Animal studies

Core 1 – the industry – horse history sample assessment task

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# Task details

**Type of task:** research task

**Weighting:** school-based decision

**Submission:** school-based decision

**Outcomes assessed**

* **AS-1** identifies the range of industry goals and products
* **AS-2** evaluates breeds and individual animals in relation to meeting industry requirements
* **AS-5** describes market specifications for the industry

[Animal studies course document](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/animal-studies) © NSW Department of Education for and on behalf of the Crown in the State of New South Wales, 2021.

**Description**

You have been asked by the editor of The Horse Magazine! to create a feature article that will appear in next month’s edition. The article requires you to:

1. select and name **2** ‘past’ uses of horses. For **each** ‘past’ use of the horse
2. identify the time period in which the use occurred
3. outline the industry this use was associated with
4. explain how this industry was important for Australian culture or economy
5. describe how the horse was used and why
6. justify suitable breeds for each use.
7. select and name **2** ‘present’ uses of horses. For **each** ‘present’ use of the horse
8. identify the time period in which this use occurs
9. outline the industry this use is associated with
10. explain how this industry is important for Australian culture or economy
11. describe how the horse is used and why
12. justify suitable breeds for each use.
13. answer the following questions
14. Were horses more highly regarded in the past, present or is there no difference? Explain your answer.
15. There are some uses of horses that have changed over time and some that have not. What are they? Why have they changed or remained unchanged?

Use the scaffold provided to help structure your response.

# Steps to success

Table 1 – assessment preparation schedule

|  |  |
| --- | --- |
| Steps | What I need to do and when I need to do it |
| 1 | Plan your response by creating your own structure or using the scaffolded questions. |
| 2 | Create dot points of your ideas for each of the focus questions. |
| 3 | Revisit material from your lessons and create a plan for what you will need to research. |
| 4 | Research information you have identified you need. |
| 5 | Draft your paragraphs and seek feedback on your work. |
| 6 | Locate images and develop appropriate headings and subheadings. |
| 7 | Review your work and make any suggested improvements or other improvements you identify at this stage. |
| 8 | Complete reference list. |

# Feature article scaffold

**Purpose:** to inform your audience of the history of horses, changes to uses and breeds of horses over time, and horse industry.

**Some language features of an article:**

* personal tone
* direct address to audience
* examples and stories.

**Introduction**

* Summarise what the article is talking about across all paragraphs and give the audience reasons for why they would want to keep reading about this information.
* Introduce the key idea for persuading the audience – horses are more highly regarded.

**Body paragraph 1**:past use of horses

* Orient this body paragraph (introduce the paragraph by outlining the main idea).
* Select and name **2** ‘past’ uses of horses.
* Identify the time period in which they occurred.
* Outline the industry this use was associated with.
* Explain how this industry was important for Australian culture or economy.
* Describe how the horse was used and why.
* Justify suitable breeds for each use.
* Link the next key idea (there may also be an opportunity to link an idea from another paragraph later on, for example, body paragraph 4).

**Body paragraph 2**: present or contemporary use of horses

* Orient this body paragraph (introduce the paragraph by outlining the main idea).
* Select and name **2** ‘present’ uses of horses.
* Identify the time period in which they occur.
* Outline the industry this use is associated with.
* Explain how this industry is important for Australian culture or economy.
* Describe how the horse is used and why.
* Justify suitable breeds for each use.
* Link the next key idea (there may also be an opportunity to link an idea from another paragraph later on, for example, body paragraph 4).

**Body paragraph 3**: Were horses more highly regarded in the past or present?

* State your view.
* Provide evidence to support your view.
* Evaluate your view in relation to industry goals and products, and industry requirements.

**Body paragraph 4**: What remains the same? What is different?

* Industry standards and goals – history and development.
* Products that support these goals – history and development.
* Are the changes for the better or worse?

**Conclusion**

* Summarise arguments and leave the audience with something to think about.

## Reference list

Create a reference list of the sources used in the development of your assessment task.

## Marking rubric

**Teacher note:** the criteria and outcomes presented in this table are not mandatory for assessing the task. Teachers are encouraged to select and/or adjust criteria based on their students’ needs and the assessment and reporting requirements of their school.

Table 2 – marking rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | A | B | C | D | E |
| Q1 – past uses of the horse  AS-1  AS-2  AS-5 | Names 2 past uses of the horse, gives a description of what they are and correctly identifies the time period. Justifies the suitability of breeds used. Outlines the industry and explains a reason or reasons why the industry was important for Australian culture or economy at this time. | Names 2 past uses of the horse, gives a detailed outline of what they are and correctly identifies the time period. Explains the suitability of breeds used. Outlines the industry and identifies a reason why the industry was important at this time. | Names 2 past uses of the horse, outlines what they are and correctly identifies the time period. Identifies suitable breeds used and describes reasons why. Outlines the industry this was associated with. | Names 2 past uses of the horse, outlines what they are and correctly identifies the time period. Identifies suitable breeds used. Identifies a feature of the industry this use was associated with. | Names 2 past uses of the horse and identifies time periods or lists breeds of horses. |
| Q2 – present uses of the horse  AS-1  AS-2  AS-5 | Names 2 present uses of the horse, gives a description of what they are and correctly identifies the time period. Justifies the suitability of breeds used. Outlines the industry and explains a reason or reasons why the industry is important for Australian culture or economy. | Names 2 present uses of the horse, gives a detailed outline of what they are and correctly identifies the time period. Explains the suitability of breeds used. Outlines the industry and identifies a reason why the industry is important. | Names 2 present uses of the horse, outlines what they are and correctly identifies the time period. Identifies suitable breeds used and describes reasons why. Outlines the industry this is associated with. | Names 2 present uses of the horse, outlines what they are and correctly identifies the time period. Identifies suitable breeds used. Identifies a feature of the industry this use is associated with. | Names 2 present uses of the horse, and/or identifies time periods and/or lists breeds of horses. |
| Q3 – horse uses over time  AS-2 | Evaluates the uses of horses over time. | Analyses how horses have been used over time. | Explains how horses have been used over time. | Describes how horses have been used over time. | Identifies how horses have been used over time. |

# Additional information

The information below can be used to support teachers when using this assessment package for Animal studies.

## Rationale

This course is intended for students seeking to further their knowledge and skills in particular animal industries that are relevant to their local context or interest.

The Animal studies course provides the opportunity to extend and develop student interest beyond the scope of curriculum options from the NSW Education Standards Authority (NESA).

This will consequently allow specialisation, which will promote the safe participation of students in the industry, add deep knowledge and understanding and develop advanced skills in the management and handling of the selected species.

Provision of courses for Stage 5 must meet the needs of a diverse range of student needs, including students with disability, high performing and gifted students, and students from diverse cultural backgrounds, to minimise the risk of them leaving school prior to completion of Year 10 and maximise their post-school employment opportunities.

## Aim

The course aims to develop:

* an understanding and knowledge of the specific animal industry
* skills and knowledge in the management of a species to meet industry goals
* an appreciation and awareness of safe work practices and management when using animals
* an empathy and appreciation for the animal’s wellbeing.

## Purpose and audience

This assessment package provides a range of assessment strategies and supplementary material that can be used to support student achievement in the task outlined. This resource is for teachers when creating a program of assessment for the Animal studies course.

## When and how to use this document

Use the assessment package in the context that best supports your school context.

# Resource information

This resource has been designed to support schools with successful implementation of new curriculum, specifically the NSW Department of Education approved elective course, Animal Studies © NSW Department of Education for and on behalf of the Crown in right of the State of New South Wales, 2021.

The resource is produced to assist schools with promoting and implementing the course for the first time. As the course may be taught by teachers from a range of key learning areas, the resource is designed to support teachers from a variety of KLA expertise.

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the Teaching and Learning Curriculum team by emailing [secondaryteachingandlearning@det.nsw.edu.au](mailto:secondaryteachingandlearning@det.nsw.edu.au).

**Differentiation:** further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation 7–10 advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Consulted with**: Curriculum and Reform, Inclusive Education, Multicultural Education, Aboriginal Outcomes and Partnerships, Animal Welfare Coordinator, Farrer Memorial Agricultural High School and subject matter experts.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [School Success Model](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained).

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 5.1.2, 5.5.2.

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**Evidence base**

The range of assessment strategies outlined in the advice encourages ‘a variety of assessment methods each lesson to check for students’ understanding and inform what should be taught next’. (CESE 2020a:22). The assessment strategies outlined are student-centred, providing ‘students with opportunities to reflect on their progress to inform future learning goals’ (CESE 2020a:22).

The assessment strategies outlined provide teachers with important information about whether students learned what was intended. Wiliam (2013:15) claims ‘the term formative should apply not to the assessment but to the function that the evidence generated by the assessment actually serves’.

# References

[Animal studies course document](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/animal-studies) © NSW Department of Education for and on behalf of the Crown in the State of New South Wales, 2021.

AITSL (Australian Institute for Teaching and School Leadership (2017) ‘[Feedback Factsheet](https://www.aitsl.edu.au/teach/improve-practice/feedback#:~:text=FEEDBACK-,Factsheet,-A%20quick%20guide)’, AITSL, accessed 14 December 2022.

CESE (Centre for Education Statistics and Evaluation) (2020a) [*What works best: 2020 update*](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update), NSW Department of Education, accessed 14 December 2022.

CESE (Centre for Education Statistics and Evaluation) (2020b) [*What works best in practice*](https://education.nsw.gov.au/about-us/educational-data/cese/publications/practical-guides-for-educators-/what-works-best-in-practice), NSW Department of Education, accessed 14 December 2022.

NESA (NSW Education Standards Authority) (2020) [*Nurturing Wonder and Igniting Passion, designs for a new school curriculum: NSW Curriculum Review* [PDF 1.12MB]](https://www.nsw.gov.au/sites/default/files/2023-04/NSW-Curriculum-Review-Final-Report.pdf), NESA, accessed 13 December 2022.

Wiliam D (2013) ‘[Assessment: The Bridge between Teaching and Learning](https://www.researchgate.net/publication/258423377_Assessment_The_bridge_between_teaching_and_learning)’, Voices from the Middle, 21(2):15–20, accessed 4 April 2023.

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