

# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Agriculture
<b>Topic</b>	Farm Case Study
<b>Class Teacher</b>	B Carroll
<b>Head Teacher</b>	D Wait
<b>Year</b>	11
<b>Date Given</b>	
<b>Date Due</b>	Week 6
<b>Weighting</b>	30

### Assessment Outline

The Farm Case Study will involve an investigation of “Mac’s Run”. This will include a farm visit to gather relevant information to produce a farm report.

Note: Part One and Two are to be submitted.

#### **Part one – Farm investigation - completed throughout the unit until week 6**

Gather the following information and present in provided folder.

1. physical and biological resources
  2. soil sample tests and pH
  3. climate Data and graphs
  4. vegetation identification
  5. Plan of property (satellite images with points of interest included)
  6. Identify areas of potential environmental sustainability concerns
  7. Create a calendar of operations
  8. Carry out a Risk assessment
- = total of 40 Marks

#### **Part two – Farm Study Report - To be handed in WEEK 6**

- Introduction including brief overview of current production.
- Create a Systems diagram of property
- Describe the different types of technology the farmer uses in production, processing and/or marketing if agriculture products.
- Suggest improvements which could be made to the farm to increase productivity and sustainability.

### **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**

- P1.1 describes the complex, dynamic and interactive nature of agricultural production systems
- P1.2 describes the factors that influence agricultural systems
- P2.3 describes the farm as a basic unit of production
- P3.1 explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
- P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products.

**Course descriptors****A**

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

**B**

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

**C**

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

**D**

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

**E**

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

Part A	A Student in this range:
<p>A Extensive 40 -35</p>	<ul style="list-style-type: none"> <li>• physical and biological resources – 8-10 examples listed and notes included</li> <li>• soil sample tests and pH – 5 sites studies, pH and texture data gathered notes included</li> <li>• climate Data and graphs – Temperature and rainfall data graphed and presented correctly including headings and data.</li> <li>• vegetation identification- 20 species identified including pictures</li> <li>• Plan of property (satellite images with points of interest included)</li> <li>• Identify areas of potential environmental sustainability concerns – at least 2 areas identified in extensive detail</li> <li>• Calendar of operations – all enterprises and operations shown over 12 months</li> <li>• Extensive Risk assessment created – identification of hazards, assessment of level of risk, and appropriate control measures</li> </ul>
<p>B Thorough 35- 30</p>	<ul style="list-style-type: none"> <li>• physical and biological resources – 8-10 examples listed and some notes included</li> <li>• soil sample tests and pH – 5 sites studies, pH and texture data gathered some notes included</li> <li>• climate Data and graphs – Temperature and rainfall data graphed and presented correctly including headings and data.</li> <li>• vegetation identification- at least 15 species identified including pictures</li> <li>• Plan of property (satellite images with points of interest included)</li> <li>• Identify areas of potential environmental sustainability concerns – at least 2 areas identified in thorough detail</li> <li>• Calendar of operations – at least 3 enterprises and operations shown over 12 months</li> <li>• Thorough Risk assessment created – identification of hazards, assessment of level of risk, and appropriate control measures</li> </ul>
<p>C Sound 30 - 20</p>	<ul style="list-style-type: none"> <li>• physical and biological resources – at least 8 examples listed limited notes included</li> <li>• soil sample tests and pH – at least 3 sites studies, pH and texture data gathered limited notes included</li> <li>• climate Data and graphs – Temperature and rainfall data graphed and presented</li> <li>• vegetation identification- 10-15 species identified including pictures</li> <li>• Plan of property (satellite images with points of interest included)</li> <li>• One area Identify areas of potential environmental sustainability concerns indicated</li> <li>• Calendar of operations – some enterprises and operations shown over 12 months</li> <li>• Risk assessment created – identification of some hazards and appropriate control measures suggested</li> </ul>
<p>D Basic 20-15</p>	<ul style="list-style-type: none"> <li>• physical and biological resources – 5 - 8examples listed lacking notes</li> <li>• soil sample tests and pH – at least 1 site studied, pH and texture data gathered</li> <li>• climate Data and graphs – Temperature and rainfall data graphed and presented with some corrections needed</li> <li>• vegetation identification- 5-10 species identified including pictures</li> <li>• Plan of property (satellite images with points of interest included)</li> <li>• Sustainability covered in basic detail</li> <li>• Calendar of operations – one enterprise and limited operations shown</li> <li>• Risk assessment created – Basic hazards and control measures included</li> </ul>
<p>E Elementary 15-0</p>	<ul style="list-style-type: none"> <li>• physical and biological resources – less than 5 examples</li> <li>• soil sample tests and pH – pH shown without texture data</li> <li>• climate Data and graphs – Basic graphing skills demonstrated</li> <li>• vegetation identification- less than 5 species identified</li> <li>• Plan of property (satellite images with points of interest included)</li> <li>• Sustainability lacking information</li> <li>• Calendar of operations – operations and enterprise information missing</li> <li>• Risk assessment created – some hazards and control measures indicated</li> </ul>

<b>Marking Guidelines – Part 2</b>		
<p><b>Question 1</b></p> <p><b>P1.2</b> describes the factors that influence agricultural systems</p> <p><b>P2.3</b> describes the farm as a basic unit of production</p>	<ul style="list-style-type: none"> <li>• Students provide a comprehensive description of the farm including an introduction about the property, annual rainfall and temperature and types of resources being used on the farm. Students include graphs about rainfall and temperature to support their information.</li> <li>• Students provide a detailed description of the farm as listed above</li> <li>• Students provide a sound description of the farm as listed above</li> <li>• Students provide a basic description of the farm as listed above</li> <li>• Students provide a limited description of the farm including some components as listed above</li> </ul>	<p><b>10</b></p> <p><b>9-8</b></p> <p><b>7-6</b></p> <p><b>5-4</b></p> <p><b>3-1</b></p>
<p><b>Question 3</b></p> <p><b>P1.1</b> describes the complex, dynamic and interactive nature of agricultural production systems</p>	<ul style="list-style-type: none"> <li>• Student provides a comprehensive systems diagram. Clearly demonstrating the complex, dynamic and interactive nature of the farm production systems including interactions between subsystems and inputs and outputs.</li> <li>• Student provides a well-developing understanding of the complex, dynamic and interactive nature of the farm production systems including interactions between subsystems and inputs and outputs.</li> <li>• Students provide a sound understanding of the complex, dynamic and interactive nature of the farm production systems including interactions between subsystems and inputs and outputs.</li> <li>• Student provides a basic understanding of the complex, dynamic and interactive nature of the farm production systems including some interactions between subsystems and inputs and outputs.</li> <li>• Students understanding of farm systems and interactions is limited</li> </ul>	<p><b>10-9</b></p> <p><b>8-7</b></p> <p><b>6-5</b></p> <p><b>4-3</b></p> <p><b>2-0</b></p>
<p><b>Question 4</b></p> <p><b>P5.1</b> investigates the role of associated technologies and technological innovation in producing and marketing agricultural products.</p>	<ul style="list-style-type: none"> <li>• Student provides a comprehensive description of technologies used on the farm and provides clear links to production, processing or marketing of products. Evaluation provided of technologies used on the farm.</li> <li>• Student provides a well-developed description of technologies used on the farm and provides clear links to production, processing or marketing of products. Discussion provided of technologies used on the farm.</li> <li>• Student provides a sound description of technologies used on the farm and provides some links to production, processing or marketing of product.</li> <li>• Student provides a basic description of technologies used on the farm and provides clear links to production, processing or marketing of products.</li> </ul>	<p><b>10-9</b></p> <p><b>8-7</b></p> <p><b>6-5</b></p> <p><b>4-3</b></p> <p><b>2-0</b></p>
<p><b>Question 5</b></p> <p>report on planning for future farm improvement</p>	<ul style="list-style-type: none"> <li>• Student provide comprehensive evaluation of the current production occurring on the farm and suggest possible sustainable improvements with a focus on increasing productivity across the enterprises while improving environmental sustainability.</li> <li>• Student provide well developed evaluation of the current production occurring on the farm and suggest possible sustainable improvements with a focus on increasing productivity across the enterprises while improving environmental sustainability.</li> </ul>	<p><b>10-9</b></p> <p><b>8-7</b></p>

	<ul style="list-style-type: none"> <li>• Student provide sound evaluation of the current production occurring on the farm and suggest possible sustainable improvements with some focus on increasing productivity across the enterprises while improving environmental sustainability.</li> <li>• Student provide basic evaluation of the current production occurring on the farm and suggest improvements which could be made.</li> </ul>	<b>6-5</b>  <b>4-3</b>  <b>2-0</b>
<b>References and Presentation</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• well presented and includes most components as listed above. Students includes references from a range of sources</li> <li>• presentation is satisfactory but could improve their spelling, punctuation and grammar. Some paragraphing is evident and</li> <li>• presentation is poor and has no bibliography/referencing</li> </ul>	<b>10-8</b>  <b>7-5</b>  <b>4-2</b>  <b>1-0</b>
	TOTAL	<b>40</b>