Australian Curriculum: Food and Fibre Production — Years 9-10

CURRICULUM	YEAR 9		YEAR 10		YEAR 10	
	TERM 1	TERM 2	TERM 1	TERM 2	TERM 3	TERM 4
	Unit	Unit2	Unit 1	Unit 2	Unit 3	Unit 4
Unit name	**AUSTRALIAN SHEEP PRODUCTION**	**AUSTRALIAN DAIRY PRODUCTION**	**Plant Production**	**Animal Production**	**Mechanics**	**Agribusiness**
Unit description	The sheep industry is important historically and as an industry today. Students will investigate sheep production for meat and wool and be actively engaged in welfare, handling and designing areas to achieve the best outcomes for sheep.	The dairy industry is an important Australian industry, which we have been studying, and your established knowledge will be used as the foundation to this assessment. It is a diverse industry which has an impact on everyday life and therefore Education is a critical aspect for the growth and development of this industry and its products, and as students of Agriculture, the development of an education tool is an important skill of an Agricultural practitioner, especially for those that work for industry and government authorities.	Students explore the ways agricultural science describes and explains agricultural plants through an understanding of anatomy and physiology, and how plants are components of larger, interconnected agricultural systems. Students investigate phenomena associated with the growth and development of agricultural plants. They examine and analyse evidence generated by plant and animal systems, enterprises, industries and organisations. Participation in a range of experiments and investigations will allow students to progressively develop their suite of inquiry skills while gaining an enhanced appreciation of the complexity of food production. Collaborative experimental work also helps students to develop communication, interaction and self-management skills	Students will investigate in this unit include animal nutrition, animal growth and development and animal/plant health and animal welfare. This can be applied to agricultural production systems of local, regional and national significance. Through the investigation of these contexts, students may explore how an application of science can be used to maximise production.	The agricultural industry worldwide must feed billions of people across the Globe. The mechanisation of the Industrial Revolution in the 19th century enabled farming on a scale not possible beforehand whereby one machine could now do the work of many labourers. The development of the internal combustion engine to power farm equipment has led to the creation of machines with complex mechanical systems that require maintenance. In this unit, students will study mechanical systems and learn how to use basic hand tools. They will be exposed to a workshop layout suitable for purpose and they will develop an understanding of specific design that suits an intended purpose. They will demonstrate their understanding by designing a mechanical workshop suitable for farm use.	Students examine how agricultural innovations and technologies can affect agricultural enterprises, and make recommendations about research, innovation and management practices. Students will develop skills in collecting, analysing and interpreting primary and secondary data on environmental, financial and social factors that affect the sustainability of an agricultural enterprise and applying secondary data to help make decisions in property management to ensure a sustainable future

ASSESSMENT		YEAR 9		YEAR 10		YEAR 10	
		Term 1	Term 2	Term 1	Term 2	Term 3	Term 4
		Summative assessment task 1	Summative assessment task 2	Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	Summative assessment task 4
Range and balance of summative assessment conventions	**Technique**	Project	Project	Investigation	Project	Project	Examination
	Type of text	Report	Report	Report	Report	Report	Short response
	Mode	Written	Written	Written	Written	Written	Written
	Conditions	Individual Experimental Data In Class and at home	Individual Experimental Data In Class and at home	Individual, Experimental Data In Class and at home	Individual Practical demonstration In Class and at home	Individual In Class	In Class Individual
Aspects of the achievement standard							
explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments							
identify the changes necessary to designed solutions to realise preferred futures they have described							
when producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts							
create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities							
establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes							
create and connect design ideas and processes of increasing complexity and justify decisions							
communicate and document projects, including marketing for a range of audiences							
independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary							
select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose							

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard