Animal studies

Option S4 – wool harvesting sample assessment task

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# Task details

**Type of task**: research task

**Weighting**: school-based decision

**Submission**: students complete a report

**Outcomes assessed**

* **AS-4** explains and applies methods of managing health requirements
* **AS-7** selects and demonstrates safe work practices
* **AS-9** appreciates the importance of working collaboratively to achieve selected goals
* **AS-S-14** explains and engages in the harvesting of wool

[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**

Students:

* conduct research to classify different types of contamination that occurs in wool and describe how they can be eliminated from the wool clip
* construct a diagram of a shearing shed, implementing strategies to reduce or prevent contamination in the wool clip.

The following questions and activities will assist you in creating your report. They may also be helpful to create sub-headings in your final report.

1. Describe each of the 3 major types of contamination of the Australian wool clip:
2. provide 2 valid examples for each contaminant
3. describe the effect of each on processing performance.
4. Explain 4 strategies a wool classer and shed hands can use to eliminate contamination in the wool shed at shearing time.
5. Construct a diagram (top view) of a 3-stand shearing shed. On your diagram:
6. label where the items would be located to reduce the chance or prevent contamination of the wool clip
7. include the following items: garbage bins, dog chain, broom, wool batts, foot scraper, designated eating area, clothes hooks, wool stencils, branding fluid, towels, extra clothing, shearer’s esky, shearing tools, grinding emery’s, oil containers
8. justify your choice of item placement to reduce the chance or prevent contamination of the wool clip.

# Steps to success

Table 1 – assessment preparation schedule

|  |  |
| --- | --- |
| Steps | What I need to do and when I need to do it |
| Q1 – types of contaminants | Research the 3 different types of contaminants.Identify 2 examples of each and provide a picture of each example, then describe how they affect processing. |
| Q2 – contaminant elimination strategies | Research strategies on how to eliminate the above contamination from the wool clip.Explain how the wool classer and wool handlers can use these strategies to keep contamination out of the wool clip. |
| Q3 – shearing shed plan | Visit the school shearing shed and identify the list of things used to prevent contamination of the wool clip.Produce a diagram of a shearing shed, including all the items listed in the question, and justify how each item prevents contamination of the wool clip. |

# Marking rubric

**Teacher note:** the criteria and outcomes presented in this table are not mandatory for assessing the task. Teachers have the flexibility to select and 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 – types of contaminants****AS-S-14**** | Describes 6 examples of contamination, describing the effects on processing performance in detail. Includes detailed information in labelled picture or diagram. | Describes 6 examples of contamination and describes the effects on processing performance. Includes a labelled picture or diagram that connects to examples. | Lists 6 examples of contamination and describes most of these examples, listing the effects on processing performance. Includes a labelled picture or diagram that connects to examples. | Lists and describes some contaminants. Includes some pictures or diagrams. | Lists one example of contamination or effect on processing performance with some detail. |
| Q2 – contaminant elimination strategies****AS-4********AS-S-14**** | Explains in detail 4 strategies a wool classer or shed hand can use to eliminate contamination in the woolshed at shearing time. | Explains 4 strategies a wool classer or shed hand can use to eliminate contamination in the woolshed at shearing time. | Describes 4 strategies a wool classer or shed hand can use to eliminate contamination in the woolshed at shearing time. | Lists strategies a wool classer or shed hand can use to eliminate contamination in the woolshed at shearing time. | Identifies a strategy a wool classer or shed hand can use to eliminate contamination in the woolshed at shearing time. |
| Q3 – shearing shed plan****AS-7********AS-9**** | Creates a diagram that indicates where all items should be placed and justifies how they are used to eliminate contamination in the wool shed and is accurately labelled. | Creates a diagram that indicates where almost all the items should be placed and explains how they are used to eliminate contamination in the wool shed and is accurately labelled. | Creates a diagram that indicates where most items should be placed and describes how they are used to eliminate contamination in the wool shed with most labels included. | Creates a diagram that indicates where some of the items should be placed and outlines how they are used to eliminate contamination in the wool shed. | Creates a diagram of the wool shed. |

# 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.

# 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.

**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 13 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 13 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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