Gymea Technology High School
INSPIRE. LEARN. SUCCEED.

Year 7, Food and Agriculture

Task 1: Grow and Thrive

Due Date: 22.03.21

Task Distributed: 11.02.21

Unit: Creative planter

Task Type: Practical and Theory

Task Weighting: 50%

Outcomes: 1,2,3,4,6

Task Description

The global population has expanded to over 7 billion and that number is evidence that our world is growing and thriving. This means that food security will remain a critical global concern. To use our land in a manner that is sustainable for future generations we need to be innovative with our farming solutions. That requires us all to do our bit to help feed ourselves and the children of the next generation.

Practical – Creative planter.

- Students are to develop and create a self-watering planter at home using recycled material.
- The planter is to house seeds which will develop into herbs/ vegetables.
- Students are to document the development of their 'Creative Planter' through their online Blog.
- Care tag to show information on their plant.

Theory – Blog

Students are to document the development of their 'Creative Planter' and the growth of their plant.

This is to be in the form of weekly diary entries.

Diary entries need to include:

Week 1: Diary to include- Research of their chosen design and plant with an explanation. The tools and materials used with images, images of the construction and location stored of the Creative planer. Sketch of their Creative planter rendered with labelled.

- Recommend storing in a sunny location e.g garden, balcony, window sill.
- Recommend growing simple fast-growing plants such as: chives, spring onions, rocket, basil, parsley.

Week 2 and onwards: Diary to include- A photo of the development of the plant, an entry of the weather/ climate, a reflection on the development of the plant, whether they need a top up of water.

Last week: Diary to include- A photo of the developed plant. An evaluation on how it has developed, based on their use of 9 criteria for success.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- Recount: Retell a series of events

- Evaluate: Make a judgement based on criteria to determine the value of.

Check the NESA Glossary of Key Words for further guidance https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords

Details of Submission

The assessment will be developed in class time and at home during term 1.

Practical – Creative planter.

Evidence documentative via the blog

Theory – Blog

The assessment will be submitted via Google Classroom. It will a link to the Blog. Students need to ensure the link to the Blog works prior to submission.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 of the due date. At this time feedback including information on how to improve will be provided through reviewing the students own evaluation and he development of their Creative planter. It is important part of the learning process as it provides an opportunity to reflect on the strength of their performance, as well as areas that have been identified to strengthen in future tasks.
- Students can clarify or seek further feedback by speaker with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will also be expected to complete a self-reflection.

Students are required in their final weekly blog to create a self-evaluation of their Creative planter. Focusing on the questions, what would you do differently? What worked well?

How does this link to my learning?

- Students use their knowledge of agriculture and put this into practise through the growth of their Creative planter.
- Students will develop an understanding of the importance of sustainability.
- **Report outcomes:**

1. Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
2. Plans and manages the production of design solutions. Selects and safely applies tools, materials and processes in the production of quality projects.
3. Examines how people in technology related professions contribute to the sustainable and ethical use of technology in the economy, environment and society.
4. Investigates how the characteristics and properties of tools, materials and processes affect their use in design solutions.
5. Investigates how food fibre are produced in managed environments.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

	Descriptors				
Criteria	**1**	**2**	**3**	**4**	**5**
Identifying & Refining • Investigating problems and opportunities	Student has not submitted a task demonstrating clear understanding of criteria to evaluate success. Student will need to resubmit with support.	- Students have basic research of their chosen design. - Includes a basic diagram, with no explanation. - List of tools and materials. - Students have mentioned their chosen plant.	- Students have shown some research of their chosen design. - Includes a basic diagram, explanation of why this design was chosen. - List of tools and materials. - Students have mentioned their chosen plant and given outlined of why they chose this.	- Students have shown research of their chosen design. - Includes a diagram, explanation of why this design was chosen. - List of tools and materials required. - Students have mentioned their chosen plant and given outlined of why they chose this, the needs of the plant and how they plan to meet it.	- Students have shown detailed research of their chosen design. - Includes a informative diagram, explanation of why this design was chosen. - Detailed list of tools and materials required. - Students have outlined their chosen plant and given detailed explanation of why they chose this, the needs of the plant and how they plan to meet it.
Research & Planning • Use graphical representation techniques including drawing, sketching, storyboarding and/or modelling	- Student has sketched a designs without clear annotations. - Student has sketched a design for optimum selection. - Student's ongoing evaluation is included though it does not state reasons why this is the optimum selection. - Student has made numerous spelling and grammatical errors in this section.	- Student has sketched a designs with a few annotations that demonstrate the idea. - Student has sketched a design for optimum selection. - Student's ongoing evaluation is included. - Student has made less than 7 spelling and grammatical errors in this section.	- Student has neatly sketched a designs with annotations that demonstrate the idea. - Student has made a choice for the optimum selection which is plausible. - Student's ongoing evaluation reveals some reasons why this sketch is the optimum solution. - Student has made less than 5-6 spelling and grammatical errors in this section.	- Student has neatly sketched a designs with clear annotations that demonstrate the idea. - Student has made a suitable choice for the optimum selection which is creative and plausible. - Student's ongoing evaluation reveals great reasons why this sketch is the optimum solution. - Student has made less than 4-5 spelling and grammatical errors in this section.	- Student has neatly sketched a designs with precise annotations that clearly demonstrate the idea. Student has rendered the designs to show an accurate depiction. - Student has made an intelligent choice for the optimum selection which is creative and plausible. - Student's ongoing evaluation reveals outstanding reasons why this sketch is the optimum solution. - Student has made less than 3 spelling and grammatical errors in this section.
Producing & Implementing • Individually and collaboratively manage the production of	- Student has created a prototype of a self-watering planter that lacks functionality.	- Student has created a prototype of a self-watering planter that barely holds the plant and lacks functionality.	- Student has created a prototype of a self-watering planter that holds the plant and is mostly functional.	- Student has created a working prototype of a self-watering planter that holds the plant and is functional.	- Student has created an outstanding working prototype of a self-watering planter that suitably holds the plant and is functional.

designed solutions: PLANT SELF-WATERING DESIGN	- The planter is portable and made with recyclable items. - Student created the design safely abiding • by WHS procedures.	- The planter is portable and made with recyclable items. - Student created the design safely abiding by WHS procedures.	- The planter is portable and made with recyclable items. - Student created the design safely abiding by WHS procedures.	- The planter is portable and made with recyclable items. - Student created the design safely abiding by WHS procedures. - The planter is aesthetically pleasing.	- The planter is portable and made with recyclable items. - Student created the design safely abiding by WHS procedures. - The planter is aesthetically pleasing.
Identifying & Refining • Develop criteria to evaluate design ideas, processes and solutions	- Student has not submitted a task demonstrating clear understanding of criteria to evaluate success. - Student will need to resubmit with support.	- Student has accurately set 3 or more criteria. - Student has 1-5 errors in the task. - Correct grammar and spelling is used in some areas.	- Student has accurately set 5 criteria for success. - Student has made less than 3 errors. - Correct spelling and grammar is mostly used.	- Student has accurately set 6 or more criteria for success. - Correct spelling and grammar has been used thoroughly.	- Student has accurately set 8 or more criteria for success. - Correct spelling and grammar has been used.
Producing & Implementing • Analysis of plant care	- Student has created a weekly Blog with limited photos of the develop of the plant - Student has alluded to some effects of plant care. - Student has provided why and/or how the schedule was adequate providing clear reasons why or why not. - Student has made numerous spelling and grammatical errors in this section.	- Student has created a weekly Blog with limited photos of the develop of the plant - Student has identified some effects of plant care and has made a link to one or more causes. - Student has provided why and how the schedule was adequate providing clear reasons why or why not. - Student has made less than 7 spelling and grammatical errors in this section.	-Student has created a weekly Blog with few photos of the develop of the plant. - Student has identified some causes and effects of plant care and their relationship to the weather/ climate - Student has provided why and how the schedule was adequate providing clear reasons why or why not. - Student has made less than 5-6 spelling and grammatical errors in this section.	-Student has created a weekly Blog with a photo of the develop of the plant. - Student has identified most causes and effects of plant care and their relationship to the weather/ climate - Student has provided why and how the schedule was adequate providing clear reasons why or why not. - Student has made less than 4-5 spelling and grammatical errors in this section.	-Student has created a weekly Blog with a photo of the develop of the plant. - Student has identified the causes and effects of plant care and their relationship to the weather/ climate - Student has provided information of the care of their planter, such as more water, relocation. - Student has made less than 3 spelling and grammatical errors in this section. •

Producing & Implementing • Individually and collaboratively manage the production of designed solutions: PLANT TAG	-Student has demonstrated a limited understanding of the correct way to care for their particular plant. -Student has included their plant tag. -Student has made numerous spelling/grammatical • errors in this section.	- Student has demonstrated a basic understanding of the correct way to care for their particular plant. - Student has designed their plant tag, so it is informative. - Student has made less than 5 spelling/grammatical errors in this section.	- Student has demonstrated a clear understanding of the correct way to care for their particular plant. - Student has designed their plant tag, so it is informative and well presented. - Student has made less than 4 spelling/grammatical errors in this section.	- Student has demonstrated a deep understanding of the correct way to care for their particular plant. - Student has creatively designed their plant tag, so it is informative and aesthetically pleasing. - Student has made less than 3 spelling/grammatical errors in this section.	- Student has demonstrated their profound understanding of the correct way to care for their particular plant. - Student has innovatively designed their plant tag, so it is informative and aesthetically pleasing. - Student has made less than 1 spelling/grammatical errors in this section.
Testing & Evaluating • Evaluate design solutions against the developed criteria • Evaluate the effectiveness and suitability of choices made during the development and production of the solution.	- Student has evaluated their project against the set of 2-1 criteria for success. - Correct spelling and grammar has been used occasionally.	- Student has evaluated their project against the set of 4-3 criteria for success. - Correct spelling and grammar has been used frequently.	- Student has evaluated their project against the set of 6-5 criteria for success. - Correct spelling and grammar has mostly been used.	- Student has evaluated their project against the set of 8-7 criteria for success. - Correct spelling and grammar has been used.	- Student has evaluated their project accurately against the set of 9 criteria for success. - Correct spelling and grammar has been used thoroughly.

FEEDBACK

TOTAL: /35

LITERACY: /5

GRAND TOTAL: /40

2021 Literacy Rubric

LITERACY MARKING CRITERIA	Descriptors				
	0	1	2	3	4
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical words are used.	- Some precise and technical words are used.	- Sustained use of precise and technical words.	-Sustained, consistent and fluent use of precise and technical words.
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and *at least two* examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
Paragraphs Paragraphs are used to effectively structure information and partition events and ideas	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
Text Structure Uses features of the appropriate text type	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.