**NZQA**

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EXPIRED

Achievement standard: 91062 Version 3

Standard title: Demonstrate understanding of basic concepts related to machines

Level: 1

Credits: 3

Resource title: Out on the farm

Resource reference: Construction and Mechanical Technologies VP-1.25 v2

Vocational pathway: Primary Industries

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| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91062-02-7332 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

Achievement standard: 91062

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Learner instructions

# Introduction

This assessment activity requires you to demonstrate your understanding of basic concepts related to machines commonly found on a farm.

You are going to be assessed on how comprehensively you demonstrate your understanding of basic concepts related to machines commonly found on a farm.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

Study one or more machines commonly found on a farm. You may study a post hole borer, a tractor, a seed drilling machine, or a hydraulic tipping trailer, for example. Find out their purpose, how they work, and why they are used.

As you work, gather evidence you could use in a report or presentation. You could include annotated photographs or drawings, diagrams you have drawn, models you have made, notes from group discussions, and written explanations. You may explain or discuss other machines in order to clarify the concepts you refer to.

Decide on the format of your report or presentation. You might present your findings as a written report or a presentation accompanied by a model, display board, or slides, for example.

Create a report or presentation in which you do the following:

* Explain the purpose of levers, inclined planes and screws. For example, you could explain how the auger on a post hole borer makes use of the screw and how the lever on the post hole borer increases its strength.
* Explain the purpose of mechanical components. For example, you could explain the various components (such as pivots, linkages and ball joints) on part of the steering assembly on a tractor. See Resource A for a list of mechanical components you could discuss in your report or presentation.
* Explain the advantages and disadvantages of pneumatic and hydraulic systems. For example, you could explain the advantages and disadvantages of using hydraulics and/or pneumatics on a seed drilling machine.
* Explain how a machine commonly found on a farm provides mechanical advantage and motion and discuss why particular levers, inclined planes and screws, and mechanical components were selected to ensure the desired mechanical advantage and motion. For example, you could discuss why worm drives, shafts, bearings, pivots and linkages have been used on a hydraulic tipping trailer. You could compare and contrast alternative mechanical components in the same situation.

Make sure you acknowledge all your sources of information. You need to provide references to make it clear where your information has come from.

# Resource A

## Mechanical Components

The mechanical components you discuss in your presentation may include:

* bearings (plain, ball, roller, needle, thrust, etc.)
* cams (plate, eccentric, etc.) and followers (needle, roller, flat, offset, etc.)
* pivots (fixed, moving, etc.) and linkages (parallel, reverse, sliding crank motion, etc.)
* gear drives (spur, bevel, helical, rack and pinion, worm, idler, etc.)
* belt or chain and sprocket drives (v-belt, flat belt, duplex chain or double belt, tooth belt, etc.)
* shafts and bearings (solid shafts, hollow shafts, ball bearing, roller bearing, conical bearing, etc.)

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to demonstrate their comprehensive understanding of machines commonly found on a farm. Learners will produce a report or presentation explaining the basic concepts and discussing why particular components are used. They will be assessed on the comprehensiveness of the report or presentation.

# Conditions

This is an individual assessment activity.

# Resource requirements

Learners will require access to relevant information about farm machinery. Provide access to a library or the internet, for example.

It is recommended that learners take and annotate photos to help demonstrate their understanding. Many learners will have phones they can use for this purpose, but it will be necessary to provide a camera for learner use.

Useful websites include:

<http://www.technologystudent.com>

Useful videos include:

Mechanical Toys, Video Education Australasia

# Additional information

None.

# Assessment schedule: Construction and Mechanical Technologies 91062 – Out on the farm

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner demonstrates understanding of basic concepts related to machines by: * explaining the purpose of levers, inclined planes and screws

For example:The learner explains how the auger on a post hole borer makes use of the screw and how the lever on the post hole borer increases strength.* explaining the purpose of mechanical components

For example:The learner explains the various components such as pivots, linkages and ball joints on part of the steering assembly on a tractor.* explaining the advantages and disadvantages of pneumatic and hydraulic systems

For example:The learner explains the advantages and disadvantages of using hydraulics and/or pneumatics on a seed drilling machine.* describing the mechanical advantage and motion of a machine

For example:The learner describes the mechanical advantage and motion of components such as worm drives, shafts, bearings, pivots and linkages that could be found on a hydraulic tipping trailer. *The above expected learner responses are indicative only and relate to just part of what is required.*  | The learner demonstrates in-depth understanding of basic concepts related to machines by: * explaining the purpose of levers, inclined planes and screws

For example:The learner explains how the auger on a post hole borer makes use of the screw and how the lever on the post hole borer increases strength.* explaining the purpose of mechanical components

For example:The learner explains the various components such as pivots, linkages and ball joints on part of the steering assembly on a tractor.* explaining the advantages and disadvantages of pneumatic and hydraulic systems

For example:The learner explains the advantages and disadvantages of using hydraulics and/or pneumatics on a seed drilling machine.* explaining how a machine provides the desired mechanical advantage and motion

For example:The learner explains how the desired mechanical advantage and motion is provided by components such as worm drives, shafts, bearings, pivots and linkages that could be found on a hydraulic tipping trailer.*The above expected learner responses are indicative only and relate to just part of what is required.*  | The learner demonstrates comprehensive understanding of basic concepts related to machines by: * explaining the purpose of levers, inclined planes and screws

For example:The learner explains how the auger on a post hole borer makes use of the screw and how the lever on the post hole borer increases strength.* explaining the purpose of mechanical components

For example:The learner explains the various components such as pivots, linkages and ball joints on part of the steering assembly on a tractor.* explaining the advantages and disadvantages of pneumatic and hydraulic systems

For example:The learner explains the advantages and disadvantages of using hydraulics and/or pneumatics on a seed drilling machine.* explaining how a machine provides the desired mechanical advantage and motion

For example:The learner explains how the desired mechanical advantage and motion is provided by components such as worm drives, shafts, bearings, pivots and linkages that could be found on a hydraulic tipping trailer.* discussing why particular levers, inclined planes and screws, and mechanical components were selected to ensure the desired mechanical advantage and motion of a machine

For example:The learner discusses the selection of mechanical components such as worm drives, shafts, bearings, pivots and linkages on a hydraulic tipping trailer. They compare and contrast alternative mechanical components in the same situation.*The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.