

# Wee Waa High School



## Assessment Task Notification

FACULTY: SCIENCE/TAS

|                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                               |                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------|
| <b>Student Name:</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |                                               | <b>Class: 11 Agriculture</b>                 |
| <b>Title: <i>Plant Industry Portfolio</i></b>                                                                                                                                                                                                                                                                                                                                                                                                  |                                               |                                              |
| <b>Assessment Task Number: 1</b>                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Course: <i>Preliminary Agriculture</i></b> | <b>Weighting: 30%</b>                        |
| <b>Teacher/s:</b>                                                                                                                                                                                                                                                                                                                                                                                                                              | Olivia Bray                                   | <b>Issue Date: 10/3/2026</b>                 |
| <b>Type:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   | Industry Portfolio                            | <b>Due Date: 31/3/2026 (Week 10 Tuesday)</b> |
| <b>Allocated Lessons:</b>                                                                                                                                                                                                                                                                                                                                                                                                                      | 2 lessons of class time allocated             | <b>Time: 9:00 am</b>                         |
| <b>Syllabus outcomes being assessed:</b>                                                                                                                                                                                                                                                                                                                                                                                                       |                                               |                                              |
| <p>A student:</p> <p><b>P1.1</b> describes the complex, dynamic and interactive nature of agricultural production systems.</p> <p><b>P2.1</b> describes the biological and physical resources and applies the processes that cause changes in plant production systems.</p> <p><b>P3.1</b> describes the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements.</p> |                                               |                                              |
| <b>Assessment Presentation Guidelines:</b>                                                                                                                                                                                                                                                                                                                                                                                                     |                                               |                                              |
| <ul style="list-style-type: none"><li><b>This notification must be attached to the task when submitted</b></li></ul>                                                                                                                                                                                                                                                                                                                           |                                               |                                              |

## Task Description:

### TASK DETAILS:

Students will produce a powerpoint presentation aimed at inducting new employees to a large wheat grain growing farm. The powerpoint presentation needs to have each question addressed on a different slide (multiple slides for some questions may be required).

The resource will be aimed at new staff who have a limited background in wheat operations, to inform them about why and when different things happen on the farm.

This presentation needs to include the use of coloured photos and diagrams, easily accessible language for the target audience and factually based.

Students will produce a powerpoint presentation that includes information on:

- The wheat plant and its growing habits
- Products that can be made from wheat and its market specifications.
- Management
- Sustainable production methods
- Pests and diseases

While doing this assessment you are permitted to use:

- your own class notes.
- books, journals, or internet resources
- industry specific marketing and products

### Task Details expanded:

Complete the following questions using a PowerPoint presentation. This will be submitted as your assessment; a verbal presentation is NOT required.

| Section  | Task                                                                                                                                                                                                                                          |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b> | <b>The wheat plant</b>                                                                                                                                                                                                                        |
| A        | Present a <i>labelled</i> diagram to identify leaves, stems, roots, flowers and seeds of a wheat plant.<br><br>Briefly describe the function of each of the parts of the plant listed above in a table format.                                |
| B        | Identify how long the process takes from planting until harvest for a wheat crop. Use days or months as the measurement of time.                                                                                                              |
| C        | Identify if the wheat plant is a monocotyledon or dicotyledon.<br><br>Outline the features of the monocotyledon/dicotyledon that the plant displays and compare with the ones that it does not display (a table format could be useful here). |
| <b>2</b> | <b>Market Specifications</b>                                                                                                                                                                                                                  |
| A        | Identify four different products that can be produced in a wheat cropping enterprise.                                                                                                                                                         |

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B        | <p>Identify 5 different grades of wheat grown in NSW.</p> <p>Explain the differences in quality between APH2 and HPS1.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| C        | Outline two on-farm decisions a farmer can make at any point of production, to ensure their wheat product meets the market specifications at harvest.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>3</b> | <b>Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| A        | <p>Using the diagram provided (see appendix a), create a dynamic systems model for a wheat cropping enterprise.</p> <p>Include a comprehensive list of inputs, subsystem interactions, outputs, monitoring, evaluation and feedback in the diagram.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| B        | <p>Select a suitable format (circular or table) and create a calendar of operations to demonstrate when the main operations occur for the wheat cropping program outlined in the case study farm below.</p> <p><b>Case Study:</b></p> <p>The farm grows winter wheat. The cropping program begins in early Spring, spraying out pasture paddocks that will go into crop. These are kept clean until after harvest and are cultivated in March to get ready for sowing. All paddocks would have at least one spray after harvest when it rains. All paddocks have a pre-sowing spray before sowing. Grazing wheat is planted in March, early varieties in April and main season varieties in May. One paddock is sown with a quick maturing variety in June. Paddocks will get an in-crop spray in early July for grass weeds, and a broadleaf spray in late July. Paddocks that had wheat last year will have urea spread in July before rain. A fungicide spray to control stripe rust is applied in Sept/Oct. Harvest begins in November and sometimes into December. Wheat is stored on farm and sold to a local mill, most of the wheat is transported in January/ February and then again in June/ July. Seed wheat kept for the following year is graded and treated in February.</p> |
| C        | Identify 2 workplace hazards that you might find on a grain growing farm and describe ways in which a farm manager may reduce these hazards.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>4</b> | <b>Sustainability</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| A        | <p>Choose <b>one</b> of the following sustainable production methods listed:</p> <ul style="list-style-type: none"> <li>• direct drill</li> <li>• stubble retention</li> <li>• crop rotation</li> <li>• precision agriculture for fertiliser usage</li> </ul> <p>Describe the process that takes place on the farm when using this production method. Use pictures to support your description.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| B        | For the named sustainable production method used above in question 4A, outline the advantages and disadvantages of using it for improving crop production as well as the environment/soil/water.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Make a judgement based on this information about its effectiveness as a sustainable farming practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>5</b> | <b>Pests and diseases</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| A        | <p>Identify <b>one</b> common pest and <b>one</b> common disease of wheat crops. Create a mini fact slide to raise the new employees' awareness on detecting these. Include:</p> <ul style="list-style-type: none"> <li>• Name and scientific name of the pest/disease</li> <li>• Pictures</li> <li>• Signs/symptoms that the pest/disease is present.</li> <li>• List methods that can be used to control and prevent the pest/disease.</li> </ul> <p>This should be informative, but brief. Use dot points where possible and pictures that support the information.</p> <p><b>Note:</b> Place the pest on a different slide to the disease.</p> |
| <b>6</b> | <b>References</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|          | Alphabetical listing of all the sources used including websites, contributions by other students or other primary sources for example, phone calls to farms or industry bodies must also be cited.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

### Declaration of Authenticity

#### I certify that:

- The planning, development, content and presentation of this assessment task is my own work in every respect
- This assessment task has not been copied from another person's work or from books or the internet or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in this assessment task or in its development
- By submitting my assessment task electronically, I acknowledge this declaration of authenticity of my work

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

### Feedback

The teacher will provide feedback outlining strengths and areas for improvement to build on knowledge, understanding and skills for future learning.

## Marking Criteria:

| Section  | Marking Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Marks      | Outcome |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------|
| <b>1</b> | <b>The wheat plant</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |         |
| A        | <ul style="list-style-type: none"> <li>Diagram clearly and correctly showing the leaves, stems, roots, flowers and seeds on the wheat plant (1 mark for use of a wheat plant showing all the different parts identified, 1 mark for correctly labelling all the parts)</li> <li>Uses table format to organise correct description of each of the five plant parts listed above. (1 mark per correct description).</li> </ul>                                         | 2<br><br>5 | P1.1    |
| B        | <ul style="list-style-type: none"> <li>Correct timing from planting to harvest stated, clearly using days or months as the unit of measurement.</li> </ul>                                                                                                                                                                                                                                                                                                           | 2          | P1.1    |
| C        | <ul style="list-style-type: none"> <li>Correctly identifies the wheat plant as a monocotyledon or dicotyledon. (1 mark)</li> <li>Identifies at least four features of the plant that support the above statement. (4 marks)</li> </ul>                                                                                                                                                                                                                               | 5          | P1.1    |
| <b>2</b> | <b>Market Specifications</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |         |
| a        | <ul style="list-style-type: none"> <li>Correctly names four <i>different</i> products. (1 mark for each correct pair). Products need to be 'different', not variations of the same product.</li> </ul>                                                                                                                                                                                                                                                               | 2          | P3.1    |
| b        | <ul style="list-style-type: none"> <li>Clearly identifies five different grades of wheat that are grown in NSW. (1 mark)</li> <li>Correctly identifies the four main quality standards of wheat when testing and explains how the two grades of wheat are different and/or similar (4 marks).</li> </ul>                                                                                                                                                             | 5          | P3.1    |
| c        | <ul style="list-style-type: none"> <li>Correctly outlines two on-farm decisions made during production by a farmer to meet market specifications. (2 marks)</li> <li>Clearly links each decision to the market specification targeted. (2 marks)</li> </ul>                                                                                                                                                                                                          | 4          | P3.1    |
| <b>3</b> | <b>Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |         |
| a        | <ul style="list-style-type: none"> <li>Clear and accurate dynamic systems model supplied, including: <ul style="list-style-type: none"> <li>inputs (minimum three), outputs (minimum two)</li> <li>subsystems interactions (microbial/ invertebrate, plant, resource and management subsystems included)</li> <li>monitoring</li> <li>evaluation</li> <li>feedback</li> </ul> </li> </ul> <p>(1 mark per correct section included, subsystems is worth 2 marks.)</p> | 6          | P1.1    |

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |      |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------|
| b        | <ul style="list-style-type: none"> <li>Selects and uses a suitable format to display the calendar of operations (1 mark)</li> <li>Correctly identifies and includes a minimum of four <i>different</i> management activities that are required for the calendar of operations. (2 marks)</li> <li>Correctly identifies and places four management activities on the correct timings of the calendar. (2 marks)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   | 5  | P1.1 |
| c        | <ul style="list-style-type: none"> <li>Correctly identifies two workplace hazards suitable for a grain enterprise. (2 marks)</li> <li>Clearly describes for both of these hazards, ONE way it can be reduced by the farm manager. Each hazard reduction technique is clearly linked to the hazard, not generic. (2 marks)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 4  | P3.1 |
| <b>4</b> | <b>Sustainability</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |      |
| a        | <ul style="list-style-type: none"> <li><b>One</b> appropriate sustainable method is clearly stated.</li> <li>A clear, accurate and thorough description of how the method takes place on a property for cropping is provided. (3 marks)</li> <li>At least one appropriate picture or diagram is included with the information. (1 mark)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 4  | P2.1 |
| b        | <p>For the named sustainable method used in 4a:</p> <ul style="list-style-type: none"> <li>at least three advantages of using the technique, in relation to cropping and improving environment/soil/water quality are outlined. (2 marks)</li> <li>at least two disadvantages of using the technique, in relation to cropping and improving environment/soil/water quality are outlined. (2 marks)</li> <li>suitable judgement statement is made about its effectiveness in terms of sustainability of both the cropping enterprise and environment. (2 marks)</li> </ul>                                                                                                                                                                                                                                                                   | 6  | P2.1 |
| <b>5</b> | <b>Pests and diseases</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |      |
| a        | <p>Name <b>one</b> common pest and present the following information about it on one slide:</p> <ul style="list-style-type: none"> <li>common and scientific name stated. (1 mark)</li> <li>At least one relevant picture included. (1 mark)</li> <li>At least two correct signs and symptoms listed (1 mark)</li> <li>at least <b>two</b> correct control or prevention methods listed (2 marks)</li> </ul> <p>Name <b>one</b> common disease and present the following information about it on one slide:</p> <ul style="list-style-type: none"> <li>common and scientific name of the disease stated. (1 mark)</li> <li>At least one relevant picture included. (1 mark)</li> <li>At least two correct signs and symptoms listed (1 mark)</li> <li>at least <b>two</b> correct control or prevention methods listed (2 marks)</li> </ul> | 10 | P2.1 |

| <b>6</b>                                                                                                                                                | <b>References</b>                                                                                                                                                                                  |      |      |         |      |      |      |               |     |     |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|---------|------|------|------|---------------|-----|-----|-----|
|                                                                                                                                                         | Alphabetical listing of all the sources used including websites, contributions by other students or other primary sources for example, phone calls to farms or industry bodies must also be cited. | 0    | NA   |         |      |      |      |               |     |     |     |
| <table> <tr> <th>Outcome</th><th>P1.1</th><th>P2.1</th><th>P3.1</th></tr> <tr> <td>Student Total</td><td>/25</td><td>/20</td><td>/15</td></tr> </table> |                                                                                                                                                                                                    |      |      | Outcome | P1.1 | P2.1 | P3.1 | Student Total | /25 | /20 | /15 |
| Outcome                                                                                                                                                 | P1.1                                                                                                                                                                                               | P2.1 | P3.1 |         |      |      |      |               |     |     |     |
| Student Total                                                                                                                                           | /25                                                                                                                                                                                                | /20  | /15  |         |      |      |      |               |     |     |     |
| Overall Grade                                                                                                                                           |                                                                                                                                                                                                    |      | /60  |         |      |      |      |               |     |     |     |

|                          |
|--------------------------|
| <b>Teacher Feedback:</b> |
|                          |
|                          |
|                          |
|                          |
|                          |

Appendix A:

