**The case of the a2 Milk Company**

This task has a focus on Science as a Human Endeavour, and in particular how the use of scientific knowledge has been used for economic benefit and has influenced consumer behaviour.

A2 Milk was founded in 2000 in New Zealand by scientist Dr Corran McLachlan, who discovered that cows naturally produce different types of proteins in milk and these proteins affect people's health and wellbeing. Sales of a2 milk have been strong despite most areas of the dairy industry struggling. Other brands have tried using the a2 feature in their advertising. Now legal cases will test a2's marketing material, scientific studies and claims.

Search for information about the history of the a2 Milk Company. Present your findings in a format of your choice such as an infographic, an article for the Stock Journal or an oral presentation.

You should include the following information:

* Description of the properties of a2 milk that are claimed to be different from other types of milk
* Description of the link between a2 milk and modern farming practices
* Description of how the marketing of a2 milk has boosted sales for the a2 milk company
* Discussion of the legal cases involving the a2 Milk Company
* A consideration of the ethics and validity of the claims made by the a2 Milk Company
* An explanation of whether you would choose to drink a2 milk
* Appropriate acknowledgement of your sources of information

**Assessment Conditions:**

Some class time is provided for research and support. Students have 2 weeks to complete the task.

Students submit one draft for feedback.

Word Count: maximum of 1000 words or 6 minutes for an oral presentation.

Draft due date:

Due date:

**Performance Standards for Stage 1 Agriculture**

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|  | | **A** | **B** | **C** | **D** | **E** |
| **Investigation, Analysis and Evaluation** | **1**  **2**  **3**  **4** | 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. | 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. | 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 procedures and some of their effects on data. | 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 basic conclusion.  Attempts to evaluate procedures or suggest an effect on data. | 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 basic conclusion.  Acknowledges that procedures affect data. |
| **Knowledge and Application** | **1**  **2**  **3**  **4** | 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. | 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. | 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. | Demonstrates some basic knowledge and partial understanding of agricultural concepts and practices.  Develops and applies basic 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. | Demonstrates some limited recognition and awareness of agricultural concepts and practices.  Attempts to develop and apply one or more basic agricultural concepts, skills, and/or 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. |