



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

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|---------------------|---|
| Subject | Science: Scientific Writing |
| Year | 7 |
| Weighting | 35% |
| Teachers | Ms Loud, Ms Nicholson, Ms Williams, Mr Boardman |
| Head Teacher | Ms Huggett |
| Date given | Term 3 Week 4 |
| Due Date | Friday the 25th August (Term 3 Week 6) 2023 |

PART A - Existing

- Research and present information on an existing animal. Highlighting important scientific information, a description of their habitat and their adaptations in relation to the environment in which they live.

PART B - Invention

- Create a new animal based on the provided scenario. When designing this animal, you need to highlight important scientific facts as well as describe their environment and their adaptations that enable them to survive.

Presentation

- The above information should be uploaded to your Science classes Google Classroom unless your teacher approves another method of submission.

Bibliography

- Complete the bibliography scaffold.

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your classroom teacher and attempt to submit your task prior to this absence. If you are unable to submit your task on the due date you will need to complete illness/misadventure paperwork upon your return to school.

Failure to follow the above procedures may result in a zero award.

Outcomes Assessed

SC4- 7WS Process and analyse data from secondary sources.

SC4- 8WS Produce plausible solutions to identified problems.

SC4- 9WS Present science ideas using appropriate text and representation.

LW1 There are differences within and between groups of organisms; classification helps organise this diversity.

Part A Existing

1. Identify an animal that still exists today (cannot be extinct)
2. Identify 5 scientific facts about this animal.
3. Use the scaffold to identify and describe the environment it lives in and how it is adapted to this environment.

Part B Invention

1. Invent an animal that will live in a future environment (description below).
2. Include a drawing of this organism (Can be a physical or digital drawing).
3. Create 5 scientific facts about this new animal.
4. Use the scaffold to identify and describe the environment this organism lives in and explain how it is adapted to its environment.
5. Using the information from the scaffold, complete a PEEL paragraph describing the environment and explain how this animal is adapted to survive in its environment.

Future environment

In the year 2050 Earth is struck by a massive solar flare which resulted in AI technology fusing with simple biological organisms.

It is now the year 2130, 80 years after the fusion event. You are a trainee technobiologist who is documenting the new lifeforms found in your chosen environment.

Other skills assessed

Bibliography - use of the scaffold, reliable websites used.

Use of scientific terminology - High level of scientific terminology used appropriately.

Part A: Existing

| | |
|--|----------------------------|
| Name of Animal | |
| 5 Scientific facts about animal | 1. 2. 3. 4. 5. |
| Name and describe animal's environment | |
| Animal's adaptations and how they help it to survive | |

Part B: Invention

| | |
|--|----------------------------|
| Name of Animal | |
| Drawing or Picture | |
| 5 Scientific facts about animal | 1. 2. 3. 4. 5. |
| Name and describe animal's environment | |
| Animal's adaptations and how they help it to survive | |

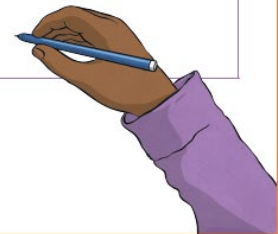
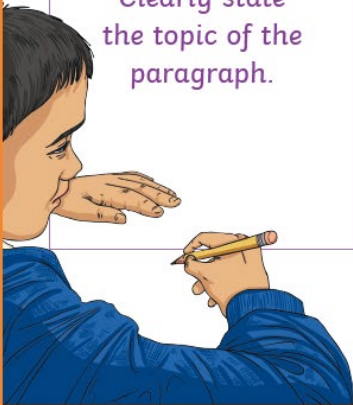


PEEL Paragraph



Use the PEEL paragraph to make your writing more effective.

| P | E | E | L |
|---|--|--|---|
| Point | Evidence | Explanation | Link |
| Clearly state the topic of the paragraph. | Use evidence and examples to support your point of view. | Explain how your evidence and examples support your point of view. | Use your final sentence to link to the next paragraph or back to the original question. |



PEEL Sentence Starters

Use these sentence starters to help you write your PEEL paragraphs.

| P | E | E | L |
|---------------------------------|---------------------------|--------------------|------------------------------|
| Point | Evidence | Explanation | Link |
| I strongly believe... | For example... | This shows... | From this we can conclude... |
| Another point to consider is... | This is illustrated by... | This means... | It is clear that... |
| First of all... | This can be seen... | Therefore... | In conclusion... |
| It is quite obvious that... | Data shows... | Because of this... | We can therefore see... |



PEEL Paragraph:

| | |
|------------------------------------|--|
| <p>P</p> <p>POINT</p> | |
| <p>E</p> <p>EVIDENCE</p> | |
| <p>E</p> <p>EXPLANATION</p> | |
| <p>L</p> <p>LINK</p> | |

Bibliography:

| Author | Date published (if available) If no date available write n.d. | Title of article | Title of website (in <i>Italics</i>) | Website URL |
|-----------|---|-------------------------|--|--|
| M. Writer | August 8 th , 2023 | Amazing Writing Tips | <i>Learn to write better</i> | www.fakewritingaddress.com.au/example |
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| Course Outcomes | | A 5 | B 4 | C 3 | D 2 | E 1 | 0 | WS Total |
|---|--|--|---|---|--|--|---------------|---------------|
| | Sections from assessment task | Has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. (EXTENSIVE) | A high level of competence in the processes and skills. In addition, the student is able to apply these skills to most situations. (THOROUGH) | An adequate level of competence in the processes and skills. (SOUND) | A limited level of competence in the processes and skills. (BASIC) | Very limited competence in some of the processes and skills. (ELEMENTARY) | Not attempted | |
| PART A LW2 Classification of organisms | Identifies animal | 5 Correctly identifies an animal and provides details on all levels of taxonomic name | 4 Correctly identifies an animal and provides detailed information relating the taxonomic name | 3 Correctly identifies animal and provides information relating the taxonomic name | 2 Correctly identifies an animal | 2 Correctly identifies animal | 0 | LW2 /5 |
| | 5 science related facts | 5 Any 5 facts about the animal are described in detail and have a strong link to science. Written creatively. | 4 Any 4 facts about the animal described and has a good link to science | 3 Any 3 facts about the animal described and has a simple link to science | 2 Any 2 facts about the animal described. | 1 Any fact about the animal described | 0 | WS7 |
| SC4- 7WS Process and analyse data from secondary sources | Description of the animals' environment that it lives in | 5 Extensive description of the animal's environment | 4 Detailed description of the animal's environment | 3 Description of the animal's environment | 2 Outline of the animal's environment | 1 Some limited information on environment | 0 | /15 |
| | Description of the animals' adaptation | 5 Extensive description of the animal's adaptations and their relationship to the environment | 4 A detailed description of the animal's adaptations and their relationship to the environment | 3 Description of the animal's adaptations | 2 Identifies the animal's adaptations | 1 Some animal features described | 0 | |
| PART B SC4- 8WS Produce plausible solutions to identified problems | Made up animal picture | 5 Extensive use of, images and diagrams used for the created animal | 4 Detailed pictures, images and diagrams used for the created animal | 3 Good use of pictures, images and diagrams used for the created animal | 2 Simple pictures, images and diagrams used for the created animal | 1 Minimal use of pictures, images and diagrams used for the created animal | 0 | WS8 |
| | 5 interesting facts | 5 Any 5 facts created about the animal, described in detail | 4 Any 4 facts created about the animal, described in detail | 3 Any 3-4 facts created about the animal, described simply | 2 Any 2-3 facts created about the animal, described simply | 1 Any 1-2 facts created about the animal's described simply, not in their own words | 0 | |
| | Environment description | 5 Extensive description of the animal's environment | 4 Detailed description of the animal's environment | 3 Description of the animal's environment | 2 Description of the animal's environment | 1 Some limited information on environment | 0 | |

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|---|--|--|---|--|---|--|---|------------|
| | Adaptation features | 5 An extensive outline of the animal's adaptations related to survival in its environment | 4 A detailed outline of the animal's adaptations related to its environment | 3 An outline of the animal's adaptations, related to its environment | 2 An outline of the animal's adaptations | 1 Some animal features described | 0 | |
| | Explanation paragraph | 10 Thorough linkage of adaptations to the animal's survival in its environment. + Effective use of PEEL structure | 8 Detailed linkage of adaptations to the animal's survival in its environment + Uses PEEL structure | 6 A simple linkage of adaptations to the animal's survival in its environment + Attempts PEEL structure | 4 Description of environment and some adaptations (No linkage) + PEEL not used | 2 Describes adaptations OR Describes environment + PEEL not used | 0 | /30 |
| Skills SC4- 9WS Present science ideas using appropriate text and representation | Literacy Skills + Scientific terminology | 5 Produces a logical and coherent piece of writing + Extensive use of scientific terminology | 4 Mostly logical and coherent + Good use of scientific terminology | 3 Piece of writing flows well + Good use of scientific terminology | 2 Writing is somewhat logical + Some use of scientific terminology | 1 Illogical writing + No scientific terminology | 0 | WS9 |
| | Bibliography | 5 Extremely detailed bibliography, follows the scaffold | 4 Detailed bibliography, follows the scaffold | 3 Detailed bibliography, scaffold followed Some missing information | 2 Simple bibliography present, | 1 Some information attempted | 0 | |
| | Presentation + Pictures, images and diagrams | 5 Submission is exceptionally well presented and detailed + Pictures, images and diagrams are extremely meaningful and used appropriately | 4 Submission is well presented and fairly detailed + Pictures, images and diagrams are meaningful and used appropriately | 3 Submission is well presented + Pictures, images and diagrams are meaningful | 2 Useful pictures, images and diagrams used | 1 Some pictures, images and diagrams used | 0 | /15 |

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|------------|-------------|-------------|-------------|--------------|
| LW2 | WS 7 | WS 8 | WS 9 | TOTAL |
| /5 | /15 | /30 | /15 | /65 |

Comments:
