



## MARKING GUIDELINES:

### Multimedia presentation

	A	B	C	D	E
<b>Selects and uses appropriate text types for oral &amp; written presentations</b> For example: student writes/speaks appropriately and confidently for the audience					
<b>Selects and uses appropriate media to present data and information.</b> Eg. iMovie, PowerPoint, KeyNote, Prezi, models, props, handouts etc.					
<b>Uses a variety of pictorial representations to show relationships and present information clearly and succinctly</b> For example: graphs, diagrams, photographs, flowcharts, maps etc.					
<b>Proposes ideas that demonstrate coherence and logical progression</b> Eg. Presentation demonstrates sensible structure and sequence					

### Factual Information

	A	B	C	D	E
Common/scientific names and population numbers of organism identified					
Identification of animal's distribution across Australia and preferred habitat described					
<b>Fertilisation method identified and explained in relation to organism's habitat</b> For example: student identifies internal vs external fertilisation and relates to organism's habitat					
<b>Mechanisms ensuring survival of embryo &amp; young after birth described</b> For example: student includes examples specific to their named organism					
<b>Explains how the evolution of these reproductive adaptations has increased the chances of continuity of the species in the Australian environment</b> For example: student uses cause and effect to relate reproductive strategies to survival					
<b>Identifies relationship between variation within a species and the chances of survival of the species should environmental change occur</b> For example: student predicts consequences for individual organisms AND species in event of environmental change					

### Use of Evidence, Processing and Analysing

	A	B	C	D	E
<b>Draws valid conclusions from gathered information and data</b> Eg. Student analyses information to identify trends patterns and contradictions; justifies inferences and conclusions; makes and justifies generalisations; uses cause and effect to explain phenomena; identifies interconnectedness of scientific ideas and principles					
<b>Discusses the validity and reliability of secondary source information</b> Eg. Student evaluates (either verbally or in writing) the relevance, reliability and accuracy of secondary source material used					

### General Research and Referencing

	A	B	C	D	E
<b>Selects and uses appropriate formats to acknowledge sources of information</b> For example: student includes a reference list in APA 6 <sup>th</sup> edition or Harvard style					
<b>Accesses, summarises and collates information from a range of resources</b> For example: students include information from journals, books, scientific magazines and the Internet					
<b>Practices efficient data collection to identify useful information</b> For example: student includes printouts of sources used, with information used highlighted					
<b>Selects and uses appropriate formats to acknowledge sources of information</b> For example: student includes a reference list in APA 6 <sup>th</sup> edition or Harvard style					

Comments:

**Overall Total:**