



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Agriculture
<b>Topic</b>	Farming in the 21 <sup>st</sup> century
<b>Class Teacher</b>	Campbell
<b>Head Teacher</b>	Wait
<b>Year</b>	12
<b>Date Given</b>	Week 4 2019
<b>Date Due</b>	Week 6 2019 8 <sup>th</sup> March
<b>Weighting</b>	20%

Prepare a detailed report on ONE technology from the list

- **satellite technologies**, eg global imaging and global positioning systems
- **computer technologies**, eg climate/weather forecasting, laser technologies and computer record keeping systems
- **biotechnologies**, eg genetically modified organisms
- **electronic identification** systems, eg NLIS
- **robotics**, eg milking, shearing and machinery

For **ONE** recent technological development:

1. Explain the reasons for the development of the technology
2. Outline the historical development of the technology
3. Describe in detail the technological development
4. Evaluate the impact of the technological development in terms of: economic, environmental, social, legal and managerial factors

### TIPS

- structure the response in a logical and cohesive sequence
  - give a detailed description of the benefits to farmers of adopting new technologies
- provide clear and comprehensive points for and/or against the recent use of technology in agricultural production
- Use relevant examples which are current to Australian agriculture

### 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.**

**Common grade scale Stage 6 TAS  
Task mark allocation**

A 55- 47	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 47- 30	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 30-19	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 19-12	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 12-0	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.

**Outcomes Assessed**

A student:

H3.4 evaluates the management of the processes in agricultural systems

H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems.

<b>Section</b>	<b>Marking Criteria</b>	<b>Marks Allocated</b>
<b>Explain reasons for the development of technology</b>	<ul style="list-style-type: none"> <li>- Student provides a detailed explanation for the development of the technology. Response includes a range of reasons for the development.</li> <li>- Student provides a detailed explanation for the development of the technology. Response includes a few reasons for the development of the product.</li> <li>- Student provides a brief explanation for the development of the technology. Response includes a single reason for its development.</li> <li>- Student's response is incorrect or not completed.</li> </ul>	5 4-3 2-1 0
<b>Outline the historical development of the technology</b>	<ul style="list-style-type: none"> <li>- Student provides a detailed breakdown of the historical development of their chosen technology. Response includes dates and significant points in time that lead to the development.</li> <li>- Student provides a detailed breakdown of the historical development of their chosen technology. Some significant points in time are included.</li> <li>- Student provides a basic breakdown of the historical development of their chosen technology. No reference to significant points in time that lead to the development.</li> <li>- Section not attempted or incomplete.</li> </ul>	5 4-3 2-1 0
<b>Describe in detail the technological development</b>	<ul style="list-style-type: none"> <li>- Student provides a comprehensive description of the features of the technological development</li> <li>- Student provides a detailed description of features of the technological development</li> <li>- Student provides a sound description of some features of the technological development</li> <li>- Student provides a limited description of features of the technological development</li> <li>- Student descriptions are incorrect</li> </ul>	10-9 8-7 6-5 4-3 2-0
<b>Evaluate the impact of the technological development in terms of: economic, environmental, social, legal and managerial factors</b>	<ul style="list-style-type: none"> <li>- Student provides a detailed evaluation for the technological development. Student has made reference to in terms of economic, social, legal and managerial factors.</li> <li>- Student provides a sound evaluation for the technological development. Student makes reference to some of the economic, social, legal and managerial factors but not all.</li> <li>- Student provides a basic evaluation for the technological development. Student makes reference to some of the economic, social, legal and managerial factors but not all.</li> <li>- Student evaluation is very brief</li> <li>- Not completed</li> </ul>	20-16 15-11 10-6 5-1 0
<b>Presentation</b>		
<b>Well Sequenced</b>	<ul style="list-style-type: none"> <li>- Students presentation is well sequenced</li> <li>- Students presentation is poorly sequenced</li> <li>- No sequencing</li> </ul>	5-4 3-2 1-0
<b>Accuracy in Information</b>	<ul style="list-style-type: none"> <li>- The presentation provides accurate information</li> <li>- The presentation provides some accurate information</li> <li>- The presentation provides inaccurate information</li> </ul>	5-4 3-2 1-0
<b>Reference List</b>	<ul style="list-style-type: none"> <li>- Student sources are accurately referenced. Students use at least 4 sources of information. Students references are included in format listed on the sheet.</li> <li>- Student sources are accurately referenced and consists of 3-2 documents</li> <li>- Student sources are not referenced or little referencing is provided.</li> <li>- Student does not complete this section</li> </ul>	5-4 3-2 1-0
	<b>Total</b>	/55