

## **Agricultural and Horticultural Science**

### **SUBJECT EXPERT GROUP RESPONSE TO FEEDBACK ON THE PHASE 2 MATERIALS**

The Agricultural and Horticultural Science Subject Expert Group (SEG) would like to thank those members of the sector and wider public who put their time in to review the Phase 2 Agricultural and Horticultural materials. We received 14 responses to the online survey.

The feedback has been collated into main themes and the SEG has responded to each theme. All feedback has been considered – those suggestions which are more discrete, or are more detailed or technical, are in the process of being actioned.

### **Theme One**

*A call for Ministry supported PLD for implementing mātauranga Māori appropriately into teaching, learning and assessment*

#### **Response**

Details around the PLD support the Ministry will provide can be found [here](#).

Ultimately each school and kura holds the responsibility for upskilling its teachers in incorporating mātauranga Māori appropriately throughout their programmes, and teachers will also be upskilling individually. Many schools, kura and Kāhui Ako will have already incorporated this into their goals and planning.

### **Theme Two**

*Further clarification of mātauranga Māori concepts required*

#### **Response**

Mātauranga Māori concepts have been incorporated in the materials, reflecting the requirement for mana ōrite mō te mātauranga Māori in the NCEA Change Package. The SEG will review materials to ensure that the use of these concepts is clear and appropriate, and where appropriate, that they are unpacked within the materials.

The SEG notes that the Course Outlines and Assessment Activities include links to resources that support upskilling around these concepts.

### **Theme Three**

*Further detail on assessment including External Assessment Specifications, exemplars of student work, and marking schedules*

#### **Response**

The Ministry and NZQA will be working together to develop External Assessment Specifications in the lead up to the Standards being listed for use by the pilot schools. Samples of assessment items for externals will be provided to pilot schools prior to the running of the external assessment. After the assessment is completed by pilot schools, the samples and the assessment itself will be published on the NCEA.education website. Exemplars of student work and more detailed marking schedules will be developed as part of the piloting process and will be made available at the end of the pilot year.

### **Theme Four**

*Lack of assessment of practical tasks*

*Response*

The SEG fully 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 Muka Tangata – Food, People and Fibre (Workforce Development Council) to be the most appropriate context for the delivery and assessment of industry specific practical skills.