



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Technology Mandatory Agriculture
<b>Topic</b>	FARM PLAN /GPS SYSTEMS
<b>Class Teacher</b>	
<b>Head Teacher</b>	D Wait
<b>Year</b>	2019
<b>Date Given</b>	Week 2/3
<b>Date Due</b>	Week 4/5
<b>Weighting</b>	20%

### Assessment Outline

#### **Your task is to design and plan your own farm**

Using 'MyMaps' in Google you are required to select the boundary of one of the following Agriculture Sites

- Elm St Ag Plot
- Kearney Drive Agricultural Plot
- Anson St Agricultural Plot

#### Part A

1. Students are required to use the line drawing tool and draw around each individual paddock
2. Use points to label all the important features of the landscape (water troughs etc)
3. Use the measuring tools to calculate the size of the paddocks

#### Part B

1. Develop your "ideal/dream" farm and map it out with shading over the existing site that you have used. You should include
  - a. 2 animal and 2 plant enterprises
  - b. A position for a creek
  - c. A key which specifies what different things you would like
  - d. A List of all the infrastructure that is required for the enterprises and an ideal area for this to occur.

#### PART 3

1. Write a detailed description of the use/purpose of each of the items used in the dream farm stating why it is important and why you have included this.

\* When designing your farm you need to think carefully about where you locate things. Think about moving and transporting your animals, water sources for animals, paddock and farm boundaries.

**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**

**Common grade scale Stage 4 TAS  
Task mark allocation**

A	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	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	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	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	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.

MARKING CRITERIA		
A	20-18	<ul style="list-style-type: none"> <li>• Student correctly and accurately using the 'MyMaps' tool to select a boundary of a listed agricultural site</li> <li>• Student accurately drops a pin on ALL important landscape features</li> <li>• Students accurately use the measuring tool to calculate the size of ALL paddocks</li> <li>• Students accurately and clearly use all paddocks and space allocated to develop their dream farm including 2 animal and 3 plant enterprises and all associated infrastructure</li> <li>• Student provides an <b>extensive</b> description of the purpose of each items and why they have placed paddocks in particular positions.</li> </ul>
B	17-15	<ul style="list-style-type: none"> <li>• Student correctly and accurately using the 'MyMaps' tool to select a boundary of a listed agricultural site</li> <li>• Student accurately drops a pin on MOST of the important landscape features</li> <li>• Students accurately use the measuring tool to calculate the size of most paddocks</li> <li>• Students use all paddocks and space allocated to develop their dream farm including 2 animal and 3 plant enterprises and all associated infrastructure</li> <li>• Student provides an <b>detailed</b> description of the purpose of each items and why they have placed paddocks in particular positions.</li> </ul>
C	14-10	<ul style="list-style-type: none"> <li>• Student correctly and accurately using the 'MyMaps' tool to select a boundary of a listed agricultural site</li> <li>• Student accurately drops a pin on SOME important landscape features</li> <li>• Students uses the measuring tool to calculate the size of SOME paddocks correctly</li> <li>• Students use most of the space allocated to develop their dream farm including 2 animal and 3 plant enterprises and all associated infrastructure</li> <li>• Student provides a <b>sound</b> description of the purpose of each items and why they have placed paddocks in particular positions.</li> </ul>
D	9-4	<ul style="list-style-type: none"> <li>• Student uses the 'MyMaps' tool to inaccurately select a boundary of a listed agricultural site</li> <li>• Student drops a pin on FEW of the important landscape features</li> <li>• Student uses the measuring tool to calculate the size of 1 paddock</li> <li>• Students uses some space allocated to develop their dream farm including 1 animal and 1 plant enterprises and some relevant infrastructure</li> <li>• Student provides an <b>basic</b> description of the purpose of each items and why they have placed paddocks in particular positions.</li> </ul>
E	3-0	<ul style="list-style-type: none"> <li>• Student uses the 'MyMaps' tool to inaccurately select a boundary of a listed agricultural site</li> <li>• Student drops no pins or pins incorrectly on the important landscape features</li> <li>• Student uses the measuring tool to calculate the size of 0 paddocks</li> <li>• Students uses some space allocated to develop their dream farm including 1 animal OR 1 plant enterprises and some relevant infrastructure</li> <li>• Student does not provide a description of the decision making for their dream farm.</li> </ul>