

2022

Year 11 Integrated Science – Biological and Earth Systems

Task 5: Extended Response Presentation

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| **Assessment Type:** |  | Group Members: |  |
| Extended Response |  |
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| **Duration & Conditions:**  4 lessons, group work |  | Teacher: |  |
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| **Assessment weighting:**  15 % of year mark |  | Due Date: |  |
| Weighting of this Assessment in Task 5 Extended Response: 6% | | | |

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| **Total Mark** |  |

Please see SEQTA for Teacher feedback and comments

**CLASS PRESENTATION – HUMAN IMPACT ON THE ENVIRONMENT**

**Task:** In groups, you will be giving a five (5) minute presentation on the Human Impact on the Environment, focusing on Climate Change.

**Assessment Breakdown:**

You will have four (4) lessons over three (3) weeks to complete this assessment. Please see below weekly breakdown for each part of the assessment.

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| Term & Week | Assessment section | Lessons |
| T2 Week 4 | Form groups, select question & begin research | 1 lesson |
| T2 Week 5 | Research question, start creating presentation aide & presentation notes | 1 lesson |
| T2 Week 6 | Finalise presentation aide, presentation notes and rehearse presentation.  Present findings to the class. | 1 lesson  1 lesson |

**What you need to do:**

1. Read the provided article **“The Science of Climate Change”**
2. Form groups of three (3) and advise your Teacher of your groups
3. Randomly choose (out of a hat) one (1) of the questions discussed in the article (also see below list).
4. Summarise the information for your question and create a presentation aide (E.g., power-point, poster/infographic, or video).
5. As a group, present your information to the class in a five (5) minute oral presentation.
6. Complete peer evaluation on your other group members and their participation in your assessment.

**The Article:**

On SEQTA, you have been provided with an electronic copy of “The Science of Climate Change” article. Each group will also be provided with one (1) hard copy.

The questions you will be choosing from are:

1. What is climate change?
2. How has climate changed?
3. Are human activities causing climate change?
4. How do we expect climate to evolve in the future?
5. How are extreme events changing?
6. How are sea levels changing?
7. What are the impacts of climate change?
8. What are the uncertainties and their implications?
9. What does science say about options to address climate change?

The article contains all relevant information you will need to include, but feel free to use appropriate resources that you find. The summary section in the article also outlines each of the questions for you, so be sure to read it.

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| **What you need to include** | **What needs to be submitted** |
| * An introduction, including stating the question | * Completed note-taking sheet |
| * Relevant information from the article | * Digital or physical copy of presentation aide |
| * Answer the question | * Peer evaluation form |
| * Supporting evidence, including figures and tables |  |
| * Conclusion, summarising the question and answer |  |

***Please also note…*** *in addition to this presentation, all students will sit a Validation test (worth 60% of this assessment) to answer* ***ALL*** *nine of the questions in the article. So please ensure your presentation includes sufficient information on your question, and you pay attention to the presentations of other groups (note taking is fine).*

**Note-taking Sheet:**

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| **Research Question:** |
| **Person 1 is responsible for:** |
| **Person 2 is responsible for:** |
| **Person 3 is responsible for:** |
| **What type of presentation aide are you doing?** |
| **Key Points from article:** |
| **Additional important information:** |
| **Points to make in introduction:** |
| **Supporting Evidence (figures & tables):** |
| **Points to make in conclusion:** |
| **What information will be on the aide?** |
| **Have you answered the question?** |

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| **Criteria** | **0 marks** | **1 mark** | **2 marks** | **3 marks** |
| **Explanation of ideas and information** | No relevant information presented.  No supporting evidence, figures or tables included.  The question is not answered. | Presents limited information. Elements of the presentation lack clarity.  The question was partially understood and answered. | Presents most of the information clearly, but not concisely.  Supporting evidence, figures and tables are included but not explained in depth.  The question is understood and answered. | Presents all the relevant information clearly and concisely.  Supporting evidence, figures and tables are included and explained in depth.  The question is clearly understood and answered. |
| **Organisation** | The presentation does not flow or is organised. The question is not stated to the audience. Time is not organised. The presentation is not finished within the timeframe. | The presentation lacks a clear introduction or conclusion. The question is not stated to the audience clearly. Time does not appear to be organised well, some parts of the presentation are rushed or missing. | The presentation has a clear introduction and conclusion. The question is stated to the audience clearly. Time is organised mostly well, but one part of the presentation may be rushed. | The presentation has a clear introduction and conclusion. The question is states to the audience clearly and the presentation acts to answer it. Time is organised well; no part of the presentation is too long or too short. |
| **Eyes and body** | Infrequent or no eye contact with the audience. Reads entire presentation from slides or notes. Gestures and movements are unnatural or forced. Presenters lack confidence or do not present information. | Infrequent eye contact to audience. Most of the presentation is read to the audience. Gestures and movements are unnatural or forced. Presenter’s fidget, slouch or lack confidence. | Eye contact with audience most of the presentation. Sometimes uses notes or slides. Some gestures and movements are natural, while others are forces. Presenters have some confidence. | Keeps eye contact with the audience throughout the presentation, only glances at notes or slides. Uses natural gestures and movements. Looks poised and confidence. |
| **Voice** | Mumbles and cannot be understood. Rushes through presentation.  Does not present information. | Mumbles or speaks too quickly/slowly. Presenter speaks too softly to be understood. Frequent use of filler words (um, ah, like, etc.) | Presenter speaks clearly (some parts may be rushed). Voice is loud enough to be heard. Does not change tone to maintain interest. Sometimes uses filler words (um, ah, like, etc.) | Speak clearly (not too quickly or slowly). Voice is loud enough for everyone to hear. Changes tone and pace to maintain interest. Rarely uses filler words (um, ah, like, etc.) |
| **Presentation Aides** | No aide provided during presentation.  Or the aide is distracting and irrelevant. | The aide is difficult to read or interpret. Images and figures are irrelevant or distracting and not referred to during presentation. The aide does not act to improve the delivery of the presentation. | Most of the aide can be read and interpreted. Most images and figure are relevant and referred to. The choice of aides mostly improves the delivery of the presentation. | The aide is easy to read and interpret. All images and figures are relevant and referred to. The choice of aides acts to improve the delivery of the presentation. |
| **Group participation** | No participation or engagement during research or presentation. | Sometimes worked with the group, only participated in the research or presentation. | Worked well with the group, participated in some of the research and presentation. | Worked well with the group and participated as much as possible in research and presentation. |