



ATASA

Ideas for SACE Stage One and Two Agriculture practical investigations from Hart Field Day

Theme	Independent variable
Impact of frost on crop yield/biomass across a paddock	Paddock frost zone/topography or soil
(damp soil is "warmer")	moisture zones
Impact of frost on yield/biomass in different crops	crop variety or crop type
NB frost can be simulated	
Impact of frost at different growth stages of wheat	Growth stage
Role of ice-nucleating bacteria in frost damage to wheat (using simulated heavy rainfall to wash bacteria from wheat leaves compared with light rainfall)	Washed leaves versus unwashed
Maximising emergence in non wetting soils	Sowing depth
Impact of seed quality on wheat emergence when sown at depth	Seed weights
Impact of growing conditions on coleoptile length (with	temperature
implications for seeding depth in different seasonal conditions)	
Impact of seed quality on coleoptile length (with implications for seeding depth)	Seed weights
Snail surveys across zones of a paddock	Paddock zone
Impact of crop rotation on snail numbers (DV could be as simple as counting number of snails on droppers)	Paddock history (crop rotation)
Impact of snail baiting on snail populations	Snail pellet rates or timing
Impact of different weed types on snail numbers	Weed type or weed density
Impact of time of sowing (TOS) on grain yield or biomass	Sowing date
Impact of grazing on pasture biomass	Different growth stages
NB grazing can be simulated by mowing/slashing	
Impact of grazing on pasture biomass	Pasture type (including blends) or varieties
Impact of grazing pressure on pasture biomass	Length of grazing or number of grazing events
Disclaimer: This surrisulum resource is designed to support schools in delivering quality	for all and Characteristics of all and the base bases

Disclaimer: This curriculum resource is designed to support schools in delivering quality food and fibre content to students. It has been developed by Lead Ag Teacher Sue Pratt, AgCommunicators – a registered teacher with more than 30 years' experience in teaching agriculture and science. Prior to using this resource, teachers should conduct a risk assessment in line with their site's curriculum and safety guidelines and check all links are appropriate to the school's online policies. The risk assessment may include provision of specialised Personal Protective Equipment and review of the school's policies and procedures on chemical use.