



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Technology Mandatory Agriculture
Topic	Animal Production
Class Teacher	Campbell/ Wait/ Carroll /Bright
Head Teacher	D. Wait
Year	7 and 8
Date Given	Week 2
Date Due	Week 4/5
Weighting	50%

Students are required to complete two assessment items for this design area. They will be required to:

Part 1 Animal Welfare Letter/Report (Due Week 4)

Students are required write a letter to the local newspaper advocating your view on a chicken/animal welfare issues

As part of this task you are required to

1. Identify an issue of concern
2. Explain the purpose of the issues e.g, why laying chickens are housed in cages
3. Present reasons for and against the practice
4. Provide suggestions outlining what could happen to solve the welfare issue.

Part 2 – Animal Handling Tasks (Practical, ongoing in class.)

Students are required to demonstrate the following animals handling practical skills

Chicken	Sheep and Cattle
<ul style="list-style-type: none"> • Handle • Weigh • Determine laying status • Collect Eggs 	<ul style="list-style-type: none"> • Mustering • Tipping • Restraining • Drafting • Drenching • Back lining

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 4 TAS
Task mark allocation**

A 20-18	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 17-15	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 14-11	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 10-6	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 5-0	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

TE4-3DP, TE4-5AG,

ANIMAL PRODUCTION

Legal and Ethical Requirements of associated with animal production

- Students are required to write a report/produce a video examining a current ethical issue in animal production

** This activity will also be built around students ability to performs identified literacy tasks*

Outstanding (20-18)	High (17-15)	Sound (14-11)	Basic (10-6)	Limited (5-0)
Outcome: - TE4-5AG				
Outcome: - Investigates how food and fibre are produced in managed environments TE4-5AG				
Task : Student are required to write a report that investigate an ethical issue in animal production				
Report is outstanding and addresses all concerns associated with the identified welfare concern	Report is thorough and addresses all concerns associated with the identified welfare concern	Report is sound and addresses many of the concerns associated with the area of production	Report basic provided 1 or 2 points for or against the welfare concern	Report is limited and does not address the welfare concerns identified.
Students are able to provide positives and negatives associated with performing the welfare concern raised	Students are able to provide some positives and negatives associated with performing the welfare concern raised	Students are able to provide 1 positive and negative associated with performing the welfare concern raised	Students are able to 1 positive or negative associated with performing the welfare concern raised	Students does not provide positives and negatives associated with performing the welfare concern raised
Students are able to make a judgment supporting or rejecting the welfare concern, and identifies alternative methods to tackle the welfare issue	Students are able to make a judgment supporting or rejecting the welfare concern	Student attempts to make a judgment supporting or rejecting the welfare concern	No overall judgment made that supports or rejects the welfare concern	Students are able to make a judgment supporting or rejecting the welfare concern
Student use correct grammar and spelling in the report	Student has no more than 3 correct grammar and spelling errors	Student has no more than 5 correct grammar and spelling errors	Student has no more than 7 correct grammar and spelling errors	Student has no more than 10 correct grammar and spelling errors

*See additional writing scaffold to assess student progress

Semester 2 -Animal Handling Practical Mark

Outstanding (10-9)	High (8-7)	Sound (6-5)	Basic (4-3)	Limited (2-0)0
Outcome: - TE4-3DP - selects and safely applies a broad range of tools, materials and processes in the production of quality projects				
Task : Student are required handle animal safely according to the model code of practice for sheep, cattle and chickens				
Student handle animals safely	Student handle animals safely	Students handle animals safely	Student usually handle animals safely	Student do not perform management practices safely
Students confidently and independently perform the following management practices from the list below	Students confidently perform the following management practices	Student perform many animal management practices (listed below) safely including	Student attempt to perform animal management practices safely including	Student do not effectively participate in practical activities
Chicken <ul style="list-style-type: none"> • Handle • Weigh • Determine laying status • Collect Eggs Sheep and Cattle <ul style="list-style-type: none"> • Mustering • Tipping • Restraining • Drafting • Drenching • Back lining 	Chicken <ul style="list-style-type: none"> • Handle • Weigh • Determine laying status • Collect Eggs Sheep and Cattle <ul style="list-style-type: none"> • Mustering • Tipping • Restraining • Drafting • Drenching • Back lining 	Chicken <ul style="list-style-type: none"> • Handle • Weigh • Determine laying status • Collect Eggs Sheep and Cattle <ul style="list-style-type: none"> • Mustering • Tipping • Restraining • Drafting • Drenching • Back lining 	Chicken <ul style="list-style-type: none"> • Handle • Weigh • Determine laying status • Collect Eggs Sheep and Cattle <ul style="list-style-type: none"> • Mustering • Tipping • Restraining • Drafting • Drenching • Back lining 	Chicken <ul style="list-style-type: none"> • Handle • Weigh • Determine laying status • Collect Eggs Sheep and Cattle <ul style="list-style-type: none"> • Mustering • Tipping • Restraining • Drafting • Drenching • Back lining
Student can verbally describe the importance of these processes	Student can verbally describe the importance of these processes	Student can verbally describe the importance of these processes	Student can verbally describe the importance of these processes	Student can verbally describe the importance of these processes