

STAGE 2 INDUSTRY CONNECTIONS

Assessment Type 3: Industry Project (30% Externally assessed)

Program Focus: Agriculture

Purpose

The Industry Project is an opportunity for you to explore an area of individual interest for you in an agricultural industry. The focus is on applying recently developed or refined skills towards a project relevant to agriculture.

You undertake a project and in doing so demonstrate planning, organisation, problem solving and decision-making skills appropriate to the project. For students already consistently immersed in industry, this may include a significant task they are responsible for.

You make connections between the specific knowledge, skills and capabilities being developed in the program. In making these connections they also consider the benefits and future possibilities of their industry project to the industry and themselves.

Areas you might like to focus on are:

- *Enterprise management*
- *Show preparation*
- *Crop monitoring*
- *Wool harvesting skills*
- *Machinery maintenance*
- *Designing cattle yards with a focus on animal welfare and WHS*
- *Convening a stakeholder meeting to discuss a local issue in ag*
- *Creating a business plan for introducing a new enterprise*

These are just a few suggestions – you will have some other ideas in areas that interest you. Just make sure you negotiate it with your teacher before you begin.

You also need to choose a capability relevant to your area of interest and discuss how you have developed this capability through your Industry Project.

Assessment Description

For this assessment type you:

- demonstrate **relevant connections** between the industry project, specific knowledge, and skills, and one or more chosen capabilities
- demonstrate **planning and organisation** to undertake the industry project
- connect **benefits and future possibilities** of the industry project to the industry and yourself.

You select and work on your own individual Industry Project and you are responsible for organising its set up and completion.

Before you begin, complete the Proposal and have it reviewed by your teacher.

Assessment Conditions

Your Industry Project should be a maximum of 1500 words if written or a maximum of 9 minutes for an oral presentation, or the equivalent in multimodal form.

You may provide evidence of your industry project in a combination of forms which could include:

- | | | |
|----------------------|----------------------------|-------------------|
| • interviews | • demonstrations | • reviews/reports |
| • videos | • annotated photographs | |
| • audio recordings | • photo stories | |
| • oral presentations | • podcasts and/or websites | |

Multimodal evidence is encouraged to capture planning activities, strategies to implement activity discussions with others, activity being undertaken, and communication of connectedness and future possibilities.

The specific features being assessed are:

Application and Connection

- AC1 Demonstration of relevant connections between the industry project, specific knowledge, and skills, and one or more chosen capabilities.
- AC2 Demonstration of planning and organisation to undertake the industry project.
- AC3 Connection of the benefits and future possibilities of the industry project to the industry and themselves.

Capabilities

Some examples of how your area of interest could connect to a capability:

Literacy – learning how to construct an informative and engaging article for the *Stock Journal*

Numeracy – recording and analysing production data in a dairy

Information and communication technology – creating a sensor to monitor levels in a water tank

Personal and social – learning how to class wool by working with an industry expert

Critical and creative thinking – using data generated by a harvester's computer to plan for the following year's cropping program

Ethical understanding – considering the role of animal welfare organisations such as the RSPCA in the future of agriculture

Intercultural understanding – using indigenous land management principles within a conventional farming system

Some advice from the SACE Board:

The more successful Industry Reports:

- had a strong connection to industry – including a clear link between the student's career choice and their project
- were designed and led by the student
- used aligning pursuits or commitments (e.g. ongoing career pursuit, VET training as a whole, or ongoing employment in an apprenticeship etc) as a starting point to build a purposeful project suitable to develop the specific assessment design criteria
- were able to select a specific focus or a job role where students chose a project based in their current workplace, rather than simply continuing to complete their duties. This enabled students to better unpack specific learning and demonstrate planning, organisation, and skill development beyond what they already knew
- had students choose a project (or role) with a strong connection to industry, rather than everyone in the class undertaking the exact same experience with similar evidence sets
- had students take the opportunity to extend previously or recently developed knowledge/skills and apply them in an authentic 'Industry' manner
- communicated with clarity outcomes and processes as a way to demonstrate connections to knowledge skills and capabilities
- included thoughtful connections to future possibilities. This included relevant connections between the project and their aspirations, industry specific knowledge and skill and development of capabilities throughout the project
- identified planning and organisation as an integral part of undertaking the Industry Project. This included undertaking an iterative process of deciding on a project, brainstorming possibilities, planning for the task, trialling different options, and finally delivering on their project. This included utilising a variety of strategies for effective implementation of their work
- provided specific identification and discussion of capability, rather than relying on implied evidence from other actions/knowledge.

Industry Project timeline:

STEP ONE	TEACHER EXPLAINS INDUSTRY PROJECTS and PROVIDES EXEMPLARS	Term One Week 1
STEP TWO	YOU COMPLETE AND SUBMIT A PROPOSAL	Term One Week 2
STEP THREE	TEACHER REVIEWS PROPOSAL No approval = no endeavour If you choose a flimsy topic, it is challenging to pass. If you choose a strong topic with a solid plan, it is straightforward to be successful.	Term One Week 3
STEP FOUR	DISCUSS THE SPECIFIC FEATURES BEING ASSESSED and MARK AN EXEMPLAR TOGETHER	Term One Week 4
STEP FIVE	YOU SET UP and COMPLETE THE INDUSTRY PROJECT. Keep focused on your capability throughout.	Term One & Two
STEP SIX	Checkpoint #1	Term 1 Week 11
STEP SEVEN	Checkpoint #2	Term 2 Week 10
STEP EIGHT	YOU SUBMIT A DRAFT	Term 3 Day One
STEP NINE	YOU SUBMIT THE FINAL REPORT	Term 3 Week 4
LAST STEP	Your teacher marks your Industry Project, then a SACE Marking panel marks it. Your final grade is calculated by combining these marks.	You find out your grade when you get your SACE results in December

INDUSTRY PROJECT PROPOSAL

STUDENT NAME :

DUE DATE:

What is your focus area?
Why have you chosen this focus?
What is the purpose of your Industry Project? <i>Hint: think about the skills and knowledge you want to develop</i>
What is the connection to agriculture?
Which capability will you develop?
How does this capability link to the purpose of your Industry Project?
Using numbered steps, outline your plan for your Industry Project:
What equipment and resources will you need?
Which industry experts will you connect with?
How will you demonstrate planning and organisation?
Which future possibilities will you explore for yourself and for industry?
What evidence will you collect to showcase your skills and capability?
What problems could you reasonably expect?
What can you do to minimize the impact of these problems?
Safety check: what is your plan to ensure no issues with: • animal welfare • environment • ethical conduct • WHS (work health and safety)

APPROVED:

DATE:

INDUSTRY PROJECT PROPOSAL EXEMPLAR

STUDENT NAME : LEE SMITH

DUE DATE: WEEK TWO

What is your focus area? <i>Bees</i>
Why have you chosen this focus? <i>I am interested in working in this field when I leave school as it is an industry that seems to help many areas of agriculture and has strong employment opportunities locally</i>
What is the purpose of your Industry Project? <i>I want to learn how to care for bees and use them for pollination services. I won't be looking at them for honey production.</i>
What is the connection to agriculture? <i>Bees are an important industry in Australia. It is worth in excess of \$269 million, from honey and other products but it contributes \$14 billion value in pollination of crops like almonds, cherries and clover.</i>
Which capability will you develop? <i>Personal and social</i>
How does this capability link to the purpose of your Industry Project? <i>I have never worked with bees directly so I know there will be skills and safety strategies to learn. I will need to connect with industry experts to teach me the skills I need and will need to work independently to manage a hive.</i>
Using numbered steps, outline your plan for your Industry Project: <i>1. Learn more about the bee industry through online research</i> <i>2. Meet with a local apiarist and the almond grower</i> <i>3. Have one or more practice sessions with the apiarist</i> <i>4. Complete work experience during pollination season</i> <i>5. Establish and care for a beehive at home</i>
What equipment and resources will you need? <i>• Protective gear</i> <i>• Transport to work experience</i> <i>• Bee hive and tools</i>
Which industry experts will you connect with? <i>• Beekeepers Society of SA</i> <i>• Sarah Jones, apiarist</i> <i>• Leo Tonelli, almond grower</i>
How will you demonstrate planning and organisation? <i>I will need to record how and who I've contacted, keep track of my work experience plans and create a folio for all the evidence of my project. I want to keep a journal with photos so will need to set this up too.</i>
Which future possibilities will you explore for yourself and for industry? <i>I want to learn about the career pathways in the bee industry and what I will have to do to make it happen for me. For the industry, I want to know more about how they will manage risks like varroa mite and climate change and which parts of agriculture are most likely to impacted by these risks to bees.</i>

What evidence will you collect to showcase your outcome and capability?

- *Photos*
- *Journal*
- *Video of me working with bees*
- *Work experience report*
- *Safety checklist*
- *Work plan for managing the hive at home*

What problems could you reasonably expect?

- *Bee stings – see safety section below.*
- *Being available for work experience during the pollination season*
- *Making time to work with my own hive*

What can you do to minimize the impact of these problems?

Plan ahead and communicate with my teachers and Sarah to make sure I can do work experience at the best time of year

Schedule a hive session in my phone calendar to remind me

Safety check: what is your plan to ensure no issues with:

- *animal welfare – check with Sarah regarding good bee management; learn the signs of a healthy hive. Provide a water source and supplementary food source if needed.*
- *environment – check that I place the hive in a suitable location so that it is not too close to my neighbour's place and is close to the fruit trees and vegetable patch at my house. Make sure no-one uses insecticides near my hive.*
- *ethical conduct – let my neighbours know when I am bringing a beehive into our garden*
- *WHS (work health and safety) – learn what the risks are and the skills I need to work with bees safely before I do work experience or bring a hive home. Complete a risk assessment like we have done before in Ag. Wear my protective gear when working with the bees. Let someone know when I am working with the bees.*

APPROVED:

DATE:

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.