

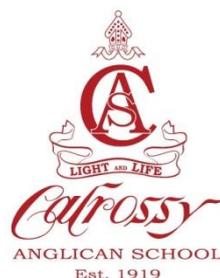
Assessment Task Notification

<u>Course:</u>	Year 8 Science
<u>Teacher(s):</u>	Mr Dodds, Mrs Murrrie, Mrs Mahony, Mr McDonald, Mrs Trevaskis
<u>Task Number:</u>	One (1)
<u>Date of Task:</u>	Term 1 Week 8 2018 Date:
<u>Task Value:</u>	20%
<u>Nature of Task:</u>	In this task you will undertake research and construct an A3 poster to display your research. You will display a draft poster to your class for peer feedback during Week 7.

Other Information: **Students should refer to the scaffold and marking guidelines provided and seek assistance from their teacher early if problems arise.**

Outcomes Assessed:

SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction
SC4-15LW	explains how new biological evidence changes people's understanding of the world



Year 8 Science Assessment Task 1 2018

Research Poster Presentation

Introductory Background

This term you have been studying a unit of work involving scientific classification. You have learnt about the Five Kingdom Classification System used to classify living things - animals, plants, fungi, protists (very simple organisms) and monera (bacteria). This classification has been developed over time and continues to be developed as new evidence about the features of organisms is discovered using new technologies.

Improved technologies have altered our understanding of the world. The invention of the microscope led to the discovery of the smallest forms of life. These organisms didn't fit into the classification system of the time so the system had to be changed to incorporate this new group of organisms. Now, DNA technology has allowed scientists to re-examine the relationships between organisms to refine the classification system. Sequencing of the genetic code of an organism reveals a great deal of information about its similarity with and relationship to other organisms. Scientists are now debating which species are most closely related and why. Our ability to classify organisms has improved with improving technologies available.

The Task

- Create an A3 poster presentation to communicate the following research.
- Choose a specific organism that has been reclassified or discovered due to the use of a new technology.
- Show how the newly discovered features of the organism led to its reclassification or discovery.
- Identify the technology and explain how it was used to investigate the features of the organism.

You may choose one of the following organisms:

New species	<i>Species that have been reclassified:</i>
<p><i>Pseudoliparis swirei</i> - Mariana snailfish</p> <p><i>Synalpheus pinkfloydi</i> – Pink Floyd pistol shrimp</p> <p><i>Arcella gandalfi</i>- 'wizard's hat' amoeba</p> <p><i>Etmopterus lailae</i> – Latern Shark “glow-in-the-dark shark”</p> <p><i>Geckolepis megalepis</i> - large-scaled fish scale gecko</p> <p><i>Paragiopagurus atkinsonae</i> - Green-eyed hermit crab</p> <p><i>Pongo tapanuliensis</i> - Tapanuli orangutan</p> <p><i>Archaeobacteria</i></p> <p><i>Nitrososphaera viennensis</i> – Soil dwelling archaea</p>	<p><i>Bolocerooides daphneae</i> - cnidarian resembling a sea anemone</p> <p><i>Dicaeum kuehni</i> - Wakatobi flowerpecker</p> <p>Giraffe species found to be four separate species.</p> <p>Manta rays reclassified as <i>Mobula</i>.</p> <p><i>Baltimore oriole</i> - Baltimore bird reclassified.</p> <p>Reclassification of Indian Bird Species - <i>Terpsiphone affinis nicobarica</i>.</p> <p>Reclassified due to anatomical structure Australian Megafauna “<i>Demon Duck of Doom</i>”- <i>bullockornis planei</i></p> <p><i>Caecilian species</i></p> <p><i>Kiwis in New Zealand</i></p>

You may choose an organism that is not listed, but check with your teacher to ensure that it is suitable.

Organise your time:

Week 5-6 Choose your organism (conference with your teacher and peers about your choice) (**BRAINSTORM**) and collect information (**READ AND RESEARCH**).

Week 6-7 Construct your draft poster in preparation for peer feedback (**ORGANISE**).

Week 7-8 Construct the final poster for submission (**WRITE**).

Instructions

You have three (3) weeks to complete the task. It will be due on a day in **Week 8 Term1** 2018, determined by your teacher. Ensure you write the due date for your class on the assessment task notification.

During Week 7 you should display a **draft poster** to your class for peer feedback. The specific lesson will be determined by your teacher. Two (2) students from your class will study your poster and provide helpful and constructive feedback by writing it on a sticky note provided by your teacher and sticking it to your displayed poster. Each student will give a positive comment and a comment aimed to improve your poster. (Comments should be kind, helpful and constructive).

You may **construct the poster** using A3 cardboard, or you may use a digital tool to construct the poster. A ‘hard copy’ of the poster must be submitted for marking on the due date. Remember: technical problems are not considered to be a reason to apply for an extension. So if you use a digital tool ensure that it is printed in advance of the due date.

In the construction of the poster you should use the following **headings** to organise the content:

- Name and Description of Organism (include major features, habitat and country of origin)
- Newly Discovered Features used to Classify the Organism
- Technology used to Discover the Organisms Features (include the name of the scientist or group of scientists who classified/reclassified the organism)
- Reason/s for Reclassifying or Classifying the Organism
- Bibliography

Marking Criteria

Outcome		Very limited competence (Elementary)	Limited competence (Basic)	Adequate competence (Sound)	High competence (Thorough)	Very high competence (Extensive)
Processing and analysing data (SC4-WS7). Ability in terms of:						
Summarising information from secondary sources. (<i>Information is presented in your own words at an appropriate level</i>).						
using a range of representations to organise information, including graphs, keys, models, diagrams and tables. (<i>Representations other than text are used to convey information</i>).						
accessing information from a range of sources , including using digital technologies. (<i>Several sources are used and indicated in the Bibliography</i>).						
Communicating information (SC4-WS9). Ability in terms of:						
presenting ideas and findings using scientific language and representations. (<i>Appropriate scientific words are used and there are no grammatical/spelling mistakes. Scientific names are written correctly</i>).						
using appropriate text types in presentations. (<i>The content is clearly and concisely written with a logical progression of ideas. Fonts are easy-to-read and vary appropriately for headings and text</i>).						
using a recognised method to acknowledge sources of data and information. (<i>Bibliography is included and correct, according to B10 in the school diary</i>).						
constructing and using a range of representations to honestly, clearly and/or succinctly present information including diagrams, keys, models, tables, drawings, images, flowcharts. (<i>Graphics are easily viewed and relevant</i>).						
Relates the structure and function of living things to their classification (SC4-14LW)						
Outline the features used to group living things. (<i>The objectives of the task are met using the content, the content is relevant. The information is accurate</i>).						
Explains how biological evidence changes people's understanding of the world (SC4-15LW)						
Identify, using an example of an organism, where the classification has changed as a result of new evidence from technological developments , scientific discoveries and/or advances in scientific understanding. (<i>The objectives of the task are met using the content, the content is relevant. The information is accurate</i>).						
Grade	Mark	Comment:				