

Agricultural Practices 2019 v1.0

Sample assessment instrument

July 2018

Project — Preparing and showing cattle

Information for teachers

This sample has been compiled by the QCAA to help and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

Purpose of the project

This technique assesses a response to a single task, situation and/or scenario in a module of work that provides students with authentic and/or real-world opportunities to demonstrate their learning. The student response will consist of a collection of at least two different assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through differing modes.

Further information about the specifications for this assessment technique can be found in the Assessment techniques section of the Agricultural Practices syllabus.

Assessment dimensions

This assessment instrument is used to determine student achievement in the following dimensions:

- Knowing and understanding
- Analysing and applying
- Planning and evaluating

In Agricultural Practices, not every objective in each dimension needs to be assessed in a single Project. However, each objective must be assessed at least twice in each year of the course.

Subject	Agricultural Practices
Technique	Project — Preparing and showing cattle
Unit number and module number and name	Unit: 3 Module: 5. Animal husbandry

Conditions	Units 3–4
Written component	500–900 words
Spoken component	2.5–3.5 minutes
Performance component	Preparation and showing of an animal at a local agricultural show
Further information	
Duration (including class time)	8 weeks
Individual/group	Individual Animal maintenance will be completed in pairs for safety reasons.
Resources available	Temporary/permanent yards Access to reliable fresh water source and hay racks Access to equipment for preparing and showing cattle, e.g. halters, neck ropes

Context

Application of relevant husbandry techniques are required for sustainable animal production. In this module, you have been learning how to produce agricultural animals that meet market expectations by maintaining their health and welfare, managing their nutrition, and appropriately demonstrating husbandry techniques. This includes handling and identifying characteristics of healthy cattle, managing and maintaining equipment, food and water resources, preparing and presenting cattle for showing, and recording relevant data.

Task

Plan, manage and prepare a lead steer/heifer or registered stud animal to show at a local agricultural show and evaluate your work.

The task includes three components.

- **Component 1: Written**
Write a plan for the management of the animal prior to showing.
- **Component 2: Performance**
Demonstrate your skills in preparing and showing the animal.
- **Component 3: Spoken**
Evaluate the process used.

To complete this task, you must:

Component 1: Plan

- plan the processes required to prepare your animal for showing, including goals and time management
- explain the characteristics of a healthy animal — complete an animal profile to describe your animal's identifying features
- analyse agricultural information to complete a risk assessment for working with cattle
- describe equipment and personal protection equipment used in the preparation and showing of cattle and give a brief explanation of its function

Component 2: Demonstration of skills

- prepare and show your animal at a local agricultural show. Demonstrate a range of procedures and apply knowledge, understanding and skills during the preparation period and at the show, including
 - management of animal health and welfare
 - equipment use and management
 - teaching to lead
 - washing and grooming, e.g. clipping, blow-drying
 - transport management
 - ring craft

Component 3: Evaluation

- in an oral presentation, evaluate your processes for preparing and showing your animal, addressing
 - how effectively you implemented safety measures, providing specific examples of risks avoided
 - any unanticipated hazards that occurred, how you managed any risks associated with them and how such hazards could be controlled in the future
 - how effectively you prepared your animal
 - recommendations or advice you would provide for future showing of cattle.

Checkpoints

- Term [X] Week [X]/[Date]: Complete plan and risk assessment in consultation with teacher
- Term [X] Week [X]/[X]: Demonstrate leading, grooming, washing and blow-drying
- Term [X] Week [X]/[Date]: Complete trial showing at school
- Term [X] Week [X]/[X]: Prepare and show cattle at local agricultural show
- [Due date]: Submit plan and evaluation, including annotated photographs of showing

Note: Checkpoints are conditional and depend on animal readiness, experience of people managing the animal, opportunities for working with animals at school and animal breed.

Authentication strategies

Your teacher will use ways to check that the work you are assessed on is your own work.

- Animal maintenance will be conducted in pairs for safety reasons. Practice (under supervision) and assessing will be conducted individually.
- Discuss with your teacher or provide documentation of your progress.
- Your teacher will observe you completing work in class.
- Take part in interviews or consultations with your teacher as you develop your response.
- Submit the declaration of authenticity.
- Your teacher will compare the responses of students who have worked together in groups.
- Your results may be cross-marked by a teacher from another class.

Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • precise and efficient demonstration of procedures to complete tasks in agricultural activities • comprehensive description and explanation of concepts, ideas and processes relevant to agricultural activities. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • precise demonstration of procedures to complete tasks in agricultural activities • detailed description and explanation of concepts, ideas and processes relevant to agricultural activities. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • demonstration of procedures to complete tasks in agricultural activities • description and explanation of concepts, ideas and processes relevant to agricultural activities. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • demonstration of skills related to procedures relevant to agricultural activities • description of concepts, ideas and processes relevant to agricultural activities. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • demonstration of agricultural skills • partial description of concepts, ideas and/or processes relevant to agricultural activities.
	Analysing and applying	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • comprehensive analysis of agricultural information • considered and systematic application of knowledge, understanding and skills relevant to agricultural activities • use of appropriate language conventions and features for coherent and clear communication of agricultural information. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • detailed analysis of agricultural information • systematic application of knowledge, understanding and skills relevant to agricultural activities • use of appropriate language conventions and features for clear communication of agricultural information. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • analysis of agricultural information • application of knowledge, understanding and skills relevant to agricultural activities • use of appropriate language conventions and features for communication of agricultural information. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • identification of relationships in agricultural information • partial application of knowledge, understanding and skills relevant to agricultural activities • use of basic language conventions and features for communication of agricultural information.

	Standard A	Standard B	Standard C	Standard D	Standard E
Planning and evaluating	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> comprehensive planning of processes for agricultural activities comprehensive evaluation of processes and decisions regarding safety and effectiveness. 	<ul style="list-style-type: none"> detailed planning of processes for agricultural activities detailed evaluation of processes and decisions regarding safety and effectiveness. 	<ul style="list-style-type: none"> planning of processes for agricultural activities evaluation of processes and decisions regarding safety and effectiveness. 	<ul style="list-style-type: none"> partial planning of processes for agricultural activities consideration of processes and decisions regarding safety and effectiveness. 	<ul style="list-style-type: none"> collection of agricultural information statements about processes and/or decisions regarding safety or effectiveness.