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# THE ARMIDALE & NEW ENGLAND SHOW SOCIETY

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## Garden Competition



# Section 22 – Garden Competition

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**Entry Fee: FREE**

The Competition is open to everyone who lives within the Armidale Regional Council LGA.

For a map of the ARC LGA please click on the following link:

<https://profile.id.com.au/armidale/about>

This Competition is based on the Sydney Royal School Produce Competition.

## **What the Competition achieves?**

This competition aims to:

- Give competitors an insight into horticulture, cultivation and growing produce
- Assist in giving individuals some practical, hands-on insight
- Provide competitors the opportunity to compete at the Armidale & New England Show

## **The Competition**

The Competition has two components:

1. Grown component:
  - a. Firstly, choose the type of garden you will be creating:
    - i. Vegetable/Herb/Fruit garden
    - ii. Traditional Cottage garden
    - iii. Native garden
  - b. Create a display, comprising of five (5) different types of produce from your selected garden, no bigger than 3m x 3m
  - c. Drop off your display to the Main Pavilion on the Wednesday/Thursday morning
2. Project component:
  - a. A PowerPoint presentation (Maximum of 10 slides) detailing how you prepared, grew and maintained the Garden, with an emphasis on sustainability during drought, or
  - b. A video diary detailing how you prepared, grew and maintained the Garden, with an emphasis on recycling.

## **Date & Time of Judging**

The Project component of the Competition must be submitted by the 25<sup>th</sup> February 2022.

The Grown component of the Competition will be judged on Thursday 3<sup>rd</sup> March 2022.

### **How to enter:**

Firstly, pick which type of garden you will be entering.

Then pick whether your Garden will be drought resistant or based on recycling, as the option you choose will decide which class you enter:

#### **Individual**

1. A vegetable/herb/fruit garden focussed on drought resilience
2. A vegetable/herb/fruit garden focussed on recycling
3. A traditional cottage garden focussed on drought resilience
4. A traditional cottage garden focussed on recycling
5. A Native Garden focussed on drought resilience
6. A Native Garden focussed on recycling

#### **Schools**

7. A vegetable/herb/fruit garden focussed on drought resilience
8. A vegetable/herb/fruit garden focussed on recycling
9. A traditional cottage garden focussed on drought resilience
10. A traditional cottage garden focussed on recycling
11. A Native Garden focussed on drought resilience
12. A Native Garden focussed on recycling

Once you have done this, **grow your garden.**

(Just remember that you need to include at least five (5) different types of plants/produce in your gardens.)

Once you have grown your garden, remember to also take plenty of pictures and videos for your PowerPoint, or your video diary!! These can be submitted via email on [armidaleshowsociety@outlook.com](mailto:armidaleshowsociety@outlook.com)

## Using the Competition for Learning

This Competition has been developed to investigate the management of gardens for production and sustainability. Completing the project with your students can cover several curriculum areas supporting a produce unit of work

<b>NSW Syllabus for the Australian Curriculum – Science K-10 Syllabus</b>	
<b>Early Stage 1</b>	
Skills	STe-4WS A student explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas
Knowledge and Understanding	STe-8NE A student identifies the basic needs of living things
<b>Stage 1</b>	
Skills	ST1-4WS A student investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know
Knowledge and Understanding	ST1-10LW A student describes external features, changes in and growth of living things
<b>Stage 2</b>	
Skills	ST2-4WS A student investigates their questions and predictions by analysing collected data, suggesting explanations for their findings, and communicating and reflecting on the processes undertaken
Knowledge and Understanding	ST2-10LW A student describes that living things have life cycles, can be distinguished from non-living things and grouped, based on their observable features
<b>Stage 3</b>	
Skills	ST3-4WS A student investigates by posing questions, including testable questions, making predictions and gathering data to draw evidence-based conclusions and develop explanation
Knowledge and Understanding	ST3-11LW A student describes some physical conditions of the environment and how these affect the growth and survival of living things
<b>Stage 4</b>	
Skills	SC4-6WS A student follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually SC4-7WS A student processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions SC4-9WS

	A student presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
Knowledge and Understanding	SC4-14LW A student relates the structure and function of living things to their classification, survival and reproduction

<b>Stage 5</b>	
Skills	SC5-6WS A student undertakes first-hand investigations to collect valid and reliable data and information, individually and collectively SC5-7WS A student processes, analyses and evaluates data from first hand investigations and secondary sources to develop evidence based arguments and conclusions SC5-9WS A student present science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
Knowledge and Understanding	SC5-14LW A student analyses interactions between components and processes within biological systems

<b>NSW Education Standards Authority (Board of Studies) Agricultural Technology Years 7-10 Syllabus</b>	
<b>Stage 4</b>	
4.3.1 A student identifies and explains interactions between the agricultural sector and Australia's economy, culture and society 4.4.3 A student implements and appreciates the application of animal welfare guidelines to agricultural practices 4.5.1 A student performs controlled experiments in agricultural contexts 4.5.2 A student communicates experimental data using a range of information and communication technologies 4.6.2 A student performs plant and animal management practices safely in cooperation with others Progression: 4.3.4 A student identifies and uses skills to manage the interactions within animal production enterprises	
<b>Stage 5</b>	
5.3.1 A student investigates and implements responsible production systems for plants and animal enterprises 5.4.3 A student implements and justifies the application of animal welfare guidelines to agroicultural practices 5.5.2 A student collects and analyses agricultural data and communicates results using a range of technologies 5.6.2 A student performs plant and animal management practices safely and in cooperation with others Progression: 5.3.4 A student explains and evaluates the impact of management decisions on animal production enterprises	

NSW Education Standard Authority Technology Mandatory Years 7-8 DRAFT Syllabus Agriculture and Food Technologies
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Identifying and Defining	Students analyse how food and fibre production in environments such as a system and how sustainability can be improved, for example: <ul style="list-style-type: none"><li>- Features of natural and managed environments</li><li>- Boundaries, inputs, outputs, processes and feedback occurring in a managed environment</li><li>- Plants and/or animals species grown in managed environments</li></ul>
Researching and Planning	Students investigate ideal conditions for growth and development of an agricultural plant or animal