Māori appropriately into the new Agricultural and Horticultural Science content.

The subject content provides additional capability support:

- The Learning Matrix and Course Outlines illustrate how mātauranga Māori can be woven through teaching and learning
- The glossary will define kupu Māori used in the subject content
- Assessment resources, student exemplars, and examples of Teaching and Learning Programmes used in the pilot phase will further exemplify the integration of mātauranga Māori in the future.

[A further response from the Ministry can be found here.](#)