



Government of **Western Australia**  
School Curriculum and Standards Authority

# ANIMAL PRODUCTION SYSTEMS

GENERAL COURSE

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Year 12 syllabus

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2017.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

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## Rationale

The Animal Production Systems General course enables students to develop knowledge and skills related to the sustainable use of resources, and the production and marketing of a range of animals and their products. Students explore the ways that people manage natural resources such as plants, animals, soil and water, to meet personal and community needs. They evaluate food and fibre production systems, sustainable practices, new technologies, consumer-driven economics and product marketing.

Animal production systems are a fundamental component of agriculture, which has never been more important than in the twenty-first century. Agricultural output and productivity are expected to continue to increase as the world's population reaches an estimated nine billion by 2050. International demand for high quality and safe food and fibre products, particularly from Asia, predicts a positive outlook for the State's agriculture and food sector, while managing biosecurity and minimising the impact of climate variability have become more important in order to remain sustainable and globally competitive. Other challenges include the ever-increasing competition for natural resources, environmental degradation and animal welfare and food safety issues.

Australia is well positioned to maintain its reputation for 'clean and green' products, and to be a world leader in agricultural production. There will continue to be a demand for people skilled in combining scarce resources and for innovative methods of production.

## Course outcomes

The Animal Production Systems General course is designed to facilitate achievement of the following outcomes.

### Outcome 1 – Investigating animal production

Students use investigative processes to address animal production challenges.

In achieving this outcome, students:

- investigate issues, needs and opportunities related to animal production challenges
- generate proposals to address animal production challenges
- collect evidence from own or others' investigations, evaluate solutions and processes, and communicate findings.

### Outcome 2 – Animal production principles

Students understand the principles and practices underpinning efficient and sustainable animal production systems.

In achieving this outcome, students:

- understand the structure and function of a range of animals or production systems
- understand the interdependence of the elements of natural systems and animal production systems
- understand management strategies underpinning animal production systems.

### Outcome 3 – Animal production practices

Students apply skills and technologies to achieve efficient and sustainable animal production and marketing.

In achieving this outcome, students:

- select and use safely, technologies and skills for animal production
- apply skills to manage production in a sustainable manner
- apply economic and management practices to optimise viable animal production.

### Outcome 4 – Agriculture, society and environment

Students understand the relationships between agriculture, society and the environment.

In achieving this outcome, students:

- understand the role of agriculture in shaping the environment and its involvement in developing Australian societies
- understand that economic and technological trends and cultural beliefs and values impact on animal production systems.

## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

#### Unit 3

In this unit, students learn about different digestive processes in livestock and the impacts of animal production on the natural environment.

#### Unit 4

In this unit, students learn about reproductive processes and breeding cycles in selected livestock.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

### Organisation of content

This course has nine content areas:

- Systems ecology
- Animal structure and function
- Animal nutrition
- Animal health
- Breeding and improvement
- Economics, finance and markets
- Sustainable production
- Investigating animal production
- Produce for purpose

The content should be based around one or more animal production enterprises.

#### Safety

Learning experiences may involve the use of potentially hazardous substances and/or hazardous equipment. It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students and that school practices meet the requirements of the Work Health and Safety Act 2011, in addition to relevant state or territory health and safety guidelines.

## Animal ethics

Any teaching activities that involve the care and use of, or interaction with, animals must comply with the Australian code of practice for the care and use of animals for scientific purposes 8th edition 2013 ([www.nhmrc.gov.au/guidelines/publications/ea28](http://www.nhmrc.gov.au/guidelines/publications/ea28)), in addition to relevant state or territory guidelines.

## Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Animal Production Systems General course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

Literacy is important in students' development of investigative skills and their understanding of content. Students gather, interpret, synthesise and critically analyse information presented in a wide range of forms. They evaluate information sources and compare and contrast ideas, information and opinions presented within and between texts. They communicate processes and ideas logically and fluently and structure evidence-based arguments, and employ appropriate methods to communicate for specific purposes and audiences.

### Numeracy

Numeracy is key to students' ability to apply a wide range of skills, including making and recording observations; ordering, representing and analysing data; and interpreting trends and relationships. They employ numeracy skills to interpret spatial and graphic representations, and to appreciate the ways in which agricultural systems are structured, interact and change. They engage in analysis of data, including issues relating to reliability and probability, and they interpret and manipulate mathematical relationships to calculate and predict values. In the Animal Production Systems General course, students also use numeracy skills in the form of budgets and marketing decision making.

### Information and communication technology capability

Students apply ICT skills in a contemporary agricultural context. Students use a range of strategies to locate, access and evaluate information from multiple digital sources; to collect, analyse and represent data; to model and interpret concepts and relationships; and to communicate and share ideas, processes and information. Students assess the impact of ICT on the productivity, efficiency and sustainability of agricultural systems.

### Critical and creative thinking

Critical and creative thinking is particularly important in the investigative process. This requires the ability to construct, review and revise questions and hypotheses about increasingly complex and abstract scenarios and to design related investigation methods. Students interpret and evaluate data; interrogate, select and cross-reference evidence; and analyse processes, interpretations, conclusions and claims for validity and reliability, including reflecting on their own processes and conclusions.



Students devise innovative solutions to problems, predict possibilities, envisage consequences and speculate on possible outcomes. They also appreciate the role of critical and creative individuals and the central importance of critique and review.

### **Personal and social capability**

Students develop and practise skills of communication, teamwork, decision making, and self-discipline with increasing confidence and sophistication. Students develop skills in both independent and collaborative investigation; they employ self-management skills to plan effectively, follow procedures efficiently, work safely, share research and discuss ideas. Students also recognise the role of their own beliefs and attitudes in their response to issues and applications, consider the perspectives of others, and gauge how these can affect people's lives.

### **Ethical understanding**

Students evaluate the ethics of experimental science, codes of practice, and the use of scientific information and science applications. They explore what integrity means in science, and they understand, critically analyse and apply ethical guidelines in their investigations. They use scientific information to evaluate the claims and actions of others and to inform ethical decisions about a range of social, environmental and personal issues and applications of science.

### **Intercultural understanding**

Students appreciate the contributions of diverse cultures to developing science understanding and the challenges of working in culturally diverse collaborations. They develop awareness that raising some debates within culturally diverse groups requires cultural sensitivity, and they demonstrate open-mindedness to the positions of others. Students also develop an understanding that cultural factors affect the ways in which science influences and is influenced by society.

## **Representation of the cross-curriculum priorities**

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Animal Production Systems General course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

### **Aboriginal and Torres Strait Islander histories and cultures**

Through an investigation of contexts that draw on Aboriginal and Torres Strait Islander histories and cultures, students could investigate the importance of Aboriginal and Torres Strait Islander Peoples' knowledge in developing a richer understanding of the Australian environment. Students develop an appreciation of the unique Australian biota and its interactions, the impacts of Aboriginal and Torres Strait Islander Peoples on their environments and the ways in which the Australian landscape has changed over tens of thousands of years. They could examine the ways in which Aboriginal and Torres Strait Islander knowledge of ecosystems has developed over time and the spiritual significance of Country/Place.

## **Asia and Australia's engagement with Asia**

Contexts that draw on Asian scientific research and development and collaborative endeavours in the Asia Pacific region provide an opportunity for students to investigate Asia and Australia's engagement with Asia. Students explore the diverse environments of the Asian region and develop an appreciation that interaction between human activity and these environments continues to influence the region, including Australia, and has significance for the rest of the world. By examining developments in agriculture, students appreciate that the Asian region plays an important role in such areas as natural resource management, biosecurity and food security.

## **Sustainability**

The Sustainability cross-curriculum priority is explicitly addressed in the Animal Production Systems General course. Agriculture provides authentic contexts for exploring, investigating and understanding the function and interactions of agricultural systems across a range of spatial and temporal scales. By investigating the relationships between agricultural systems and system components, and how systems respond to change, students develop an appreciation for the interconnectedness of the biosphere. Students appreciate that agriculture provides the basis for decision making in many areas of society and that these decisions can impact the Earth system. They understand the importance of using agricultural science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future.

## Unit 3

### Unit description

In this unit students learn about different digestive processes in livestock. They consider how feed rations change depending on physiological state. Students learn about the impacts of animal production on the natural environment, and stewardship of natural and farming resources. They learn about the value of domestic animal production, and marketing options. Students will be involved in an investigation and will learn to identify the elements of valid experimental design. Students apply breed selection criteria to produce to market requirements profitably.

The content should be based around one or more animal production enterprises.

### Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below.

#### Knowledge and management of animal production systems

##### Systems ecology

- impact of animal production systems on natural ecosystems, including
  - the effects on soils
  - water quality
  - atmospheric and soil pollution
  - loss of biodiversity
- effects of pesticides on the environment

##### Animal structure and function

- processes of gastric digestion
- microbial digestion in herbivores

##### Animal nutrition

- feed rations for maintenance, growth and reproduction

##### Animal health

- impact of pests and diseases on production systems
- life cycles of external and internal pests and diseases
- assessment of pest and disease risk
- biosecurity measures to reduce risk from pests and diseases
- factors influencing pest and disease control programs

### **Breeding and improvement**

- aims of breeding and selection, including
  - profitability
  - market requirements
  - environmental conditions
- sources of genetic variation
- selection criteria, including subjective and objective characteristics

### **Economics, finance and markets**

- quantity and value of domestic animal production
- marketing options for animal products
- assessment of resources used in enterprises

### **Sustainable production**

- maintaining and improving the quality of soil and water
- stewardship of natural and farming resources, including technologies
- complying with industry codes of practice

### **Investigating animal production**

- develop hypotheses to test based on prior information
- design and conduct an investigation, considering aspects of experimental design, including variables and controls
- analyse and interpret data, including calculating means
- present data using appropriate methods
- draw conclusions based on experimental data and validate from other sources

### **Produce for purpose**

- implement a calendar of operations for a selected animal enterprise
- identify legal requirements of owning livestock

# Unit 4

## Unit description

In this unit students learn about reproductive processes, and breeding cycles in selected livestock. They learn to apply this knowledge to manage natural breeding programs. Students learn about the principles of genetics and the effect of interactions between genotype and environment and how this can influence animal breeding. They learn about monitoring and managing pest populations and identify risks to sustainable production. They learn how immunity develops from a scheduled vaccination program. They will learn about the relationship between feed on offer and stocking rates. Students learn about the factors affecting supply and demand for an animal product, and how to prepare budgets for an enterprise.

The content should be based around one or more animal production enterprises.

## Unit content

This unit builds on the content covered in Unit 3.

This unit includes the knowledge, understandings and skills described below.

### Knowledge and management of animal production systems

#### Systems ecology

- benefits to animal production systems of ecosystem components, including
  - clean water
  - plant pollination
  - nutrient cycling
  - pest and disease management

#### Animal structure and function

- reproductive processes, including conception, pregnancy, birth, lactation
- breeding cycles in selected livestock

#### Animal nutrition

- feed on offer (FOO), stocking rates, and dry sheep equivalent (DSE)
- feed intake and feed conversion ratios

#### Animal health

- immune system, including antibody, antigen, immunity, antitoxin, passive and active immunity
- use of vaccination programs to promote immunity
- monitoring pests and diseases in a production system
- pest and disease management options, including integrated pest management (IPM)
- factors affecting the selection of pesticides, withholding periods

## **Breeding and improvement**

- genetic terms, including
  - gametes
  - chromosomes
  - genes
  - alleles
  - dominant
  - recessive
  - genotype
  - phenotype
- predicting outcomes of crosses using punnett squares
- interactions between genotype and environment (GxE)
- breeding systems, including inbreeding, line breeding and crossbreeding
- management of natural breeding programs

## **Economics, finance and markets**

- applying the law of the minimum to animal production
- factors affecting supply and demand
- interpretation of supply and demand information for a product
- preparation of budgets for an enterprise and identification of items likely to impact on profit

## **Sustainable production**

- identify risks to sustainable production
- review the sustainability of current management practices
- government legislation relating to a selected enterprise

## **Investigating animal production**

- develop hypotheses to test based on prior information
- design and conduct an investigation, considering aspects of experimental design, including variables and controls
- analyse and interpret data, including calculating means
- present data using appropriate methods
- draw conclusions based on experimental data and validate from other sources

**Produce for purpose**

- select animals to meet market requirements
- manage animals to optimise profitability
- assess quality of product against market specifications
- identify quality assurance programs for selected animal production systems, including their purpose and major features
- identify transport and storage requirements for animal products

## School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Animal Production Systems General Year 12 syllabus and the weighting for each assessment type.

### Assessment table – Year 12

Type of assessment	Weighting
<p><b>Investigation</b></p> <p>An investigation is an activity in which ideas, predictions or hypotheses are tested and conclusions are drawn in response to a question or problem.</p> <p>Tasks include:</p> <ul style="list-style-type: none"> <li>planning investigations, proposing hypotheses and predicting outcomes</li> <li>designing investigations, including the procedures to be followed, discussion of variables, type and amount of data to be collected, risk assessments and consideration of research ethics</li> <li>conducting investigations in a safe, competent and methodical manner to collect valid and reliable data</li> <li>processing, representing and interpreting data, and identifying relationships and limitations in the data</li> <li>communicating findings in an appropriate form, including written, oral, graphic or combinations of these.</li> </ul> <p>Appropriate strategies should be used to authenticate student achievement of an investigation that has been completed as a group or outside of allocated class time.</p>	10%
<p><b>Production project</b></p> <p>Production projects involve the synthesis of theory and practice of an animal production system.</p> <p>Tasks can involve selecting and applying appropriate production concepts to existing or new situations, managing processes for optimal production and to meet industry standards, and proposing adaptations to improve the management of animal production systems.</p> <p>Tasks can take the form of specific questions based on a selected animal production system, related practical activities, and integration of relevant information from scientific or media sources.</p> <p>It is highly recommended that work completed out of class is authenticated using an in-class assessment task under test conditions.</p>	45%
<p><b>Test</b></p> <p>Tests are designed to assess knowledge and the application of concepts relating to animal production systems. Questions can involve comprehension, evaluation and application of information, and problem solving.</p> <p>Tests typically consist of multiple-choice questions, as well as questions requiring short and extended answers.</p>	30%
<p><b>Externally set task</b></p> <p>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%



Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

All assessment types must be included in the assessment outline at least twice, except Investigation, which must be included at least once, and the externally set task which only occurs once.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

## Externally set task

All students enrolled in the Animal Production Systems General Year 12 course will complete the externally set task developed by the Authority. Schools are required to administer this task in Term 2 at a time prescribed by the Authority.

### Externally set task design brief – Year 12

<b>Time</b>	50 minutes
<b>Format</b>	Written
	Conducted under invigilated conditions
	Typically between two and five questions
	Can require students to refer to source material
<b>Content</b>	The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based

Refer to the WACE Manual for further information.

## Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
<b>A</b>	Excellent achievement
<b>B</b>	High achievement
<b>C</b>	Satisfactory achievement
<b>D</b>	Limited achievement
<b>E</b>	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units. The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Animal Production Systems General Year 12 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

To be assigned a grade, a student must have had the opportunity to complete the education program including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

## Appendix 1 – Grade descriptions Year 12

A

### Understanding and applying concepts

Applies concepts to describe production systems and enterprises and explains processes, in detail.

Selects and assesses the relevance of scientific information from a variety of sources to support a point of view.

Analyses issues, organises information and presents clear and logical statements which are supported by evidence.

Uses industry-specific and technical language frequently and accurately.

### Science Inquiry Skills

Formulates a hypothesis that states the relationship between dependent and independent variables.

Plans an investigation to collect appropriate data.

Identifies controlled variables with specific detail.

Provides a clear and logical experimental procedure with sufficient detail to allow the investigation to be repeated by others.

Organises data logically and presents it in a range of forms, including appropriate graphs and tables and identifies patterns and relationships.

Processes experimental data to describe trends and explains these using relevant scientific concepts.

Processes numerical data using appropriate units.

Uses evidence to make and justify conclusions that relate to the hypothesis.

Evaluates experimental method and makes specific suggestions to improve the design of the investigation.

Communicates information and concepts logically, using correct scientific language, conventions and representations.

### Enterprise management skills

Selects and uses appropriate resources and equipment to confidently perform a range of tasks in a consistently safe and efficient manner.

Completes all aspects of tasks systematically, paying attention to detail.

Consistently applies the economic principles and tools that are required to evaluate viability and sustainability.

Applies theoretical concepts consistently when using a selected production system.

B

**Understanding and applying concepts**

Applies concepts to describe production systems and selected enterprises and partially explains processes.

Provides scientific information from a variety of sources to support a point of view.

Organises information and presents statements that are not always well supported by evidence.

Uses industry-specific and technical language frequently.

**Science Inquiry Skills**

Formulates a hypothesis that states the relationship between dependent and independent variables.

Plans an investigation to collect appropriate data. Identifies some controlled variables without detail.

Provides a clear experimental procedure that lacks detail.

Presents data in a range of forms, including appropriate graphs and tables, and identifies relationships.

Describes trends and briefly explains these using relevant scientific concepts. Processes numerical data using appropriate units.

Uses evidence to make conclusions that relate to the hypothesis.

Evaluates experimental method and makes general suggestions to improve the design of the investigation.

Communicates information and concepts logically, generally using scientific language and representations. Makes some errors in the use of conventions.

**Enterprise management skills**

Uses appropriate resources and equipment to perform selected tasks safely and effectively.

Completes most aspects of tasks that sometimes lack attention to detail.

Uses the economic principles and tools that are required to assess viability and to address sustainability.

Applies theoretical concepts when using most aspects of a selected production system.

C

**Understanding and applying concepts**

Describes some key aspects of production systems and selected enterprises in a general way.  
 Selects some scientific information to support a point of view.  
 Presents general statements supported by some evidence including some irrelevant or incorrect information.  
 Generally uses industry-specific and technical language.

**Science Inquiry Skills**

With guidance formulates a hypothesis, that includes dependent and independent variables, within a context that has been provided.  
 Plans an investigation to collect appropriate data. Identifies some controlled variables without detail.  
 Outlines the main steps in the experimental procedure.  
 Presents data using basic tables and graphs.  
 Describes trends in the data with limited processing of numerical data.  
 Draws general conclusions that may not be linked to the hypothesis.  
 Describes difficulties experienced in conducting the investigation and suggests general improvements.  
 Communicates information and concepts, without detail, using some scientific language and conventions.  
 Responses are often not supported by appropriate examples and diagrams lack detail.

**Enterprise management skills**

With guidance uses appropriate resources and equipment to perform a range tasks, meeting safety standards.  
 Completes most aspects of tasks with inconsistent attention to detail.  
 Identifies the economic principles and tools that are required to assess viability but uses them only occasionally and/or with errors.  
 Applies theoretical concepts when using several aspects of a selected production system.

D	<p><b>Understanding and applying concepts</b></p> <p>Describes some aspects of production systems and processes with limited linking to selected enterprises.</p> <p>Selects inappropriate scientific information or makes little use of evidence to support a point of view.</p> <p>Responses are incomplete and include irrelevant or incorrect information.</p> <p>Uses minimal industry-specific and technical language.</p>
	<p><b>Science Inquiry Skills</b></p> <p>Makes a simple prediction for an investigation. Does not distinguish between dependent, independent and controlled variables.</p> <p>Follows a provided experimental procedure to collect data.</p> <p>Presents data that is disorganised and lacks appropriate processing.</p> <p>Provides incomplete or incorrect tables and graphs.</p> <p>Identifies trends in the data incorrectly or overlooks trends.</p> <p>Offers conclusions that are not supported by the data. Identifies difficulties experienced in conducting the investigation.</p> <p>Communicates information using everyday language with frequent errors in the use of conventions.</p> <p>Provides responses which are often incomplete or irrelevant.</p>
	<p><b>Enterprise management skills</b></p> <p>Uses resources and equipment to carry out tasks, mostly collaboratively and with extensive reinforcement.</p> <p>Displays limited application of safety and industry standards.</p> <p>Attempts tasks, completing some but without attention to detail.</p> <p>Identifies simple economic tools to operate a production system.</p> <p>Displays limited linking between theoretical concepts and practical application.</p>
E	<p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>

## Appendix 2 – Glossary

This glossary is provided to enable a common understanding of the key terms in this syllabus.

<b>Animal production systems</b>	Are those based on natural systems that have been managed, adapted and refined to meet human needs for food, fibre, shelter and lifestyle.
<b>Hypothesis</b>	A scientific statement based on the available information that can be tested by experimentation. When appropriate, the statement expresses an expected relationship between the independent and dependent variables for observed phenomena.
<b>Natural systems</b>	Comprise ecological and physiological systems that exist without human intervention.
<b>Skills</b>	Include handling and restraining animals, harvesting animal products, applying animal health remedies, testing for and monitoring pregnancy and breeding techniques.
<b>Social systems</b>	Are those that have evolved to manage human interaction with each other and the built and natural environments.
<b>Sustainability</b>	Can be considered as meeting the needs of current and future generations through integration of environmental protection, social advancement and economic prosperity.
<b>Systems</b>	Can include animal production and marketing systems, management systems, value-adding systems, service and maintenance systems, biotic and abiotic systems.
<b>Technologies</b>	Include artificial breeding techniques, electronic tracking systems, genetic engineering, specialised equipment used in animal production and information and communication technology (ICT).