 ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

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| **Subject** | Biology – Task 2 |
| **Year** | 11 (Preliminary HSC) |
| **Weighting** | 30% |
| **Teacher** | Mrs Boardman, Miss Constant |
| **Head Teacher** | Ms Huggett |
| **Date given** | Thursday 28th July, 2022 – Week 2B, Term 3 |
| **Date and school week** | Thursday 25th August, 2022 – Week 6B, Term 3 |
| **Assessment Outline**  **PART 1 – Conducting quadrat and transect sampling to gather data**   * To complete this task, you are required to conduct quadrat and/or transect sampling to gather data on an investigation of your choice. The investigation should address the question: “How does a human influenced abiotic factor impact a biotic factor in Elephant Park?” * The practical investigation will be performed at Elephant Park Orange, in small groups. Data will be collected on the day and can then be edited when producing the formal investigation report.   **PART 2 – Formal investigation report**   * Students will then be required to analyse and interpret the data collected from the Elephant Park sampling and present it in the format of a formal written scientific report (see provided 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. 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.** | | | |

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| **Outcomes Assessed**  **BIO11 – 1** Develops and evaluates questions and hypotheses for scientific investigation  **BIO11 – 2** Designs and evaluates investigations in order to obtain primary and secondary data and information  **BIO11 – 3** Conducts investigations to collect valid and reliable primary and secondary data and information   **BIO 11-4** Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media  **BIO11 – 5** Analyses and evaluates primary and secondary data and information  **BIO11 – 6** Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes  **BIO11- 7** Communicates scientific understanding using suitable language and terminology for a specific audience or purpose  **BIO11 –10**  describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species  **BIO11 –11** analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem |

**Year 11 Biology Assessment Task 2**

**PRACTICAL FIRST-HAND INVESTIGATION**

**Weighting: 30%**

**TOPIC: Sampling Techniques – Depth Study**

**Due Date: Thursday 25th August 2022 – Week 6B, Term 3**

**Task Overview:**

This task contains two parts.

**PART 1 – Conducting transect and quadrat sampling to gather data**

* To complete this task, you are required to conduct quadrat and/or transect sampling to gather data on an investigation of your choice. The investigation should address the question:  
  “How does a human influenced abiotic factor impact a biotic factor in Elephant Park?”
* The practical investigation will be performed at Elephant Park Orange, in small groups. Data will be collected on the day and can then be edited when producing the formal investigation report.

**PART 2 – Formal investigation report**

Students will then be required to analyse and interpret the data collected from the quadrat and transect sampling and present it in the format of a formal written scientific report (see provided scaffold). Students will be required to answer a series of questions as part of their analysis (see attached discussion guide sheet).

**Syllabus Outcomes:**

**BIO11 – 1** Develops and evaluates questions and hypotheses for scientific investigation

**BIO11 – 2** Designs and evaluates investigations in order to obtain primary and secondary data and information

**BIO11 – 3** Conducts investigations to collect valid and reliable primary and secondary data and information 

**BIO 11 – 4** Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**BIO11 – 5** Analyses and evaluates primary and secondary data and information

**BIO11 – 6** Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**BIO11 – 7** Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**BIO11 – 10** describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

**BIO11 – 11** analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

**Scientific Report Writing Scaffold:**

To write your formal scientific report you must include the following:

**Formal Title** – A statement that is specific, and informs the reader of the investigation that was conducted.

**Abstract** – An abbreviated version of your final report, usually only one paragraph in length. An abstract should have the following five pieces:

* **Introduction**. This is where you describe the purpose of the investigation with reference to background research surrounding the topic being investigated.
* **Problem Statement**. Identify the hypothesis that was investigated.
* **Procedures**. What was your approach for investigating the problem? Don't go into detail about materials unless they were critical to your success. Do describe the most important variables.
* **Results**. What answer did you obtain? Be specific and use numbers to describe your results. Do not use vague terms like "most" or "some."
* **Conclusions**. State what the investigation contributes to the area you worked in. Did you meet your objectives?

**Aim** – what was the purpose of the investigation?

**Literature Review –** A literature review is a critical account of what has been published on a topic by accredited researchers. It should provide a clear statement of the topic area (scope), a range of research on the topic, provide an indication of what further research is necessary and identify areas of controversy in the literature. Reviewing the literature requires four stages:

1. Problem formulation - Which topic is being examined and why? What aspects will be included/excluded? Define your scope.
2. Literature search - Identifying relevant research
3. Critical analysis – Criticise the experts; identify conflicting evidence, assumptions, errors and misconceptions
4. Evaluation – which authors are most convincing and provide the most significant scientific contribution? Have I conducted a fair and objective literature review?

**Hypothesis** - A tentative explanation for an observed phenomenon, expressed as a precise and unambiguous statement that can be supported or refuted by investigation. A hypothesis is based on prior knowledge and clearly identifies how the independent variable will affect the dependent variable.

**Equipment list** – a detailed list of all equipment used to perform the investigation.

**Variables Identified** – Correctly identify the variables in the experiment including; independent, dependent and controlled variables. Indicate your control as well (the thing you’re comparing to)

**Risk Assessment** – Students are to conduct a risk assessment of the investigation. At least 3 risks should be included, and three control measures. The risk assessment should be presented as a table. (see below)

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| **Hazard:** | **Risk:** | **Minimisation Strategy:** |
|  | Risk 1 |  |
|  | Risk 2 |  |
|  | Risk 3 |  |

**Method** – Create a method on how the investigation was conducted. You must include the method in your report. Your method will need to include any changes that were made to the way the investigation was conducted. It should be in step form, provide clear logical instructions, include how/what equipment is used to collect the data, and include repetition.

**Results (table)** - first-hand data should be presented in appropriate table(s). All tables should be labelled.

**Results (graphs)** Make sure that your graphs have appropriate heading, labels on the axis, even scales, and appropriate units. You may draw your graphs using a computer program (excel) or by hand. All graphs should be labelled.

**Discussion -** This is the section in which you analyse your results. Your discussion should have at least 4 sections.

Section 1: This is the section in which you interpret your results. You should refer directly to the data that was gathered and analyse it using your graph. You should look for trends and discuss why they have occurred. You can link this to your background research to further indicate your understanding of why this trend has occurred.

Section 2: This is the section in which you analyse the accuracy and precision of the data you collected. It is a good idea to give a definition of each term before you start discussing how your investigation performed. You also need to make sure that you provide evidence (specific examples) of how your investigation was/wasn’t accurate or precise. You should also include how you could improve the investigation to increase accuracy and precision.

Section 3: This is the section in which you analyse the reliability of the data you collected. It is a good idea to give a definition of the term before you start discussing how your investigation performed. You also need to make sure that you provide evidence (specific examples) of how your investigation was/wasn’t reliable. You should also include how you could improve the investigation to increase reliability.

Section 4: This is the section in which you analyse the validity of the data you collected. It is a good idea to give a definition of the term before you start discussing how your investigation performed. You also need to make sure that you provide evidence (specific examples) of how your investigation was/wasn’t valid. You should also include how you could improve the investigation to increase validity.

**Conclusion** – A paragraph summarising the main findings of the investigation. A concluding paragraph should refer to the aim of the investigation and state whether the hypothesis was proven or disproved, and the consequences/implications of this. You conclusion may identify an area of potential future research based on your investigation. You conclusion should always be based on evidence and refer directly to evidence from your investigation.

**Reference list** – This is where you include any references that you used/referred to in your investigation. You should try to use references in your background information section and in your discussion. Please see addition information on how to reference using the APA style.

**Appendix/appendices** – An appendix is always included in a scientific investigation. An appendix is where you include any calculations (if any) that you made during your investigation, any additional data that you collected, your raw data collected in the investigation (this is where you put your messy table from when you actually conducted the investigation), any additional data manipulation that isn’t required in the main results section. You can also include pictures of your investigation set up from the rock platform sampling.

**Bibliography Scaffold:**

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| --- | --- | --- | --- | --- |
| **BOOKS** |  |  |  |  |
| **Author(s)** | **Date of publication in brackets** | **Title of book in italics** | **Name of publisher** |  |
| Example:  Keay, J. | (2000). | *The Great Arc.* | 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.) |  |  |  |
| Example:  Landsberger, J. | (n.d.) | Citing Websites. | In *Study Guides and Strategies.* | <http://www.studygs.net/citation.htm>. |
| **MAGAZINES** |  |  |  |  |
| **Author** | **Date** | **Title of Article** | Name of Magazine | Volume, issue, pages |
| Example:  Tumulty, K | (2006, April). | Should they stay or should they go? | *Time* | *167*(15), 3-40. |
| **PERSONAL**  **CONVERSATIONS AND EMAILS** |  |  |  |  |
| **Person’s name** | **Date** | **How you know them** | **Nature of communication** |  |
| Example:  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** |  |
| Example:  Fothergill, A. (producer), Attenborough, D. (narrator). | (2005) | The Blue Planet – Coral Seas [DVD] | UK, BBC. |  |

**Marking Rubric: Practical: Quadrat/Transect Sampling. How does a human influenced abiotic factor impact a biotic factor in Elephant Park? NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Criteria:** | **Outcome** | **Outstanding**  **(A)** | **High**  **(B)** | **Sound**  **(C)** | **Basic**  **(D)** | **Limited**  **(E)** |
| **1.**  **Title and Aim** | BIO 11-1  /3 | * Sophisticated title given (uses scientific language), detailed scientific aim given, includes the independent and dependent variable   **3 marks** |  | Interesting title given and a scientific aim given, includes either the independent or dependent variable  **2 marks** |  | Simple title given and aim given  **1 mark** |
| **2.**  **Abstract/ Literature Review** | BIO11-10  /5 | * Clear explanation of the project. * Detailed and sophisticated explanation of the topic area of study. * 4 or more relevant pieces of scientific information given. At an extensive level.   **5 marks** | Clear explanation of project. Detailed explanation of the topic area of study. 4 relevant pieces of information given. At a thorough level.  **4 marks** | Explanation of project given. Explanation of topic area of study. 3 relevant pieces of information given. At a sound level.  **3 marks** | Explanation of project. Basic explanation of the topic area. Less than 2 pieces of information given. At basic level.  **2 marks** | Explanation of project given. No scientific information present. At elementary level.  **1 mark** |
| **3.**  **Hypothesis** | BIO 11-1  /2 | * Predict what you think will happen. * State how the changing the independent variable will affect the dependent variable   **2 marks** |  |  |  | Any one of the previous points  **1 mark** |
| **4.**  **Variable in the investigation** | BIO11-2  /18 | * Controlled variables – correct (4 or more) * Independent variable – correct * Dependent variable – correct * Scientific language used * At an extensive level.   **5 marks** | Any 4 of the previous at thorough level.  **4 marks** | Any 3 of the previous at high level.  **3 marks** | Any 2 of the previous at basic level.  **2 marks** | Any 1 of the previous at elementary level.  **1 mark** |
| **5.**  **Equipment list** | * Sophisticated and completed list of all equipment used   **3 marks** |  | List of most of the equipment used  **2 marks** |  | Simple list of some of the equipment used  **1 mark** |
| **6.**  **Safety** | List all safety issues (3 or more) with conducting the investigation  Explain how each issue was solved or reduced  At an extensive level.  **5 marks** | List all safety issues (3 or more) with conducting the investigation  Explain how each issue was solved or reduced  At a thorough level.  **4 marks** | List some safety issues (2) with conducting the investigation  Explain how each issue was solved or reduced  At a sound level.  **3 marks** | List some safety issues (2) with conducting the investigation  Attempts to explain how each issue was solved or reduced  At a basic level.  **2 marks** | List some safety issues (1) with conducting the investigation  Attempts to explain how issue was solved or reduced  At an elementary level.  **1 mark** |
| **7.**  **Method** | * Clear and logical method in third person * Need to be in correct order, detailed and in numbered steps * Include how the dependent variable will be measured, along with any other variables * Include how many times the experiment will be repeated * Scientific terms used and at an extensive level. No use of “I” or “we”. (past tense)   **5 marks** | Any 4 of the previous at thorough level.  No use of “I” or “we”.  **4 marks** | Any 3 of the previous at high level.  **3 marks** | Any 2 of the previous at basic level.  **2 marks** | Any 1 of the previous at elementary level.  **1 mark** |
| **8.**  **Results - Table** | BIO11-3  /5 | * Presented in an appropriate table * Has appropriate headings and correct units * No units present on the data in the table (in heading only) * Averages included and correct * Neatly presented and at an extensive level (is enclosed and has been drawn with ruler).   **5 marks** | Any 4 of the previous at thorough level.  **4 marks** | Any 3 of the previous at high level.  **3 marks** | Any 2 of the previous at basic level.  **2 marks** | Any 1 of the previous at elementary level.  **1 mark** |
| **9.**  **Results - Graph** | BIO11-4  /5 | * Presented in an appropriate graph for the data collected * A line of best fit is correctly present * Axis’ are labelled correctly * Units included on the correct axis’ * Data plotted correctly and at an extensive level (use of x to plot data points).   **5 marks** | Any 4 of the previous at thorough level.  **4 marks** | Any 3 of the previous at high level.  **3 marks** | Any 2 of the previous at basic level.  **2 marks** | Any 1 of the previous at elementary level.  **1 mark** |
| **10.**  **Discussion – Section 1** | BIO11-5  /20 | * A summary of the main findings of the investigation given, including trends. * Results are interpreted and specific examples from the data given * Results link to background research on the topic. * Real world applications discussed for the results? * Scientific terms used and at an extensive level.   **5 marks** | Any 4 of the previous at thorough level.  **4 marks** | Any 3 of the previous at high level.  **3 marks** | Any 2 of the previous at basic level.  **2 marks** | Any 1 of the previous at elementary level.  **1 mark** |
| **11.**  **Discussion – Section 2** | * A judgement about the accuracy of the investigation is given. * Explanation of what makes an investigation (any) accurate? * Specific examples from the investigation to support the assessment of the accuracy of the results given. * Scientific terms used and at an extensive level. * How could you improve the accuracy of the investigation?   **5 marks** | Any 4 of the previous at thorough level.  **4 marks** | Any 3 of the previous at high level.  **3 marks** | Any 2 of the previous at basic level.  **2 marks** | Any 1 of the previous at elementary level.  **1 mark** |
| **12.**  **Discussion – Section 3** | * A judgement about the reliability of the investigation is given. * Explanation of what makes an investigation (any) reliable? * Specific examples from the investigation to support the assessment of the reliability of the results given. * Scientific terms used and at an extensive level. * How would improve the reliability of the investigation?   **5 marks** | Any 4 of the previous at thorough level.  **4 marks** | Any 3 of the previous at high level.  **3 marks** | Any 2 of the previous at basic level.  **2 marks** | Any 1 of the previous at elementary level.  **1 mark** |
| **13.**  **Discussion – Section 4** | * A judgement about the validity of the investigation given. Was it a fair test? * Explains if investigation is valid? What makes an investigation valid? * Explains what variables are controlled and how they were controlled * Problems with the investigation discussed and linked to its validity * Specific examples from the investigation to support the assessment of the validity of the results and scientific terms used and at an extensive level.   **5 marks** | Any 4 of the previous at thorough level.  **4 marks** | Any 3 of the previous at high level.  **3 marks** | Any 2 of the previous at basic level.  **2 marks** | Any 1 of the previous at elementary level.  **1 mark** |
| **14.**  **Conclusion** | BIO11-6  /5 | * Summary statement of the main results from the investigation. * How did the independent variable affect the dependent variable? * Examples given from results. * Explains if results support or disprove the hypothesis? * Scientific terms used and at an extensive level.   **5 marks** | Any 4 of the previous at thorough level.  **4 marks** | Any 3 of the previous at high level.  **3 marks** | Any 2 of the previous at basic level.  **2 marks** | Any 1 of the previous at elementary level.  **1 mark** |
| **15.**  **Report –Overall Presentation** | BIO11-7  /5 | * Reference list present and correct (10 or more sources used) * Minimal spelling, punctuation and grammatical errors (2-3) * Follows report format extensively * All sections of report are addressed at appropriate level of detail   **5 marks** | Reference list present 8 or more sources.  4-7 errors.  **4 marks** | Reference list present 6 or more sources.  8-10 errors.  **3 marks** | Reference list present 3 sources.  11-12 errors.  **2 marks** | No Reference list present.  More than 13 errors.  **1 mark** |
| **16.**  **Appendix** | 11BIO-11  /3 | * Appendix supplied and correct * Data in appendix shows relationships between 2 or more organisms of the rock platform * Impact of abiotic factors evident in appendix data   **3 marks** |  | * Appendix supplied and correct * Data in appendix shows relationship between ecosystem organisms or an ecosystem organism and an abiotic factor   **2 marks** |  | * Appendix supplied and correct   **1 mark** |

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| **Outcome** | **BIO11-1** | **BIO11-2** | **BIO11-3** | **BIO11-4** | **BIO11-5** | **BIO11-6** | **BIO11-7** | **BIO11-10** | **BIO11-11** |
| **Mark** | **/5** | **/18** | **/5** | **/5** | **/20** | **/5** | **/5** | **/5** | **/3** |

**Total Mark: \_\_\_\_/71**

**Teacher Feedback:**

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