



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Science: Digital Presentation - Adaptations
Year	7
Weighting	30% (Task 2)
Teachers	Huggett, Townsend, Mansur, Wright, Warne and Boardman
Head Teacher	Mr Shea
Due Date	Friday the 13st August (Term 3 Week 5A) 2021

Assessment Outline

You will need to produce a digital presentation using Google Slides, SWAY or another digital platform through the Google classroom, to show your detailed understanding of plant and/or animal adaptations. Your audience will be students in the year groups between Years 5 to 8 (upper primary/lower secondary).

In your presentation you must address the following:

- Research one animal or plant and find out 10 interesting science related facts on your focus animal or plant. This information should be presented in an engaging and detailed manner.
- Research and explain how this animal or plant has adapted to its environment in which it lives (explicitly link its adaptations to its environment).
- Include pictures for Section a) and b).
- Create your own animal or plant. This is based on the given change in the environment,
 - You must have a picture or drawing of it (completed using Paint 3D, TinkerCAD etc),
 - You must label the features of this made up animal or plant
 - You must present 5 interesting 'science-related' facts (you base them on real science) about the animal or plant in an interesting and creative way.
 - You need to put some information about where this animal or plant will live in its new environment eg in the water, under a rock, in the air or other.
 - You need to describe the adaptations it has to survive in its new environment
- Submit a bibliography to acknowledge where you collected your information from, as per the bibliography scaffold attached.

→ Make your Google Slides presentation interesting and engaging and not just a statement of facts found on the Internet, think about the structure of your presentation and how to make the information easy to understand, structured sentences, and look visually appealing.

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. If you are away on the day of the examination, you must catch up with your classroom teacher on the first day you return to make alternate arrangements to catch up on this task.

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

LW2 Cells are the basic units of living things and have specialised structures and functions.

Steps to follow to complete this task

Planning:

Part 1 Your plant/animal in Focus

1. Choose your target audience (year group to view the presentation).
2. Choose **ONE** plant/animal to research. If you're unsure, please check your chosen animal/plant with your teacher.
3. Research your chosen animal/plant, and write a brief description about it, include images, you may decide to take photos of your organism.
4. Research 10 interesting facts about your plant/animal, keep the facts related to science (e.g. simple digestive system; breathes through the skin; or has an exoskeleton). Each fact must be written in a full sentence and must be in your own words, this is when your creative writing skills need to be used. **DO NOT COPY AND PASTE THE INFORMATION FROM THE INTERNET.**
5. Research the **adaptations** that your chosen organism (plant/animal) has to survive **in its current environment**. You could have a labelled diagram and describe how different features help it to survive where it lives. (e.g. webbed feet for swimming, needs fire to breed)
6. Find images relevant to your plant/animal (make sure you reference where you found your images). Images of maps, pictures of the organism, graphs showing relevant data or graphics.
7. Put the information you have found into a digital presentation, including the information and photos. Use full sentences (not a list) for your information and clear photos.
8. As you conduct your research, you must acknowledge all sources of where you collect your information from, this will be handed in as a list on a separate document. **USE THE SCAFFOLD PROVIDED.**

Part 2 Change your Animal or Plant because the Environment Changes

1. Time to design your own animal or plant, you'll need to get creative and really think about your organism.

Change in Environment Scenario

As a result of over mining of radioactive uranium, the world's climate in 2080 has greatly changed.

Excess carbon dioxide in the atmosphere resulted in the temperature decreasing globally by 10 degrees. Ice caps have melted and ocean levels have risen. The sea level increased by 10 metres to change the location of beaches. Glaciers formed and started to erode mountains and expose large caves and rocks previously buried deep underground.

2. You have been provided with a particular scenario that has occurred on Earth above. Using this scenario, design a plant or animal that would have suitable adaptations to survive in this environment.
3. You can research other organisms that live in a similar environment as a starting point. You can take different features of animals/plants and join them together if you like or make it up.
4. You need to design your made-up organism, using software such as TinkerCAD or paint 3D – make it look realistic!
5. You need to label all of its special features. You must describe the environment it lives in, be specific and relate it to the 'new features'.
6. You need to make up 5 interesting facts about your plant/animal. Make them as 'scientific' as possible. Aim to use full sentences as much as possible and use adjectives.
7. Add this information to your digital presentation, underneath the information on the real plant/animal you selected.
8. Check that in your digital that you have included your designs or pictures of the animal, of its environment and any of its special features that it uses as adaptations to its environment.

Presenting (making the digital presentation):

1. Your digital presentation must be engaging and well designed. The best presentations will go onto our 'Science at OHS' Facebook page.
2. On the **DUE** date you must email (or upload to Google Classroom – please check with your teacher first) the link for your presentation to your teacher and attach your bibliography as a word document. Make sure your digital presentation is set to 'public' before submitting it.
3. Use visual images to make your digital presentation appealing to your target audience.
4. Use scientific terminology, e.g., ecosystem, organism, sustainability or adaptation and explain what these terms mean based on your target audience.

Tutorials for Digital Software – Year 7 Assessment Task 2

Students will use digital platforms to create their presentation on their chosen plant/animal and its adaptations. SWAY is one example of a type digital presentation.

Example of a simple SWAY presentation:

- <https://sway.office.com/p2SJZ83tHY9rrRc2?ref=Link>

Some simple tutorials on the use of SWAY are:

- <https://www.youtube.com/watch?v=U8WOSQ-z6VA>
- https://www.youtube.com/watch?v=Np5Gc_7pb5I

To make an image of their created animal for a given scenario, students will be encouraged to use digital software, such as:

Paint 3D

How to video:

- <https://www.youtube.com/watch?v=llgfGG3mx6o>
- <https://www.youtube.com/watch?v=MxEpu3-iosI>

TinkerCAD

How to videos:

- <https://www.youtube.com/watch?v=o22oVsHEIVc>
- <https://www.youtube.com/watch?v=4WVjW-ezglc> (building a house, but shows how to use different controls/functions well)

If students are able to use other software already, they are welcome to design their specific plant/animal specimen using these.

Record all your sources of information using the following structure (Example)

BOOKS				
Author(s)	Date of publication in brackets	Title of book in italics	Name of publisher	
<u>Example:</u> Keay, J.	(2000).	<i>The Great Arc.</i>	Harper Collins.	
WEBSITES				
Author	Date published if available	Title of Article	Title of website in italics	From URL
	If no date available write (n.d.)			
<u>Example:</u> Landsberger, J.	(n.d.)	Citing Websites.	In <i>Study Guides and Strategies.</i>	http://www.studygs.net/citation.htm .
MAGAZINES				
Author	Date	Title of Article	Name of Magazine	Volume, issue, pages
<u>Example:</u> Tumulty, K	(2006, April).	Should they stay or should they go?	<i>Time</i>	167(15), 3-40.
PERSONAL CONVERSATIONS AND EMAILS				
Person's name	Date	How you know them	Nature of communication	
<u>Example:</u> Mr B. Rock	12/7/16	Geologist and uncle	email	
VIDEOS, DVDS, TV SHOWS ETC				
Producer and writer / director or for youtube the person who uploaded video	Date	Title and type of resource	Country and company producing video / or the URL	
<u>Example:</u> Fothergill, A. (producer), Attenborough, D. (narrator).	(2005)	The Blue Planet – Coral Seas [DVD]	UK, BBC.	

Record all your sources of information using the structure below:

BOOKS				
Author(s)	Date of publication in brackets	Title of book in italics	Name of publisher	
WEBSITES				
Author	Date published if available	Title of Article	Title of website in italics	From URL
	If no date available write (n.d.)			
MAGAZINES				
Author	Date	Title of Article	Name of Magazine	Volume, issue, pages
PERSONAL CONVERSATIONS AND EMAILS				
Person's name	Date	How you know them	Nature of communication	
VIDEOS, DVDS, TV SHOWS ETC				
Producer and writer / director or for youtube the person who uploaded video	Date	Title and type of resource	Country and company producing video / or the URL	

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. (OUTSTANDING)	A high level of competence in the processes and skills. In addition, the student is able to apply these skills to most situations. (HIGH)	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. (LIMITED)	Not attempted	
Real world plant or animal SC4- 7WS Process and analyse data from secondary sources	Identifies a plant or animal + 10 science related facts	5 Correctly identifies a plant/animal + Any 10 facts about the plant/animal described in detail and has a strong link to science. Written creatively.	4 Correctly identifies a plant/animal + Any 6-9 facts about the plant/animal described and has a good link to science	3 Correctly identifies a plant/animal + Any 5 facts about the plant/animal described and has a simple link to science	2 Correctly identifies a plant/animal + Any 3-4 facts about the plant/animal described.	1 Correctly identifies a plant/animal	0	WS7 /15
	Description of the plant or animals' adaptation and the environment that it lives in	5 Detailed description of the plant/animal's environment + A detailed outline of the plant/animal's adaptations + Links adaptations of the plant/animal's survival in its environment	4 Detailed description of the plant/animal's environment + A detailed outline of the plant/animal's adaptations	3 Description of the plant/animal's environment + An outline of the plant/animal's adaptations	2 Description of the plant/animal's environment + Identifies the plant/animal's adaptations	1 Description of the plant/animal's environment OR Identifies the plant/animal's adaptations	0	
	Pictures, images and diagrams	5 Detailed and correct pictures, images and diagrams used + Pictures, images and diagrams are extremely meaningful and used appropriately	4 Detailed pictures, images and diagrams used + Pictures, images and diagrams are meaningful and used appropriately	3 Useful pictures, images and diagrams used + Pictures, images and diagrams are meaningful	2 Useful pictures, images and diagrams used	1 Some pictures, images and diagrams used	0	
Student created plant or animal SC4- 8WS Produce plausible solutions to identified problems	5 interesting facts + Pictures + Adaptation features labelled	10 – 9 Detailed pictures, images and diagrams used for the created plant/animal + Any 5 facts created about the plant/animal, described in detail and has a simple link to science + A detailed outline of the plant/animal's adaptations, in their own words	8 – 7 Detailed pictures, images and diagrams used for the created plant/animal + Any 5 facts created about the plant/animal, described in detail and has a simple link to science + An outline of the plant/animal's	6 – 5 Detailed pictures, images and diagrams used for the created plant/animal + Any 5 facts created about the plant/animal, described simply + An outline of the plant/animal's adaptations, mostly in their own words	4 – 3 Simple pictures, images and diagrams used for the created plant/animal + Any 2-3 facts created about the plant/animal, described simply + An outline of the plant/animal's adaptations, some of it in their own words	2 – 1 Simple pictures, images and diagrams used for the created plant/animal + Any 2-3 facts created about the plant/animal's described simply, not in their own words	0	WS8

			adaptations, in their own words					
	Environment description + Description of the plant or animals' adaptations and how they are used in the environment	5 Detailed description of the plant/animal's environment + Detailed linkage of adaptations to the plant/animal's survival in its environment	4 Detailed description of the plant/animal's environment + Fairly detailed linkage of adaptations to the plant/animal's survival in its environment	3 Description of the plant/animal's environment + A simple linkage of adaptations to the plant/animal's survival in its environment	2 Description of the plant/animal's environment + Attempted linkage of adaptations to the plant/animal's survival in its environment	1 Description of the plant/animal's environment OR No linkage of adaptations to the plant/animal's survival in its environment	0	/15
Bibliography SC4- 9WS Present science ideas using appropriate text and representation	Literacy Skills	3 Produces a logical and coherent piece of writing + Extensive use of completed sentences + 1 to 6 grammatical errors present		2 Piece of writing flows well + Mostly uses completed sentences + 7 to 15 grammatical errors present		1 Some use of sentences + 16 to 25 grammatical errors present	0	WS9
	Bibliography + Audience addressed + Scientific terminology + Digital presentation	7 – 6 Extremely detailed bibliography, follows the scaffold, 10 or more sources used + Accurately addresses the Year 5 – 8 age group + Extensive use of scientific terminology + Digital presentation is exceptionally well presented and detailed	5 Detailed bibliography, follows the scaffold, 5 to 10 sources used + Accurately addresses the Year 5 – 8 age group + Strong use of scientific terminology + Digital presentation is well presented and fairly detailed	4 – 3 Detailed bibliography, scaffold not followed, 5 to 10 sources used + Addresses the Year 5 – 8 age group + Good use of scientific terminology + Digital presentation is well presented	2 Simple bibliography present, less than 5 sources used + Addresses the Year 5 – 8 age group + Some use of scientific terminology + Digital presentation has been attempted	1 Basic bibliography present + Addresses the Year 5 – 8 age group + No evidence of scientific terminology used + Basic Digital presentation supplied	0	/10

Result	Grade Total	A 40 – 35	B 34 – 30	C 29 – 10	D 9 – 3	E 2 – 0	/ 40
---------------	--------------------	----------------------------	----------------------------	----------------------------	--------------------------	--------------------------	-------------

Comments:

