

**DNA Research**

**Part 1: In class**

**As a class, brainstorm the kind of questions that people might have about DNA.**

**Part 2: Individually**

**Each student needs to select 5 to 10 questions that they will research.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Make a point form summary to answer the questions, collect diagrams and keep a list of references.
2. While you are researching, write down 10 unfamiliar words, then find their meaning (keep references) and write a definition in your own words.
3. Use the information you have collected to make **one** of the following

* a webpage of FAQs (offline)
* an information brochure for high school students
* a childrens story or book
* a letter to householders requesting donations to the “gene bank” foundation

**You will need to hand in**

* **your *hand written* point form summary**
* **your bibliography**
* **your glossary of definitions**
* **webpage/brochure/story/letter**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Marking guide /25** | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Research and notes** | Less than 5 answers | 5 short answers only | 1-2 detailed and 4-5 short answer | 3-4detailed and 2-3 short answer | 5 detailed or 10 short answer questions (or mix of both) |
| Cut and paste, whole sections or irrelevant information | Cut and paste, whole sentences copied | Point form but not hand written | Hand written but whole sentences or poorly organised | Hand written, point form, all information included and organised |
| **Bibliography** | 2 or less references; incorrect format | 3 or more references; correct format |  |  |  |
| **Glossary** | Less than 5 words | 5-9 words; out of context or not in own words | 10 words, defined in context and in own words |  |  |
| **Web FAQ/Brochure/Book or Letter** | Inappropriate text and layout conventions; Language unsuitable for target audience | Uses suitable text and layout convention; suitable for target audience |  |  |  |
| One or two diagrams only | 3 or more diagrams |  |  |  |
| Cluttered, unclear or hard to read; incomplete | Visually appealing but lacking in content or clarity; too much or too little text or graphics | Visually appealing, good use of text and graphics | Visually appealing, good use of graphics, text, captions and font/colour |  |
| Some spelling or grammar mistakes | No spelling or grammar mistakes |  |  |  |