

Trend task



Pet House

Approach: Independent

Level: Year 8

Focus: Evaluating a pet house design and designing an improved model.

Resources: Video recording on a laptop computer, paper to record design.



“Good afternoon young man. Can I help you?”
 “Hello. Can I please have a guinea pig”

“Certainly. Lets go down here and see if there is one that you like. There should be a box here somewhere. “
 “Is there one in here you like?”

“Come here my little man. How’s that then?”
 “Mind you look after him then, Michael.”
 “Yes”

“There you are then. Have you got a house for it — a home for it?”
 “Mmmm, I’ll have to make one.”

Questions/instructions:

This activity is called Pet House. We’ll start by watching a video. After you have seen the video you have some questions to answer in the book I have given you.

Click the **Play** button to start the video.

1. Why would a cardboard box not be suitable for a permanent home for a guinea pig?

Problems with cardboard material

| | % responses |
|------------------------|-------------|
| not strong | 19 (15) |
| not weather/waterproof | 16 (13) |
| guinea pig can eat it | 31 (19) |
| difficult to clean | 8 (11) |

Problems with existing design

| | |
|------------------|---------|
| too small | 39 (43) |
| poor ventilation | 24 (26) |
| dark, no view | 16 (17) |

no special activity areas (*sleep, recreation*)

2. You are going to design a pet house that could be built for a guinea pig. Before you start, write down the things you would need to think about so that the pet house will be a good permanent home.

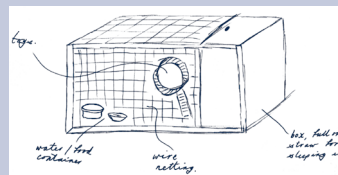


3. Now do a quick drawing of the pet house for the guinea pig. Try to show all of the important parts it would have, and how it is to be made.

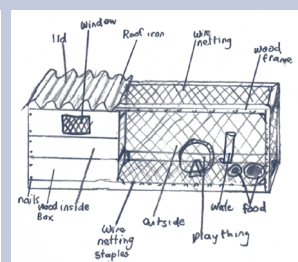
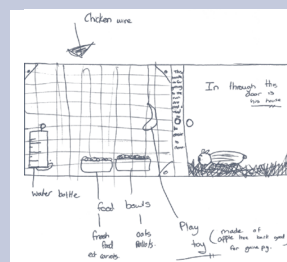
4. Write words on your drawing to help explain your plan.

Responses to 2, 3 and 4

| | % responses |
|--|-------------|
| adequate ventilation | 80 (81) |
| light and view | 81 (86) |
| good shelter | 74 (75) |
| recreational facilities | 49 (33) |
| separate space for separate activities | 76 (69) |
| food provided | 68 (63) |
| water provided | 57 (54) |
| floor covering/bedding | 58 (52) |
| entrance/exit/cleaning access | 60 (67) |
| adequate size | 85 (90) |
| fully enclosed | 79 (87) |
| Total score: more than 11 | 18 (19) |
| 10-11 | 35 (26) |
| 8-9 | 25 (27) |
| 6-7 | 16 (22) |
| 4-5 | 4 (6) |
| 2-3 | 1 (0) |
| 0-1 | 1 (0) |



YEAR 8 EXEMPLARS



Commentary:

This task was almost identical to the year 4 task, *Guinea Pig House* (opposite), except that the year 4 students had the outline of the house drawn for them. Two marking criteria were added for year 8: ‘adequate size’ and ‘fully enclosed’. It is readily apparent that year 8 students performed substantially better than year 4 students, Overall, year 8 students performed similarly in 1996 and 2000.