



National Certificate of Educational Achievement TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

Consultation Questionnaire Agribusiness Draft Standards Matrix and new Level 2 and 3 Achievement Standards

You are invited to respond to this questionnaire on the draft Agribusiness standards matrix and new level 2 and 3 achievement standards.

The Ministry of Education is developing the Agribusiness achievement standards for the New Zealand Curriculum. The scope of this project includes Level 2 and 3 achievement standards, assessment resources and the supporting New Zealand Curriculum resources. Both levels will be developed in 2017.

The brief for this project includes:

- Drafting a Level 2 and 3 achievement standard matrix in line with the achievement objectives from the curriculum.
- Developing the individual draft standards in line with this matrix.
- Applying the principles for standards development to this work.
- Consulting with key stakeholders on this work.
- Using the feedback from this consultation to refine the draft matrix and standards.
- Making recommendations to the Ministry on the final matrix and standards.

Clicking on the link below will take you to an online questionnaire that will enable your feedback on the draft matrix and the draft individual achievement standards. The questionnaire should take approximately 30 minutes to complete. All responses will remain confidential. No individual, school, or organisation will be identified when the results are reported.

Before responding to the questionnaire you will need to consider:

- the following rationale which explains the issues considered by the Agribusiness writing group and the reasoning behind the matrix
- the draft matrix of standards
- the draft individual standards for Levels 2 and 3.

You will also need to refer to *The New Zealand Curriculum* as you complete the questionnaire.

Rationale

Background

1. Agribusiness is defined as a programme of learning that integrates all the primary industries and businesses. Primary industries comprises a group of sectors including; agriculture, aquaculture, dairy manufacturing, equine, forestry, horticulture, seafood, and sports turf that form the basis of modern primary production. Primary industry businesses often called agribusinesses include companies that are involved along the whole value chain including the manufacture, production operations, storage, processing, distribution of product and supplies, marketing of primary products and items made from them, along with support industries such as fertiliser companies, veterinarians, rural consultants and accountants.
2. Agribusiness is not a stand-alone learning area in the New Zealand Curriculum it is drawn from and does have clear connections to three learning areas and that its body of knowledge sits across these three areas as an overarching structure. These are:

- Technology
- Science
- Social Sciences

This explains why the subject reference is currently titled Integrated Studies. This indicates the cross curricular nature of the teaching, learning and assessment. There is no requirement for a school to use this subject reference as the title for a course. This title is currently draft and may change.

3. It is expected teachers would develop an agribusiness teaching and learning programme involving aspects of all four key strands (innovation, science and technology, finance and management, marketing) as they are all essential to the understanding of Agribusiness.
4. Agribusiness builds capabilities for lifelong learning and has strong links to the key competencies, principles and values in The New Zealand Curriculum.
5. Agribusiness has clear pathways that may lead students to further academic study or work in a range of fields.

The draft standards and matrix

1. The Agribusiness body of knowledge is outlined in more detail in the Agribusiness teaching and learning guide to be written in 2017.
2. Agribusiness achievement standards and resource materials for assessment at NCEA levels 2 and 3 will be developed and registered in 2017 for use in schools in 2018.
3. It is not expected that an individual teaching and learning programme would have to be assessed using all Agribusiness credits however, the matrix gives teachers an opportunity to create a programme of learning that suits school and learner needs.
4. The matrix includes 'recontextualised' standards that would be appropriate for use in an Agribusiness programme of learning. These have been included as part of the matrix so teachers can see what may be appropriate assessment tools for an agribusiness course. These are examples only and teachers have choice regarding the make-up of assessment tools to best suit their teaching and learning programme (although it is expected that all four strands would be covered). **The new standards are shaded.**
5. The draft Agribusiness matrix has four internally assessed standards at level 2 and three internally assessed standards at level 3. Teachers would be expected to select from the recontextualised standards for external assessments.
6. Assessment resources will be written for each of the new standards. They cover a range of topics including insect protein, kiwifruit, goat farming, visiting speakers or an LEOTC trip, methane emissions, lwi business structures, co-operatives, cash flow forecasting for a prawn farm, viability of dairy farming, and innovative NZ businesses.
7. Consideration was given to the most appropriate mode of assessment for the learning outcomes being assessed in each standard. **Note:** that 1 credit represents 10 notional teaching, learning and assessment hours, which gives an indication of the workload expected for a full programme in Agribusiness.

For further information or if you have any questions, please contact Geoff Gibbs
Geoff.Gibbs@education.govt.nz

You will need to submit your completed questionnaire by **2 June 2017.**