Animal studies

Core 3 – animal health and disease – Australian sheep disease sample assessment task

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# Task details

**Type of task**: research task

**Weighting**: school-based decision

**Submission**: school-based decision

**Outcomes assessed:**

* **AS-4** explains and applies methods of managing health requirements
* **AS-6** effectively communicates using a variety of techniques
* **AS-7** selects and demonstrates safe work practices
* **AS-8** demonstrates appropriate care and empathy for animals.

[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:

* research and explain one clostridial disease and one common Australian sheep disease
* construct a calendar of operations outlining activities undertaken to control the described diseases.
1. Identify and explain one clostridial disease including the following details:
2. name
3. cause
4. diagnosis
5. treatment
6. prevention
7. control.
8. Select one disease from the following categories:
9. parasitic diseases – internal or external
10. metabolic diseases
11. deficiencies
12. toxicities or poisoning from toxic plants.
13. Identify and explain information about the selected disease from question 2. Include the following details:
14. name
15. cause
16. diagnosis
17. treatment
18. prevention
19. control.
20. Construct a calendar of operations for the sheep enterprise below. Include the activities undertaken by the enterprise to prevent and control the 2 diseases you have researched in questions 1–3.

**Sheep enterprise** – the sheep enterprise is located in Tamworth and consists of 500 first-cross ewes (Merino × Border Leicester) that were joined to White Suffolk rams for 6 weeks. They are due to start lambing at the beginning of June. All lambs are marked 8 weeks after lambing starts. The ewes are crutched 6 weeks before lambing and are shorn in October before the summer storms and hot weather.

1. In relation to your calendar:
2. Outline the activities undertaken to prevent and control the 2 diseases described above.
3. Justify the timing and sequence of the prevention and control measures.
4. Explain the value of the activities to prevent and control the diseases.

**Submission details**

Your response is to:

* be submitted on or before the due date
* be all your own work
* present your information under the subheadings and address the questions in your ‘animal health and disease’ task scaffold
* provide an accurate reference list.

# Steps to success

Table 1 – assessment preparation schedule

|  |  |
| --- | --- |
| Steps | What I need to do and when I need to do it |
| Q1 – clostridial disease | In class, you will be assigned by your teacher ONE of the following 5 clostridial diseases: pulpy kidney, tetanus, black disease, malignant oedema, blackleg. You will **ONLY** need to research the disease you are assigned.1. Research your assigned clostridial disease.
2. Identify and explain the chosen disease in your portfolio.
3. Record references.
 |
| Q2 and Q3 – common Australian sheep diseases | In class, your teacher will provide you with a list of other common Australian sheep diseases. They will range from internal or external parasitic diseases, metabolic diseases, deficiencies, toxicities or poisoning from toxic plants. You will choose **ONE** disease from this list.1. Research your chosen disease.
2. Identify and explain the chosen disease in your portfolio.
3. Record references.
 |
| Q4 and Q5 – construct a calendar of operations | For the given sheep enterprise, construct a calendar of operations outlining when certain operations, like vaccinations, will be undertaken to prevent or control your diseases.1. Read through the sheep enterprise details and become familiar with the key points. Using a highlighter may help you.
2. Complete the calendar grid provided in your scaffold with the operations needed to be undertaken for each of your diseases in the corresponding months they need to happen.
3. Respond to the following:
4. Outline what each operation is.
5. Explain and justify why it needs to be done at that time of year to prevent or control your disease.
6. Explain the value of the activities to prevent and control the diseases.
7. Record references.
 |
| Final step | Finalise reference list and submit your work. |

# What is the teacher looking for?

* Presentation of information in a clear and concise manner with a logical order.
* The information provided is relevant and correct.
* Show that you understand planning and implementing operations that are relevant to the prevention and control of each disease.
* References recorded correctly.

# Task scaffold

## Assigned clostridial disease

Identify your assigned clostridial disease and explain details in the table below.

Table 2 – identify and explain clostridial disease scaffold

|  |  |
| --- | --- |
| Item | Response |
| Scientific name |  |
| Common name |  |
| Cause |  |
| Diagnosis |  |
| Treatment |  |
| Prevention |  |
| Control |  |

## Chosen sheep disease

Select one disease from the following categories and complete the table below:

* parasitic diseases – internal or external
* metabolic diseases
* deficiencies
* toxicities or poisoning from toxic plants.

Table 3 – identify and explain chosen sheep disease scaffold

|  |  |
| --- | --- |
| Item | Response |
| Scientific name |  |
| Common name |  |
| Cause |  |
| Diagnosis |  |
| Treatment |  |
| Prevention |  |
| Control |  |

## Calendar of operations

Complete the calendar grid below in response to the following sheep enterprise.

**Sheep enterprise** – the sheep enterprise is located in Tamworth and consists of 500 first-cross ewes (Merino × Border Leicester) that were joined to White Suffolk rams for 6 weeks. They are due to start lambing at the beginning of June. All lambs are marked 8 weeks after lambing starts. The ewes are crutched 6 weeks before lambing and are shorn in October before the summer storms and hot weather.

Table 4 – calendar of operations scaffold

|  |  |  |  |
| --- | --- | --- | --- |
| Month | Sheep activities | Activities to prevent and control assigned disease | Activities to prevent and control chosen disease |
| January |  |  |  |
| February |  |  |  |
| March |  |  |  |
| April |  |  |  |
| May |  |  |  |
| June |  |  |  |
| July |  |  |  |
| August |  |  |  |
| September |  |  |  |
| October |  |  |  |
| November |  |  |  |
| December |  |  |  |

Use the space below to respond to the following questions in relation to the calendar you have created above.

1. Outline the activities undertaken to prevent and control the 2 diseases described above.

|  |
| --- |
|  |

1. Justify the timing and sequence of the prevention and control measures.

|  |
| --- |
|  |

1. Explain the value of the activities to prevent and control the diseases.

|  |
| --- |
|  |

## Reference list

Create a reference list of the sources used in the development of your assessment task.

## Marking rubric

Table 5 – rubric for assessments

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | A | B | C | D | E |
| Q1 | Explains the clostridial disease in detail, including both scientific and common name, cause, diagnosis, treatment, prevention, control. | Explains the clostridial disease with most details included. | Describes some features of a clostridial disease. | Lists some details of a clostridial disease. | Identifies a detail of clostridial disease. |
| Q2 and Q3 | Explains the sheep disease in detail, including both scientific and common name, cause, diagnosis, treatment, prevention, control. | Explains the sheep disease with most details included. | Describes some features of a sheep disease. | Lists some details of a sheep disease. | Identifies a detail of a sheep disease. |
| Q4 | Creates a comprehensive calendar of operations with all activities/operations in a sequential order and strategic placement of activities/operations. | Creates a calendar of operations with most activities/operations in a sequential order | Creates a calendar of operations with some activities/operations in a sequential order. | Creates a calendar of operations with some activities identified. | Creates a calendar of operations with an activity identified. |
| Q5 | Outlines the activities in the control and management of sheep diseases and justifies the timing of the activities. Explains the value of the activities to prevent and control the diseases. | Outlines the activities in the control and management of sheep diseases and justifies the timing of the activities. States the value of the activities to prevent and control the diseases. | Outlines the activities in the control and management of sheep diseases and justifies the timing of the activities. | Outlines activities in the control and management of each of the 2 sheep diseases. | Outlines an activity in the control and management of each of the 2 sheep diseases. |

# 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 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 3 April 2023.

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