



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Agriculture
Topic	Pasture production
Class Teacher	Campbell / Carroll
Head Teacher	Wait
Year	10
Date Given	
Date Due	Week 8
Weighting	20%

As part of this assessment you are required to produce a **report** that addresses the following the following scenario.

You have a position as a farm hand and the farm manager has decided he needs to establish a new pasture in one of his paddocks. This is to improve the nitrogen in your soils and provide feed for livestock. You are competing with other employees on your farm to see whose proposal is the best and the best proposal will receive a bonus on top of their fortnightly wage. The proposal must have the information listed in the task description.

TASK DESCRIPTION

Produce a report that has the following information (written as sub headings).

1. **Introduction** – Write an brief overview outlining the components addressed in your report.
 2. **Climatic Conditions** - What are the climatic conditions of the chosen area and what impact does climate play in the growth of plant? Show the climatic condition of your chosen area including graphs showing average monthly rainfall, minimum and maximum temperature. Use these graph to support a written description of the climatic conditions and their effect on plant productions systems.
 3. **Plant species** -Choose a minimum of 3 plant species you are going to choose for your pasture mix. Outline why you have chosen a range of species. Describe the growing characteristics of each species. Outline why they are suited to the climate in your area.
 4. **Pasture mix** - Discuss the importance of a diverse pasture mix in successful grazing operations.
 5. **Preparation management** - Describe the management techniques you would follow 6 month prior to sowing your pasture. What would you to do to prepare your paddock? In your answer list the machinery and implements you have chosen and justify why you are using them.
 6. **Establishing pasture**- Describe the machinery and implements you are going to use to establish or sow your pasture.
 7. **References** - Include a complete reference list/bibliography
- NOTE- you can choose to report on the Orange climatic Area or another climatic area of NSW which interests you. If you choose another region please CLEARLY state the area throughout the report.

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

Plagiarism:

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.

The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.

Outcomes Assessed

- 5.1.1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- 5.3.1 investigates and implements responsible production systems for plant and animal enterprises
- 5.3.3 explains and evaluates the impact of management decisions on plant production enterprises
- 5.4.2 evaluates management practices in terms of profitability, technology, sustainability

- A**
70-75 The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B**
45-70 The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C**
45-20 The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D**
19-10 The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E**
10-0 The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Section	Performance Description	Marks
Introduction	- Students introduction addresses the main components of their report including climatic conditions of the zone, preparation requirements, importance of a diverse pasture mix, use of implements and machines and ongoing management plans	5-4
	- Student's introduction provides some aspects of the list for 5-4 marks but not all.	3-2
	- Students introduction is poor and doesn't introduce the key concepts to be discussed in the report	1-0
Climatic Conditions	- Students include a comprehensive description of the climatic conditions in their listed area, including typical climatic conditions, graphs to show the trends of rainfall and minimum and maximum temperatures. Students justify the types of plant productions systems that are present in this area and why they are successful based on the typical climatic conditions.	15-12
	- Student includes a sound description of the climatic conditions in their listed area, including climatic conditions, some graphical representation. Students use this information to outline the impacts on plant productions systems.	11-8
	- Students include a basic description of the climatic conditions in their listed area, some graphical representation to support their answer. An outline of the impact on plant production.	7-4
Selection of Pasture Species and	- Students choose at least 3 pastures with a justification of why they have chosen the species. Students describe the characteristics of each species. Students must choose species that are summer dominant and winter dominant to have a successful pasture all year round.	3-0
	- Students choose less than 3 pastures in their pasture mix with a brief description of each species.	10-8
	- Students choose less than 3 pasture species with some description	7-5
	- Students response is basic, some species listed.	4-2
Importance of diverse pasture mix	- Students describe the importance of have a diverse pasture mix in detail	1-0
	- Student briefly outlines the importance of a diverse pasture mix.	5-4
	- Student does not outline the importance of having a diverse pasture mix	3-2
Management practices prior to sowing	- Students provide a detailed list of the farm management practices to follow prior to sowing including removal of existing plant species. Justification of choice of applying chemical, cultivating, heavy grazing etc. Students give time frames for each management practice to occur and the tools and implements they would use.	1-0
	- Students provide a detailed list of the farm management practices to follow prior to sowing. Time frame isn't accurate or justified.	20-16
	- Students provide a basic list of the management practices that need to be carried out prior to sowing. No time frames are included.	15-11
	- Students response is limited addresses the requirements of the question briefly.	10-6
Machinery for sowing	- Student outlines the machinery and implements they would use for sowing with an accurate justification of their choice. Answer includes pictures and description of use.	5-0
	- Student outlines some of the machinery they would include for sowing pasture. Includes images and basic description.	10-8
	- Student lists some machinery and implements they would use for sowing pasture	7-5
References and presentation	- Student's assignment is well presented. Includes correct spelling, grammar and punctuation. Student has formatted their assignment correctly with paragraphing, subheadings and is sequenced in a logical format. Students include a comprehensive list of references.	4-2
	- Students assignment is well presented and includes most components as listed above. Students includes references from a range of sources.	1-0
	- Student's presentation is satisfactory but could improve their spelling, punctuation and grammar. Some references included.	10-8
	- Students presentation is basic. No bibliography/referencing list included.	7-5
		4-2
		1-0
		75

