

**Science/HSIC – Sustainable Biomes Marking Criteria**

<b>Scientific Research Report and Podcast (Crew Project)</b>						
<b>Criteria</b>	<b>5 Marks</b>	<b>4 Marks</b>	<b>3 Marks</b>	<b>2 Marks</b>	<b>1 Mark</b>	<b>0 Marks Poor Progress Letter</b>
<b>Title</b>				Title is clear about the question being reported on without having to read the paper itself.	Clearly indicates the question chosen	The student has not submitted work as required by the task
<b>Focus and reasons (Introduction)</b>		Answers all questions as provided in scaffold in a cohesive manner based on some research and orients the reader to the development of the paper.	Answers all questions as provided in scaffold with an attempt at cohesion and link to some research .	Answers some questions as provided in scaffold with an attempt at cohesion and link to some research.	Answers some questions as provided in scaffold with no attempt at cohesion and evidence of research	Introduction absent
<b>Organisation and use of data (body)</b>	Is focused and well organised with the effective and explicit use of data on all 3 paragraphs.	Is well organised but may lack a clear and explicit link and use of data on one of the paragraphs.	Is well organised but may lack a clear and explicit link and use of data on two paragraphs.	Is organised may use data that is not clear and explicit in link  OR Data used is irrelevant.	Is disorganised or unfocused in much of the essay and contains no or irrelevant data used	Exhibits little or no apparent organisation and no data provided.
<b>Content knowledge TIMES 3 paragraphs (body)</b>	Correctly analyses the social, economic, political or environmental implication of the problem by identifying components and the relationship between them; drawing out and relating implications  <b>And</b> shows a clear understanding of cycling in nature and flow of energy	Correctly analyses the social, economic, political or environmental implication of the problem by identifying components and the relationship between them; drawing out and relating implications  <b>OR</b> shows a clear understanding of cycling in nature and flow of energy  <b>OR</b> links to how this knowledge is used to inform decisions in society.	Correctly explains the impact by relating cause and effect or making the relationships between things evident.	Correctly describes the impact by providing characteristics and features	Explicitly names or identifies the impact	No explicit impact or work not submitted

	<b>And</b> links to how this knowledge is used to inform decisions in society.					
<b>Writes using suitable language and terminology</b>		The report is clear, succinct and correctly uses suitable science terminology in a sustained and effective manner	The report is clear but can be long- winded. Uses some suitable science terminology which at times may be ineffective resulting in the reader having to re-read some sections and provide own links. Some correct terminology.	The report uses few technical terminology, is in an appropriate format AND contains several personal comments	The report has a lot of referenced but copied text and contains mostly personal comments	The report has a lot of copied text that are not referenced
<b>Conventions</b>	Errors in grammar, spelling, and punctuation are few and do not interfere with understanding.	Errors in grammar, spelling, and punctuation do not interfere with understanding.	More frequent errors in grammar, spelling, and punctuation' but they do not interfere with understanding.	Errors in grammar, spelling, and punctuation sometimes interfere with understanding.	Errors in grammar, spelling, and punctuation interfere with understanding in much of the essay.	Errors in grammar, spelling, and punctuation prevent reader from fully understanding the essay.
<b>Conclusion</b>			A conclusion provides a complete summary of; the problem, the writer's position on the problem and our contribution as a cause or solution at an individual, local or global scale.	A conclusion provides a summary of; the problem, and either the writer's position on the problem or our contribution as a cause or solution at an individual, local or global scale.	A simple conclusion statement that may not fully provide a summary of; the problem OR, the writer's position on the problem OR our contribution as a cause or solution at an individual, local or global scale.	No conclusion
<b>Bibliography</b>			Bibliography is in the correct format AND includes at least 3 references or in-text citation used and diagrams have sources.	Bibliography is in the correct format but contains less than three sources  OR Bibliography contains a mix of correct and incorrect	Bibliography is present but not in the correct format or in-text citation used.	Bibliography and in-text citation absent

				format.		
<b>Aural</b> Communication – Podcast	<p>Composes and presents a <b>sophisticated</b> podcast that is 3-4 minutes in length and has interview questions that are designed to communicate to the target audience in a fluent and articulate manner.</p> <p>Students are able to discuss their scientific research report findings in an interview format, with an informed judgement and argument. This is to be supported by evidence and highlights the environmental issue and how it is changing our current world.</p>	<p>Composes and presents a <b>well-developed</b> podcast that is 3-4 minutes in length and has interview questions that are designed to communicate to the target audience in a fluent and/or articulate manner.</p> <p>Students are able to discuss their scientific research report findings in an interview format, with a detailed judgement and argument. This is to be supported by evidence and highlights the environmental issue and how it is changing our current world.</p>	<p>Composes and presents a <b>sound</b> podcast that is 3-5 minutes in length and has interview questions that are designed to communicate to an audience in a descriptive manner.</p> <p>Students are able to describe aspects of their scientific research report findings in an interview format, with a satisfactory judgement and/or argument. There have been elements of evidence used to support and highlight the environmental issue and/or how it is changing our current world.</p>	<p>Composes and presents a <b>basic</b> podcast that is 2-5 minutes in length and attempts to use interview questions to communicate with an audience in a simple manner.</p> <p>Students are able to briefly describe aspects of their scientific research report findings in an interview format, with a judgement or argument. There have been attempts to use evidence to support or highlight the environmental issue and/or how it is changing our current world.</p>	<p>Composes and presents a <b>limited</b> podcast that is 2-5 minutes in length and is a recount of aspects from their scientific research report.</p> <p>Students are able to vaguely discuss their scientific research report in an interview format. There is a lack of judgement or argument. There is little to no use of evidence to support or highlight an environmental issue or how it is changing our current world.</p>	<p>The student has <b>not submitted</b> work as required by the task.</p>
<b>Comment:</b>						<b>Total Marks</b> <b>/55</b>

**Geographical/Scientific Annotations, Experiment Justification and Sustainability Reflection (Individual Task)**

Criteria	5 Marks Outstanding Grade A	4 Marks High Grade B	3 Marks Sound Grade C	2 Marks Basic Grade D	1 Mark Limited Grade E	0 Marks Poor Progress Letter
<p><b>Content:</b> Annotations from the 2019 Amazon Rainforest pictures and how it links to the subject areas</p>	<p>The student demonstrates a <b>sophisticated</b> understanding of the Amazon Rainforest and how multiple factors have influenced and/or changed the natural habitat of this biome. Annotations of both stimuli are specific and sophisticated in their connection to HSIE and Science content.</p>	<p>The student demonstrates a <b>well-developed</b> understanding of the Amazon Rainforest and how multiple factors have influenced and/or changed the natural habitat of this biome. Annotations of both stimuli are specific and developed in their connection to HSIE and Science content.</p>	<p>The student demonstrates a <b>sound</b> understanding of the Amazon Rainforest and how multiple factors have influenced and/or changed the natural habitat of this biome. One and/or two annotations of stimuli demonstrate a satisfactory connection to HSIE and Science content.</p>	<p>The student demonstrates a <b>basic</b> understanding of the Amazon Rainforest and how multiple factors have influenced and/or changed the natural habitat of this biome. Annotations are simple and lacking a connection to HSIE and/or Science content.</p>	<p>The student demonstrates a <b>limited</b> understanding of the Amazon Rainforest and how multiple factors have influenced and/or changed the natural habitat of this biome. Annotations are vague and lack a connection to HSIE or Science content.</p>	<p>The student has <b>not submitted</b> work as required by the task.</p>
<p><b>Written Communication:</b> Science experiment report</p>	<p>The student demonstrates a <b>Thorough</b> understanding of a Science experiment carried out in Term 1. They are also able to discuss the science experiment in detail and make a strong link their chosen experiment to the HSIE and Science content taught over the term.</p>	<p>The student demonstrates an <b>Extensive</b> understanding of a Science experiment carried out in Term 1. They are also able to discuss the science experiment clearly and make a direct link their chosen experiment to the HSIE and Science content taught over the term.</p>	<p>The student demonstrates a <b>sound</b> understanding of a Science experiment carried out in Term 1. They are also able to discuss the science experiment and make a link their chosen experiment to the HSIE and Science content taught over the term.</p>	<p>The student demonstrates a <b>basic</b> understanding of a Science experiment carried out in Term 1. They are also able to discuss the science experiment and/or make a connection to an experiment to the HSIE and Science content taught over the term.</p>	<p>The student demonstrates a <b>limited</b> understanding of a Science experiment carried out in Term 1. They are able to state a science experiment with little detail and an attempt to make a connection between the experiment and HSIE and Science content taught over the term.</p>	<p>The student has <b>not submitted</b> work as required by the task.</p>
<p><b>Opinion Piece:</b> Reflection on the changing opinion of sustainability over the term.</p>	<p>The student communicates a <b>sophisticated</b> understanding of how to reflect on their learning and how their opinion on sustainability has/has not changed over the term. With direct reference to how sustainability can impact on a biome.</p>	<p>The student communicates a <b>well-developed</b> understanding of how to reflect on their learning and how their opinion on sustainability has/ has not changed over the term. With direct reference to how sustainability can impact on a biome.</p>	<p>The student communicates a <b>sound</b> understanding of how to reflect on their learning and/or how their opinion on sustainability has/has not changed over the term. With satisfactory reference to how sustainability can impact on a biome.</p>	<p>The student communicates a <b>basic</b> understanding of how to reflect on their learning and/or how their opinion on sustainability has/has not changed over the term. With some reference to how sustainability can impact on a biome.</p>	<p>The student communicates a <b>limited</b> understanding of how to reflect on their learning or how their opinion on sustainability has/has not changed over the term.</p>	<p>The student has <b>not submitted</b> work as required by the task.</p>
<p><b>Comment:</b></p>						<p><b>Total Marks</b> _____/15</p>

