Assessment Task 3 – Alternatives to Mulesing

Term 3, 2018

Weighting: 25%
Due Date: Week 9A - Tuesday 18th September 2018

<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Students learn about:</th>
<th>Students learn to:</th>
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<tbody>
<tr>
<td>5.3.4 explain and evaluates the impact of management decisions on animal production enterprises</td>
<td>- the management and control of significant pests and diseases&lt;br&gt;- the use of technology in the production cycle&lt;br&gt;- the calendar of operations in a production cycle</td>
<td>- identify common animal pests and diseases&lt;br&gt;- implement and evaluate control programs using strategies for pests and diseases</td>
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<td>5.4.3 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics</td>
<td>- the impact of community demands and attitudes on sustainable agriculture&lt;br&gt;- social issues and ethics involved with the production of chosen agricultural enterprises&lt;br&gt;- new technology and its influence on management decisions</td>
<td>- discuss a number of social and ethical issues that would be confronted in chosen agricultural enterprises</td>
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<tr>
<td>5.4.3 implements and justifies the application of animal welfare guidelines to agricultural practices</td>
<td>- animal welfare codes of practice applicable to a chosen agricultural enterprise</td>
<td>- apply correct livestock handling methods</td>
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Flystrike costs the Australian sheep and wool industry $280 million a year through $83 million in lost income and $197 million in costs. Of all the forms of flystrike, breech strike represents the greatest loss ($147 million), followed by body strike ($103 million) and pizzle strike ($30 million) (AWI, Feb-Mar 2007). There are no easy solutions to what is a historical problem of preventing and managing the damaged caused by flystrike. Conventional mulesing involves the removal of the skin from each side of the sheep’s breech and tail. An original target date to end mulesing by 2010 was not achieved. However, strong progress to address animal welfare concerns has been made and continues with many woolgrowers having already replaced traditional mulesing with welfare-improved practices. Australian Wool Innovation has in place a proactive, intensive and committed R&D program that is designed to remove the need for mulesing over time, and to ensure humane care of sheep in the interim.

TASK: SECTION 1 (mandatory:)

You are required to conduct research and submit a research report. The report will include the following:

1. **A hand drawn** lifecycle of the blowfly (Lucilia cuprina). NB: The diagram can NOT be copied and pasted. Make sure the diagram is large and easy to read.

2. Use your diagram to **identify** the steps or phases of the lifecycle that are carried out in the sheep.

3. **Outline** (main features of) the steps involved in the conventional **MULESING** procedure.

4. **Evaluate** (Description, positives, negatives, and a judgment) the procedure, **MULESING**, as a method of reducing the incidence of breech strike.

*Use a table to structure your answer if you wish.

Example:

1. Description of Mulesing (Use your Outline to help):

2. 

<table>
<thead>
<tr>
<th>Positives (2-3 Benefits)</th>
<th>Negatives (2-3 Problems)</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A benefit of mulesing is</td>
<td>A problem with mulesing is</td>
<td>Therefore it is widely agreed that ……….</td>
</tr>
</tbody>
</table>

5. Evaluate TWO other methods used to prevent flystrike in sheep Eg. Shearing, Crutching, Selective Breeding, Jetting, Drenching, 

*You may use labelled diagrams and illustrations to help explain your answer.

(*Note: Again this question is asking for an evaluation so you can set it up in Table form like the example given in question 4).
Present this part of your assignment to your teacher by the allocated date. Maximum grade awarded for this section = B. Remember grade B is a very good mark and you can achieve this without attempting SECTION 2.

SECTION 2 (optional)

This section requires you to analyse the issue, mulesing, in more detail. This section can be included in an attempt to learn more deeply and achieve a GRADE A. This section must also be handed in on the allocated date.

Alternatives to Mulesing

- Explain impact of Animal Welfare Groups (include the point of view and effects on industry from welfare groups such as *PETA and Animals Australia*) on the practice of Mulesing in Australia. Include public perception and effect on markets for Australian wool products.
- Discuss (positives and negatives) of at least TWO alternatives to mulesing.

Some helpful references and websites are:


PRESENTATION

- Include a **title, subheadings and bibliography**.
- Your report should be **typed in size 12 or 14 font**
- **SECTION 1 should be approximately 3 pages in length – Maximum Grade B**
- **SECTION 2 should be approximately 2 pages in length in addition to SECTION 1 – Maximum Grade A for SECTION 1 and 2 combined.**

- **Do not** use other people’s words/diagrams/illustrations unless you use quotation marks or **reference** the source.
- Your report should be submitted in a **named plastic folder** (not individual plastic sleeves).
MARKING GUIDELINES

GRADE A (18-20 Marks)

This student will appropriately complete all Section 1 and 2 as a well organised, referenced and presented scientific report demonstrating extensive knowledge and understanding of the incident of flystrike and methods used to control the Lucilia cuprina pest by:

Appropriately drawing by hand a clear, labelled, concise diagram of the lifecycle of Lucilia cuprina

Effectively outlining and evaluating mulesing and TWO additional methods used as part of a program to control flystrike in sheep.

Explain the impact of at least TWO named welfare groups on public perception and marketing opportunities for mulesed sheep.

Clearly express benefits and problems associated with TWO named alternatives to mulesing in a concise and well expressed manner.

An appropriate bibliography will be included

GRADE B (16-17 Marks)

This student will complete Section 1 and possibly some or all of Section 2 as an organised, referenced and appropriately presented scientific report demonstrating thorough knowledge and understanding of the incident of flystrike and methods used to control the Lucilia cuprina pest by:

Appropriately drawing by hand a clear, labelled, concise diagram of the lifecycle of Lucilia cuprina

Effectively outlining and evaluating mulesing and TWO additional methods used as part of a program to control flystrike in sheep.

Students may also attempt Section 2 by: Attempting to explain the impact of welfare group/s on public perception and marketing opportunities for mulesed sheep.

Attempting to express benefits and problems associated with alternatives to mulesing.

A bibliography will be included
GRADE C (14-15 marks)

This student will complete Section 1 and possibly some or all of Section 2 with an attempt to organise and appropriately present information as a scientific report. This student will demonstrate substantial knowledge and understanding of the incident of flystrike and methods used to control the Lucilia cuprina pest by:

Appropriately attempting to draw by hand a clear, labelled, concise diagram of the lifecycle of Lucilia cuprina

Attempting to effectively outline and evaluate mulesing and additional methods used as part of a program to control flystrike in sheep.

Students may also attempt Section 2 by:

Attempting to identify the impact of welfare group/s on public perception and marketing opportunities for mulesed sheep.

Attempting to express benefits and problems associated with alternatives to mulesing

A bibliography will be included in some form

GRADE D (12-14 Marks)

This student will complete Section 1 and possibly some or all of Section 2 with some attempt made to organise and appropriately present information as a scientific report. They will demonstrate minimal knowledge and understanding of the incident of flystrike and methods used to control the Lucilia cuprina pest by:

An attempt may be made to draw by hand a clear, labelled, concise diagram of the lifecycle of Lucilia cuprina

An attempt may be made to outline and evaluate mulesing and additional method/s used as part of a program to control flystrike in sheep.

Students may also attempt Section 2 by:

An attempt may be made to identify the impact of welfare group/s on public perception and marketing opportunities for mulesed sheep.

An attempt may be made to identify benefits and problems associated with alternatives to mulesing. A bibliography may be included in some form.
GRADE E (8-11 Marks)

This student will complete Section 1 and possibly some or all of Section 2 with minimal attempt made to organise and appropriately present information as a scientific report. They will fail to demonstrate sufficient knowledge and understanding of the incident of flystrike and methods used to control the Lucilia cuprina pest by:

An attempt may be made to draw by hand a diagram of the lifecycle of Lucilia cuprina

An attempt may be made to outline mulesing and/or additional method/s used as part of a program to control flystrike in sheep.

Students may also attempt Section 2 by:

Attempting to identify the impact of welfare group/s on public perception and marketing opportunities for mulesed sheep.

Attempting to identify benefits and problems associated with alternatives to mulesing.

A bibliography may be included in some form.