



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Agriculture
<b>Topic</b>	Cows Create Careers
<b>Class Teacher</b>	M Campbell, B Carroll,
<b>Head Teacher</b>	D Wait
<b>Year</b>	9
<b>Date Given</b>	
<b>Date Due</b>	Week 7 2019
<b>Weighting</b>	30%

**NOTE: Some of this is a group task. Additional information in assessment packs provided to each group. This task will be completed in class.**

As part of this assessment you are required to care for and monitor dairy calves at the schools Ag plot. Teams will be rostered on to feed them, clean yards and monitor their weight gain over the 5 weeks that they are at school.

Each individual and group (4-5 people) must submit the following sections as your assessment:

- A. 3D Model **or** Movie
- B. Letter to Dairy Australia
- C. Calf Condition Report (individual)**
- D. Funny photo of team with calves

### **Section A)**

**3D Model (choose a topic)** – Topic 1: calf rearing, topic 2: Identification and Breeding, Topic 3: Natural resource Management, Topic 4: The dairy industry, Topic 5: The fifth food group, Topic 6: Cattle handling or Topic 7: Farm safety.

### **Mootube Video (Choose a statement) –**

Statement 1: Role-play career in the dairy industry, be sure to include what is fun about the job  
Statement 2: Tell the viewers four things that you have learnt about looking after the calves  
Statement 3: Tell the viewers why dairy is an important part of your health and nutrition  
Statement 4: Dress up as a scientist and carry out a simple science experiment.

### **Section B: Letter**

This letter should be addressed to Dairy Australia and focus on the industry advocate, the dairy farmer and how the team felt about the Cows Create Careers project. The letter should be presented in business format. For more information refer to Cows Create Careers information.

Promotional Advertising – See additional information attached

### **Section C: Calf Condition Report**

This section of the assessment **MUST BE COMPLETED INDIVIDUALLY**. You are to create a report outlining the calves condition when they arrived at the school, during their time here and when they left the school grounds. You need to include the weights that you have taken this semester, any changes in condition of the animal and any environmental factors that may have effected this condition.

## **Section D: Take a Funny Photo**

Take a photo which demonstrates how much fun you had completing this unit.

### **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**

**5.3.1 investigates and implements responsible production systems for plant and animal enterprises**

**5.3.4 explains and evaluates the impact of management decisions on animal production enterprises**

- 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 GUIDELINES

### 3D Model

<ul style="list-style-type: none"> <li>• Student provides a correct definition of selected topic. Student provides a comprehensive understanding of selected topic and includes relevant and correct examples to support ideas and concepts</li> <li>• Model is well presented and easy to understand.</li> </ul>	17-25
<ul style="list-style-type: none"> <li>• Student provides a correct definition of the selected topic. Student provides a high level of understanding of the selected topic and includes many relevant and correct examples to support ideas and concepts.</li> <li>• Model is well presented and easy to understand.</li> </ul>	12-17
<ul style="list-style-type: none"> <li>• Student provides a high level of understanding of the selected topic and includes many relevant and correct examples to support ideas and concepts.</li> <li>•</li> </ul>	8-12
<ul style="list-style-type: none"> <li>• Student definition of selected topic is poor. Student provides a basic level of understanding of selected topic. No examples included</li> <li>• Presentation is poor</li> </ul>	4-8
<ul style="list-style-type: none"> <li>• Students fails to define topic being studied</li> <li>• Student demonstrates a limited understanding of the selected topic and no example are included</li> <li>• Assignment not completed or information is incorrect.</li> </ul>	0-4

### Or Mootube

<ul style="list-style-type: none"> <li>• Students video clearly illustrates the statement they have chosen and designed the Mootube clip with a high level of creativity and innovation. Students have provided the viewers with a highly detailed, enjoyable and informative clip that clearly addresses the selected statement</li> </ul>	15-25
<ul style="list-style-type: none"> <li>• Students video provides a correct definition of the statement they have chosen and designed the Mootube clip with some creativity and innovation. Students have provided the viewers with a clip that is informative and enjoyable.</li> </ul>	10-15
<ul style="list-style-type: none"> <li>• Students have provided a clip that basically identifies the statement they have chosen and designed the Mootube clip with minimal creativity and innovation.</li> </ul>	5-10
<ul style="list-style-type: none"> <li>• Students Mootube clip briefly addresses the chosen statement. The video demonstrates a basic level of creativity, innovation and understanding of the topic.</li> </ul>	0-5

TOTAL MARKS FOR PART A /25

### B) Letter

Description of what was learnt throughout the management of the calves	<ul style="list-style-type: none"> <li>• Students provide a comprehensive description of calf management, care and activities undertaken throughout the unit.</li> </ul>	4-2
	<ul style="list-style-type: none"> <li>• Student provides a basic description of calf management, care and some activities carried out during the unit.</li> </ul>	1-2
	<ul style="list-style-type: none"> <li>• Students does not address calf management and care.</li> </ul>	0
What was learnt from the industry advocate	<ul style="list-style-type: none"> <li>• Students provide extensive detail of the advocate visit and in depth description of the dairy industry.</li> </ul>	4-2
	<ul style="list-style-type: none"> <li>• Students provide a sound overview of the advocate visit and description of the dairy industry.</li> </ul>	1-2
	<ul style="list-style-type: none"> <li>• Student does not address the industry advocate visit or dairy industry.</li> </ul>	0
Business Format	<ul style="list-style-type: none"> <li>• Students present their letter in business format with correct punctuation, spelling and grammar.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Letter contains some spelling and grammatical errors.</li> </ul>	1-0

**C) Calf Condition Report**

Introduction	• Students provides clearly outline and addresses all aspects of the report	4-5
	• Students provides description for the purpose of the report	2-3
	• Students have provided limited overview of the report	0-1
Identification of Calf Condition	• Students clearly define one condition the calves presented with <u>or</u> could have contracted whilst at the school and identify any issues that could have arisen, and why the issue has occurred.	5-7
	• Students outline one condition the calves presented with <u>or</u> could have contracted whilst at the school and identify some issues that could have arisen and listed some causes for the condition.	2-4
	• Students briefly addresses calf condition and general health.	0-2
Graph	• Student has provided a detailed graph of the calves weights. Including named y-axis, x-axis, title and correct data representation.	3-4
	• Student has provided a graph of the calves weights. Some errors in named y-axis, x-axis, title and correct data representation.	2
	• Student provides basic graph missing components.	0-1
Discussion	• Students critically analyse the data collected and discusses the results accounting for changes in data and any statistical errors.	4-6
	• Students discuss the results and gathering of data.	2-4
	• Students provides limited discussion of data.	0-2

**Funny Photo**

Innovation and creativity of photo	• Students have provided a funny, creative and innovative photo that demonstrating the fun they have had with this project	1-3
	• Students either have not included a photo in the project	0

## SUMMARY

Total marks for Part A	/25
Total marks for Part B	/10
Total marks for Part C	/22
Total Marks for Part D	/3
<b>TOTAL</b>	<b>/60</b>