Animal studies – Option E4

Horse conformation and selection sample assessment task

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# Task details

**Type of task:** horse purchasemanagement plan

**Weighting:** school-based decision

**Submission:** school-based decision

**Outcomes assessed**

* **AS-2** evaluates breeds and individual animals in relation to meeting industry requirements
* **AS-6** effectively communicates using a variety of techniques
* **AS-E-13** describes the basic anatomy and movement of a horse

[Animal studies course document](https://schoolsnsw.sharepoint.com/:w:/r/sites/Teachingandlearning7-12StatewideStaffroom-Animalstudies2023/Shared%20Documents/2023%20Animal%20studies/1.%20Course%20document/DAE-Animal-studies-course%20document-trial.docx?d=wa7b309923dac4a50ad895a5542c716f5&csf=1&web=1&e=b8Nwto) © NSW Department of Education for and on behalf of the Crown in the State of New South Wales, 2021.

**Description**

You have been hired by a stable to select and purchase horses for clients. Your role is to manage the purchase of horses for different disciplines:

1. performance horse for a competitive one-star eventer
2. horse to work in a feedlot.

In your role, you will need to manage the assessment of each horse, including your evaluation of each horse’s conformation and temperament to ensure they are fit for purpose.

Complete the following:

1. Develop a detailed process for assessing the horses for the different disciplines. Explain each step included in the process.
2. Describe 3 conformation features that would be advantageous in the horse for each discipline and justify why these features are beneficial.
3. Describe 3 conformation features that would cause concern in the horse for each discipline and justify why these features would cause concern.
4. Include 3 advertisements for horses that could be a suitable candidate for further assessment in one of the disciplines. Justify why you would choose each horse for further assessment.
5. Reference all information sources used in this task.

# Steps to success

Table 1 – assessment preparation schedule

|  |  |
| --- | --- |
| Steps | What I need to do/when I need to do it? |
| 1 | Create subheadings for each of the 5 areas you need to complete for your task. |
| 2 | Revisit material from your lessons in class focusing on horse breeds and suitable disciplines, conformation features and the process used for assessing the suitability of horses. |
| 3 | Research further information you identify that you need. |
| 4 | Draft your response. |
| 5 | Locate 3 suitable advertisements and include them in your response. Justify your choice of advertisement. |
| 6 | Review your work and seek peer feedback before submitting a draft. |
| 7 | Make any necessary improvements to your work. |

# 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 |
| Development of assessment process  AS-2 | Develops a comprehensive horse assessment process.  Provides a thorough explanation of each step in the process. | Develops a detailed horse assessment process.  Provides a detailed explanation of each step in the process. | Develops an appropriate horse assessment process.  Explains each of the steps used in the process. | Outlines a basic process of assessing horses.  Describes some steps in assessing horses. | Provides general information on assessing horses. |
| Conformation features  AS-2  AS-E-13 | Provides a detailed description of a range of conformation features and shows clear understanding of how they are used to determine the suitability of horses for a particular purpose/industry. | Describes a range of conformation features and shows understanding of how they are used to determine the suitability of horses for a particular purpose/industry. | Outlines the required amount of conformation features in horses that are important for each discipline. Justifies some of the examples given. | Identifies conformation features in horses for each discipline. | Provides general or limited information on conformation features in horses. |
| Suitability of conformation  AS-2  AS-E-13 | Explains in detail how to determine the conformation of horses for each discipline, including third-party assessment recommendations. | Explains how to determine the conformation of horses for each discipline, including third-party assessment. | Describes how to determine the conformation of horses for each discipline. Refers to third-party assessment. | Identifies some ways to determine the conformation of horses. May refer to third-party assessment. | Provides general information on selecting horses. |
| Selection of horses  AS-2  AS-6  AS-E-13 | Includes 3 suitable advertisements of horses.  Justifies, with reasoned arguments, the choice of advertised horses for further assessment. | Includes 3 suitable advertisements of horses.  Explains in detail the choice of advertised horses for further assessment. | Includes at least 2 suitable advertisements for horses.  Describes choices of advertised horses for further assessment. | Includes at least one advertisement for a horse.  Identifies basic reasons the advertised horse/s may go for further assessment. | Provides one advertisement of selected horse. |

# 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 a 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.

## Assessment for learning

Possible formative assessment strategies that could be included:

* Learning intentions and success criteria assist educators to articulate the purpose of a learning task to make judgements about the quality of student learning. These help students focus on the task or activity taking place and what they are learning and provide a framework for reflection and feedback. [Online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) can assist implementation of this formative assessment strategy.
* Eliciting evidence strategies allow teachers to determine the next steps in learning and assist teachers in evaluating the impact of teaching and learning activities. Strategies that may be added to a learning sequence to elicit evidence include all student response systems, [exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543), mini whiteboards (actual or [digital](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/575)), [Kahoot](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/621), [Socrative](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/587), or quick quizzes to ensure that individual student progress can be monitored and the lesson sequence adjusted based on formative data collected.
* Feedback is designed to close the gap between current and desired performance by informing teacher and student behaviour (AITSL 2017). AITSL provides a [factsheet to support evidence-based feedback](https://www.aitsl.edu.au/teach/improve-practice/feedback#:~:text=FEEDBACK-,Factsheet,-A%20quick%20guide).
* [Peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) is a structured process where students evaluate the work of their peers by providing valuable feedback in relation to learning intentions and success criteria. It can be supported by [online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=1d29b).
* Self-regulated learning opportunities assist students in taking ownership of their own learning. A variety of strategies can be employed and some examples include reflection tasks, [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645), [KWLH charts](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562), [learning portfolios](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583) and [learning logs](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583).

The primary role of assessment is to establish where individuals are in their learning so that teaching can be differentiated, and further learning progress can be monitored over time.

Feedback that focuses on improving tasks, processes and student self-regulation is the most effective. Students engaging with feedback can take many forms, including formal, informal, formative, summative, interactive, demonstrable, visual, written, verbal and non-verbal.

[What works best update 2020](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update) (CESE 2020a)

## Differentiation

Differentiated learning can be enabled by differentiating the teaching approach to content, process, product and the learning environment. For more information on differentiation go to [Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning) and [Differentiation](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).

When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should utilise students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners will require explicit English language support and scaffolding, informed by the [EAL/D enhanced teaching and learning cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald/enhanced-teaching-and-learning-cycle) and the student’s phase on the [EAL/D Learning Progression](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency). In addition, teachers can access information about [supporting EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2) and [literacy and numeracy support specific to EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald).
* **Students with additional learning needs**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. Subject specific curriculum considerations can be found on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub).
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/evaluate) for high potential and gifted learners help teachers to identify and target areas for growth and improvement. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students. The [High Potential and Gifted Education Professional Learning and Resource Hub](https://schoolsnsw.sharepoint.com/sites/HPGEHub/SitePages/Home.aspx) supports school leaders and teachers to effectively implement the High Potential and Gifted Education Policy in their unique contexts.

All students need to be challenged and engaged to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation (CESE 2020a:6).

## About this resource

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).

**Alignment to system priorities and/or needs**:

This resource aligns to the School Excellence Framework elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

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.

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.

**Department approved elective course**: Animal Studies

**Course outcomes**: AS-2, AS-6, AS-E-13

**Author**: Curriculum Secondary Learners

**Publisher**: State of NSW, Department of Education

**Resource**: Teaching resource

**Professional Learning**: join the [Teaching and Learning 7-12 statewide staffroom](https://education.nsw.gov.au/teaching-and-learning/curriculum/statewide-staffrooms) for information regarding professional learning opportunities.

**Consulted with**: Aboriginal Outcomes and Partnerships, Inclusion and Wellbeing, EAL/D and Yanco Agricultural High School

**Reviewed by**: this resource was reviewed by Curriculum Secondary Learners and by subject matter experts in schools to ensure accuracy of content.

**Creation date**: 18 July 2023

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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 2020b:22). The assessment strategies outlined are student-centred, providing ‘students with opportunities to reflect on their progress to inform future learning goals’ (CESE 2020b: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

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 18 July 2023.

CESE (Centre for Education Statistics and Evaluation) (2020a) ‘[What works best: 2020 update](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update)’, NSW Department of Education, accessed 18 July 2023.

CESE (2020b) ‘[What works best in practice](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/practical-guides-for-educators-/what-works-best-in-practice)’, NSW Department of Education, accessed 18 July 2023.

NESA (NSW Education Standards Authority) (2020) ‘[NSW Curriculum Review – final report](https://www.nsw.gov.au/education-and-training/nesa/about/strategies-and-reforms/curriculum-reform/final-report)’, NESA, accessed 28 September 2023.

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 18 July 2023.

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