

2024 - 2027

APPLIED VOCATIONAL CERTIFICATE IN
AGRIBUSINESS



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GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION, SPORT, YOUTH,
RESEARCH AND INNOVATION
DIRECTORATE FOR STEM AND VET PROGRAMMES

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AVC Agribusiness Syllabus Content

Applied Vocational Certificate Programme

The Applied Vocational Certificate (AVC) programme is designed to emphasize the practical application of vocational subjects, providing students with hands-on experience directly related to the workplace. This programme is aligned with the Malta Qualifications Framework (MQF) and offers a final certification at MQF Level 3, with exit points at MQF Levels 1 and 2. To earn the final certificate, candidates must complete all three units over the secondary cycle and meet the requirements for coursework and controlled assessments as outlined in the specific subject syllabi.

The AVC programme focuses on equipping candidates with both theoretical knowledge and practical skills relevant to specific industries, preparing them for future employability or education. This skills-based approach ensures that students develop the competencies necessary for the workforce while also providing a clear pathway for academic progression. The programme supports continuous learning, with opportunities to advance to post-secondary institutions that offer courses at MQF Levels 1-3, and potentially even higher, such as MQF Level 4. Recognized and accredited by various educational institutions, the AVC programme represents a vital step in the lifelong learning journey, aligning with both industry needs and educational standards.

Spanning over three scholastic years (Years 9, 10 and 11) and comprising 10 credits, the AVC programme fosters the development of technical and vocational skills in specific industries. This structure supports the holistic growth of candidates, preparing them not only for future employment but also for future academic pursuits in line with this policy's objectives and the relevant subject syllabi.

Subject Programme

The AVC Agribusiness programme is split into 3 units where many areas of the Agribusiness sector are studied within each unit. This format contributes to a spiral study programme which allows students to mature in the subject, over the course of the 3 years studying the subject, as well as it permits to expose learners to a broader approach and taste as many different topics as possible. The units are split as per list below.

Year 9 – Unit 1 - Introduction to Agribusiness – consists introductory plant and crop production. Basic fish and pet care. This unit also takes into consideration health and safety.

Year 10 – Unit 2 - Gardens and animal care – consists of basic gardening and landscaping. Work on Animal health and grooming is done together with basic aquascaping. Students will be introduced to animal husbandry (poultry) and apiculture.

Year 11 – Unit 3 - Agricultural production and processing – here the subject focuses the cottage industry as a result of activities done in fields, greenhouses, rabbitries, chicken coops and the apiary.

Class activities involved: *Work involved with farm animals, fish and plants. Processing and preparation of agricultural products. Caring and breeding of animals. Lots of group work. Presentations and discussions.*

Homework assigned: *Consolidation exercises. Part of an assignment may be given as HW.*

Programme Learning Outcomes

Knowledge – at the end of the module the learner will have acquired the practical and theoretical understanding to:

- Recite given procedures for basic plant production.
- Explain the importance of following given procedures for basic plant production.
- Explain given propagation techniques.
- Recite the application for specific plant growth media.
- Explain procedures related to the upkeep of given plants.
- List horticultural tools.
- Describe the correct and safe use of horticultural tools.
- List various irrigation tubing and fittings used in irrigation.
- Explain procedures utilized in setting up irrigation systems.
- Explain the various procedures involved in landscaping.
- Recite given fertilizer application methods.
- Explain procedure to use in case of equipment failure.
- Recite given health and safety procedures whilst using equipment.
- Explain given elements associated with meeting the basic needs of given pets.
- Explain critical given elements one should look for to determine the overall well-being of given animals.
- Explain the 5 freedoms associated with rearing of animals.
- List the proper feeds, feeding equipment and drinking equipment used in rearing animals for food production.
- Describe good practices in hygiene and bio-security measures on a farm.
- Recall processes involved in the production of given new livestock.
- Explain the given procedure to grow out livestock to given life stages.
- Recite how given veterinary medicinal products are administered.
- Describe the method used in conducting a basic veterinary health assessment for given animals.
- Recall protocols used to maintain animal grooming tools and equipment.
- Explain given methods involved to conduct introductory animal grooming tasks.
- Recite main elements of given checklist associated with maintaining a healthy fish tank.
- Explain main characteristics to ensure maintaining a healthy fish tank.
- List aquarist equipment required for a fish tank.
- Recite the tools and materials required to carry out aquascaping tasks.
- Recite the components of a beehive.
- List the required tools and PPEs used in apiculture.
- Recite the protocol utilized during a bee-hive inspection.
- List a range of profitable cottage industry products.
- Recite steps involved in producing a given range of cottage industry products.

Skills – at the end of the module the learner will have gained the expertise to:

- Practice following given procedures for basic plant production.
- Demonstrate ability to propagate plants using different methods.
- Demonstrate good practices related to the upkeep of given plants.
- Demonstrate ability in using horticultural tools correctly and safely.
- Practice procedures in setting up given irrigation systems.
- Demonstrate ability to follow procedures involved in landscaping.

- Practice given fertilizer application in a controlled environment.
- Practice safe upkeep of equipment and related monitoring processes.
- Identify the basic needs of given pets.
- Practice tasks associated with meeting the basic needs of given in a controlled environment.
- Demonstrate good practice related to proper feeds, feeding equipment and drinking equipment used in rearing animals for food production in a controlled environment.
- Demonstrate good practice in hygiene and bio-security measures on a farm.
- Demonstrate ability to produce new livestock in a controlled environment.
- Demonstrate ability to grow out livestock to given life stages in a controlled environment.
- Demonstrate ability to plan and conduct a commercial rabbit breeding programme in a controlled environment.
- Administer the required, given medicinal products in animal husbandry in a controlled environment.
- Conduct a basic health assessment for given animals in a controlled environment.
- Demonstrate ability to maintain animal grooming tools and equipment.
- Demonstrate ability to conduct introductory animal grooming tasks within a controlled environment.
- Demonstrate ability to maintain a healthy fish tank in a controlled environment.
- Show proficiency in using various aquarist equipment required for a given fish tank.
- Utilize the tools and materials necessary to carry out aquascaping tasks in a controlled environment.
- Demonstrate ability to set-up a beehive.
- Demonstrate ability to conduct introductory apicultural tasks within a controlled environment.
- Demonstrate ability to select a range of viable cottage industry products.
- Practice steps involved in producing a range of cottage industry products.

Responsibility and Autonomy – at the end of the module the learner will have acquired the responsibility and autonomy to:

- Demonstrate responsibility by adhering to appropriate given horticultural techniques.
- Demonstrate responsibility by adhering to given health and safety protocol.
- Demonstrate ethical responsibility appreciation of nature and animal life.
- Demonstrate responsibility to maintain the animal 5 freedoms.
- Demonstrate ability to work effectively in a team on given tasks.
- Demonstrate responsibility to adhere to a farm bio-security protocol.
- Demonstrate autonomy to produce a value-added cottage industry product.
- Demonstrate ability to reflect on one's work and commitment to continuous improvement.

Unit Learning Outcomes

Year 9 – Unit 1 – Introduction to Agribusiness

Learning Outcome 1: I can follow procedures for basic plant production.

Learning Outcome 2: I can propagate plants using different methods.

Learning Outcome 3: I can undertake proper fish keeping tasks to maintain a healthy fish tank.

Learning Outcome 4: I can meet the basic needs of an avian and a mammalian pet.

Year 10 – Unit 2 – Gardens and Animal care

Learning Outcome 5: I can undertake tasks in gardening and landscaping under supervision.

Learning Outcome 6: I can fully set-up and maintain an aquarium.

Learning Outcome 7: I can conduct tasks involving pet health and grooming under supervision.

Learning Outcome 8: I can conduct introductory tasks in Apiculture.

Learning Outcome 9: I can follow instructions to conduct tasks required for poultry farming.

Year 11 – Unit 3 – Agricultural Production and Processing

Learning Outcome 10: I can undertake tasks related to a honey beehive inspection under supervision.

Learning Outcome 11: I can produce a number of cottage industry products.

Learning Outcome 12: I can produce a range of agricultural crops.

Learning Outcome 13: I can follow instructions to conduct tasks required for rabbit farming.

Assessment

As part of student assessment, during each year of studying the subject, a minimum of 2 assignments as part of teacher set assessment and a controlled assignment that is centrally set will be provided. Additionally, each practical task indicated within the list of assessment criteria will be followed by filling of a self-reflection sheet (see teachers' pack supplement). All mentioned tasks are considered as coursework and all students should do their utmost to complete all tasks satisfactorily.

| Year | Teacher set assignments | Controlled assignments | Self-reflection journal |
|------|-------------------------|------------------------|-------------------------|
| 9 | 70 – 90% of Yr9 marks | 10 – 30% of Yr9 marks | 5% of year 11 marks |
| 10 | 70 – 90% of Yr10 marks | 10 – 30% of Yr10 marks | 5% of year 11 marks |
| 11 | 50 – 70% of Yr11 marks | 10 – 30% of Yr11 marks | 10% of year 11 marks |

Due to a 100% coursework-based assessment, the role of Internal Verification and of Moderation is indispensable and hence, each assignment brief shall be accompanied by an assessment front sheet (see teachers' pack supplement) and a rubric or a detailed marking scheme. All coursework assignment briefs, front sheets and rubrics and/or marking scheme shall be internally verified before the assignment is distributed to candidates. This importance is being extended to marking, including, the self-evaluation journal where all marks will be internally verified prior to publishing. Despite the self-evaluation component being cumulative for Year 11 marks only, correction and publishing of marks **MUST** be completed within school year corresponding the practical assessment criteria and marks to be recorded in school's marks database. This whole assessment process will be documented within the Agribusiness year cohort subject file in preparation for moderation.

Programme Certification

Upon completion of the three-year programme, candidates will receive a certificate and a certificate supplement indicating the MQF Level achieved. Each applied vocational subject within the AVC programme is structured to be qualified at MQF Level 3, with possible exit points at MQF Level 2 or MQF Level 1. The final qualification level depends on the total marks obtained by the candidate over the three years (with a maximum of 300 marks) as indicated in the table below.

| Award | Marks throughout the Subject | Grade |
|--------------------|------------------------------|-------|
| MQF Level 3 | 270– 300 | 1 |
| | 240 – 269 | 2 |
| | 210 – 239 | 3 |
| | 180 – 209 | 4 |
| | 150 – 179 | 5 |
| MQF Level 2 | 120 – 149 | 6 |
| | 90 – 119 | 7 |
| MQF Level 1 | 60 – 89 | 8 |
| | 0 – 59 | Fail |

Candidates who are absent for an entire year of the programme can qualify up to a maximum of MQF Level 2, while those absent for two full years can qualify up to a maximum of MQF Level 1.

Quality Assurance

Assessment is a fundamental component of the learning process. It provides candidates with feedback on their progress and achievements while adhering to key standards of reliability, validity, and fairness. To maintain these standards, it is crucial to follow established rules and procedures. The assessment guidelines ensure that all evaluations are:

- Aligned with the appropriate standards, quality, and level.
- Fair and equitable to all students.
- Valid and reliable.

In order to ensure quality, assignment briefs and assessment decisions undergo internal verification by the designated internal verifier. This process ensures that assessments align with the intended learning outcomes and comply with established policy procedures. Furthermore, moderation will be conducted each academic year by moderators that will evaluate candidates work based on a specified rubric and moderation criteria ensuring that work has been fairly, accurately and consistently graded. During both internal verification and moderation, candidates marks are subject to change.

LIST OF TOPICS

Year 9 – Unit 1 – Introduction to Agribusiness

Topic 1: Follow procedures for basic plant production.

Topic 2: Propagate plants using different methods.

Topic 3: Undertake proper fish keeping tasks to maintain a healthy fish tank.

Topic 4: Meet the basic needs of an avian and a mammalian pet.

Year 10 – Unit 2 – Gardens and Animal care

Topic 5: Gardening and landscaping.

Topic 6: Setting-up an aquarium.

Topic 7: Petcare.

Topic 8: Introductory Apiculture.

Topic 9: Poultry farming.

Year 11 – Unit 3 – Agricultural Production and Processing

Topic 10: Undertake tasks related to a honey beehive inspection.

Topic 11: Cottage industry production.

Topic 13: Crop production.

Topic 14: Rabbit farming.

ASSESSMENT CRITERIA



Year 9 Assessment Criteria

Topic 1: Follow procedures for basic plant production.

Topic 2: Propagate plants using different methods.

Topic 3: Undertake proper fish keeping tasks to maintain a healthy fish tank.

Topic 4: Meet the basic needs of an avian and a mammalian pet.

Topic 1: Follow procedures for basic plant production. (24 marks)

| | | | | |
|-----|--------------------------|--|---|--|
| K-1 | General Criterion | Recognise tools, equipment, PPEs and safety signs utilised within an Agribusiness setting. (4 marks) | | |
| | Sub-criteria | Identify ONE tool and ONE piece of personal protective equipment that are used in an agribusiness enterprise. (1 mark) | Match FOUR pieces of personal protective equipment to their functions. (1 mark) | Recognise FOUR Health and Safety signs used in agricultural activity. (2 marks) |
| | Content | <p><u>Tools:</u> hoes, rake, spade, pocketknife, dibber, pruning shears, saw, hedge shears.</p> <p><u>Personal protective equipment:</u> safety shoes, wellingtons, garden gloves, safety goggles, respirator, nitrile gloves, hazmat suit, sun hat.</p> | | <u>Health and Safety signage:</u> flammable, corrosive, environmental hazard, irritant, toxic, health hazard. |
| K-2 | General Criterion | Discuss the use of various irrigation fittings and tubing diameters used in an irrigation system. (4 marks) | | |
| | Sub-criteria | Identify ONE irrigation fitting and ONE irrigation emitter. (1 mark) | Match FOUR irrigation fittings to their application. (1 mark) | Discuss why different tubing diameters are normally used in an irrigation system. (2 marks) |
| | Content | <p><u>Irrigation fittings:</u> Socket, Tee, Elbow, End cap, Gromet ball-valve, Threaded ball-valve, Gate valve, Stop-cock.</p> <p><u>Emitters:</u> Drip emitter, Drip tape, Drip tubing, Agricultural sprinkler, Garden sprinkler.</p> | | |
| C-1 | General Criterion | Explain preventive measures required for maintaining a safe work environment and how to practice basic first aid. (6 marks) | | |
| | Sub-criteria | Outline TWO preventive measures required for maintaining a safe work environment in a horticultural enterprise. (2 marks) | Describe the use of TWO items that should be present in a First Aid box. (2 marks) | Explain ways of dealing with ONE given injury. (2 marks) |
| | Content | | <p><u>First Aid box items:</u> sterile adhesive dressings, triangular bandages, safety pins, sterile unmedicated dressings, sterile eye wash, surgical gloves, roller bandages, personal protection, shield for artificial breathing, gauze pads, scissors.</p> | <p><u>Dealing with injuries:</u></p> <p><u>Burn:</u> cool burn; apply sterile dressing,</p> <p><u>Cut:</u> apply pressure on the area; apply sterile dressing,</p> <p><u>Poisoning:</u> notice symptoms; try to identify poison,</p> <p><u>Electric shock:</u> do not touch person; if possible, turn off source of electricity,</p> <p><u>Heat stroke:</u> take reading of body temperature; apply cool water,</p> <p><u>Eye irritation:</u> avoid rubbing eyes; flush with cool water.</p> |

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| A-1 | General Criterion | Practice work to successfully grow a full row of plants from seed to maturity. (10 marks) | | |
| | Sub-criteria | Form a straight ridge with a furrow on each side in soil using appropriate tools and PPEs. (3 marks) | Practice routine work that is required in a field or garden. (3 marks) | Successfully grow a tray of seedlings. (4 marks) |
| | Content | <p><u>Tools:</u> Hoe and/or shovel hoe and/or fork hoe and/or stringline.</p> <p><i>NB: Furrow needs to be straight and at least 5m long. Marking is to be awarded uniformly per bullet: Correct tools, Correct use of tools, Exemplary work.</i></p> | <p><u>Routine work:</u></p> <p>De-weeding and/or tilling and/or raking and/or removal of clippings and/or transplanting seedlings followed by proper watering and/or re-potting followed by proper watering.</p> <p>NB.</p> <p>Award 1 mark for any THREE tasks from the above in which students demonstrates proper acquisition of skill.</p> | <p>Marking is to be awarded uniformly per acquisition of skill:</p> <ul style="list-style-type: none"> - Filling tray with given medium and seeding appropriately. - Topping tray and irrigating appropriately. - Production of mature seedlings with a success rate of not less than 50%. - Production of mature seedlings with a success rate of not less than 80%. <p><i>NB: Tray to be placed in appropriate location with appropriate conditions. Otherwise, all marks for this criterion will be lost.</i></p> |
| <p><i>NB: All THREE tasks must be conducive to the production of the same full row (min. 5m) of plants. Not using all PPEs will result in loss of all marks and this protocol is to proceed throughout the programme. It is important that seedlings are transplanted upon maturity since overgrown seedlings should be discarded.</i></p> | | | | |

Topic 2: Propagate plants using different methods. (22 marks)

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| K -3 | General Criterion | Describe the processes involved in different propagation techniques. (4 marks) | | |
| | Sub-criteria | Mention the TWO types of germination. (1 mark) | Outline TWO conditions required for optimum propagation of plants. (1 mark) | Describe TWO propagation techniques used for different plants. (2 marks) |
| | Content | <u>Types of germination:</u> Epigeal, Hypogeal. | <u>Conditions for optimum plant propagation:</u> <ul style="list-style-type: none"> - Sheltering - water availability (assuming water is of good quality) - temperature - humidity - free from pathogens and pests - suitable growing medium. | <u>Propagation of plants:</u> Seeding, stem cutting, stem tuber cutting, rhizome cutting, grafting, layering, runners, bulb, leaf. |
| K -4 | General Criterion | Describe the processes involved in different propagation techniques. (4 marks) | | |
| | Sub-criteria | List TWO types of media used for plant propagation and growth. (1 mark) | State suitable growth media for TWO different applications, applied to a specific example, in horticulture. (1 mark) | List ONE advantage and ONE disadvantage for TWO given growth media. (2 marks) |
| | Content | <u>Media:</u> peat, compost, coconut coir, soil, expanded clay, rockwool®, vermiculite, perlite, horticultural sand. | <u>Applications:</u> <ul style="list-style-type: none"> - Open field production - Production of seedlings - Potting - Hydroponics | <u>Advantages and disadvantages:</u> <ul style="list-style-type: none"> - Water drainage - Pathogen free - Pest free - Nutrient holding capacity - Aeration - Price - Sustainability |
| K -5 | General Criterion | Describe processes and benefits of grafting plants. (4 marks) | | |
| | Sub-criteria | List TWO tools and materials required to graft a plant. (1 mark) | Mention TWO considerations required to graft a plant. (1 mark) | Describe TWO benefits of grafted plants. (2 marks) |
| | Content | <u>Tools and materials:</u> <ul style="list-style-type: none"> - grafting knife - pruning saw - grafting tape - grafting paint - grafting clips - secateurs - Healthy rootstock and scion - Sanitation equipment. | <u>Considerations:</u> <ul style="list-style-type: none"> - suitable season for plant of choice - correct match of scion and root stock - suitable grafting technique for plant of choice | <u>Benefits of grafted plants:</u> <ul style="list-style-type: none"> - more vigorous growth - can be replicated - known performance (clone) - used to produce plants that thrive in specific environmental conditions. |

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| A -2 | General Criterion | Grow a number of cuttings by following the correct procedures. (10 marks) | | |
| | Sub-criteria | Use the correct tools and procedure to take viable cuttings. (3 marks) | Use the correct procedure to plant a number of cuttings (3 marks) | Successfully grow a number of cuttings. (4 marks) |
| | Content | <p>Marking is to be awarded uniformly per acquisition of skill:</p> <ul style="list-style-type: none"> - Sanitization of tools - Proper utilisation of tools. - Taking of correct cuttings from a healthy mother plant. | <p>Marking is to be awarded uniformly per acquisition of skill:</p> <ul style="list-style-type: none"> - Select the appropriate container according to the type of cutting. - Select the appropriate media according to the type of cutting. - Correct orientation of cutting. <p><i>NB: A minimum of 10 cuttings per student is suggested.</i></p> | <p>Marking is to be awarded uniformly per acquisition of skill:</p> <ul style="list-style-type: none"> - Fill container with media and cutting as required for specific plant. - Regular watering as required for specific plant. - Production of new plant via cutting with a success rate of not less than 50%. - Production of new plant via cutting with a success rate of not less than 80%. |

Topic 3: Undertake proper fish keeping tasks to maintain a healthy fish tank. (20 marks) - CONTROLLED

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| K -6 | General Criterion | Outline fish species and their habitats in relation to water parameters. (4 marks) | | |
| | Sub-criteria | Match FOUR fish species to their respective habitat. (1 mark) | List TWO water parameters that should be monitored to keep a healthy fish tank. (1 mark) | Outline TWO fish habitats in relation to water parameters. (2 marks) |
| | Content | <u>Fish species:</u> koi, goldfish, African cichlids, angel fish, mollies, guppies, tetras, clown fish, sea bream. | <u>Water parameters:</u> ammonia, nitrites, nitrates, pH, hardness, phosphates, salinity. | <u>Fish habitats:</u> <ul style="list-style-type: none"> - cold fresh water - tropical planted fresh water - tropical stone-scape fresh water - brackish - marine Mediterranean - marine tropical. |
| C -2 | General Criterion | Discuss the importance of routine work according to aquarium size and décor. (6 marks) | | |
| | Sub-criteria | Justify the size of a given aquarium for ONE given fish species. (2 marks) | Explain TWO benefits of water change of a fish tank. (2 marks) | Discuss the importance of ONE aquarium décor item in relation to fish health of a given species. (2 marks) |
| | Content | Justification based on TWO points from: <ul style="list-style-type: none"> - Size or fish <i>and/or</i> - Aggression of fish species <i>and/or</i> - Fish morphology <i>and/or</i> - Species swimming/schooling pattern. | <u>Benefits:</u> <ul style="list-style-type: none"> - reduction of pollutants - replenish trace minerals - control water clarity - removal of debris. | <u>Décor items:</u> Substrate, Rocks, Plants, Caves. |
| A -3 | General Criterion | Conduct routine aquarist tasks. (10) | | |
| | Sub-criteria | Give the right quantity of the right feed to fish in a running fish tank. (3 marks) | Record water parameters for a given fish tank. (3 marks) | Conduct a water change for a running fish tank. (4 marks) |
| | Content | <ul style="list-style-type: none"> - Selection of correct feed for given fish tank. - Correct amount of fish feed. - Proper feeding technique. | <ul style="list-style-type: none"> - <u>Water parameters:</u> Chlorine, Nitrates, Nitrites, pH, Water hardness, Temperature. | <ul style="list-style-type: none"> - Marking is to be awarded uniformly per acquisition of skill: - Remove a suitable amount of water using appropriate tools. - Measure and dose the correct water additive. - Top-up water to appropriate level. - After teacher has switched back on electrical items, check that all components and décor are in the appropriate condition. |

NB: Throughout Application, students must be wearing non-slip shoes, tie back any long hair and not be wearing any garments that can hang in the water. Teacher must ensure that before students do any work, electrical supply to fish tank is switched off and returned only after water change. Any students deviating from the above will not be allowed to conduct practical tasks and not awarded any marks for this practical.

Topic 4: Meet the basic needs of an avian and a mammalian pet. (34 marks)

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|------|--------------------------|---|---|---|
| K -7 | General Criterion | Outline accommodation and diets for different mammalian pets. (4 marks) | | |
| | Sub-criteria | List TWO common mammalian pets kept in Malta. (1 mark) | Identify TWO types of accommodation for common mammalian pets in Malta. (1 mark) | Outline a diet for a mammalian pet through ONE life stage. (2 marks) |
| | Content | <u>Mammalian pets:</u> dogs, cats, rabbits, horses, guinea pigs, hamsters | <u>Accommodations:</u> kennels, dog/cat transport cage, rodent cages, hutches, stables. | <u>Life stages:</u> new-born, weaner, junior, adult, senior. |
| K -8 | General Criterion | Outline accommodation and diets for different avian pets. (4 marks) | | |
| | Sub-criteria | List TWO common avian pets kept in Malta. (1 mark) | Identify TWO types of accommodation for common avian pets in Malta. (1 mark) | Select the appropriate feed for FOUR given avian pets. (2 marks) |
| | Content | <u>Avian pets:</u> parakeets and parrots, doves and pigeons, finches and true finches, fancy poultry and game, birds of prey. | <u>Accommodations:</u> bird cages, parrot/ parakeet cages, aviaries, coops, dove/pigeon pens and lofts. | |
| C -3 | General Criterion | Discuss criteria to be considered in order to maintain ideal pet health. (6 marks) | | |
| | Sub-criteria | Indicate the ideal environmental conditions required to keep a given mammalian pet and a given avian pet. (2 marks) | Describe factors that determine the number of a given pet that should be kept in a given cage/housing. (2 marks) | Discuss ONE criterion that should be considered when designing a record-keeping sheet for feeding and vaccination of a given pet. (2 marks) |
| | Content | <u>Environmental conditions:</u> Length of day; Temperature; No draft; No stress from other animals | <u>Description to be based upon the points:</u> Size of pet; Natural behaviour of pet. | <u>Records:</u> ID(Name), age and breed; Feeds given; Vaccines administered; Dates for entries. |
| A -4 | General Criterion | Conduct routine tasks to keep mammalian pets. (10 marks) | | |
| | Sub-criteria | Clean the cage/housing of a given mammalian pet. (3 marks) | Give the right quantity of feed to a given mammalian pet according to the given life stage. (3 marks) | Use the correct procedure for handling a given mammalian pet. (4 marks) |
| | Content | Marking is to be awarded uniformly per acquisition of skill: <ul style="list-style-type: none"> - Cleaning of walls and/or floor and/or wire appropriately. - Cleaning of feeders appropriately. - Cleaning and replenishment of drinkers appropriately. | Marking is to be awarded uniformly per acquisition of skill: <ul style="list-style-type: none"> - Select suitable food for given pet. - Weigh/measure suitable amount of feed. - Loading feeder and placing appropriately. | Marking is to be awarded uniformly per acquisition of skill: <ul style="list-style-type: none"> - Safe and comfortable handling for pet where animal is neither harmed nor stressed unnecessarily. NB: award 1 mark if student requires assistance from classmate; award 2 marks if student requires no assistance. <ul style="list-style-type: none"> - Safe and comfortable handling for candidate. NB: award 1 mark if student handles animal but with limited confidence; award 2 marks if student shows exemplary skill in handling given pet. |

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| A -5 | General Criterion | Conduct routine tasks to keep avian pets. (10 marks) | | |
| | Sub-criteria | Clean the cage/housing of a given avian pet. (3 marks) | Give the right quantity of feed to a given avian pet according to the given life stage. (3 marks) | Use the correct procedure for installing a nesting box. (4 marks) |
| | Content | <p>Marking is to be awarded uniformly per acquisition of skill:</p> <ul style="list-style-type: none"> - Cleaning of walls and/or floor and/or wire and/or nest boxes appropriately and when necessary. - Cleaning of feeders appropriately. - Cleaning and replenishment of drinkers appropriately. | <p>Marking is to be awarded uniformly per acquisition of skill:</p> <ul style="list-style-type: none"> - Select suitable food for given pet. - Weigh/measure suitable amount of feed. - Loading feeder and placing appropriately. | <ul style="list-style-type: none"> - Correct nest box according to bird species - Correct positioning of box and secure installation - Provision of nesting material. |



Year 10 Assessment Criteria

Topic 5: Gardening and landscaping.

Topic 6: Setting-up an aquarium.

Topic 7: Petcare.

Topic 8: Introductory Apiculture.

Topic 9: Poultry farming.

Topic 5: Gardening and landscaping. (28 marks)

| | | | | |
|-------|--------------------------|---|--|--|
| K -9 | General Criterion | Identify sustainable garden types suitable for the Mediterranean climate and corresponding plants. (2 marks) | | |
| | Sub-criteria | List TWO common sustainable garden types suitable for the Mediterranean climate. (1 mark) | Name TWO plants suitable for a given garden type. (1 mark) | |
| | Content | <u>Common sustainable garden types for the Mediterranean climate:</u> rock, roof, wall, orchard, xeriscape, herb, Maltese indigenous. | | |
| K -10 | General Criterion | Identify the importance of soil nutrients and organic matter. (2 marks) | | |
| | Sub-criteria | List ONE types of fertiliser and ONE macronutrient. (1 mark) | Explain ONE benefit of organic matter in soil. (1 mark) | |
| | Content | <u>Fertilisers:</u> Manure, slow release, organic, soluble. <u>Macronutrients:</u> N, P, K, Ca, Mg, S. | <u>Benefits of organic matter in the soil bed:</u> improves water holding capacity; improves soil aggregation; increases microbial activity; reduces soil erosion. | |
| C -4 | General Criterion | Produce a Sketch for a given garden site. (6 marks) | | |
| | Sub-criteria | Illustrate a simple design for a garden/green patch according to given specifications. (3 marks) | Sketch an irrigation system according to given specifications. (3 marks) | |
| | Content | <u>Simple design:</u> Hand drawn or digital or superimposed on a given photo; Mix of trees, shrubs, perennials and seasonals. | Simple sketch/line diagram with labelling of irrigation fittings super imposed on copy of garden design. | |
| A - 6 | General Criterion | Conduct tasks pertaining to landscaping. (8 marks) | | |
| | Sub-criteria | Transplant a number of plants in a garden area according to a given site. (3 marks) | Practice techniques for raising soil beds and creating ridges ('konka' + 'gefun') around the plants transplanted in your garden area. (3 marks) | Lay an irrigation system for your garden area as per given plan. (2 marks) |
| A -7 | General Criterion | Practice routine work that is important for garden upkeep. (10 marks) | | |
| | Sub-criteria | Prepare pruning tools for use and storage. (1 mark) | Maintain a given garden area over a period of time under supervision. (6 marks) | Conduct a given pruning task under supervision. (3 marks) |
| | Content | | NB. Garden area MUST be maintained for a minimum period of SIX weeks. | |

Topic 6: Setting-up an aquarium. (12 marks)

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| K - 11 | General Criterion | List equipment and materials that are commonly utilised in an aquarium. (2 marks) | | |
| | Sub-criteria | List TWO different pieces of life support/habitat equipment used in an aquarium. (1 mark) | List TWO different décor items used in an aquarium. (1 mark) | |
| | Content | <u>Equipment</u> : Internal filter, external filter, air pump, water pump/power head, heater, lighting, chiller. | <u>Décor items</u> : Rocks, gravel, aquarium soil, sand, driftwood, synthetic plants, live plants. | |
| K - 12 | General Criterion | Identify styles, tools and materials relevant to aquascaping. (2 marks) | | |
| | Sub-criteria | Name TWO aquascaping styles. (1 mark) | List ONE aquarium maintenance tools/supplies and ONE aquascaping tools/supplies. (1 mark) | |
| | Content | <u>Aquascaping styles</u> : jungle, biotype, iwagumi, Dutch, Taiwanese, nature. | <u>Maintenance tools/supplies</u> : Gravel cleaner, syphon, test strips/kit, net, dechlorinator solution, glass cleaner. <u>Aquascaping tools</u> : Scissors, tweezers, substrate flattener, algae scraper, fertiliser solution/tabs, glue. | |
| A - 8 | General Criterion | Undertake tasks leading to a healthy fish tank that is visually pleasing. (8 marks) | | |
| | Sub-criteria | Set-up an aquarium with the necessary equipment and décor. (3 marks) | Prepare an aquarium to make it suitable to host the given biota. (2 marks) | Maintain an aquarium for a period of time. (3 marks) |
| | Content | <u>Décor</u> : Minimum 2 items <u>Equipment</u> : <u>Equipment must have a means of</u> : Filtration, water circulation, temperature control, lighting, measuring temperature. | <u>Important tasks</u> : Filling with water, inoculation, water testing, acclimation, introduction of given biota. | <u>Important tasks</u> : Feeding, monitoring of equipment, monitoring of biota, water testing, water changes, cleaning filtration system, trimming of plants, tidying/changing place of décor. NB: Same tank per student is to be used for assessment purposes. A minimum of THREE entries are required for assessment of this task. Entries MUST be spread over a minimum of 30 days for visible and realistic changes occurring within the tank. It is being assumed that when student is not present, other staff will take over daily routine tasks relevant to tank. |

Topic 7: Petcare. (22 marks) – **CONTROLLED**

| | | | | |
|--------|--------------------------|---|---|--|
| K - 13 | General Criterion | Recite tools and coat types pertaining to animal grooming. (2 marks) | | |
| | Sub-criteria | Name TWO basic tools used in animal grooming. (1 mark) | List TWO animal coat types. (1 mark) | |
| | Content | Basic tools used in animal grooming: clippers, brushes, furminators, scissors, nail trimmers. | <u>Different coat types:</u> hair, fur, wool, topcoat, under coat. | |
| K - 14 | General Criterion | Recall PPEs and tools used for veterinary nursing and animal grooming. (2 marks) | | |
| | Sub-criteria | Name TWO PPEs utilised in animal grooming and veterinary nursing. (1 mark) | Name TWO tools/equipment utilised in veterinary nursing. (1 mark) | |
| | Content | <u>PPEs:</u> Surgical mask, nitrile/latex disposable gloves, scrubs, apron, safety glasses, coverall. | <u>Equipment:</u> Stethoscope, rectal thermometer, scissors, forceps, pen torch, veterinary table. | |
| K - 15 | General Criterion | Recite facts relevant to animal diseases and conditions. (4 marks) | | |
| | Sub-criteria | List ONE common pet health condition OR ONE common pet parasite OR ONE common pet disease and how to treat it. (1 mark) | Explain the importance of vaccinating an animal. (3 marks) | |
| | Content | <u>Conditions:</u> Dermatitis, Buck teeth, Sore hocks, Arthritis. <u>Parasites:</u> Intestinal worms, Fleas, Mange, Ear mites. <u>Diseases:</u> Parvo virus, Ear infections, Kidney disease, Cat's flu, Diabetes, Viral haemorrhagic disease, Coccidiosis. | To expect minimum answer on following points: prevention of disease; controlling disease transmission. | |

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| A - 9 | General Criterion | Record results of an animal health check. (4 marks) | | |
| | Sub-criteria | Conduct a health check for a given animal using basic veterinary nursing equipment. (2 marks) | Record the results of an animal health checklist to assess overall health status of a given animal. (2 marks) | |
| | Content | <u>Health checklist:</u> tail, skin, limbs, coat, eyes, nose, ears, paws, teeth. | <u>Records:</u> To be entered in a given health check card with all relevant information. | |
| A - 10 | General Criterion | Practice animal grooming techniques. (10 marks) | | |
| | Sub-criteria | Select the appropriate grooming tools for a given grooming task. (2 marks) | Conduct grooming of a given animal under supervision. (5 marks) | Maintain grooming tools appropriately. (3 marks) |
| | Content | | NB: Task to be done under supervision on a mammalian pet. Assistance from a fellow student is recommended. | Maintenance: Clean and sanitise using appropriate suitable methods and materials. |

Topic 8: Introductory Apiculture. (14 marks)

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|---------------|--------------------------|--|--|--|
| K - 16 | General Criterion | Identify the contents of a beehive. (4 marks) | | |
| | Sub-criteria | List TWO apicultural products. (1 mark) | Name FOUR roles of a worker bee. (2 marks) | Identify TWO parts of a beehive. (1 marks) |
| | Content | <u>Apicultural products:</u> Honey, wax, pollen, bee bread, propolis, royal jelly, bee colonies. | <u>Roles:</u> Nurse bees, foragers, guards, builders, undertakers, cleaners. | <u>Parts:</u> Bottom board, Brood box, super box, brood frame, super frame, queen excluder, inner cover, feeder, top cover. |
| K - 17 | General Criterion | Identify apicultural tools and PPEs. (2 marks) | | |
| | Sub-criteria | Match FOUR apicultural tools or equipment to their use. (1 mark) | Name TWO PPEs used whilst working in an apiary. (1 mark) | |
| | Content | <u>Apicultural tools and equipment:</u> Hive tool, frame holder, smoker, lighter/matches, smoker fuel, wax foundations, frame wire, wire crimper, bee brush, uncapping knife, honey extractor, honey ripener, wax melter. | <u>PPEs:</u> Bee suit, bee jacket, bee veil, beekeeper's gloves, boots, powder free nitrile gloves. | |
| A - 11 | General Criterion | Practice basic apicultural tasks. (8 marks) | | |
| | Sub-criteria | Wear the appropriate apicultural PPEs successfully as part of your preparation to access the apiary. (2 marks) | Set-up a beehive correctly to be able to host a bee colony. (3 marks) | Light-up a bee smoker safely. (3 marks) |
| | Content | | | |

Topic 9: Poultry farming. (24 marks)

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|--------|--------------------------|---|---|---|
| K - 18 | General Criterion | Identify poultry feeders/drinkers and types. (2 marks) | | |
| | Sub-criteria | Identify TWO pieces of equipment used in poultry farming. (1 mark) | List TWO types of poultry. (1 mark) | |
| | Content | <u>Equipment:</u> Poultry feeder, chick feeder, poultry drinker, nest boxes, incubator, brooder, cages, heat lamp. | <u>Types of poultry:</u> Layers, Broilers, Fancy breeds, Turkeys, ducks, geese, Guinea fowl, Broiler quails. | |
| K - 19 | General Criterion | Identify different poultry feeds. (2 marks) | | |
| | Sub-criteria | Name TWO feeds used from chick to adult in layer hen rearing. (1 mark) | Name TWO feeds used from chick to slaughter in broiler rearing. (1 mark) | |
| | Content | <u>Layer feeds:</u> Chick crumbs, layer crumbs, layer pellets, layer mesh. | <u>Broiler feeds:</u> Broiler starter, broiler grower, broiler finisher, corn (for corn fed). | |
| K - 20 | General Criterion | Recall important aspects related to the operation of an incubator. (4 marks) | | |
| | Sub-criteria | List TWO basic steps involved in the production of poultry species. (1 marks) | List TWO precautions for successful production of poultry species. (2 mark) | Match FOUR important values with essential steps in the operation of an incubator. (1 mark) |
| | Content | <ul style="list-style-type: none"> - Collect fertilised eggs; store eggs appropriately; place in incubator (setting); - Start incubating period; - maintain eggs in incubator (check temperature and humidity regularly; - Stop turning the eggs for the last 3 days of the incubation cycle; - Do not open the incubator (lockdown until the hatch is completed to ensure the desire hatching humidity); - place chicks in brooder when hatched. | <u>Precautions:</u> Ensure parent stock is healthy; Ensure good hen to rooster ratio; Collect clean and non-deformed eggs; Set eggs for incubation in a cool dark place; Eggs to be placed in setter at the correct orientation; Setter to be allowed to rotate without heating before incubation; Calibrate incubator to ensure ideal temperature; Incubator to be placed in zone with constant temperature; Incubator should not be opened unless necessary. Incubator should never run dry; Candling should be done to remove unfertilised eggs; Rotator to be removed before hatching phase starts. | <u>Steps:</u> Incubation days according to poultry species: Example: 21 days (Chickens) Temperature for incubation = 37.7°C Candling day 1 = 7 th Candling day 2 = 14 th Removal of rotator according to poultry species: Example = 18 th day for Chickens. |

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| C - 5 | General Criterion | Outline TWO reasons why bio-security measures are conducted in the running of a farm. (4 marks) | | |
| | Content | Bio-security measures: Quarantine new life stock; Administer and record vaccinations regularly; Make use of disinfecting floor mats; Do not share tools and equipment with other farms; Be on the lookout and record signs of illness; Keep tools and equipment clean. | | |
| A - 12 | General Criterion | Practice tasks involved in the running of layer hens. (6 marks) | | |
| | Sub-criteria | Collect eggs and store appropriately. (2 marks) | Clean and disinfect chicken coop including the drinker/feeder system. (2 marks) | Replenish feeders and drinkers appropriately. (2 marks) |
| | Content | In a clean plastic container; Stored in a cool dry place. | Make use of manure clamp; Drinkers and feeders to be cleaned and disinfected at least every fortnight. | |
| A - 13 | General Criterion | Conduct tasks relevant to producing chicks under supervision. (6 marks) | | |
| | Sub-criteria | Set eggs for incubation following good practice. (2 marks) | Follow instructions to operate an egg incubator. (2 marks) | Follow instructions to host chicks in a brooder. (2 marks) |
| | Content | | | |

Year 11 Assessment Criteria

Topic 10: Undertake tasks related to a honey beehive inspection.

Topic 11: Cottage industry production.

Topic 13: Crop production.

Topic 14: Rabbit farming.



Topic 10: Undertake tasks related to a honey bee hive inspection. (10 marks)

| | | | | |
|---------------|--------------------------|--|--|--|
| K - 27 | General Criterion | Identify contents of a honey beehive. (2 marks) | | |
| | Sub-criteria | Match FOUR different comb cells to their contents. (1 mark) | Identify TWO different honeybee casts. (1 mark) | |
| | Content | <u>Contents:</u> Eggs, larvae, worker, drones, queen, bee bread, nectar, honey, pollen. | <u>Different bees:</u> Queen, worker, drone. | |
| A - 14 | General Criterion | Participate in a honey beehive inspection. (8 marks) | | |
| | Sub-criteria | Follow instructions to conduct a beehive inspection under supervision. | | |
| | Content | | | |

Topic 11: Cottage industry production. (20 marks) – **CONTROLLED**

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|--------|--------------------------|--|---|--|
| K - 21 | General Criterion | Identify cottage industry products and preservation methods. (2 marks) | | |
| | Sub-criteria | List TWO cottage industry products. (1 mark) | Match FOUR methods of preservation to cottage industry products. (1 mark) | |
| | Content | <p><u>Cottage industry products:</u></p> <p>Jams, chutneys, dried produce, preserves in sugar, preserves in oil, preserves in vinegar, preserves in brine/salt, honey, oil, cheese, wines, liquors, cosmetics.</p> <p>NB: students are expected to list specific items eg. strawberry jam.</p> | <p><u>Methods of preservation:</u></p> <p>Salting, drying, fermentation, preserving in vinegar, preserving in oil, preserving in brine, preserving in sugar, candying, smoking.</p> | |
| K - 22 | General Criterion | Recall the factors that contribute to costs and labels for a cottage industry product. (2 marks) | | |
| | Sub-criteria | List TWO items that make part of the cost to produce a cottage industry product. (1 mark) | Name TWO items that need to be included on a cottage industry product label. (1 mark) | |
| | Content | <p><u>Expenses:</u></p> <p>Production costs, purchase of ingredients, containers, jars, bottles, packets, labelling, storage.</p> | <p><u>Items to be included on label:</u></p> <p>Brand, name of product, volume/weight, ingredients, expiry date, lot number.</p> | |
| C - 6 | General Criterion | Estimate costings related to cottage industry products. (4 marks) | | |
| | Content | Estimate the costs involved in a given cottage industry product. (2 marks) | Determine a price for a given cottage industry product. (2 marks) | |
| | | <p><u>Estimate of costs include:</u></p> <p>Costs involving production of ingredients</p> <p>Purchase of ingredients that cannot be produced in house (eg. Vinegar and sugar)</p> <p>Containers/Jars/packets/bottles</p> <p>Labels</p> <p>Number of hours (man hours)</p> <p>Water/electricity/cleaning materials</p> <p>Equipment costs</p> | | |

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| A - 15 | General Criterion | Produce a range of cottage industry products under supervision. (12 marks) | | |
| | Sub-criteria | Prepare ingredients and containers for the preparation of a range cottage industry products under supervision. (2 marks) | Process and transfer to suitable packaging a range of cottage industry products under supervision. (8 marks) | Label a range of cottage industry products under supervision. (2 marks) |
| | Content | <p>NB:</p> <ul style="list-style-type: none"> • Students are required to produce a minimum of 3 different products that require different preservation/preparation methods. • Students are also required to clean and disinfect the working station before labelling. | | |

Topic 13: Crop production. (24 marks)

| | | | | |
|--------|--------------------------|--|--|---|
| K - 23 | General Criterion | Recall different crops and how to grow them. (4 marks) | | |
| | Sub-criteria | Match FOUR crop types with crops. (1 mark) | Match FOUR production methods with crops. (1 mark) | Match FOUR propagation techniques with crops. (2 marks) |
| | Content | Crop types: Tubers, tree fruits, seasonal fruits, leafy, cereals, stem. | Production methods: Open field, greenhouse in soil, hydroponic, aeroponic, aquaponics | Propagation techniques: Seeding, cutting, bulb, runners, layering, rhizome cutting, grafting, tubers. |
| C - 7 | General Criterion | Make a crop plan for the production of a cottage industry product. (4 marks) | | |
| | Content | Establish a sowing and harvesting calendar required for the production of a range of cottage industry products. (1 mark) | Prepare a list of quantities of consumables required to produce a given number/weight of crops required for the production of a cottage industry product. (1 mark) | Estimate the costings involved in the production of a given number/weight of crops required for the production of a cottage industry product. (2 marks) |
| | | NB: Minimum number of different crops given = 4 | List of quantities may include: Seeds, growth medium, seed trays, fertiliser, irrigation fittings, irrigation tubing, seedlings etc. | NB: Pricelist to be supplied by teacher. |
| A - 16 | General Criterion | Produce a range of crops that will be used for the preparation of cottage industry products. (12 marks) | | |
| | Sub-criteria | Sow/transplant a range of crops that will be used for the preparation of cottage industry products. (6 marks) | Maintain a range of crops until maturity that will be used for the preparation of cottage industry products. (4 marks) | Harvest crops that will be used for the preparation of cottage industry products. (2 marks) |
| | Content | <ul style="list-style-type: none"> Field preparation Setup of Irrigation system Crop Selection Seed tray preparation Maintaining Seed Tray Transplanting to field/greenhouse. | <ul style="list-style-type: none"> Irrigation of product Inter-row cultivation De-weeding Observing for pests and diseases Observing for deficiencies and disorders | <ul style="list-style-type: none"> Harvest OWN crop Cleaning Grading Storage |
| A - 17 | General Criterion | Apply fertiliser following instructions under supervision. (4 marks) | | |
| | Sub-criteria | NB: All necessary PPEs and safety considerations during this application are mandatory. For assessment purposes, student must be given a set of instructions to prepare and apply fertiliser as well as clean any application apparatus after use. Environmental protection laws will be adhered to. | | |

Topic 14: Rabbit farming. (26 marks)

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|--------|--------------------------|---|---|--|
| K – 24 | General Criterion | Identify rabbit feeders/drinkers and types. (2 marks) | | |
| | Sub-criteria | Identify TWO pieces of equipment used in rabbit farming. (1 mark) | List TWO common rabbit breeds. (1 mark) | |
| | Content | <u>Equipment</u> : Feeder, nipple drinker, bottle drinker, cages, nest boxes. | Example: New Zealand White, Californian, Rex, Netherland Dwarf, Lop, Lion head, Flemish giant. | |
| K – 25 | General Criterion | Identify different rabbit feeds. (2 marks) | | |
| | Sub-criteria | Name TWO feeds used in commercial rabbit rearing. (1 mark) | Name TWO nutrients found in a commercial rabbit feed. (1 mark) | |
| | Content | <u>Commercial feeds</u> : Weaner, grower, maintenance, doe, medicated. | <u>Nutrients</u> : Protein, fats, carbohydrates, minerals, vitamins. | |
| K - 26 | General Criterion | Recite aspects of rabbit slaughtering. (3 marks) | | |
| | Sub-criteria | List TWO methods of rabbit slaughtering. (1 mark) | List TWO methods of presenting rabbit meat to the consumer. (1 mark) | List TWO animal welfare aspects to consider when slaughtering animals. (1 mark) |
| | Content | Different methods of rabbit slaughtering: stunning; dislocation; halal; striking. | Presentation methods of rabbit meat: whole carcass; parts; deboned; grounding; product creation (e.g. sausages, burgers, etc.). | Animal welfare aspects: Remove unavoidable – - Excitement, pain and suffering. |
| C - 8 | General Criterion | Prepare a breeding programme calendar for a commercial rabbitry. (4 marks) | | |
| | Content | <u>Calendar parameters</u> : Intensity, date required for slaughter, date of breeding, date of preparation of nesting box, date of weaning, date of changing feed. | | |

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| A - 18 | General Criterion | Practice tasks involved in the running of a rabbitry. (6 marks) | | |
| | Sub-criteria | Remove any debris stuck to the wire and the accessories in cages. (2 marks) | Clean and disinfect the rabbitry including the drinker/feeder system. (2 marks) | Replenish feeders and drinkers (where applicable) appropriately. (2 marks) |
| | Content | | Make use of manure clamp; Drinkers and feeders to be cleaned and disinfected at least every fortnight. | |
| A - 19 | General Criterion | Conduct tasks relevant to producing rabbits under supervision. (9 marks) | | |
| | Sub-criteria | Examine a rabbit to determine its sex and health condition. (2 marks) | Select a suitable breeding pair of rabbits. (1 mark) | Follow instructions to carry out tasks required for a rabbit breeding programme. (6 marks) |
| | Content | | | |



TEACHERS' PACK SUPPLEMENT

RUBRIC FOR ASSESSMENT CRITERIA

Year 9

Topic 1: Follow procedures for basic plant production.

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|------------|---|---|---|---|
| K-1 | Identify ONE tool and ONE piece of personal protective equipment that are used in an agribusiness enterprise. | | | |
| | <input type="checkbox"/> 0.5 marks | | <input type="checkbox"/> 1 mark | |
| | Identified either 1 tool or 1 PPE | | Identified 1 tool and 1 PPE | |
| K-1 | Match FOUR pieces of personal protective equipment to their functions. | | | |
| | <input type="checkbox"/> 0.25 marks | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 0.75 marks | <input type="checkbox"/> 1 mark |
| | Matched 1 PPE to the correct function. | Matched 2 PPEs to the correct function. | Matched 3 PPEs to the correct function. | Matched 4 PPEs to the correct function. |
| K-1 | Recognise FOUR Health and Safety signs used in agricultural activity. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | Recognises 1 Health and Safety sign. | Recognises 2 Health and Safety signs. | Recognises 3 Health and Safety signs. | Recognises 4 Health and Safety signs. |
| K-2 | Identify ONE irrigation fitting and ONE irrigation emitter. | | | |
| | <input type="checkbox"/> 0.5 marks | | <input type="checkbox"/> 1 mark | |
| | Identified either 1 irrigation fitting or 1 irrigation emitter. | | Identified 1 irrigation fitting and 1 irrigation emitter. | |
| K-2 | Match FOUR irrigation fittings to their application. | | | |
| | <input type="checkbox"/> 0.25 marks | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 0.75 marks | <input type="checkbox"/> 1 mark |
| | Matched 1 irrigation fitting to its function | Matched 2 irrigation fittings to their function | Matched 3 irrigation fittings to their function | Matched 4 irrigation fittings to their function |

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|------------|---|---|--|--|
| K-2 | Discuss why different tubing diameters are normally used in an irrigation system. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | Makes very basic reference to either flow rate or pressure differences. | Makes very basic reference to both flow rate and pressure differences. | Mentions either: <ul style="list-style-type: none"> - increased main line diameter results in better flow rate. or - Irrigation lines with emitters are then reduced in diameter to increase pressure at point. | Mentions both: <ul style="list-style-type: none"> - increased main line diameter results in better flow rate. - Irrigation lines with emitters are then reduced in diameter to increase pressure at point. |
| C-1 | Outline TWO preventive measures required for maintaining a safe work environment in a horticultural enterprise. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | Makes simple reference to 1 preventive measure | Makes simple reference to 2 preventive measures | Outlines well 1 preventive measure | Outlines well 2 preventive measures |
| C-2 | Describe the use of TWO items that should be present in a First Aid box. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | Makes very basic description of 1 item. | Makes very basic description of 2 items. | Describes in detail 1 item. | Describes in detail 2 items. |
| C-1 | Explain ways of dealing with ONE given injury. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | Describes very basically how to deal with an injury but leaves some steps in the process missing. | Describes very basically how to deal with an injury in at least a 2-step process. | Describes in detail how to deal with an injury but leaves some steps in the process missing. | Describes in detail how to deal with an injury in at least a 2-step process. |

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|------------|--|--|--|---|
| A-1 | Form a straight ridge with a furrow on each side in soil using appropriate tools and PPEs. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks |
| | <p>Forms a non-uniform ridge.</p> <p>Forms furrows on each side of the ridge but are non-uniform.</p> <p>Uses the appropriate tools.</p> <p><i>NB: if PPEs are not used no marks are to be awarded.</i></p> | <p>Forms a ridge that is not straight.</p> <p>Forms furrows on each side of the ridge but are non-uniform.</p> <p>Uses the appropriate tools.</p> <p><i>NB: if PPEs are not used no marks are to be awarded.</i></p> | <p>Forms a neat and straight ridge.</p> <p>Forms furrows on each side of the ridge but are non-uniform.</p> <p>Uses the appropriate tools.</p> <p><i>NB: if PPEs are not used no marks are to be awarded.</i></p> | <p>Forms a neat and straight ridge.</p> <p>Forms neat and straight furrows on each side of the ridge.</p> <p>Uses the appropriate tools.</p> <p><i>NB: if PPEs are not used no marks are to be awarded.</i></p> |
| A-1 | Practice routine work that is required in a field or garden. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks |
| | <p>Student does not achieve mastery in any of the below skills but was able to conduct 2 activities involving the below skills with guidance.</p> <p>Skills: De-weeding and/or tilling and/or raking and/or removal of clippings and/or transplanting seedlings followed by proper watering and/or re-potting followed by proper watering.</p> | <p>Student shows mastery of skill in 1 out of the below skills.</p> <p>Skills: De-weeding and/or tilling and/or raking and/or removal of clippings and/or transplanting seedlings followed by proper watering and/or re-potting followed by proper watering.</p> | <p>Student shows mastery of skill in 2 out of the below skills.</p> <p>Skills: De-weeding and/or tilling and/or raking and/or removal of clippings and/or transplanting seedlings followed by proper watering and/or re-potting followed by proper watering.</p> | <p>Student shows mastery of skill in a minimum of 3 out of the below skills.</p> <p>Skills: De-weeding and/or tilling and/or raking and/or removal of clippings and/or transplanting seedlings followed by proper watering and/or re-potting followed by proper watering.</p> |

| | | | | |
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| A-1 | Successfully grow a tray of seedlings. | | | |
| | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks | <input type="checkbox"/> 4 marks |
| | <p>Student has independently conducted 1 of the below tasks in a skilful manner:</p> <p>Filling tray with given medium and seeding appropriately.</p> <p>Topping tray and irrigating appropriately.</p> <p>Production of mature seedlings with a success rate of not less than 50%.</p> <p>Production of mature seedlings with a success rate of not less than 80%.</p> | <p>Student has independently conducted 2 of the below tasks in a skilful manner:</p> <p>Filling tray with given medium and seeding appropriately.</p> <p>Topping tray and irrigating appropriately.</p> <p>Production of mature seedlings with a success rate of not less than 50%.</p> <p>Production of mature seedlings with a success rate of not less than 80%.</p> | <p>Student has independently conducted 3 of the below tasks in a skilful manner:</p> <p>Filling tray with given medium and seeding appropriately.</p> <p>Topping tray and irrigating appropriately.</p> <p>Production of mature seedlings with a success rate of not less than 50%.</p> <p>Production of mature seedlings with a success rate of not less than 80%.</p> | <p>Student has independently conducted all the below tasks in a skilful manner:</p> <p>Filling tray with given medium and seeding appropriately.</p> <p>Topping tray and irrigating appropriately.</p> <p>Production of mature seedlings with a success rate of not less than 50%.</p> <p>Production of mature seedlings with a success rate of not less than 80%.</p> |
| Marks for Topic (Max. 24) | | | | |

Topic 2: Propagate plants using different methods.

| | | | | |
|------------|---|---|--|---|
| K-3 | Mention the TWO types of germination. | | | |
| | ☐ 0.5 marks | | ☐ 1 mark | |
| | Mentioned 1 type of germination. | | Mentioned 2 types of germination. | |
| K-3 | Outline TWO conditions required for optimum propagation of plants. | | | |
| | ☐ 0.25 marks | ☐ 0.5 marks | ☐ 0.75 marks | ☐ 1 mark |
| | Outlined 1 condition in very brief detail. | Outlined 2 conditions in very brief detail. | Outlined 1 condition in detail. | Outlined 2 conditions in detail. |
| K-3 | Describe TWO propagation techniques used for different plants. | | | |
| | ☐ 0.5 marks | ☐ 1 mark | ☐ 1.5 marks | ☐ 2 marks |
| | Describes in limited detail 1 propagation technique. | Describes in limited detail 2 propagation techniques. | Describes in detail 1 propagation technique. | Describes in detail 2 propagation techniques. |
| K-4 | List TWO types of media used for plant propagation and growth. | | | |
| | ☐ 0.5 marks | | ☐ 1 mark | |
| | Lists 1 type of media | | Lists 2 types of media | |
| K-4 | State suitable growth media for TWO different applications, applied to a specific example, in horticulture. | | | |
| | ☐ 0.5 marks | | ☐ 1 mark | |
| | States 1 suitable growth medium. | | States 2 suitable growth media. | |

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| K-4 | List ONE advantage and ONE disadvantage for TWO given growth media. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | Listed either 1 advantage or 1 disadvantage for 1 growth medium. | Listed 1 advantage and 1 disadvantage for 1 growth medium. OR Listed either 1 advantage or 1 disadvantage for 2 growth media. | Listed 1 advantage and 1 disadvantage for 1 growth medium. AND Listed either 1 advantage or 1 disadvantage for 1 growth medium. | Listed 1 advantage and 1 disadvantage for 2 growth media. |
| | | | | |
| K-5 | List TWO tools and materials required to graft a plant. | | | |
| | <input type="checkbox"/> 0.5 marks | | <input type="checkbox"/> 1 mark | |
| | Lists 1 tool. | | Lists 2 tools. | |
| K-5 | Mention TWO considerations required to graft a plant. | | | |
| | <input type="checkbox"/> 0.5 marks | | <input type="checkbox"/> 1 mark | |
| | Mentions 1 consideration. | | Mentions 2 considerations. | |
| K-5 | Describe TWO benefits of grafted plants. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | Describes very basically 1 benefit. | Describes very basically 2 benefits. | Describes in detail 1 benefit. | Describes in detail 2 benefits. |
| | | | | |

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|------------|--|---|--|--|
| A-2 | Use the correct tools and procedure to take viable cuttings. | | | |
| | ☐ 0.5 marks | ☐ 1 mark | ☐ 2 marks | ☐ 3 marks |
| | <p>Student conducts all tasks but required assistance for all tasks: Sanitization of tools, Proper utilisation of tools, Taking of correct cuttings from a healthy mother plant.</p> <p><i>NB: if PPEs are not used no marks are to be awarded.</i></p> | <p>Student conducts 1 task with zero assistance:</p> <p>Sanitization of tools, Proper utilisation of tools, Taking of correct cuttings from a healthy mother plant.</p> <p><i>NB: if PPEs are not used no marks are to be awarded.</i></p> | <p>Student conducts 2 tasks with zero assistance:</p> <p>Sanitization of tools, Proper utilisation of tools, Taking of correct cuttings from a healthy mother plant.</p> <p><i>NB: if PPEs are not used no marks are to be awarded.</i></p> | <p>Student conducts all 3 tasks with zero assistance:</p> <p>Sanitization of tools, Proper utilisation of tools, Taking of correct cuttings from a healthy mother plant.</p> <p><i>NB: if PPEs are not used no marks are to be awarded.</i></p> |
| A-2 | Use the correct procedure to plant a number of cuttings. | | | |
| | ☐ 0.5 marks | ☐ 1 mark | ☐ 2 marks | ☐ 3 marks |
| | <p>Student conducts all tasks successfully but required assistance for all tasks:</p> <ul style="list-style-type: none"> ● Select the appropriate container according to the type of cutting. ● Select the appropriate media according to the type of cutting. ● Correct orientation of cutting. <p><i>NB: if PPEs are not used no marks are to be awarded.</i></p> | <p>Student conducts 1 task with zero assistance:</p> <ul style="list-style-type: none"> ● Select the appropriate container according to the type of cutting. ● Select the appropriate media according to the type of cutting. ● Correct orientation of cutting. <p><i>NB: if PPEs are not used no marks are to be awarded.</i></p> | <p>Student conducts 2 tasks with zero assistance:</p> <ul style="list-style-type: none"> ● Select the appropriate container according to the type of cutting. ● Select the appropriate media according to the type of cutting. ● Correct orientation of cutting. <p><i>NB: if PPEs are not used no marks are to be awarded.</i></p> | <p>Student conducts all 3 tasks with zero assistance:</p> <ul style="list-style-type: none"> ● Select the appropriate container according to the type of cutting. ● Select the appropriate media according to the type of cutting. ● Correct orientation of cutting. <p><i>NB: if PPEs are not used no marks are to be awarded.</i></p> |

| | | | | |
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| A-2 | Successfully grow a number of cuttings. | | | |
| | □ 1 mark | □ 2 marks | □ 3 marks | □ 4 marks |
| | <p>Minimum attempt where student conducts all tasks successfully but required assistance for all tasks:</p> <ul style="list-style-type: none"> ● Fill container with media and cutting as required for specific plant. ● Regular watering as required for specific plant. <p>However</p> <p>success rate less than 75% but not less than 50%.</p> <p><i>NB: if PPEs are not used no marks are to be awarded.</i></p> | <p>Student conducts all tasks successfully but required assistance for all tasks:</p> <ul style="list-style-type: none"> ● Fill container with media and cutting as required for specific plant. ● Regular watering as required for specific plant. <p>and</p> <ul style="list-style-type: none"> ● Production of new plant via cutting with a success rate of not less than 75%. <p><i>NB: if PPEs are not used no marks are to be awarded.</i></p> | <p>Student conducts all 1 task with zero assistance:</p> <ul style="list-style-type: none"> ● Fill container with media and cutting as required for specific plant. ● Regular watering as required for specific plant. <p>and</p> <ul style="list-style-type: none"> ● Production of new plant via cutting with a success rate of not less than 75%. <p><i>NB: if PPEs are not used no marks are to be awarded.</i></p> | <p>Student conducts all 2 tasks with zero assistance:</p> <ul style="list-style-type: none"> ● Fill container with media and cutting as required for specific plant. ● Regular watering as required for specific plant. <p>and</p> <ul style="list-style-type: none"> ● Production of new plant via cutting with a success rate of not less than 75%. <p><i>NB: if PPEs are not used no marks are to be awarded.</i></p> |
| Marks for Topic (Max. 22) | | | | |

Topic 3: Undertake proper fish keeping tasks to maintain a healthy fish tank.

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|------------|--|--|--|---|
| K-6 | Match FOUR fish species to their respective habitat. | | | |
| | <input type="checkbox"/> 0.25 marks | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 0.75 marks | <input type="checkbox"/> 1 mark |
| | Matched 1 species to respective habitat. | Matched 2 species to respective habitat. | Matched 3 species to respective habitat. | Matched 4 species to respective habitat. |
| K-6 | List TWO water parameters that should be monitored to keep a healthy fish tank. | | | |
| | <input type="checkbox"/> 0.5 marks | | <input type="checkbox"/> 1 mark | |
| | Lists 1 water parameter. | | Lists 2 water parameters. | |
| K-6 | Outline TWO fish habitats in relation to water parameters. | | | |
| | <input type="checkbox"/> 1 mark | | <input type="checkbox"/> 2 marks | |
| | Outlined 1 fish habitat correctly. | | Outlined 2 fish habitats correctly. | |
| C-2 | Justify the size of a given aquarium for ONE given fish species. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | Limited justification based upon 1 out of the below points: Size or fish and/or Aggression of fish species and/or Fish morphology and/or Species swimming/schooling pattern. | Limited justification based upon 2 out of the below points: Size or fish and/or Aggression of fish species and/or Fish morphology and/or Species swimming/schooling pattern. | Detailed justification based upon 1 out of the below points: Size or fish and/or Aggression of fish species and/or Fish morphology and/or Species swimming/schooling pattern./schooling pattern. | Detailed justification based upon 2 out of the below points: Size or fish and/or Aggression of fish species and/or Fish morphology and/or Species swimming/schooling pattern. |

| | | | | |
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| C-2 | Explain TWO benefits of water change of a fish tank. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | Explains in limited detail 1 benefit. | Explains in limited detail 2 benefits. | Explains in detail 1 benefit. | Explains in detail 2 benefits. |
| C-2 | Discuss the importance of ONE aquarium décor item in relation to fish health of a given species. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | Discusses in limited detail taking into consideration either the fish's wellbeing or natural habitat. | Discusses in limited detail taking into consideration the fish's wellbeing and natural habitat. | Discusses in detail taking into consideration either the fish's wellbeing or natural habitat. | Discusses in detail taking into consideration the fish's wellbeing and natural habitat. |
| A-3 | Give the right quantity of the right feed to fish in a running fish tank | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks |
| | Student conducts all tasks successfully but required assistance for all tasks: Selection of correct feed for given fish tank. Correct amount of fish feed. Proper feeding technique. | Student conducts 1 task with zero assistance: Selection of correct feed for given fish tank. Correct amount of fish feed. Proper feeding technique. | Student conducts 2 tasks with zero assistance: Selection of correct feed for given fish tank. Correct amount of fish feed. Proper feeding technique. | Student conducts all 3 tasks with zero assistance: Selection of correct feed for given fish tank. Correct amount of fish feed. Proper feeding technique. |
| A-3 | Record water parameters for a given fish tank. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks |
| | Student measures and records successfully 5 water parameters listed below requiring assistance for both measuring parameters and recording results: Chlorine, Nitrates, Nitrites, pH, Water hardness, Temperature. | Student measures successfully 5 water parameters listed below with zero assistance: Chlorine, Nitrates, Nitrites, pH, Water hardness, Temperature. | Student measures and records successfully all 6 water parameters listed below requiring assistance for recording results: Chlorine, Nitrates, Nitrites, pH, Water hardness, Temperature. NB: Deduct 0.5 marks if 5 parameters are measured. | Student measures and records successfully all 6 water parameters listed below with zero assistance: Chlorine, Nitrates, Nitrites, pH, Water hardness, Temperature. |

| | | | | |
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| A-3 | Conduct a water change for a running fish tank. | | | |
| | ☐ 1 mark | ☐ 2 marks | ☐ 3 marks | ☐ 4 marks |
| | <p>Students performs skilfully all 1 out of the 4 tasks below with zero assistance:</p> <p>Remove a suitable amount of water using appropriate tools.</p> <p>Measure and dose the correct water additive.</p> <p>Top-up water to appropriate level.</p> <p>After teacher has switched back on electrical items, check that all components and décor are in the appropriate condition.</p> | <p>Students performs skilfully all 2 out of the 4 tasks below with zero assistance:</p> <p>Remove a suitable amount of water using appropriate tools.</p> <p>Measure and dose the correct water additive.</p> <p>Top-up water to appropriate level.</p> <p>After teacher has switched back on electrical items, check that all components and décor are in the appropriate condition.</p> | <p>Students performs skilfully all 3 out of the 4 tasks below with zero assistance:</p> <p>Remove a suitable amount of water using appropriate tools.</p> <p>Measure and dose the correct water additive.</p> <p>Top-up water to appropriate level.</p> <p>After teacher has switched back on electrical items, check that all components and décor are in the appropriate condition.</p> | <p>Students performs skilfully all 4 tasks below with zero assistance:</p> <p>Remove a suitable amount of water using appropriate tools.</p> <p>Measure and dose the correct water additive.</p> <p>Top-up water to appropriate level.</p> <p>After teacher has switched back on electrical items, check that all components and décor are in the appropriate condition.</p> |
| Marks for Topic (Max. 20) | | | | |

Topic 4: Meet the basic needs of an avian and a mammalian pet.

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|------------|--|--|--|--|
| K-7 | List TWO common mammalian pets kept in Malta. | | | |
| | □ 0.5 marks | | □ 1 mark | |
| | Lists 1 common mammalian pet. | | Lists 2 common mammalian pets. | |
| K-7 | Identify TWO types of accommodation for common mammalian pets in Malta. | | | |
| | □ 0.5 marks | | □ 1 mark | |
| | Identifies 1 type of accommodation. | | Identifies 2 types of accommodation. | |
| K-7 | Outline a diet for a mammalian pet through ONE life stage. | | | |
| | □ 0.5 marks | □ 1 mark | □ 1.5 marks | □ 2 marks |
| | <p>Detailed discussion where the below 1 out of the 4 nutrients are included:</p> <ul style="list-style-type: none"> - Protein - Carbohydrates - Fibre - Vitamins and minerals <p><i>NB: Where applicable, eg. Cats and dogs, 1 nutrient may be replaced by pellet size.</i></p> | <p>Detailed discussion where the below 2 out of the 4 nutrients are included:</p> <ul style="list-style-type: none"> - Protein - Carbohydrates - Fibre - Vitamins and minerals <p><i>NB: Where applicable, eg. Cats and dogs, 1 nutrient may be replaced by pellet size.</i></p> | <p>Detailed discussion where the below 3 out of the 4 nutrients are included:</p> <ul style="list-style-type: none"> - Protein - Carbohydrates - Fibre - Vitamins and minerals <p><i>NB: Where applicable, eg. Cats and dogs, 1 nutrient may be replaced by pellet size.</i></p> | <p>Detailed discussion where the below nutrients are all included:</p> <ul style="list-style-type: none"> - Protein - Carbohydrates - Fibre - Vitamins and minerals <p><i>NB: Where applicable, eg. Cats and dogs, 1 nutrient may be replaced by pellet size.</i></p> |
| K-8 | List TWO common avian pets kept in Malta. | | | |
| | □ 0.5 marks | | □ 1 mark | |
| | Lists 1 common avian pet. | | Lists 2 common avian pets. | |

| | | | | |
|------------|---|---|---|--|
| K-8 | Identify TWO types of accommodation for common avian pets in Malta. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | | |
| | Identifies 1 type of accommodation. | Identifies 2 types of accommodation. | | |
| K-8 | Select the appropriate feed for FOUR given avian pets. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | Selects 1 appropriate feed. | Selects 2 appropriate feeds. | Selects 3 appropriate feeds. | Selects 4 appropriate feeds. |
| C-3 | Indicate the ideal environmental conditions required to keep a given mammalian pet and a given avian pet. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | Answer includes mentioning only 1 of the 2 following points: - Length of day - Temperature | Answer includes mentioning only the 2 following points: - Length of day - Temperature | Answer includes 1 of the 2 following points in detail: - Length of day - Temperature | Answer includes the 2 following points in detail: - Length of day - Temperature |
| C-3 | Describe factors that determine the number of a given pet that should be kept in a given cage/housing. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | Answer includes mentioning only the of the 2 points below: - Size of pet - Natural behaviour of pet. | Answer includes mentioning only the 2 points below: - Size of pet - Natural behaviour of pet. | Detailed description where the 1 of the 2 points below is included: - Size of pet - Natural behaviour of pet. | Detailed description where the 2 points below are included: - Size of pet - Natural behaviour of pet. |
| C-3 | Discuss ONE criterion that should be considered when designing a record-keeping sheet for feeding and vaccination of a given pet. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | List reasons, without discussing why the criterion is important. | Discusses in brief the importance of the given criterion in record keeping card. | Discusses in detail giving facts rather than a justification why the given criterion is essential in record keeping card. | Discusses in detail giving proper justification why the given criterion is essential in record keeping card. |

| | | | | |
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| A-4 | Clean the cage/housing of a given mammalian pet. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks |
| | <p>Student conducts all tasks successfully but required assistance for all tasks:</p> <p>Cleaning of walls and/or floor and/or wire appropriately.</p> <p>Cleaning of feeders appropriately.</p> <p>Cleaning and replenishment of drinkers appropriately.</p> | <p>Student conducts 1 task with zero assistance:</p> <p>Cleaning of walls and/or floor and/or wire appropriately.</p> <p>Cleaning of feeders appropriately.</p> <p>Cleaning and replenishment of drinkers appropriately.</p> | <p>Student conducts 2 tasks with zero assistance:</p> <p>Cleaning of walls and/or floor and/or wire appropriately.</p> <p>Cleaning of feeders appropriately.</p> <p>Cleaning and replenishment of drinkers appropriately.</p> | <p>Student conducts all 3 tasks with zero assistance:</p> <p>Cleaning of walls and/or floor and/or wire appropriately.</p> <p>Cleaning of feeders appropriately.</p> <p>Cleaning and replenishment of drinkers appropriately.</p> |
| A-4 | Give the right quantity of feed to a given mammalian pet according to the given life stage. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks |
| | <p>Student conducts all tasks successfully but required assistance for all tasks:</p> <p>Select suitable food for given pet.</p> <p>Weigh/measure suitable amount of feed.</p> <p>Loading feeder and placing appropriately.</p> | <p>Student conducts 1 task with zero assistance:</p> <p>Select suitable food for given pet.</p> <p>Weigh/measure suitable amount of feed.</p> <p>Loading feeder and placing appropriately.</p> | <p>Student conducts 2 tasks with zero assistance:</p> <p>Select suitable food for given pet.</p> <p>Weigh/measure suitable amount of feed.</p> <p>Loading feeder and placing appropriately.</p> | <p>Student conducts all 3 tasks with zero assistance:</p> <p>Select suitable food for given pet.</p> <p>Weigh/measure suitable amount of feed.</p> <p>Loading feeder and placing appropriately.</p> |
| A-4 | Use the correct procedure for handling a given mammalian pet. | | | |
| | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks | <input type="checkbox"/> 4 marks |
| | <p>Students was able to perform only 1 of the below tasks:</p> <p>Safe and comfortable handling for pet where animal is neither harmed nor stressed unnecessarily.</p> <p>Safe and comfortable in handling given pet.</p> | <p>Students performs well but required moderate assistance in both below tasks:</p> <p>Safe and comfortable handling for pet where animal is neither harmed nor stressed unnecessarily.</p> <p>Safe and comfortable in handling given pet.</p> | <p>Students performs well but required moderate assistance in 1 of the below tasks:</p> <p>Safe and comfortable handling for pet where animal is neither harmed nor stressed unnecessarily.</p> <p>Safe and comfortable in handling given pet.</p> | <p>Students performs skilfully:</p> <p>Safe and comfortable handling for pet where animal is neither harmed nor stressed unnecessarily.</p> <p>Safe and comfortable in handling given pet.</p> |

| | | | | |
|----------------------------------|---|--|--|---|
| A-5 | Clean the cage/housing of a given avian pet. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks |
| | <p>Student conducts all tasks successfully but required assistance for all tasks:</p> <p>Cleaning of walls and/or floor and/or wire appropriately.</p> <p>Cleaning of feeders appropriately.</p> <p>Cleaning and replenishment of drinkers appropriately.</p> | <p>Student conducts 1 task with zero assistance:</p> <p>Cleaning of walls and/or floor and/or wire appropriately.</p> <p>Cleaning of feeders appropriately.</p> <p>Cleaning and replenishment of drinkers appropriately.</p> | <p>Student conducts 2 tasks with zero assistance:</p> <p>Cleaning of walls and/or floor and/or wire appropriately.</p> <p>Cleaning of feeders appropriately.</p> <p>Cleaning and replenishment of drinkers appropriately.</p> | <p>Student conducts all 3 tasks with zero assistance:</p> <p>Cleaning of walls and/or floor and/or wire appropriately.</p> <p>Cleaning of feeders appropriately.</p> <p>Cleaning and replenishment of drinkers appropriately.</p> |
| A-5 | Give the right quantity of feed to a given avian pet according to the given life stage. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks |
| | <p>Student conducts all tasks successfully but required assistance for all tasks:</p> <p>Select suitable food for given pet.</p> <p>Weigh/measure suitable amount of feed.</p> <p>Loading feeder and placing appropriately.</p> | <p>Student conducts 1 task with zero assistance:</p> <p>Select suitable food for given pet.</p> <p>Weigh/measure suitable amount of feed.</p> <p>Loading feeder and placing appropriately.</p> | <p>Student conducts 2 tasks with zero assistance:</p> <p>Select suitable food for given pet.</p> <p>Weigh/measure suitable amount of feed.</p> <p>Loading feeder and placing appropriately.</p> | <p>Student conducts all 3 tasks with zero assistance:</p> <p>Select suitable food for given pet.</p> <p>Weigh/measure suitable amount of feed.</p> <p>Loading feeder and placing appropriately.</p> |
| A-5 | Use the correct procedure for installing a nesting box. | | | |
| | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks | <input type="checkbox"/> 4 marks |
| | <p>Students was able to perform only 1 of the below tasks:</p> <p>Selects the correct nest box according to bird species</p> <p>Positions the box correctly.</p> <p>Secure installation of the box.</p> | <p>Students performs well but required moderate assistance in both below tasks:</p> <p>Selects the correct nest box according to bird species</p> <p>Positions the box correctly.</p> <p>Secure installation of the box.</p> | <p>Students performs well but required moderate assistance in 1 of the below tasks:</p> <p>Selects the correct nest box according to bird species</p> <p>Positions the box correctly.</p> <p>Secure installation of the box.</p> | <p>Students performs skilfully:</p> <p>Selects the correct nest box according to bird species</p> <p>Positions the box correctly.</p> <p>Secure installation of the box.</p> |
| Marks for Topic (Max. 34) | | | | |

Year 10

Topic 5: Gardening and landscaping. (28 marks)

| | | |
|-------------|--|---|
| K-9 | List TWO common sustainable garden types suitable for the Mediterranean climate. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Lists 1 common sustainable garden type. | Lists 2 common sustainable garden types. |
| K-9 | Name TWO plants suitable for a given garden type. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Names 1 plant suitable for given garden type. | Names 2 plants suitable for given garden type. |
| | | |
| K-10 | List ONE type of fertiliser and ONE macronutrient. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Lists 1 type of fertiliser OR 1 macronutrient. | Lists 1 type of fertiliser and 1 macronutrient. |
| K-10 | Explain ONE benefit of organic matter in soil. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Outlines 1 benefit. | Explains 1 benefit. |

| | | | | |
|------------|--|--|--|---|
| C-4 | Illustrate a simple design for a garden/green patch according to given specifications. | | | |
| | ☐ 1 mark | ☐ 1.5 marks | ☐ 2.5 marks | ☐ 3 marks |
| | Student produced design but required assistance to select 3 or more categories of plants. | Student needed moderate prompting to produce a garden design containing: <ul style="list-style-type: none"> - Trees, Shrubs, Perennials & Seasonals. | Student independently produces a simple design containing: <ul style="list-style-type: none"> - Trees, Shrubs, Perennials & Seasonals. | Student independently produces a simple design containing: <ul style="list-style-type: none"> - Trees, Shrubs, Perennials & Seasonals. <p>The selection of plants comprises plants that are compatible with each other.</p> |
| C-4 | Sketch an irrigation system according to given specifications. | | | |
| | ☐ 1 mark | ☐ 1.5 marks | ☐ 2.5 marks | ☐ 3 marks |
| | Student independently produced a sketch of the irrigation system which includes 2 out of the 5 following items: <ul style="list-style-type: none"> - Main source of water - Irrigation tubing - Tubing diameter - Emitter locations - Other irrigation fittings such as tees, end caps etc. | Student independently produced a sketch of the irrigation system which includes 3 out of the 5 following items: <ul style="list-style-type: none"> - Main source of water - Irrigation tubing - Tubing diameter - Emitter locations - Other irrigation fittings such as tees, end caps etc. | Student independently produced a sketch of the irrigation system which includes 4 out of the 5 following items: <ul style="list-style-type: none"> - Main source of water - Irrigation tubing - Tubing diameter - Emitter locations - Other irrigation fittings such as tees, end caps etc. | Student independently produced a sketch of the irrigation system which includes the following items: <ul style="list-style-type: none"> - Main source of water - Irrigation tubing - Tubing diameter - Emitter locations - Other irrigation fittings such as tees, end caps etc. |

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| A-6 | Transplant a number of plants in a garden area according to a given site. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks |
| | <p>Student transplanted plants with slight assistance:</p> <ul style="list-style-type: none"> - in location as per given job sheet. - Using appropriate tools and technique. | <p>Student transplanted plants with slight assistance:</p> <ul style="list-style-type: none"> - in location as per given job sheet. - Using appropriate tools and technique. - Cleaned and tidied work area following given task. | <p>Student transplanted plants without assistance:</p> <ul style="list-style-type: none"> - in location as per given job sheet. - Using appropriate tools and technique. | <p>Student transplanted plants without assistance:</p> <ul style="list-style-type: none"> - in location as per given job sheet. - Using appropriate tools and technique. - Cleaned and tidied work area following given task. |
| A-6 | Practice techniques for raising soil beds and creating ridges ('konka') around the plants transplanted in your garden area. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks |
| | <p>Student forms one round ridge around a given plant that has either a consistent trough or ridge. Work is done with minimal assistance.</p> | <p>Student forms neat round ridge all around a number of given plants that have a consistent trough and ridge. Work is done with minimal assistance.</p> | <p>Student forms neat round ridge all around a number of given plants that have a consistent trough and ridge. Work is done without any assistance.</p> | <p>Student forms neat round ridge all around a number of given plants that have a consistent trough and ridge. Work is done without any assistance. Same size replicated at least twice.</p> |
| A-6 | Lay an irrigation system for your garden area as per given plan. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | <p>Student performs all tasks with minimal assistance.</p> <ul style="list-style-type: none"> - Irrigation lines are laid skilfully - All fittings attached according to specifications of product. - Emitters attached according to specifications of product. | <p>Student performs 1 out of the following tasks with zero assistance and 2 tasks with minimal assistance.</p> <ul style="list-style-type: none"> - Irrigation lines are laid skilfully - All fittings attached according to specifications of product. - Emitters attached according to specifications of product. | <p>Student performs 2 out of the following tasks with zero assistance and 1 task with minimal assistance.</p> <ul style="list-style-type: none"> - Irrigation lines are laid skilfully - All fittings attached according to specifications of product. - Emitters attached according to specifications of product. | <ul style="list-style-type: none"> - Irrigation lines are laid skilfully - All fittings attached according to specifications of product. - Emitters attached according to specifications of product. <p>No assistance was given to student.</p> |

| | | | | | |
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| A-7 | Prepare pruning tools for use and storage. | | | | |
| | <input type="checkbox"/> 0.5 mark | | <input type="checkbox"/> 1 mark | | |
| | Selects all the appropriate tools for the given pruning task. And Prepares tools for appropriate storage after pruning task. Both tasks done with minor assistance. | | Selects all the appropriate tools for the given pruning task. And Prepares tools for appropriate storage after pruning task. Both tasks done without assistance. | | |
| A-7 | Maintain a given garden area over a period of time under supervision. | | | | |
| | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks | <input type="checkbox"/> 4 marks | <input type="checkbox"/> 6 marks |
| | Conducts all these tasks with zero assistance for at least 2 weeks: <ul style="list-style-type: none"> - Removes weeds - Irrigation - Checks for problems - Makes cultural procedures as per given plants. | Conducts all these tasks with zero assistance for at least 3 weeks: <ul style="list-style-type: none"> - Removes weeds - Irrigation - Checks for problems - Makes cultural procedures as per given plants. | Conducts all these tasks with zero assistance for at least 4 weeks: <ul style="list-style-type: none"> - Removes weeds - Irrigation - Checks for problems - Makes cultural procedures as per given plants. | Conducts all these tasks with zero assistance for at least 5 weeks: <ul style="list-style-type: none"> - Removes weeds - Irrigation - Checks for problems - Makes cultural procedures as per given plants. | Conducts all these tasks with zero assistance for at least 6 weeks: <ul style="list-style-type: none"> - Removes weeds - Irrigation - Checks for problems - Makes cultural procedures as per given plants. |

| | | | | | |
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| A-7 | Conduct a given pruning task under supervision. | | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks |
| | <p>Student required significant prompting together with practical assistance whilst performing pruning task. However, the following skills were observed:</p> <ul style="list-style-type: none"> - Appropriate use of pruning tools. - Follows all instructions given for specific pruning task. | <p>Student required significant prompting whilst performing pruning task but no physical assistance. The following skills were observed:</p> <ul style="list-style-type: none"> - Appropriate use of pruning tools. - Follows all instructions given for specific pruning task. | <p>Student required moderate prompting whilst performing pruning task during which 3 of the following skills were observed:</p> <ul style="list-style-type: none"> - Appropriate use of pruning tools. - Diligent use of pruning tools. - Diligent use of workspace. - Follows all instructions given for specific pruning task. | <p>Student required moderate prompting whilst performing pruning task during which these skills were observed:</p> <ul style="list-style-type: none"> - Appropriate use of pruning tools. - Diligent use of pruning tools. - Diligent use of workspace. - Follows all instructions given for specific pruning task. | <p>Student performs almost autonomously requiring just supervision to perform pruning task during which these skills were observed:</p> <ul style="list-style-type: none"> - Appropriate use of pruning tools. - Diligent use of pruning tools. - Diligent use of workspace. - Follows all instructions given for specific pruning task. |
| Marks for Topic (Max. 28) | | | | | |

Topic 6: Setting-up an aquarium. (12 marks)

| | | |
|-------------|--|---|
| K-11 | List TWO different pieces of life support/habitat equipment used in an aquarium. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Lists 1 piece of equipment. | Lists min. 2 pieces of equipment. |
| K-11 | List TWO different décor items used in an aquarium. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Lists 1 decor item. | Lists min. 2 decor items. |
| K-12 | Name TWO aquascaping styles. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Names 1 aquascaping style. | Names min. 2 aquascaping styles' |
| K-12 | List ONE aquarium maintenance tools/supplies and ONE aquascaping tools/supplies. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Lists min. 1 maintenance tool/supplies OR Lists min. 1 aquascaping tool. | Lists min. 1 maintenance tool/supplies AND Lists min. 1 aquascaping tool. |

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| A-8 | Set-up an aquarium with the necessary equipment and décor. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks |
| | Student completes full set-up with significant assistance AND significant prompting. | Student completes full set-up with significant assistance OR significant prompting. | Student completes full set-up with minimal assistance OR minimal prompting. | Student completes full set-up without any assistance or prompting. |
| A-8 | Prepare an aquarium to make it suitable to host the given biota. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | Student performs tasks with a high level of assistance. | Student performs tasks with moderate assistance. | Student performs tasks skilfully BUT requiring moderate assistance for 1 task only. | Student performs tasks skilfully without any assistance. |
| A-8 | Maintain an aquarium for a period of time. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks |
| | Student performs a min. of 6 out of the 8 indicated tasks skilfully over a minimum period of 30 days. Slight assistance/prompting was required. At least 2 entries of record of work to be included. | Student performs a min. of 6 out of the 8 indicated tasks skilfully over a minimum period of 30 days. At least 2 entries of record of work to be included. | Student performs a min. of 6 out of the 8 indicated tasks skilfully over a minimum period of 30 days. Slight assistance/prompting was required. At least 3 entries of record of work to be included. | Student performs a min. of 6 out of the 8 indicated tasks skilfully over a minimum period of 30 days. At least 3 entries of record of work to be included. |
| Marks for Topic (Max. 12) | | | | |

Topic 7: Petcare. (22 marks)

| | | |
|-------------|---|---|
| K-13 | Name TWO basic tools used in animal grooming. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Named 1 tool. | Named 2 tools. |
| K-13 | List TWO animal coat types. (1 mark) | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Listed 1 animal coat type. | Listed 2 animal coat types. |
| | | |
| K-14 | Name TWO PPEs utilised in animal grooming and veterinary nursing. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Names 1 PPE. | Names 2 PPEs. |
| K-14 | Name TWO tools utilised in veterinary nursing. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Names 1 tool/equipment. | Names 2 tools/equipment. |
| | | |
| K-15 | List ONE common pet health condition, ONE common pet parasite and ONE common pet disease and how to treat them. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Student lists: 1 common pet health condition OR 1 common pet parasite OR 1 common pet disease. | Student lists: 1 common pet health condition OR 1 common pet parasite OR 1 common pet disease AND how to treat it. |

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| K-15 | Explain the importance of vaccinating an animal. | | | |
| | <input type="checkbox"/> 0.75 marks | <input type="checkbox"/> 1.5 mark | <input type="checkbox"/> 2.25 marks | <input type="checkbox"/> 3 marks |
| | Student explains minimally either prevention of disease or controlling disease transmission. | Student explains minimally both prevention of disease and controlling disease transmission. or Student explains in detail either prevention of disease or controlling disease transmission. | Student explains minimally prevention of disease and in detail controlling disease transmission. or Student explains in detail prevention of disease and minimally controlling disease transmission. | Student explains in detail both prevention of disease and controlling disease transmission. |
| A-9 | Conduct a health check for a given animal using basic veterinary nursing equipment. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | Through significant assistance, checks 6 areas. | Through significant assistance, checks 9 areas. | Skilfully, with minimal assistance, checks 9 areas. | Skilfully and autonomously checks 9 areas. |
| A-9 | Record the results of an animal health checklist to assess overall health status of a given animal. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | |
| | 60% of records entered correctly. | All records entered correctly with minimal assistance. | All records entered correctly without assistance. | |

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|----------------------------------|--|---|--|---|
| A-10 | Select the appropriate grooming tools for a given grooming task. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | |
| | Half of the grooming tools required for given grooming task were selected without assistance. | Most grooming tools required for given grooming task were selected without assistance. | All grooming tools required for given grooming task were selected without assistance. | |
| A-10 | Conduct grooming of a given animal under supervision. | | | |
| | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks | <input type="checkbox"/> 4 marks | <input type="checkbox"/> 5 marks |
| | Performs given grooming task on a given animal with assistance from fellow student limited only to restraint of the animal and handing of tools/equipment. Minimal prompting from educators was required. Grooming procedure to include on least 2 areas of the animal. | Performs given grooming task on a given animal with assistance from fellow student limited only to restraint of the animal and handing of tools/equipment. Grooming procedure to include on least 2 areas of the animal. | Performs given grooming task on a given animal with assistance from fellow student limited only to restraint of the animal and handing of tools/equipment. Minimal prompting from educators was required. Grooming procedure to include on least 3 areas of the animal. | Performs given grooming task on a given animal with assistance from fellow student limited only to restraint of the animal and handing of tools/equipment. Grooming procedure to include on least 3 areas of the animal. |
| A-10 | Maintain grooming tools appropriately. | | | |
| | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks | |
| | Student, with minimal assistance and prompting maintains given grooming tools appropriately before and after use. | Student, with minimal assistance, maintains given grooming tools appropriately before and after use. | Student, without any assistance, maintains given grooming tools appropriately before and after use. | |
| Marks for Topic (Max. 22) | | | | |

Topic 8: Introductory Apiculture. (14 marks)

| | | | | |
|-------------|---|--|--|--|
| K-16 | List TWO apicultural products. | | | |
| | ☐ 0.5 marks | | ☐ 1 mark | |
| | Lists 1 apicultural product. | | Lists 2 apicultural products. | |
| K-16 | Name FOUR roles of a worker bee. | | | |
| | ☐ 0.5 marks | ☐ 1 mark | ☐ 1.5 marks | ☐ 2 marks |
| | Named 1 role. | Named 2 roles. | Named 3 roles. | Named 4 roles. |
| K-16 | Identify TWO parts of a beehive. | | | |
| | ☐ 0.5 marks | | ☐ 1 mark | |
| | Identified 1 part. | | Identified 2 parts. | |
| K-17 | Match FOUR apicultural tools or equipment to their use. | | | |
| | ☐ 0.25 marks | ☐ 0.5 marks | ☐ 0.75 marks | ☐ 1 mark |
| | Matches 1 apicultural tool or equipment to its use. | Matches 2 apicultural tools or equipment to their use. | Matches 3 apicultural tools or equipment to their use. | Matches 4 apicultural tools or equipment to their use. |
| K-17 | Name TWO PPEs used whilst working in an apiary. (1 mark) | | | |
| | ☐ 0.5 marks | | ☐ 1 mark | |
| | Names 1 PPE. | | Names 2 PPEs. | |

| | | | | |
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| A-11 | Wear the appropriate apicultural PPEs successfully as part of your preparation to access the apiary. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | |
| | Wears all PPEs with minimal assistance. | Wears most PPEs with minimal assistance. Other PPEs with no assistance. | Wears all PPEs with no assistance. | |
| A-11 | Set-up a beehive correctly to be able to host a bee colony. | | | |
| | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks | |
| | Complete set-up of beehive with slight assistance for all of the hive. | Complete set-up of beehive with slight assistance for some parts of the hive. | Complete set-up of beehive with no assistance. | |
| A-11 | Light-up a bee smoker safely. | | | |
| | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks | |
| | Smoker was lit successfully with minimal assistance. Student was prompted to remove veil/other flammable items (long hair, sleeves etc.) from the way. Produced a stream of 'warm' smoke. | Smoker was lit successfully with zero assistance. Student was prompted to remove veil/other flammable items (long hair, sleeves etc.) from the way. Produced a stream of 'warm' smoke. | Smoker was lit successfully with zero assistance. Student removed veil/other flammable items (long hair, sleeves etc.) from the way. Produced a stream of 'warm' smoke. | |
| Marks for Topic (Max. 14) | | | | |

Topic 9: Poultry Farming. (24 marks)

| | | |
|-------------|---|-----------------------------------|
| K-18 | Identify TWO pieces of equipment used in poultry farming. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Identifies 1 piece of equipment. | Identifies 2 pieces of equipment. |
| K-18 | List TWO types of poultry. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Lists 1 poultry type. | Lists 2 poultry types. |
| K-19 | Name TWO feeds used from chick to adult in layer hen rearing. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Names 1 feed. | Names 2 feeds. |
| K-19 | Name TWO feeds used from chick to slaughter in broiler rearing. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Names 1 feed from the. | Names 2 feeds. |
| K-20 | List TWO basic steps involved in the Production of poultry species. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Lists 1 step. | Lists 2 steps. |
| K-20 | List TWO precautions for successful production of poultry species. | |
| | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks |
| | Lists 1 precaution. | Lists 2 precautions. |

| | | | | |
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| K-20 | Match FOUR important values with essential steps in the operation of an incubator. | | | |
| | <input type="checkbox"/> 0.25 marks | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 1 mark |
| | Matches 1 value to an essential step for given poultry species. | Matches 2 values to essential steps for given poultry species. | Matches 3 values to essential steps for given poultry species. | Matches 4 values to essential steps for given poultry species. |
| | | | | |
| C-5 | Outline TWO reasons why bio-security measures are conducted in the running of a farm. | | | |
| | <input type="checkbox"/> 2 marks | | <input type="checkbox"/> 4 marks | |
| | Outlines 1 bio-security measure. | | Outlines 2 bio-security measures. | |
| | | | | |
| A-12 | Collect eggs and store appropriately. | | | |
| | | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | | Student follows given standard procedure with moderate assistance and prompting. | Student follows given standard procedure with moderate assistance. | Student follows given standard procedure without any assistance. |
| A-12 | Clean and disinfect chicken coop including the drinker/feeder system. | | | |
| | | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | | Student follows given standard procedure with moderate assistance and prompting. | Student follows given standard procedure with moderate assistance. | Student follows given standard procedure without any assistance. |
| A-12 | Replenish feeders and drinkers appropriately. | | | |
| | <input type="checkbox"/> 1 mark | | <input type="checkbox"/> 2 marks | |
| | Student follows given standard procedure with moderate assistance. | | Student follows given standard procedure without any assistance. | |

| | | |
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| A-13 | Set eggs for incubation following good practice. | |
| | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks |
| | Student follows given standard procedure with moderate assistance. | Student follows given standard procedure without any assistance. |
| A-13 | Follow instructions to operate an egg incubator. | |
| | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks |
| | Student follows given standard procedure with moderate assistance. | Student follows given standard procedure without any assistance. |
| A-13 | Follow instructions to host chicks in a brooder. | |
| | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks |
| | Student follows given standard procedure with moderate assistance. | Student follows given standard procedure without any assistance. |
| Marks for Topic (Max. 24) | | |

Year 11

Topic 10: Undertake tasks related to a honey beehive inspection. (10 marks)

| | | | | |
|----------------------------------|--|--|---|--|
| K-27 | Match FOUR different comb cells to their contents. | | | |
| | <input type="checkbox"/> 0.25 marks | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 0.75 marks | <input type="checkbox"/> 1 mark |
| | Matches 1 different comb cell to its contents. | Matches 2 different comb cells to their contents. | Matches 3 different comb cells to their contents. | Matches 4 different comb cells to their contents. |
| K-27 | Identify TWO different honeybee casts. | | | |
| | <input type="checkbox"/> 0.5 marks | | <input type="checkbox"/> 1 mark | |
| | Identifies 1 cast. | | Identifies 2 casts. | |
| A-14 | Follow instructions to conduct a beehive inspection under supervision. | | | |
| | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 4 marks | <input type="checkbox"/> 6 marks | <input type="checkbox"/> 8 marks |
| | <p>The student after prompting:</p> <ul style="list-style-type: none"> - Wears PPEs correctly; or - Stands behind hive rather than in front. - Behaves appropriately in the apiary; (compulsory) <p>Student will, upon prompting, carry out 2 out the 3 tasks:</p> <ul style="list-style-type: none"> - Hold frames appropriately; - Utilise a hive tool; - Open or close a hive. | <p>The student after prompting:</p> <ul style="list-style-type: none"> - Wears PPEs correctly; or - Stands behind hive rather than in front. - Behaves appropriately in the apiary; (compulsory) <p>Student will, upon prompting, carry out:</p> <ul style="list-style-type: none"> - Hold frames appropriately; - Utilise a hive tool; - Open or close a hive. | <p>The student after prompting:</p> <ul style="list-style-type: none"> - Wears PPEs correctly; - Behaves appropriately in the apiary; - Stands behind hive rather than in front. <p>Student will, upon prompting, carry out:</p> <ul style="list-style-type: none"> - Hold frames appropriately; - Utilise a hive tool; - Open or close a hive. | <p>The student autonomously:</p> <ul style="list-style-type: none"> - Wears PPEs correctly; - Behaves appropriately in the apiary; - Stands behind hive rather than in front. <p>Student will, upon prompting, carry out:</p> <ul style="list-style-type: none"> - Hold frames appropriately; - Utilise a hive tool; - Open or close a hive. |
| Marks for Topic (Max. 10) | | | | |

Topic 11: Cottage Industry Production. (20 marks)

| | | | | |
|-------------|--|--|--|---|
| K-21 | List TWO cottage industry products. | | | |
| | ☐ 0.5 marks | | ☐ 1 mark | |
| | Lists 1 specific item. | | Lists 2 specific items. | |
| K-21 | Match FOUR methods of preservation to cottage industry products. | | | |
| | ☐ 0.25 marks | ☐ 0.5 marks | ☐ 0.75 marks | ☐ 1 mark |
| | Matches 1 product to its respective method of preservation. | Matches 2 products to their respective method of preservation. | Matches 3 products to their respective method of preservation. | Matches 4 products to their respective method of preservation. |
| K-22 | List TWO items that make part of the cost to produce a cottage industry product. | | | |
| | ☐ 0.5 marks | | ☐ 1 mark | |
| | Lists 1 expenses. | | Lists 2 expenses. | |
| K-22 | Name TWO items that need to be included on a cottage industry product label. | | | |
| | ☐ 0.5 marks | | ☐ 1 mark | |
| | Names 1 item. | | Names 2 items. | |
| C-6 | Estimate the costs involved in a given cottage industry product. | | | |
| | | ☐ 1 mark | ☐ 1.5 marks | ☐ 2 marks |
| | | Presents all costs involved through minimal prompting. | Through minimal prompting, presents all costs involved and correctly sums up costs without assistance. | Independently, presents all costs involved and correctly sums up costs. |

| | | | | |
|----------------------------------|--|---|---|--|
| C-6 | Determine a price for a given cottage industry product. | | | |
| | | <input type="checkbox"/> 1mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | | Through minimal assistance, determines profit margin or percentage profit that is fair to both the producer and consumer. OR Produces a just selling price. | Without any assistance, determines profit margin or percentage profit that is fair to both the producer and consumer. OR Produces a just selling price. | Determines profit margin or percentage profit that is fair to both the producer and consumer. Produces a just selling price. |
| A-15 | Prepare ingredients and containers for the preparation of a range cottage industry products under supervision. | | | |
| | | <input type="checkbox"/> 1mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | | Prepares most ingredients and most containers from 3 given recipes. | Prepares all ingredients and most containers from 3 given recipes. OR Prepares most ingredients and all containers from 3 given recipes. | Prepares all ingredients and containers from 3 given recipes. |
| A-15 | Process and transfer to suitable packaging a range of cottage industry products under supervision. | | | |
| | | <input type="checkbox"/> 3 marks | <input type="checkbox"/> 6 marks | <input type="checkbox"/> 8 marks |
| | | Through significant assistance, follows procedure from processing up to bottling/canning/packaging of 3 cottage industry products as per their respective recipes. | Through minimal assistance, follows procedure from processing up to bottling/canning/packaging of 3 cottage industry products as per their respective recipes. | Follows procedure from processing up to bottling/canning/packaging of 3 cottage industry products as per their respective recipes. |
| A-15 | Label a range of cottage industry products under supervision. | | | |
| | | <input type="checkbox"/> 1mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | | For each cottage industry product, transfers label neatly and correctly. Minimal assistance given. | For each cottage industry product, designs label, transfers label neatly and correctly. Minimal assistance given. | For each cottage industry product, designs label, transfers label neatly and correctly. No assistance given. |
| Marks for Topic (Max. 20) | | | | |

Topic 12: Crop Production. (24 marks)

| | | | | |
|-------------|---|---|---|---|
| K-23 | Match FOUR crop types with crops. | | | |
| | <input type="checkbox"/> 0.25 marks | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 0.75 marks | <input type="checkbox"/> 1 mark |
| | Matches 1 crop to the correct crop type. | Matches 2 crops to the correct crop type. | Matches 3 crops to the correct crop type. | Matches 4 crops to the correct crop type. |
| K-23 | Match FOUR production methods with crops. | | | |
| | <input type="checkbox"/> 0.25 marks | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 0.75 marks | <input type="checkbox"/> 1 mark |
| | Matches 1 production method with respective crop. | Matches 2 production methods with respective crops. | Matches 3 production methods with respective crops. | Matches 4 production methods with respective crops. |
| K-23 | Match FOUR propagation techniques with crops. | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 1.5 marks | <input type="checkbox"/> 2 marks |
| | Matches 1 propagation technique with respective crop. | Matches 2 propagation techniques with respective crops. | Matches 3 propagation techniques with respective crops. | Matches 4 propagation techniques with respective crops. |
| C-7 | Establish a sowing and harvesting calendar required for the production of a range of cottage industry products. | | | |
| | <input type="checkbox"/> 0.5 marks | | <input type="checkbox"/> 1 mark | |
| | Produces a harvesting calendar for 3 crops. | | Produces a harvesting calendar for 4 crops. | |
| C-7 | Prepare a list of quantities of consumables required to produce a given number/weight of crops required for the production of a cottage industry product. | | | |
| | <input type="checkbox"/> 0.25 marks | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 0.75 marks | <input type="checkbox"/> 1 mark |
| | List includes: 2 out of 3 from propagative media, propagation accessories/materials, irrigation items. | List includes: 2 out of 3 from propagative media, propagation accessories/materials, irrigation items. Lists include 1 of 2 with quantities. | List includes: propagative media, propagation accessories/materials, irrigation items. Lists include 2 of 3 with quantities. | List includes: propagative media, propagation accessories/materials, irrigation items. Lists include ALL quantities. |

| | | | | |
|-------------|--|--|--|---|
| C-7 | Estimate the costings involved in the production of a given number/weight of crops required for the production of a cottage industry product. | | | |
| | <input type="checkbox"/> 1 mark | | <input type="checkbox"/> 2 marks | |
| | Through given price list, student will be able to produce the price per individual crop/kg. OR The gross cost per total projected harvest. | | Through given price list, student will be able to produce the price per individual crop/kg and the gross cost per total projected harvest. | |
| A-16 | Sow/transplant a range of crops that will be used for the preparation of cottage industry products. | | | |
| | | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 4 marks | <input type="checkbox"/> 6 marks |
| | | Conducts, with greater assistance, all tasks throughout the lifetime of crops intended to be used in cottage industry produce. | Conducts, with minimal assistance, all tasks throughout the lifetime of crops intended to be used in cottage industry produce. | Conducts, without assistance, all tasks throughout the lifetime of crops intended to be used in cottage industry produce. |
| A-16 | Maintain a range of crops until maturity that will be used for the preparation of cottage industry products. | | | |
| | | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2.5 marks | <input type="checkbox"/> 4 marks |
| | | Conducts, with greater assistance, all tasks throughout the lifetime of crops intended to be used in cottage industry produce. | Conducts, with minimal assistance, all tasks throughout the lifetime of crops intended to be used in cottage industry produce. | Conducts, without assistance, all tasks throughout the lifetime of crops intended to be used in cottage industry produce. |
| A-16 | Harvest crops that will be used for the preparation of cottage industry products. | | | |
| | | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks |
| | | Conducts, with greater assistance, all tasks throughout the lifetime of crops intended to be used in cottage industry produce. | Conducts, with minimal assistance, all tasks throughout the lifetime of crops intended to be used in cottage industry produce. | Conducts, without assistance, all tasks throughout the lifetime of crops intended to be used in cottage industry produce. |

| | | | | |
|----------------------------------|--|--|--|---|
| A-17 | Apply fertiliser following instructions under supervision. | | | |
| | | □ 1 mark | □ 2.5 marks | □ 4 marks |
| | | Follows given set of instructions to apply fertiliser suitably and safely with greater assistance. | Follows given set of instructions to apply fertiliser suitably and safely with minimal assistance. | Follows given set of instructions to apply fertiliser suitably and safely with no assistance. |
| Marks for Topic (Max. 24) | | | | |

Topic 13: Rabbit farming. (26 marks)

| | | |
|-------------|--|-----------------------------------|
| K-24 | Identify TWO pieces of equipment used in rabbit farming. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Identifies 1 piece of equipment. | Identifies 2 pieces of equipment. |
| K-24 | List TWO common rabbit breeds. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Lists 1 common rabbit breed. | Lists 2 common rabbit breeds. |
| K-25 | Name TWO feeds used in commercial rabbit rearing. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Names 1 feed. | Names 2 feeds. |
| K-25 | Name TWO nutrients found in a commercial rabbit feed. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Names 1 nutrient. | Names 2 nutrients. |
| K-26 | List TWO methods of rabbit slaughtering. | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark |
| | Lists 1 method. | Lists 2 methods. |

| | | | | |
|-------------|--|--|--|---|
| K-26 | List TWO methods of presenting rabbit meat to the consumer. | | | |
| | <input type="checkbox"/> 0.5 marks | | <input type="checkbox"/> 1 mark | |
| | Lists 1 method. | | Lists 2 methods. | |
| K-26 | List TWO animal welfare aspects to consider when slaughtering animals. | | | |
| | <input type="checkbox"/> 0.5 marks | | <input type="checkbox"/> 1 mark | |
| | Lists 1 aspect. | | Lists aspects. | |
| C-8 | Prepare a breeding programme calendar for a commercial rabbitry. | | | |
| | | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks | <input type="checkbox"/> 4 marks |
| | | Prepares a breeding programme calendar involving most aspects from breeding to slaughter without minimal assistance. | Prepares a breeding programme calendar involving all aspects from breeding to slaughter with minimal assistance. | Prepares a breeding programme calendar involving all aspects from breeding to slaughter without any assistance. |
| A-18 | Remove any debris stuck to the wire and the accessories in cages. | | | |
| | <input type="checkbox"/> 1 mark | | <input type="checkbox"/> 2 marks | |
| | Task carried out skilfully but with moderate assistance/prompting. | | Task carried out skilfully without assistance. | |
| A-18 | Clean and disinfect the rabbitry including the drinker/feeder system. | | | |
| | <input type="checkbox"/> 1 mark | | <input type="checkbox"/> 2 marks | |
| | Task carried out skilfully but with moderate assistance/prompting. | | Task carried out skilfully without assistance. | |

| | | | | |
|----------------------------------|---|---|---|---|
| A-18 | Replenish feeders and drinkers (where applicable) appropriately. | | | |
| | <input type="checkbox"/> 1 mark | | <input type="checkbox"/> 2 marks | |
| | Task carried out skilfully but with moderate assistance/prompting. | | Task carried out skilfully without assistance. | |
| A-19 | Examine a rabbit to determine its sex and health condition. | | | |
| | <input type="checkbox"/> 1 mark | | <input type="checkbox"/> 2 marks | |
| | Without any assistance, examined to identify either sex or health condition of the rabbit. | | Without any assistance, examined to identify both sex and health condition of the rabbit. | |
| A-19 | Select a suitable breeding pair of rabbits. | | | |
| | <input type="checkbox"/> 0.5 marks | | <input type="checkbox"/> 1 mark | |
| | Without any assistance, selected a suitable breeding rabbit from a given selection of rabbits. | | Without any assistance, selected a suitable breeding pair from a given selection of rabbits. | |
| A-19 | Follow instructions to carry out tasks required for a rabbit breeding programme. | | | |
| | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks | <input type="checkbox"/> 4 marks | <input type="checkbox"/> 6 marks |
| | Adheres to given breeding protocol from selection of breeding pair till weaning over a period of less than 9 weeks. All tasks performed by student without need for assistance. Minor prompting required. | Adheres to given breeding protocol from selection of breeding pair till weaning over a period of less than 9 weeks. All tasks performed by student without need for assistance. | Adheres to given breeding protocol from selection of breeding pair till weaning over a period of minimum 9 weeks. All tasks performed by student without need for assistance. Minor prompting required. | Adheres to given breeding protocol from selection of breeding pair till weaning over a period of minimum 9 weeks. All tasks performed by student without need for assistance. |
| Marks for Topic (Max. 26) | | | | |

ASSIGNMENT BRIEF FRONTSHEET

APPLIED VOCATIONAL CERTIFICATE

ASSESSMENT FRONT SHEET

| | | | |
|-------------------------|--|--------------------------|--|
| Subject | | Cohort | |
| Unit Number | | Assessment Number | |
| Assessment Title | | | |
| Date Set | | Date Due | |
| Class/Group | | Student ID | |
| Student Name | | Student Surname | |
| School | | | |

| Criteria | | | | | | | | | | TOTAL |
|----------------------|--|--|--|--|--|--|--|--|--|--------------|
| Maximum Mark | | | | | | | | | | |
| Mark Achieved | | | | | | | | | | |

Assessor's feedback

| | Name and Surname | Signature | Date |
|---|------------------|-----------|------|
| Internal Verifier Assignment Brief Approval | | | |
| Teacher / Assessor Confirmation of Mark | | | |
| Internal Verifier Assessment Decision Approval (<i>if sampled</i>) | | | |
| Student's Signature Upon receiving marks and feedback on corrected work | | | |

ASSIGNMENT BRIEF EXEMPLAR

Year 9:
Topics 1 & 2



Task 1 Crop Farming and Gardening Basics

100% practical task prepared by Teacher

(10 marks)

- A) Form a straight ridge with a furrow on each side in soil using appropriate tools and PPEs.
- B) Practice as many activities of routine work that are required in a field or garden. Routine work includes: de-weeding, tilling, raking, removal of clippings, transplanting seedlings followed by proper watering, re-potting followed by proper watering. NB: In the process, you should produce a range of crops from seed to harvest and also grow ornamentals from seedling to maturity.
- C) Do your best to successfully grow a tray of seedlings ready for transplant.

Task 2 Crop Farming and Gardening Basics (14 marks)


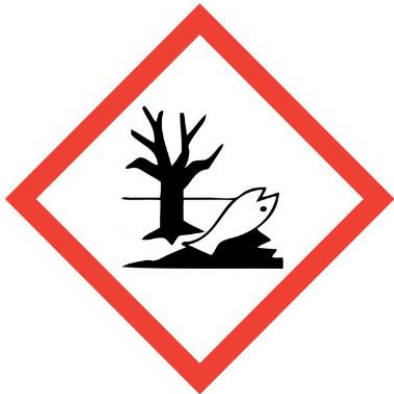


- A) From the pictures below, identify the: **saw and safety shoes.**



B) Match personal protective equipment to their functions.

| Personal protective equipment | | Function |
|-------------------------------|--|--|
| Wellingtons | | Protecting person from the sun |
| Respirator | | Protecting person from pesticide fumes |
| Sun hat | | Protecting person's feet from mud |
| Garden gloves | | Protecting person's hands from splinters and |

C) Recognise these Health and Safety signs

| | |
|---|--|
|  |  |
|  |  |
| | |

D) Identify the irrigation equipment items: **tee and garden sprinkler**.

| | | |
|---|---|---|
|  |  |  |
|  |  |  |
| | | |

E) Match irrigation fittings to their application.

| Fittings | | Function |
|-----------|--|---|
| Tee | | Opening or closing an irrigation main line |
| End-cap | | Terminating a water line |
| Stop-cock | | Make a 90° joint between 2 pipes. |
| Elbow | | Joining a pipe to produce a new water supply line |

F) By referring to **pressure** and **flowrate** discuss why different tubing diameters are normally used in an irrigation system.

G) Outline a reason for the preventive measures required for maintaining a safe work environment.

Availability of personal protective equipment:

Performing a risk assessment, minimising hazards to the minimum:

H) Describe the use of these First Aid box items.

Sterile eye wash:

Surgical gloves:

I) Explain how to deal with a burn injury when giving first aid.

Task 3 Producing new plants from cuttings

100% practical task prepared by Teacher

- A) Take a number of suitable cuttings following good procedures.
- B) Plant at least 10 cuttings following good procedures for successful growing.
- C) Do your best to grow those cuttings into new healthy plants. **(10 marks)**

Task 4 Materials and the science of propagating crops (12 marks)

- A) List 2 types of media used for plant propagation and growth.

| | |
|--------------------|--------------------|
| Medium 1: _____ | Medium 2: _____ |
|--------------------|--------------------|

- B) State which growth medium can be used for the following applications:

Open field production: _____

Production of seedlings: _____

- C) List 1 advantage and 1 disadvantage for 2 of the growth media you listed above.

| Growth medium | Advantage | Disadvantage |
|---------------|----------------|----------------|
| _____ | _____ _____ | _____ _____ |
| _____ | _____ _____ | _____ _____ |

D) List 2 tools and material required to graft a plant.

| | |
|-------------|-------------|
| 1: _____ | 2: _____ |
|-------------|-------------|

E) Mention 2 considerations required to graft a plant.

Consideration 1:

Consideration 2:

F) Describe 2 benefits of grafted plants.

Benefit 1:

Benefit 2:

G) Mention 2 types of germination.

H) Outline why the conditions below are very important for propagation of plants.

Sheltering:

Free from pathogens and pests:

I) Describe how you propagate the plant below.

Cauliflower by seeding:

A spider plant by runners:

OBSERVATION SHEET EXEMPLAR

Observation Sheet Assignment 1 – Topics 1 & 2

Student Name and Surname: _____ **Class:** _____

| A-1 Form a straight ridge with a furrow on each side in soil using appropriate tools and PPEs. | | | | |
|---|--|--|--|--|
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks |
| | Forms a non-uniform ridge. Forms furrows on each side of the ridge but are non-uniform. Uses the appropriate tools. <i>NB: if PPEs are not used no marks are to be awarded.</i> | Forms a ridge that is not straight. Forms furrows on each side of the ridge but are non-uniform. Uses the appropriate tools. <i>NB: if PPEs are not used no marks are to be awarded.</i> | Forms a neat and straight ridge. Forms furrows on each side of the ridge but are non-uniform. Uses the appropriate tools. <i>NB: if PPEs are not used no marks are to be awarded.</i> | Forms a neat and straight ridge. Forms neat and straight furrows on each side of the ridge. Uses the appropriate tools. <i>NB: if PPEs are not used no marks are to be awarded.</i> |
| A-1 Practice routine work that is required in a field or garden. | | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks |
| | Student does not achieve mastery in any of the below skills but was able to conduct 2 activities involving the below skills with guidance. Skills: De-weeding and/or tilling and/or raking and/or removal of clippings and/or transplanting seedlings followed by proper watering and/or re-potting followed by proper watering. | Student shows mastery of skill in 1 out of the below skills. Skills: De-weeding and/or tilling and/or raking and/or removal of clippings and/or transplanting seedlings followed by proper watering and/or re-potting followed by proper watering. | Student shows mastery of skill in 2 out of the below skills. Skills: De-weeding and/or tilling and/or raking and/or removal of clippings and/or transplanting seedlings followed by proper watering and/or re-potting followed by proper watering. | Student shows mastery of skill in a minimum of 3 out of the below skills. Skills: De-weeding and/or tilling and/or raking and/or removal of clippings and/or transplanting seedlings followed by proper watering and/or re-potting followed by proper watering. |
| A-1 Successfully grow a tray of seedlings. | | | | |
| | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks | <input type="checkbox"/> 4 marks |
| | Student has independently conducted 1 of the below tasks in a skilful manner: ● Filling tray with given medium and seeding appropriately. ● Topping tray and irrigating appropriately. ● Production of mature seedlings with a success rate of not less than 50%. ● Production of mature seedlings with a success rate of not less than 80%. | Student has independently conducted 2 of the below tasks in a skilful manner: ● Filling tray with given medium and seeding appropriately. ● Topping tray and irrigating appropriately. ● Production of mature seedlings with a success rate of not less than 50%. ● Production of mature seedlings with a success rate of not less than 80%. | Student has independently conducted 3 of the below tasks in a skilful manner: ● Filling tray with given medium and seeding appropriately. ● Topping tray and irrigating appropriately. ● Production of mature seedlings with a success rate of not less than 50%. ● Production of mature seedlings with a success rate of not less than 80%. | Student has independently conducted all of the below tasks in a skilful manner: ● Filling tray with given medium and seeding appropriately. ● Topping tray and irrigating appropriately. ● Production of mature seedlings with a success rate of not less than 50%. ● Production of mature seedlings with a success rate of not less than 80%. |

Comments and teacher's signature:

| | | | | |
|---|--|---|--|---|
| A-2 Use the correct tools and procedure to take viable cuttings. | | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks |
| | Student conducts all tasks successfully but required assistance for all tasks: ● Sanitization of tools ● Proper utilisation of tools. ● Taking of correct cuttings from a healthy mother plant. <i>NB: if PPEs are not used no marks are to be awarded.</i> | Student conducts 1 task with zero assistance: ● Sanitization of tools ● Proper utilisation of tools. ● Taking of correct cuttings from a healthy mother plant. <i>NB: if PPEs are not used no marks are to be awarded.</i> | Student conducts 2 tasks with zero assistance: ● Sanitization of tools ● Proper utilisation of tools. ● Taking of correct cuttings from a healthy mother plant. <i>NB: if PPEs are not used no marks are to be awarded.</i> | Student conducts all 3 tasks with zero assistance: ● Sanitization of tools ● Proper utilisation of tools. ● Taking of correct cuttings from a healthy mother plant. <i>NB: if PPEs are not used no marks are to be awarded.</i> |
| A-2 Use the correct procedure to plant a number of cuttings. | | | | |
| | <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks |
| | Student conducts all tasks successfully but required assistance for all tasks: ● Select the appropriate container according to the type of cutting. ● Select the appropriate media according to the type of cutting. ● Correct orientation of cutting. <i>NB: if PPEs are not used no marks are to be awarded.</i> | Student conducts 1 task with zero assistance: ● Select the appropriate container according to the type of cutting. ● Select the appropriate media according to the type of cutting. ● Correct orientation of cutting. <i>NB: if PPEs are not used no marks are to be awarded.</i> | Student conducts 2 tasks with zero assistance: ● Select the appropriate container according to the type of cutting. ● Select the appropriate media according to the type of cutting. ● Correct orientation of cutting. <i>NB: if PPEs are not used no marks are to be awarded.</i> | Student conducts all 3 tasks with zero assistance: ● Select the appropriate container according to the type of cutting. ● Select the appropriate media according to the type of cutting. ● Correct orientation of cutting. <i>NB: if PPEs are not used no marks are to be awarded.</i> |
| A-2 Successfully grow a number of cuttings. | | | | |
| | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks | <input type="checkbox"/> 4 marks |
| | Minimum attempt where student conducts all tasks successfully but required assistance for all tasks: ● Fill container with media and cutting as required for specific plant. ● Regular watering as required for specific plant. However success rate less than 75% but not less than 50%. <i>NB: if PPEs are not used no marks are to be awarded.</i> | Student conducts all tasks successfully but required assistance for all tasks: ● Fill container with media and cutting as required for specific plant. ● Regular watering as required for specific plant. and ● Production of new plant via cutting with a success rate of not less than 75%. <i>NB: if PPEs are not used no marks are to be awarded.</i> | Student conducts all 1 task with zero assistance: ● Fill container with media and cutting as required for specific plant. ● Regular watering as required for specific plant. and ● Production of new plant via cutting with a success rate of not less than 75%. <i>NB: if PPEs are not used no marks are to be awarded.</i> | Student conducts all 2 tasks with zero assistance: ● Fill container with media and cutting as required for specific plant. ● Regular watering as required for specific plant. and ● Production of new plant via cutting with a success rate of not less than 75%. <i>NB: if PPEs are not used no marks are to be awarded.</i> |

Comments and teacher's signature:

SAMPLE CONTROLLED ASESSMENT

WRITTEN PAPER

APPLIED VOCATIONAL CERTIFICATE

YEAR 9 **in**
Agribusiness

Name: _____ Class: _____

UNIT: 1
ASSIGNMENT: 3 of 3
TITLE:
ISSUE DATE: NA
DEADLINE: NA

GENERAL INSTRUCTIONS

- Application criteria will be assessed in class.
- The time required to complete practical tasks will be communicated by the teacher.
- Students can answer either in English or in Maltese.
- **Copying** will not be tolerated.

SECTION A

Question 1

K-6 (4 marks)

Match the fish species with their respective habitat.

(1)

| Fish Species | | Habitat |
|------------------|--|-----------------------|
| | | |
| African Cichlids | | Cold fresh water |
| | | |
| Koi | | Marine tropical |
| | | |
| Guppies | | Brackish |
| | | |
| Clownfish | | Tropical stone-scaped |

b. List **FOUR** water parameters that should be monitored to maintain a healthy fish tank.

Parameter 1: _____

Parameter 2: _____

Parameter 3: _____

Parameter 4: _____

(1)

c. Outline **FOUR** fish habitats in relation to **TWO** water parameters.

(2)

| Habitat | Water Parameter 1 | Water Parameter 2 |
|--|-------------------|-------------------|
| Cold freshwater housing goldfish | | |
| Brackish water housing mollies | | |
| Tropical planted fresh water, housing tetras | | |
| Marine Mediterranean, housing Seabream | | |

Question 2

C-2 (6 marks)

a. A fish tank of 200 litres in the shape of a cube will be used for **TEN** Koi.

(2)

Tick whether the tank is suitable according to:

i. The Koi's size Yes No

Justify your answer: _____

ii. The Koi's swimming pattern Yes No

Justify your answer: _____

b. Explain **TWO** benefits of water change of a fish tank.

Benefit 1:

_____ (1)

Benefit 2:

(1)

c. Discuss the importance of using limestone rocks as décor when keeping African Cichlids.

(2)

SECTION B – Practical

Question 1 A-3 (10 marks)

- a. Feed the right type and quantity of food according to the fish in the running fish tank.
- b. Record, following testing, using suitable materials, the water parameters listed.
- c. Conduct a water change on the running fish tank taking into consideration all Health and Safety procedures. You will only be allowed to carry out this task if you follow Health and Safety procedures.

To be answered in practical sheet provided by teacher

PRACTICAL STUDENTS' SAMPLE PAPER

YEAR 9

APPLIED VOCATIONAL CERTIFICATE in AGRIBUSINESS

Name: _____ Class: _____

| SECTION B - PRACTICAL |
|---|
| Background Information |
| <ul style="list-style-type: none">You have been practicing fish keeping tasks for some time at the fish room.It is now time to show your skills in fish keeping. |

Question 1

A-3 (10 marks)

- Feed the right type and quantity of food according to the fish in the running fish tank.
- Record, following testing, using suitable materials, the water parameters listed in the record card below.

| Record Card | | |
|--|-------|------------------------------|
| Parameter | Value | Is it Too high? Too Low? OK? |
| Nitrites (NO ₂ ⁻) | | |
| Nitrates (NO ₃ ⁻) | | |
| Hardness (GH) value in ° (degrees of hardness) | | |
| pH | | |
| Chlorine (Cl ₂) | | |
| Temperature in degrees Celsius (°C) | | |

c. Conduct a water change on the running fish tank taking into consideration all Health and Safety procedures. You will only be allowed to carry out this task if you follow Health and Safety procedures.

**THIS SHEET SHOULD BE RETURNED TO THE TEACHER
AFTER THE PRACTICAL SESSION/S**

SAMPLE PRACTICAL ASSESSMENT GUIDELINES FOR TEACHERS

YEAR 9

APPLIED VOCATIONAL CERTIFICATE in AGRIBUSINESS

GENERAL INSTRUCTIONS

- These guidelines are being provided to indicate the materials / consumables / logistics required in preparation for the assessment of application criteria related to Assignment 3.
- This document is an extract from the Marking Scheme document which will be sent to schools when Assignment 3 is published.
- Information contained within this document is NOT to be disclosed to students prior to the publication of this assignment.
- Any instructions or details that need to be conveyed to students – as indicated within the document itself – should only be communicated following the said publication date.
- Evidence of the work done by students should be kept by teacher for future reference if needed (example: photos, video clips etc).

| PRACTICAL ASSESSMENT GUIDELINES FOR TEACHERS | |
|---|---------------|
| Section B - Question 1 | Criterion A-3 |
| Recommended Estimated Time for completion: 60 minutes | |
| Preparation | |
| <ul style="list-style-type: none">• If the fish room can accommodate up to 16 students working all together, the whole group can perform practical session altogether.• ONE running fish tank housing fish or other animals is to be assigned per student.• All feeds specific to fish tanks utilised for practical session are to be made available during session.• A water test kit per student is to be made available.• A gravel cleaner or siphon is to be made available for every student.• Access to dechlorinator solution/ water conditioner is to be made available to all students. It is suggested that a number of small bottles are used during session rather than a large stock solution. | |
| Before starting the practical assessment, the teacher should: | |
| <ul style="list-style-type: none">• Print a practical sheet per student.• Print an observation sheet per student.• Fill in student details for every observation sheet.• Make sure that main electrical switch/circuit breaker to interrupt electrical supply to all tanks is in correct operation.• Make sure that water supply valve to interrupt water supply to all tanks is in correct operation. | |
| Information to be conveyed to students | |
| <ul style="list-style-type: none">• No group work is acceptable during any of the practical session.• Anyone not adhering to Health and safety practices will be stopped immediately and not allowed to continue practical session.• Whilst utilising fish feeds, students are to make sure not to waste food, wet the food in the container and to return it back to its original place after use.• Values in part b are to be recorded using blue or black pen.• All consumables are to be disposed of appropriately after use.• Students to be informed about wearing the proper PPEs and to adhere to proper health and safety practices. Failure to do so, will result in loss of ALL marks for the practical. | |

SAMPLE CONTROLLED ASSESSMENT MARKING SCHEME

| Criteria Reference | The candidate should be able to: | Section & Question Number | Maximum marks that can be achieved | Allocation of marks NOT to be subdivided any further than indicated below | Examples of expected answer | | | | | | | | | | |
|---|---|---------------------------|---|---|--|--------------|---------|------------------|------------------|-----|-----------------|---------|----------|-----------|-----------------------|
| K-6 | | Section A | | | | | | | | | | | | | |
| | | Q1 | 4 | | | | | | | | | | | | |
| | Level 1: Match FOUR fish species to their respective habitat. | a | 1 | Award 0.25 marks for each correct match. (0.25 x 4 = 1 mark) | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Fish Species</th> <th style="width: 50%;">Habitat</th> </tr> </thead> <tbody> <tr> <td>African Cichlids</td> <td>Cold fresh water</td> </tr> <tr> <td>Koi</td> <td>Marine tropical</td> </tr> <tr> <td>Guppies</td> <td>Brackish</td> </tr> <tr> <td>Clownfish</td> <td>Tropical stone-scaped</td> </tr> </tbody> </table> | Fish Species | Habitat | African Cichlids | Cold fresh water | Koi | Marine tropical | Guppies | Brackish | Clownfish | Tropical stone-scaped |
| | Fish Species | Habitat | | | | | | | | | | | | | |
| African Cichlids | Cold fresh water | | | | | | | | | | | | | | |
| Koi | Marine tropical | | | | | | | | | | | | | | |
| Guppies | Brackish | | | | | | | | | | | | | | |
| Clownfish | Tropical stone-scaped | | | | | | | | | | | | | | |
| Level 2: List FOUR water parameters that should be monitored to keep a healthy fish tank. | b | 1 | Award 0.25 marks for each correct water parameter. (0.25 x 4 = 1 mark) | Accept any FOUR of the following parameters: ammonia, nitrites, nitrates, pH, hardness, phosphates, salinity. Accept other valid answers. | | | | | | | | | | | |
| Level 3: Outline FOUR fish habitats in relation to water parameters. | c | 2 | Award 0.25 marks for each correct parameter. (0.25 x 8 = 2 marks) | Example of a good outline: Brackish tank housing mollies: Water parameter 1: Water should be slightly saline. Water parameter 2: Water should be slightly alkaline. Accept any other valid outline. | | | | | | | | | | | |
| C-2 | | Q2 | 6 | | | | | | | | | | | | |
| | Level 1: Justify the size of a given aquarium for ONE given fish species. | a | 2 | Award 0.5 marks for each correct bullet. (0.5 x 4 = 2 marks) | i. <ul style="list-style-type: none"> • No. • Koi grow to around 60cm and tank is too small. ii. <ul style="list-style-type: none"> • No. • Koi swim in schools just below the surface; a cubic tank is not ideal for this. Accept other suitable answers | | | | | | | | | | |
| | Level 2: Explain TWO benefits of water change of a fish tank. | b | 2 | Award 1 mark for each correct bullet. (1 x 2 = 2 marks) | <ul style="list-style-type: none"> - reduction of pollutants: pollutant such as nitrates accumulate in the tank. The water change will reduce them. - removal of debris: Debris, especially from fish waste accumulated at the bottom of the tank. Using a gravel cleaner, one will siphon off this debris. Accept other suitable answers. | | | | | | | | | | |

| | | | | | |
|------------|--|------------------|-----------|--|---|
| | Level 3: Discuss the importance of ONE aquarium décor item in relation to fish health of a given species. | c | 2 | Award 1 mark for each correct reason. (1 x 2 = 2 marks) NB: if reasons are just mentioned, not explained, award 0.5 marks instead. | Limestone rocks are an important part of an African Cichlid tank for 2 main reasons. Reason 1: Limestone will make the water alkaline which mimics the conditions of the lakes such fish originally come from. Reason 2: Rocks will produce caves and hiding places which are essential due to the highly territorial nature of these fish. Accept other suitable answers. |
| | | SECTION B | | | |
| | | Q1 | 10 | | |
| A-3 | Level 1: Give the right quantity of the right feed to fish in a running fish tank. | a | 3 | Award marks as per observation sheet rubric | Refer to observation sheet rubric |
| | Level 2: Record water parameters for a given fish tank. | b | 3 | Award marks as per observation sheet rubric | Refer to observation sheet rubric |
| | Level 3: Conduct a water change for a running fish tank. | c | 4 | Award marks as per observation sheet rubric | Refer to observation sheet rubric |

SAMPLE CONTROLLED ASSESSMENT OBSERVATION SHEET

OBSERVATION SHEET A-3

NOT TO BE DISTRIBUTED TO STUDENTS

Activity requirements to meet grading criterion

| A-3 | Question 1a | | | | 3 Marks |
|--|--|---|---|-----------------|---------|
| <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks | Comments | |
| <p>Student conducts all tasks successfully but required assistance for all tasks.</p> | <p>Student conducts 1 task with zero assistance:</p> <ul style="list-style-type: none"> - Selection of correct feed for given fish tank. - Correct amount of fish feed. - Proper feeding technique. | <p>Student conducts 2 tasks with zero assistance:</p> <ul style="list-style-type: none"> - Selection of correct feed for given fish tank. - Correct amount of fish feed. - Proper feeding technique. | <p>Student conducts all 3 tasks with zero assistance:</p> <ul style="list-style-type: none"> - Selection of correct feed for given fish tank. - Correct amount of fish feed. - Proper feeding technique. | | |
| A-3 | Question 1b | | | | 3 Marks |
| <input type="checkbox"/> 0.5 marks | <input type="checkbox"/> 1 mark | <input type="checkbox"/> 2 marks | <input type="checkbox"/> 3 marks | Comments | |
| <p>Student measures and records successfully all 6 water parameter listed below requiring assistance for both measuring parameters and recording results:</p> <p>Chlorine, Nitrates, Nitrites, pH, Water hardness, Temperature.</p> | <p>Student measures successfully all 6 water parameter listed below with zero assistance:</p> <p>Chlorine, Nitrates, Nitrites, pH, Water hardness, Temperature.</p> | <p>Student measures and records successfully all 6 water parameter listed below requiring assistance for recording results:</p> <p>Chlorine, Nitrates, Nitrites, pH, Water hardness, Temperature.</p> | <p>Student measures and records successfully all 6 water parameter listed below with zero assistance:</p> <p>Chlorine, Nitrates, Nitrites, pH, Water hardness, Temperature.</p> | | |

| A-3 | Question 1c | | | | 3 Marks |
|---|--|---|--|-----------------|---------|
| ☐ 1 mark | ☐ 2 marks | ☐ 3 marks | ☐ 4 marks | Comments | |
| <p>Student performs skilfully all 1 out of the 4 tasks below with zero assistance:</p> <ul style="list-style-type: none"> - Remove a suitable amount of water using appropriate tools. - Measure and dose the correct water additive. - Top-up water to appropriate level. - After teacher has switched back on electrical items, check that all components and décor are in the appropriate condition. | <p>Student performs skilfully all 2 out of the 4 tasks below with zero assistance:</p> <ul style="list-style-type: none"> - Remove a suitable amount of water using appropriate tools. - Measure and dose the correct water additive. - Top-up water to appropriate level. - After teacher has switched back on electrical items, check that all components and décor are in the appropriate condition | <p>Student performs skilfully all 3 out of the 4 tasks below with zero assistance:</p> <ul style="list-style-type: none"> - Remove a suitable amount of water using appropriate tools. - Measure and dose the correct water additive. - Top-up water to appropriate level. - After teacher has switched back on electrical items, check that all components and décor are in the appropriate condition. | <p>Student performs skilfully all 4 tasks below with zero assistance:</p> <ul style="list-style-type: none"> - Remove a suitable amount of water using appropriate tools. - Measure and dose the correct water additive. - Top-up water to appropriate level. - After teacher has switched back on electrical items, check that all components and décor are in the appropriate condition. | | |
| TOTAL MARK FOR A-3 (OUT OF 10 MARKS): | | | | | |

SELF-REFLECTION JOURNAL

AVC AGRIBUSINESS

Name: _____

Cohort: 202__ / 202__



SECTION A:

Year 9



A -1 Practice work to successfully grow a full row of plants from seed to maturity.

- Form a straight ridge with a furrow on each side in soil using appropriate tools and PPEs.
- Practice routine work that is required in a field or garden.
- Successfully grow a tray of seedlings.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I like most?

Which parts of the practical task did I dislike most?

How can I improve in this practical task?

A -2 Grow a number of cuttings by following the correct procedures.

- Use the correct tools and procedure to take viable cuttings.
- Use the correct procedure to plant a number of cuttings.
- Successfully grow a number of cutting.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I like most?

Which parts of the practical task did I dislike most?

How can I improve in this practical task?

A -3 Conduct routine aquarist tasks.

- Give the right quantity of the right feed to fish in a running fish tank.
- Record water parameters for a given fish tank.
- Conduct a water change for a running fish tank.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I like most?

Which parts of the practical task did I dislike most?

How can I improve in this practical task?

A -4 Conduct routine tasks to keep mammalian pets.

- Clean the cage/housing of a given mammalian pet.
- Give the right quantity of feed to a given mammalian pet according to the given life stage.
- Use the correct procedure for handling a given mammalian pet.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I like most?

Which parts of the practical task did I dislike most?

How can I improve in this practical task?

A -5 Conduct routine tasks to keep avian pets.

- Clean the cage/housing of a given avian pet.
- Give the right quantity of feed to a given avian pet according to the given life stage.
- Use the correct procedure to set-up a nest box.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I like most?

Which parts of the practical task did I dislike most?

How can I improve in this practical task?

End of Year 9 self-evaluation mark

| | |
|--|--|
| Total of Marks obtained in Year 9 (max. 50) | |
| MySchool mark (Divide total of marks by 10 – max. 5) | |
| Name of teacher: | |
| Signature of teacher: | |
| Name of internal verifier: | |
| Signature of internal verifier: | |

SECTION B:

Year 10



A - 6 Conduct tasks pertaining to landscaping.

- Transplant a number of plants in a garden area according to a given site.
- Practice techniques for raising soil beds and creating ridges ('konka' + 'gefun') around the plants transplanted in your garden area.
- Lay an irrigation system for your garden area as per given plan.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I find most challenging?

Skills within this practical task build on those gained in A1 and A2 in year 9. Has my confidence, especially with tools, changed from last year?

How can I improve in this practical task?

A - 7 Practice routine work that is important for garden upkeep.

- Prepare pruning tools for use and storage.
- Maintain a given garden area over a period of time under supervision.
- Conduct a given pruning task under supervision.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I find most challenging?

Part of this practical task included the upkeep of a garden over a period of time. Was I satisfied with the progress of the garden as a result of my work? How?

How can I improve in this practical task?

A - 8 Undertake tasks leading to a healthy fish tank that is visually pleasing.

- Set-up an aquarium with the necessary equipment and décor.
- Prepare an aquarium to make it suitable to host the given biota.
- Maintain an aquarium for a period of time.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I find most challenging?

Skills within this practical task build on those gained in A3 in year 9. Has my confidence in working with fish changed from last year?

How can I improve in this practical task?

A – 9 Record results of an animal health check.

- Conduct a health check for a given animal using basic veterinary nursing equipment.
- Record the results of an animal health checklist to assess overall health status of a given animal.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I find most challenging?

How did I feel whilst performing and recording the animal health check?

How can I improve in this practical task?

A – 10 Practice animal grooming techniques.

- Select the appropriate grooming tools for a given grooming task.
- Conduct grooming of a given animal under supervision.
- Maintain grooming tools appropriately.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I find most challenging?

I think I would prefer working on pets, farm or zoo animals? Why?

How can I improve in this practical task?

A – 11 Practice basic apicultural tasks.

- Wear the appropriate apicultural PPEs successfully as part of your preparation to access the apiary.
- Set-up a beehive correctly to be able to host a bee colony.
- Light-up a bee smoker safely.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I find most challenging?

How do I feel about wearing all those PPEs?

How can I improve in this practical task?

A – 12 Practice tasks involved in the running of layer hens.

- Collect eggs and store appropriately.
- Clean and disinfect chicken coop including the drinker/feeder system.
- Replenish feeders and drinkers appropriately.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I find most challenging?

I prefer working on the farm with animals or plants? Why?

How can I improve in this practical task?

A – 13 Conduct tasks relevant to producing chicks under supervision.

- Set eggs for incubation following good practice.
- Follow instructions to operate an egg incubator.
- Follow instructions to host chicks in a brooder.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I find most challenging?

I would hatch my own chicks or buy? Why?

How can I improve in this practical task?

End of Year 10 self-evaluation mark

| | |
|--|--|
| Total of Marks obtained in Year 10 (max. 80) | |
| MySchool mark (Divide total of marks by 16 – max. 5) | |
| Name of teacher: | |
| Signature of teacher: | |
| Name of internal verifier: | |
| Signature of internal verifier: | |

SECTION C:

Year 11



A – 14 Participate in a honey beehive inspection.

- Follow instructions to conduct a beehive inspection under supervision.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I find most challenging?

Is the general fear of bees justified?

How can I improve in this practical task?

A – 15 Produce a range of cottage industry products under supervision.

- Prepare ingredients and containers for the preparation of a range cottage industry products under supervision.
- Process and transfer to suitable packaging a range of cottage industry products under supervision.
- Label a range of cottage industry products under supervision.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I find most challenging?

Would I buy cottage industry products? Why?

How can I improve in this practical task?

A – 16 Produce a range of crops that will be used for the preparation of cottage industry products.

- Sow/transplant a range of crops that will be used for the preparation of cottage industry products.
- Maintain a range of crops until maturity that will be used for the preparation of cottage industry products.
- Harvest crops that will be used for the preparation of cottage industry products.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I find most challenging?

How did my skills in crop production progress over the three years?

How can I improve in this practical task?

A – 17 Apply fertiliser following instructions under supervision.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I find most challenging?

How do I feel about the use of PPEs whilst applying fertilisers?

How can I improve in this practical task?

A – 18 Practice tasks involved in the running of a rabbitry.

- Remove any debris stuck to the wire and the accessories in cages.
- Clean and disinfect the rabbitry including the drinker/feeder system.
- Replenish feeders and drinkers (where applicable) appropriately.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I find most challenging?

How did my confidence in working with animals progress over the three years?

How can I improve in this practical task?

A – 19 Conduct tasks relevant to producing rabbits under supervision.

- Examine a rabbit to determine its sex and health condition.
- Select a suitable breeding pair of rabbits.
- Follow instructions to carry out tasks required for a rabbit breeding programme.

How much did I enjoy this practical task:



In which parts of the practical task did I do well?

Which parts of the practical task did I find most challenging?

How did I feel about producing animals intended for consumption?

How can I improve in this practical task?

Year 11 practical self-evaluation mark

| | |
|--|--|
| Total of practical self-evaluation marks obtained in Year 11 (max. 60) | |
| Assessment mark (Divide total of marks by 12 – max. 5) | |
| Name of teacher: | |
| Signature of teacher: | |
| Name of internal verifier: | |
| Signature of internal verifier: | |

SECTION D: End of course



My favourite topics (2) of the subject are... and why?

The topics I dislike (2) in the subject are... and why?

The AVC Agribusiness course helped me develop these skills?

Would I further my studies in Agribusiness or pursue a career within this sector? Why?


End of Year 11 self-evaluation mark

| | | |
|----------|---|--|
| A | End of course evaluation mark (max. 10) | |
| B | Adjusted End of course evaluation mark (Divide A by 2 - max. 5) | |
| C | Year 11 assessment mark (max. 5) | |
| D | Total of end of course and assessment marks (A + C MySchool mark – max. 10) | |
| E | Name of teacher: | |
| F | Signature of teacher: | |
| G | Name of internal verifier: | |
| H | Signature of internal verifier: | |

MARKING SCHEME FOR SELF-EVALUATION EXERCISE – AVC AGRIBUSINESS

Section A - Year 9


Total of 5 evaluations at 10 marks each

| General Section A – Year 9 correction rubric | | | | |
|---|---|--|--|--|
|  | | Award 2 marks per entry | | |
| Questions: | Maximum 2 marks each where answers should be graded according to the following criteria: | | | |
| | <ul style="list-style-type: none"> - Related to practical task. - Presents evidence of self-reflection. - Supports statements with reasons. - Provided in suitable detail with respect to complexity of practical task. | | | |
| | 0.5 marks | 1 mark | 1.5 marks | 2 marks |
| | Answer includes 1 out of 4 criteria above. | Answer includes 2 out of 4 criteria above. | Answer includes 3 out of 4 criteria above. | Answer includes 4 out of 4 criteria above. |

| Total mark | MySchool mark | Value of self-reflection booklet |
|--|--|---|
| Total of marks for each evaluation sheet. 5 sheets x 10 marks each = 50 marks maximum. | Total marks ÷ 10 = Assessment mark to be inputted in Year 9 MySchool portal (maximum 5 marks). | Assessment mark is part of cumulative mark for Year 11 (20%) Failure to submit self-reflection task will impact AVC level or disqualify students from obtaining certificate. |

Section B - Year 10


Total of 8 evaluations at 10 marks each

| General Section B – Year 10 correction rubric | | | | |
|---|---|--|--|--|
|  | | Award 2 marks per entry | | |
| Questions: | Maximum 2 marks each where answers should be graded according to the following criteria: | | | |
| | <ul style="list-style-type: none"> - Related to practical task. - Presents evidence of self-reflection. - Supports statements with reasons. - Provided in suitable detail with respect to complexity of practical task. | | | |
| | 0.5 marks | 1 mark | 1.5 marks | 2 marks |
| | Answer includes 1 out of 4 criteria above. | Answer includes 2 out of 4 criteria above. | Answer includes 3 out of 4 criteria above. | Answer includes 4 out of 4 criteria above. |

| Total mark | MySchool mark | Value of self-reflection booklet |
|--|---|---|
| Total of marks for each evaluation sheet. 8 sheets x 10 marks each = 80 marks maximum. | Total marks ÷ 16 = Assessment mark to be inputted in Year 10 MySchool portal (maximum 5 marks). | Assessment mark is part of cumulative mark for Year 11 (20%) Failure to submit self-reflection task will impact AVC level or disqualify students from obtaining certificate. |

Section C - Year 11

Total of 6 evaluations at 10 marks each

| General Section C – Year 11 correction rubric | | | | |
|---|--|---|---|---|
|  | | Award 2 marks per entry | | |
| Questions: | Maximum 2 marks each where answers should be graded according to the following criteria: <ul style="list-style-type: none"> - Related to practical task. - Presents evidence of self-reflection. - Supports statements with reasons. - Provided in suitable detail with respect to complexity of practical task. | | | |
| | 0.5 marks | 1 mark | 1.5 marks | 2 marks |
| | Answer includes 1 out 4 criteria above. | Answer includes 2 out 4 criteria above. | Answer includes 3 out 4 criteria above. | Answer includes 4 out 4 criteria above. |

| Total mark | MySchool mark | Value of self-reflection booklet |
|--|---|---|
| Total of marks for each evaluation sheet. 6 sheets x 10 marks each = 60 marks maximum. | Total marks ÷ 12 = Assessment mark to be added to mark obtained from section D (maximum 5 marks). | Assessment mark is part of cumulative mark for Year 11 (20%) Failure to submit self-reflection task will impact AVC level or disqualify students from obtaining certificate. |

Section D – End of Course

| End of Course correction rubric | | | | |
|---------------------------------|---|---|---|---|
| Questions: | Maximum 2 marks each where answers should be graded according to the following criteria: <ul style="list-style-type: none"> - Related to all of the AVC Agribusiness course. - Presents evidence of self-reflection. - Supports statements with reasons. - Demonstrates growth. | | | |
| | 0.5 marks | 1 mark | 1.5 marks | 2 marks |
| | Answer includes 1 out 4 criteria above. | Answer includes 2 out 4 criteria above. | Answer includes 3 out 4 criteria above. | Answer includes 4 out 4 criteria above. |

| Section D assessment mark | MySchool mark | Value of self-reflection booklet |
|--|---|--|
| 2023/26 Cohort only: Total of marks = 10 marks maximum. 2024/27 Cohort onwards: Total of marks ÷ 2 = 5 marks maximum. | 2023/26 Cohort only: Section D assessment mark + Section C MySchool mark (maximum 15) 2024/27 Cohort onwards: Section D assessment mark + Section C MySchool mark (maximum 10) | Assessment mark is part of cumulative mark for Year 11 (20%): 5 marks (Section A) + 5 marks (Section B) + 5 marks (Section C) + 5 marks (Section D) = Max. total 20 marks. Failure to submit self-reflection task will impact AVC level or disqualify students from obtaining certificate. |

ANNEXE A – UNIT DISTRIBUTION PLAM TEMPLATE

Unit Distribution Plan for Scholastic Year _____**Assignment 1**

| Period | Activity | Persons involved |
|---------------|---|-------------------------|
| | Writing Assignment Brief 1 | |
| | Handing over of Assignment Brief 1 to IV | |
| | Internal Verification of Assignment Brief 1 | |
| | Assignment Brief 1 issued | |
| | Assignment Brief 1 deadline | |
| | Correction of Assignment 1 | |
| | Handing over of Students Work for Assignment 1 to IV | |
| | Internal Verification of Students Work for Assignment 1 | |
| | Moderation | |

Assignment 2

| Period | Activity | Persons involved |
|---------------|---|-------------------------|
| | Writing Assignment Brief 2 | |
| | Handing over of Assignment Brief 2 to IV | |
| | Internal Verification of Assignment Brief 2 | |
| | Assignment Brief 2 issued | |
| | Assignment Brief 2 deadline | |
| | Correction of Assignment 2 | |
| | Handing over of Students Work for Assignment 2 to IV | |
| | Internal Verification of Students Work for Assignment 2 | |
| | Moderation | |

Controlled Assessment

| Period | Activity | Persons involved |
|---------------|---|-------------------------|
| | Controlled Assessment is held | |
| | Correction of Controlled Assessment | |
| | Handing over of Students Controlled Assessment to IV | |
| | Internal Verification of Students Controlled Assessment | |
| | Moderation | |

ANNEXE B - MINIMUM RESOURCES TO OFFER SUBJECT WITHIN SCHOOLS

General Agricultural Requirements

| | |
|--|---|
| <ul style="list-style-type: none"> - Preferably, minimum 2 tumuli of arable land and suitable for cultivation - Greenhouse - Propagation house - Manure clamp - Storage for agricultural machinery and workshop | <ul style="list-style-type: none"> - Adequate supply of second-class water for irrigation - Storage for agricultural tools - Storage for fertiliser and pesticides - Storage for fodder and animal feed |
|--|---|

Ancillary Requirements

| | |
|---|--|
| <ul style="list-style-type: none"> - Dressing rooms with lockers and WC for teachers - Dressing rooms with lockers and WC for technical staff - Dressing rooms with lockers and WC for students - Access to water fountains | <ul style="list-style-type: none"> - Classroom with interactive monitor or LCD projector - Access to science laboratory - Access to food lab - Washing machine - Tumble drier |
|---|--|

Rabbitry

| | |
|---|--|
| <ul style="list-style-type: none"> - EU standard flat deck breeder cages - Ventilation system with circulation and extraction. - Fly zapper - White board - Rabbit scales up to 10kg - Hygrometer and thermometer | <ul style="list-style-type: none"> - Drainage system to cesspit - Buffer tank min. 20 litres - Lighting fixtures with timer - Sink - with hot and cold water - Rabbit cages with nest boxes, feeder and automatic nipple drinkers |
|---|--|

Fish Room

| | |
|---|---|
| <ul style="list-style-type: none"> - Aquaria with different capacities complete with light, filters, decor and heaters - Aquarium thermometers - Aquarium immersion heaters - Water testing sets - Aquarium magnetic glass cleaners - Fish nets | <ul style="list-style-type: none"> - Aquarium submersible pump for water changes - Air pumps - Aquascaping substrates - Aquascaping thongs, scissors and pincers - Clip-on lighting - White board |
|---|---|

Tools and machinery

| | |
|--|---|
| <ul style="list-style-type: none"> - String trimmer - Fuel transport tanks - Irrigation pipe punches - Sprayer - Industrial bins - Manual sulfurator - Pesticide face masks - Grass cutting aprons - Earmuffs - Grass cutting visors | <ul style="list-style-type: none"> - Inter row cultivator - Hedge trimmer - Chain saw - Shovel head hoes (zappun) - Hoes (mgħażqa) - Fork hoes - Dibbers - Riddles - Rakes - Pruning shears (secateurs) |
|--|---|

| | |
|---|--|
| <ul style="list-style-type: none"> - Wheel burrow - Watering cans - Min. 8.5Hp rotovator - Pocket knives - Hammer - Sledgehammer - Side cutter - Heavy duty craft knife - Wire brushes - Large shifting spanner - Hack saw - Screw drivers set - Irrigation pipes and several fittings - Ball valves - Submersible/centrifugal irrigation pump and several fittings - Adjustable fertiliser dozers - Irrigation timers - Irrigation tubing of various diameters - Drip tape - String line | <ul style="list-style-type: none"> - Lopper - Shovels - Garden trowels - Grafter knives - Pruning saws - Folding hand saws - Lineman Pliers - Spanner set - Allen keys - Socket ratchet - Heavy duty shelving - Adjustable spanner - Drill bits - Measuring tapes - Cordless hammer drill - PVC pipe cutter - Gas flame torch burner - Refillable LPG cylinder - Agricultural sprinklers (friefet) - Heavy duty weighing scale (100kg +) |
|---|--|

Scientific Apparatus

| | |
|---|--|
| <ul style="list-style-type: none"> - Soil testing kit - pH soil/temp probe - One-piece regular soil auger - Digital balance - Glass beakers - Hand magnifiers - Retort Stands and clamps - Glass rods - Wash bottles - Filter papers - Safety glasses - Stainless steel spatulas - Plastic test tube racks - Wooden test tube holder - Soda glass boiling tubes with rim - Economy test tubes (16x100mm) - Digital microscope and slides | <ul style="list-style-type: none"> - Gratnell trays - Student dissection kit - Measuring cylinders (circa. 10ml, 100ml) - Disposable Pasteur pipettes - Glass funnels - Conical flasks - Test tubes brushes - Hotplate - First Aid boxes - Eye washing station - Dicot flower model - Fish model - Chicken model - Rabbit model - Handheld EC/TDS metre - Handheld pH metre - Digital weather station |
|---|--|

Animal grooming and health

| | |
|---|---|
| <ul style="list-style-type: none"> - Grooming table - Veterinary table - UV steriliser - Nail cutter - Coat brushes - Clipper - Coat trimming shears - Coat combs | <ul style="list-style-type: none"> - Stripping knives - Pet coat drier with variable speed - Stethoscope - Pet thermometer - Vaccine injector - Bathing station |
|---|---|

Apiculture

| | |
|---|---|
| <ul style="list-style-type: none">- Complete beehive boxes with supers- Nucleus boxes- Rapid bee feeders- Frame wire- Wire crimper- Wire embedder- Smoker and fuel- Hive tools- Centrifugal honey extractor | <ul style="list-style-type: none">- Honey ripener- Honey strainer- Uncapping knives- Queen excluders- Ventilated full body suits- Bee keeping veils- Bee keeping jackets- Beekeepers' gloves- Convection oven |
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Poultry

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| <ul style="list-style-type: none">- Free range or barn or EU standard cage system for layer hens- Poultry drinkers- Poultry feeders- Chick drinkers- Chick feeders | <ul style="list-style-type: none">- Hen nesting box- Electric brooder- Egg candler- Poultry crates- Egg cartons- Automated incubator |
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General pets

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| <ul style="list-style-type: none">- Dwarf rabbit cages- Small rodent cages- Aviary- Claw trimmer | <ul style="list-style-type: none">- Dog/cat transport cage- Bird cages- Bird nesting boxes for available cages- Feeder/drinker equipment |
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Cottage industry

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| <ul style="list-style-type: none">- Access to food lab- Sugar thermometers- Stainless steel funnels (various sizes)- Minimum 5kg weighing scales | <ul style="list-style-type: none">- Digital food thermometer- Food processor- Fine mesh strainers- Minimum 2000mL measuring jug |
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NB: Provided list of resources includes minimum requirements and thus, not exhaustive. Quantities of listed equipment should reflect number of students studying the subject. List does not include any consumable items and livestock.