



CAMPBELLTOWN PERFORMING ARTS HIGH SCHOOL

YEAR 9 – Science/Human Society and its Environment

Topic 1: How can we influence future generations to make informed decisions about contemporary issues in sustainability?

Date Task Issued: Week 1 term 1

Assessment Marks: Grade A-E for each component

Date Due: Week 10 term 1

Weighting of Task: 25% of final Science Assessment

50% of final Geography Assessment

Teachers and email contact details:

Science	HSIE
Ms Otieno - MILLICENT.OTIENO@det.nsw.edu.au Science 1 - Mr Le - andrew.le58@det.nsw.edu.au Mr Skinner - STEPHEN.SKINNER@det.nsw.edu.au Mr Norris - ALAN.NORRIS@det.nsw.edu.au	HSIE HT - Mrs Fracarossi - sharlene.broadstock@det.nsw.edu.au HSIE 1 Ms Etccl -simone.etccl2@det.nsw.edu.au Mr Evans - cameron.evans22@det.nsw.edu.au Ms Spinks – nicole.perry28@det.nsw.edu.au Ms Costello - cathy.costello@det.nsw.edu.au

Please note that additional support will be offered to students each recess and lunch. Please let your teacher know if you need extra help.

Outcomes Assessed:

GE5-1 explains the diverse features and characteristics of a range of places and environments

GE5-3 analyses the effect of interactions and connections between people, places and environments

GE5-5 assesses management strategies for places and environments for their sustainability

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

SC5-14LW Analyses interactions between components and processes within biological systems.

SC5- LW2 Conserving and maintaining the quality and sustainability of the environment requires scientific understanding of interactions within, the cycling of matter and the flow of energy through ecosystems.

SC5- 13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.

SC5- ES3 People use scientific knowledge to evaluate claims, explanations or predictions in relation to interactions involving the atmosphere, biosphere, hydrosphere and lithosphere. (ACSHE160, ACSHE194)

C. evaluate scientific evidence of some current issues affecting society that are the result of human activity on global systems, eg the greenhouse effect, ozone layer depletion, effects of climate change on sea levels, long-term effects of waste management and loss of biodiversity

SC5- 7WS-processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions

SC59WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

Failure to hand this task in by the due date will result in you receiving a letter home for a non-completion of the course outcomes.

Description:

Students are to co-construct a scientific research report that focuses on the need to be more sustainable in the world. The scientific research report will be printed in a CPAHS Scientific Journal and distributed to local schools and libraries in order to promote more sustainable practices by all citizens. As a crew, students will create and deliver a podcast, which will be used to promote their scientific research reports online.

Task:

This task is split into 2 components.

Crew Component

Within your crew of 3-4 students, you are required to write a **scientific research report** ([scaffold](#)) and record a **podcast** that focuses on a **sustainability issue** within the world. The issues that we will be focusing on in class are **loss of biodiversity, ozone depletion, waste management, water management and microplastics**.

A scaffold will be provided to guide students to write their crew's scientific research report on one of the above issues in the world. Suggested research questions for students can be seen using the [link](#).

It is expected that all crew members participate in the podcast and the requirements for the podcast are as followed:

- Podcast length 3-4 minutes in length.
- Discuss your report findings with the interviewer.
- Create an informed argument about your issue and how it is changing the world?
- The podcast is to be edited and represent the highest of quality.

Individual Component

- a. Students will be given an image representing an issue and students will need to annotate this image to discuss the impact on the environment.
- b. Students will reflect back on this terms Science and HSIE content to discuss an experiment that they carried out in Science.
- c. Students will write an individual reflection statement about their understanding of sustainability and how it has changed/developed over the term.