

# **YEAR 12 AGRICULTURE ASSESSMENT TASK 3 – KEYWORD QUESTIONS AND REPSONSES**

**ASSESMENT NOTIFICATION : 12/5/17**

**OUTCOMES ASSESSED H1.1 H2.1 H2.2 H3.1 H3.2 H3.3 H3.4**

**DATE DUE: WEEK 8B FRIDAY PERIOD 2 - 16/6/17**

**TOTAL MARKS - 30**

**WEIGHTING 25%**

## **INSTRUCTIONS:**

Develop 4 Multiple Choice and 7 Extended Response questions relating to the following Stage 6 HSC 9.1 Plant/Animal Production Section.

Multiple Choice Questions are to relate to any of the dot points involving ANIMAL PRODUCTION and ONE of these questions must include data as part of the stimulus for the question (eg. Graph or table or diagram or additional information).

Extended Response Questions need to be designed for each dot point as instructed. At least ONE of these questions must include data as part of the stimulus for the question (eg. graph or table or diagram or additional information).

NB: You can make up a question on part of the dot point and your question should be general so all student in the state can answer with specific examples of their choosing.

## **Background**

Before questions can be developed thorough research regarding each of these dot points is important.

### **Step 1**

Check you have sufficient information (notes, textbook, handouts, Primefacts, etc.) and a thorough understanding of each dot point before you start developing questions.

### **Step 2**

Look at a range of past HSC Agriculture papers and the BOSTES HSC Agriculture website to become familiar with types of multiple choice and longer response style questions. Also look at sample answers.

### **Step 3**

Students must design questions for dot points as instructed and seek help from their teacher in the development of their questions.

## **9.1 Plant/Animal Production Managing Plant Production**

### **4 Multiple Choice Questions**

**Questions 1-4** can be based on any but must include a **RANGE** of dot points from 9.1 Animal Production.

**Question 5**

- 14 a outline the effects of plant hormones including auxins, gibberellins, cytokinins, ethylene and abscisic acid
- 14b explain how plant hormones may be used to manage plant production

**Outline 2 marks**

**Question 6**

- 19 a Explain how farmers can manage plant production systems to overcome environmental constraints.

**Explain 4 marks**

**Question 7**

- 20 a Outline plant breeding systems and their genetic basis including selective breeding, hybridisation and genetic engineering.
- 20 b Explain how plant breeding is used to develop new plant varieties to improve product quality, yield and environmental adaptation

**Justify 5 marks**

**Question 8**

- 21a Interpret an agricultural pesticide label and relate it to safe practice and correct usage

**Interpret 2 marks**

**Question 9**

- 30 a identify the factors that limit fertility of farm animals including genetics, environment, pests and diseases, management and nutrition

**Analyse 4 marks**

**9.3 Elective 3 – Farming in the 21<sup>st</sup> Century**

**Question 10**

- 5 a-c For ONE recent technological development:
  - Explain the reasons for the development of the technology
  - Outline the historical development of the technology
  - Describe in detail the technological development.

**Explain 5 marks**

## **Question 11**

- 5d **For ONE recent technological development:**
  - Evaluate the impact of the technological development in terms of economic, environmental, social, legal and managerial factors.

**Assess – 6 marks**

Students must answer plant production **9.1 Dot Point 19a and 20 a-b** questions and **9.3 Elective 3 Dot point 5a-c and 5d** using **COTTON INDUSTRY** knowledge as part of their example/s. **Multiple Choice questions must be based on a RANGE animal production content from Plant/Animal Production 9.1.**

Questions developed should follow the same format as the Agriculture HSC papers with mark allocations, space for responses and appropriate use of key words. Research of the BOSTES site along with past HSC papers will assist students in following an appropriate format and developing questions and answers.

### **Step 4**

Once questions are developed they are to be checked by B Nielsen.

**Final checking of questions will occur no later than Week 6**

**Friday June 2nd 2017.** Questions may be altered after this time but they can NOT be checked by the teacher.

**Answers developed for questions will be done independently and not checked.**

### **Step 5**

A set of questions are to be given to B Nielsen no later than **Week 7A Tuesday June 6<sup>th</sup>** to be used for the lesson **Week 8B Period 2 Friday June 16<sup>th</sup> 2017** where students will write answers to their questions under examination conditions.

**NB: MARKING GUIDELINES ARE BASED ON A HOLISTIC MARKING SCALE (SEE BELOW) OF THE DEVELOPMENT OF QUESTIONS AND ANSWERS AND NOT ON TOTAL MARKS OBTAINED AS PART OF ANSWERS IN THE PAPER.**

## **MARKING GUIDELINES**

### **27 – 30 MARKS**

This candidate will demonstrate a thorough understanding of the use of key word questions and responses by formatting his/her work in a similar manner to the Agriculture HSC paper. Demonstration of utilisation of past HSC papers and the Agriculture Board of Studies website will also be apparent in the presentation of their work.

Key words will be used appropriately and effectively. Suitable stimulus or data will be presented and referenced as aids in question formatting. Weightings (marks) will be adhered to appropriately for each question with sufficient space available for an adequate response. Minimal assistance is given to construct questions.

Responses will be well structured demonstrating a thorough understanding of the keywords used. A combination of plant responses are given with cotton production used as examples in the plant production Dot point 19 and 20 answers. Appropriate multiple choice questions will be developed for a range of dot points from 9.1 and suitable for HSC students. The response for each question will be of a superior standard demonstrating the candidate's thorough understanding of influences on physical, biological, social, historical and economics factors on sustainable agriculture production. This student will demonstrate a detailed, scientific understanding of the inputs processes and interactions of plant and animal production systems and be able to evaluate innovative, ethical and current issues the impact on Australian agricultural systems.

### **22-27 MARKS**

This candidate will endeavour to demonstrate a sound understanding of the use of key word questions and responses by formatting his/her work in a similar manner to the Agriculture HSC paper. The candidate may demonstrate the use of past HSC papers and the Agriculture Board of Studies website in the presentation of their work.

An attempt has been made to use key words effectively to ask appropriate questions which can be clearly understood. Some stimulus or data may be presented and referenced as aids in question formatting. Weightings will be adhered to for each question. Some assistance will be needed to construct suitable questions.

Responses will be generally well structured demonstrating a sound understanding of key words used. A combination of plant responses will be given with cotton production used as examples in the plant production Dot point 19 and 20 answers. Appropriate multiple choice

questions will be developed for a range of dot points from 9.1 with all or most at a suitable HSC standard. The response for each question attempts to achieve full marks demonstrating a sound understanding of influences on physical, biological, social, historical and economics factors on sustainable agriculture production. This student will also be able to demonstrate a substantial scientific understanding of the inputs processes and interactions of plant and animal production systems and be able to evaluate innovative, ethical and current issues the impact on Australian agricultural systems.

### **15-22 MARKS**

This candidate will endeavour to demonstrate an understanding of the use of key word questions and responses by formatting his/her work in a similar manner to the Agriculture HSC paper.

Some attempt has been made to use key words effectively to ask appropriate questions which can be understood. An attempt will be made to adhere to marks for each question. Significant assistance may need to be given to assist students to construct suitable questions.

Most responses will be well structured appropriate to the key word used. A combination of plant and animal responses will be given. An attempt will be made to develop appropriate multiple choice questions for a range of dot points from 9.1 that are at a suitable HSC standard. The response for each question attempts to a high mark, demonstrating a reasonable understanding of influences on physical, biological, social, historical and economics factors on sustainable agriculture production. This student will also be able to demonstrate some scientific understanding of the inputs processes and interactions of plant and animal production systems and be able to evaluate innovative, ethical and current issues the impact on Australian agricultural systems.

### **0-15 MARKS**

This candidate fails to demonstrate an understanding of the use of keyword questions and responses by formatting his/her work in a different manner to the Agriculture HSC paper OR fails to attempt constructing the majority of key word questions as instructed.

An insufficient attempt will be made to use key words effectively. Significant help may be needed to construct suitable questions.

Only some responses will be structured appropriate to the key word used. A combination of plant responses will be given. Multiple choice questions may or may not be developed and suitable for HSC standard. The response to questions failed to demonstrate sufficient understanding of influences on physical, biological, social, historical and economics factors on sustainable agriculture production. This student may have struggled to demonstrate some scientific

understanding of the inputs processes and interactions of plant and animal production systems and be able to evaluate innovative, ethical and current issues the impact on Australian agricultural systems.

NB:

\*\*\*\*No bibliography is necessary BUT information included from other sources **MUST** be appropriately **REFERENCED** in your paper.