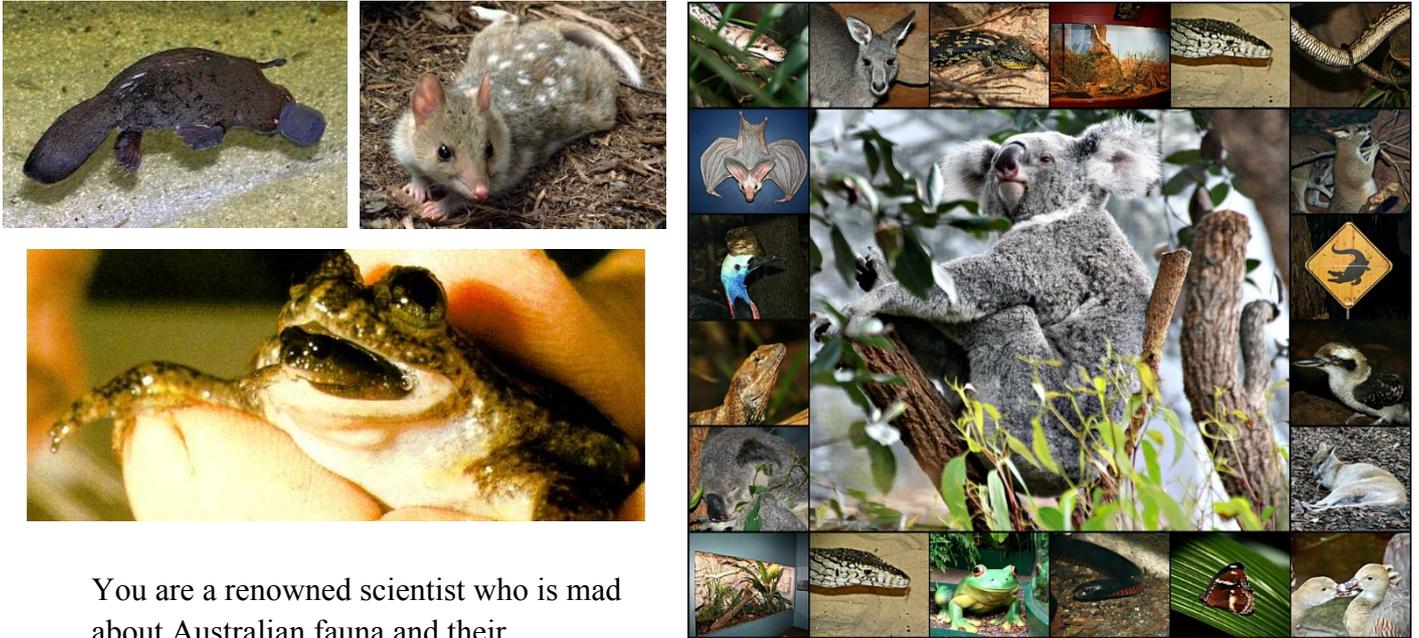


Preliminary Biology – Assessment Task 3
Due Date: Tuesday 26th July, 2016 Weighting: 25%

Australian faunal reproductive strategies: Multimedia presentation



You are a renowned scientist who is mad about Australian fauna and their reproductive strategies. You can't help but tell everyone what you know about them – they are your life. Because you are so popular and well-liked, you have been asked to **deliver a highly engaging, entertaining, and informative MULTIMEDIA presentation regarding the evolution of reproductive strategies for ONE Australian animal.**

As you are excellent at **performing research, gathering, analysing, and processing information from reliable sources**, you are confident you can adequately **present your findings in a minimum of 3 but no more than 4 minutes.**

As you love fauna so much and you couldn't possibly choose just one to talk about, you will be **assigned the name of an Australian animal (drawn out of a hat)** to research, just to add to the suspense and excitement.

Previous presentations you have viewed and enjoyed (= **good marks**) have been **innovative, imaginative, and factually correct.** You plan to base your own presentation around them by **incorporating some form of multimedia.** You have seen other researchers **discuss models, props and/or posters, make videos, use PowerPoint, give relevant handouts, and create an interactive learning environment** for the audience. Effectively, you are trying to impart knowledge on your audience – YOU are the TEACHER! Be creative.



MARKING GUIDELINES:

Multimedia presentation

	A	B	C	D	E
Selects and uses appropriate text types for oral & written presentations For example: student writes/speaks appropriately and confidently for the audience					
Selects and uses appropriate media to present data and information. Eg. iMovie, PowerPoint, KeyNote, Prezi, models, props, handouts etc.					
Uses a variety of pictorial representations to show relationships and present information clearly and succinctly For example: graphs, diagrams, photographs, flowcharts, maps etc.					
Proposes ideas that demonstrate coherence and logical progression 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					
Fertilisation method identified and explained in relation to organism's habitat For example: student identifies internal vs external fertilisation and relates to organism's habitat					
Mechanisms ensuring survival of embryo & young after birth described For example: student includes examples specific to their named organism					
Explains how the evolution of these reproductive adaptations has increased the chances of continuity of the species in the Australian environment For example: student uses cause and effect to relate reproductive strategies to survival					
Identifies relationship between variation within a species and the chances of survival of the species should environmental change occur 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
Draws valid conclusions from gathered information and data 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					
Discusses the validity and reliability of secondary source information 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
Selects and uses appropriate formats to acknowledge sources of information For example: student includes a reference list in APA 6 th edition or Harvard style					
Accesses, summarises and collates information from a range of resources For example: students include information from journals, books, scientific magazines and the Internet					
Practices efficient data collection to identify useful information For example: student includes printouts of sources used, with information used highlighted					
Selects and uses appropriate formats to acknowledge sources of information For example: student includes a reference list in APA 6 th edition or Harvard style					

Comments:

Overall Total: