

STAGE 2 INTEGRATED LEARNING

Assessment Type 3: Personal Endeavour (30% Externally assessed)

Program Focus: Agriculture

Purpose

The Personal Endeavour is an opportunity for you to explore an area of individual interest for you in agriculture. It is also an opportunity for you to discuss and explain how your capabilities in agriculture have been influenced through this task.

Areas you might like to focus on are:

- *What skills do you need to work in agriculture?*
- *What are the pathways available for a career in agriculture?*
- *How do you design a sustainable cropping or livestock programme?*
- *What features are essential when creating an infographic to promote a stud's annual sale?*
- *How do I prune vines to reduce disease risk?*
- *What steps are needed to convert a conventional farm to a regenerative system?*
- *How do I monitor a pasture across a season to improve production?*
- *What is involved in being an agronomist?*
- *How could social media improve agriculture?*
- *Can technology be used to reduce frost risk on a farm?*

These are just a few suggestions – you might 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 Personal Endeavour.

Assessment Description

Your Personal Endeavour can be inquiry-based (eg can carbon farming improve sustainability?) or a practical-based task (eg learning how to care for piglets), or a combination of these (eg how to design and build sheep yards).

You can present your Personal Endeavour in a range of modes, such as photo stories, oral presentations, reviews or reports – choose the style that best suits you and your area of interest.

You select and work on your own individual Personal Endeavour 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 Personal Endeavour should be a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form.

Your Personal Endeavour should cover two important parts:

1. An inquiry that is either research-based or practical-based. This should be based on the area of interest you have explored - ensure you have an outcome or conclusion for this section (3/4 of total evidence)
2. An explanation of the connections between your area of interest in agriculture and the capability you selected (1/4 of total evidence)

The specific features being assessed are:

Application and Understanding

AU1 Understanding and development of knowledge, concepts, and skills in relation to the program focus.

AU3 Development and application of a chosen capability or chosen capabilities

Inquiry, Analysis and Evaluation

IAE1 Exploration of relevant information, concepts and ideas, using a variety of sources

IAE2 Analysis of concepts, ideas and skills development from different perspectives

Communication and Collaboration

CC2 Communication of ideas and informed opinions

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 responses:

- possessed a clearly defined purpose or question, providing clarity and direction for the inquiry
- demonstrated a comprehensive, contextual understanding of the chosen SACE capability and explicitly discussed examples of how the student had developed this capability throughout their personal endeavour
- used and acknowledged a variety of relevant sources to support understanding and development of knowledge, concepts, and skills
- showed capability development evident throughout, not solely confined to the capability section
- included annotated/captioned photos, data, tables, images, etc., to provide evidence of understanding and development of skills, knowledge, concepts, and capability
- considered a spectrum of perspectives when analysing concepts, ideas, and skill development
- utilised a mode of presentation appropriate to the task and the students' individual strengths
- were topics individually chosen by students based on personal interest, enhancing engagement and learning.

Personal Endeavour timeline:

STEP ONE	TEACHER EXPLAINS PERSONAL ENDEAVOURS 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 PERSONAL ENDEAVOUR. 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 Personal Endeavour, 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

PERSONAL ENDEAVOUR PROPOSAL

STUDENT NAME :

DUE DATE:

What is your focus area?
Why have you chosen this focus?
What is the purpose of your Personal Endeavour?
What is the connection to agriculture?
Which capability will you develop?
How does this capability link to the purpose of your Personal Endeavour?
Using numbered steps, outline your plan for your Personal Endeavour:
What equipment and resources will you need?
Which industry experts will you connect with?
Which different perspectives will you consider?
What evidence will you collect to showcase your outcome 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:

PERSONAL ENDEAVOUR 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 Personal Endeavour? <i>I want to learn how to care for bees and use them for pollination services</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 Personal Endeavour? <i>I have never worked with bees directly so I expect 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 Personal Endeavour: 1. <i>Learn more about the bee industry through online research</i> 2. <i>Meet with a local apiarist and the almond grower</i> 3. <i>Have one or more practice sessions with the apiarist</i> 4. <i>Complete work experience during pollination season</i> 5. <i>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>
Which different perspectives will you consider? <i>I will consider the role of bees from the apiarist's perspective and also the almond grower who they provide pollination services for. I will also think about how bees fit into the big picture of agriculture and what ordinary people can do to support healthy bee populations in Australia. I am not planning to investigate the honey industry – it will be more focused on the pollination services side of bees.</i>
What evidence will you collect to showcase your outcome and capability?

• <i>Photos</i> • <i>Journal</i> • <i>Video of me working with bees</i> • <i>Work experience report</i> • <i>Safety checklist</i> • <i>Work plan for managing the hive at home</i>
What problems could you reasonably expect? • <i>Bee stings – see safety section below.</i> • <i>Being available for work experience during the pollination season</i> • <i>Making time to work with my own hive</i>
What can you do to minimize the impact of these problems? <i>Plan ahead and communicate with my teachers and Sarah to make sure I can do work experience at the best time of year</i> <i>Schedule a hive session in my phone calendar to remind me</i>
Safety check: what is your plan to ensure no issues with: • <i>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.</i> • <i>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.</i> • <i>ethical conduct – let my neighbours know when I am bringing a beehive into our garden</i> • <i>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.</i>

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.