Stage 1 Agriculture Assessment Type 2: Applications

**Feed Budget**

Your task is to write a plan for a supplementary feeding program for the school’s Merino ewes using the Lifetimewool Feed Budget tables.

You will muster the sheep, condition score and weigh them, record the data, assess the feed available, and then use this information to calculate the required ME for supplementary feed. You will then write a recommended plan for a supplementary feed program, based upon the data you collect.

Assessment will be of your practical skills (KA2), collection and display of data (IAE2), calculations (KA2) and plan for the feeding program (IAE3). You will also need to complete an evaluation of the effectiveness of the process (IAE4).

Present the information as a written report, using the format below:

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| **DATA**  Description of ewes - written  Condition score data – labelled data tables & average for mob  Weight data – labelled data tables & average for mob  Ewe stage of pregnancy – show calculation, if applicable  **FEED ON OFFER**  Estimation of FOO  Photos as evidence |
| **FEED BUDGET CALCULATIONS**  Using the Lifetimewool Feed Budget tables, calculate the daily ME required by the ewes. Select a feed or feed ration that could be provided for the ewes and calculate the quantities required and the ME provided by that feed.  Set out your calculations in clear steps with a brief explanation of any assumptions or reasons behind them. |
| **PLAN FOR FEEDING PROGRAM**  Write a plan for the recommended supplementary feeding of this mob **for one month**. As well as the quantities required, you must specify the reasons for selecting the type of feed chosen. A description of any equipment required and the method of delivering the feed to the sheep must be outlined.  Use the feed cost calculator on the NSW DPI website to estimate the cost of the supplementary feed program for the month and discuss its value. |
| **EVALUATION OF PROCESS**  Write a 400 word (maximum) evaluation of the process you followed. Focus on the effectiveness of the collection of the data and the accuracy of your data. Discuss aspects of the process that could have been changed to increase the accuracy of the results. |

DRAFT DUE DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ FINAL DUE DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feed Budget practical skills rubric**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** | **E** | **N** | **YOUR GRADE** | |
| **KA2** | Develops and applies agricultural concepts, skills, and practices **highly effectively** in new and familiar contexts. | Develops and applies agricultural concepts, skills, and practices **mostly effectively** in new and familiar contexts. | Develops and applies agricultural concepts, skills, and practices **generally effectively** in new or familiar contexts. | Develops and applies **some** agricultural concepts, skills, and practices in familiar contexts. | **Attempts** to develop and apply agricultural concepts, skills, and practices in familiar contexts. | Not attempted |  | |
| Use of equipment and yards |  |  |  |  |  |  |  | |
| Demonstration of condition scoring technique |  |  |  |  |  |  |  | |
| WHS awareness |  |  |  |  |  |  |  | |
| Consideration of animal welfare |  |  |  |  |  |  |  | |
| Collaboration with other students |  |  |  |  |  |  |  | |
| **OVERALL GRADE** | | | | | | | |  | |

USE OF EQUIPMENT

* Yards & gates set up securely, ready to receive sheep
* Scales set up correctly
* Scales calibrated
* Scales zeroed before use

CONDITION SCORING

* Thumb on spine
* Fingers on short ribs
* Accurate assessment of CS 1-5

WHS

* Manual handling strategies
* Safe operating procedures
* Coordinate & cooperate with other students
* Follow instructions
* Appropriate PPE identified & used

ANIMAL WELFARE

* Firm but careful handling of sheep
* Handling race not over/under packed
* Guide by turning sheep’s head

COLLABORATION

* Negotiates roles within the group
* Contributes equally with fair allocation of work load
* Gives/asks for assistance as needed
* Listens to advice
* Shows leadership & initiative

Performance Standards for Stage 1 Agriculture Feed Budget

|  |  |  |
| --- | --- | --- |
|  | **Investigation, Analysis and Evaluation** | **Knowledge and Application** |
| **A** | Designs a logical, coherent, and detailed agricultural investigation.  Obtains, records, and represents data, using appropriate conventions and formats accurately and highly effectively.  Systematically analyses and interprets data and evidence to formulate logical conclusions with detailed justification.  Critically and logically evaluates procedures and their effects on data. | Demonstrates deep and broad knowledge and understanding of a range of agricultural concepts and practices.  Develops and applies agricultural concepts, skills, and practices highly effectively in new and familiar contexts.  Critically explores and understands in depth the interaction between agricultural science and society.  Communicates knowledge and understanding of agriculture coherently, with highly effective use of appropriate terms, conventions, and representations. |
| **B** | Designs a well-considered and clear agricultural investigation.  Obtains, records, and represents data, using appropriate conventions and formats mostly accurately and effectively.  Logically analyses and interprets data and evidence to formulate suitable conclusions with reasonable justification.  Logically evaluates procedures and their effects on data. | Demonstrates some depth and breadth of knowledge and understanding of a range of agricultural concepts and practices.  Develops and applies agricultural concepts, skills, and practices mostly effectively in new and familiar contexts.  Logically explores and understands in some depth the interaction between agricultural science and society.  Communicates knowledge and understanding of agriculture mostly coherently, with effective use of appropriate terms, conventions, and representations. |
| **C** | Designs a considered and generally clear agricultural investigation.  Obtains, records, and represents data, using generally appropriate conventions and formats with some errors but generally accurately and effectively.  Undertakes some analysis and interpretation of data and evidence to formulate generally appropriate conclusions with some justification.  Evaluates some procedures and some of their effects on data. | Demonstrates knowledge and understanding of a general range of agricultural concepts and practices.  Develops and applies agricultural concepts, skills, and practices generally effectively in new or familiar contexts.  Explores and understands aspects of the interaction between agricultural science and society.  Communicates knowledge and understanding of agriculture generally effectively, using some appropriate terms, conventions, and representations. |
| **D** | Prepares the outline of an agricultural investigation.  Obtains, records, and represents data, using conventions and formats inconsistently, with occasional accuracy and effectiveness.  Describes data and undertakes some basic interpretation to formulate a simple conclusion.  Attempts to evaluate procedures or suggest an effect on data. | Demonstrates some basic knowledge and partial understanding of agricultural concepts and practices.  Develops and applies some agricultural concepts, skills, and practices in familiar contexts.  Partially explores and recognises aspects of the interaction between agricultural science and society  Communicates basic information about agriculture, using some appropriate terms, conventions, and/or representations. |
| **E** | Identifies a simple procedure for an agricultural investigation.  Attempts to record and represent some data, with limited accuracy or effectiveness.  Attempts to describe results and/or interpret data to formulate a conclusion.  Acknowledges that procedures affect data. | Demonstrates some limited recognition and awareness of agricultural concepts and practices.  Attempts to develop and apply agricultural concepts, skills, and practices in familiar contexts.  Attempts to explore and identify an aspect of the interaction between agricultural science and society  Attempts to communicate information about agriculture. |
|  | IAE2 | KA2 |
|  | IAE3 |  |
|  | IAE4 |  |
| OVERALL GRADE | | |