



# MOUNT ANNAN HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

|                             |   |                      |                   |             |      |
|-----------------------------|---|----------------------|-------------------|-------------|------|
| <b>FACULTY</b>              | <b>Subject:</b> Science                 | <b>COURSE</b>        | Earth's Resources | <b>YEAR</b> | 2024 |
| <b>TASK NUMBER</b>          | 2                                       | <b>TASK NAME</b>     | Depth Study       |             |      |
| <b>TASK WEIGHT</b>          | 20%                                     | <b>MARKS AWARDED</b> | 50                |             |      |
| <b>DATE OF NOTIFICATION</b> | Thursday 6th June 2024 (Term 2, Week 4) |                      |                   |             |      |
| <b>DUE DATE</b>             | Thursday 6th June 2024 (Term 2, Week 6) |                      |                   |             |      |

### TASK DESCRIPTION / INSTRUCTIONS

#### TASK DESCRIPTION:

Students will undertake a research depth study booklet with a focus on the Earth's Resources.

#### **Part A: Our War on Waste - Recycling Instructions Poster (12 marks)**

Students will conduct an investigation in order to obtain secondary data to create a Poster explaining "How households can better process their household waste".

#### **Part B: Worldwide Recycling Rates - Data Analysis (20 marks)**

Students will process and analyse data from a secondary source. Students will construct a table from the data provided in order to complete calculations to determine different amounts of waste produced.

#### **Part C: Alternative Indigenous Resources (18 marks)**

Students will research information to be presented in a table, the Indigenous alternatives to common household items and explain the reason for their choice. Students will then answer the following question "Explain the benefit of using Indigenous resources as a replacement for commercial products, using an example in your answer". In a 10 minute examination setting.

### TASK SUBMISSION INSTRUCTIONS

Students will **individually** complete the activities in this booklet.

- **Students must submit a physical copy of this booklet and their poster in class period 5 to their teacher on Thursday 6th June 2024.**

### HOW DOES THIS TASK LINK TO MY LEARNING

Upon completion this task should help students to appreciate how they use and manage resources obtained from the Earth.



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### OUTCOMES

A student:

- SC4 – 4WS Individually **produces a plan** to investigate questions and problems.
- SC4 – 6WS **Processes** and **analyses** data from a first-hand investigation and secondary sources to identify trends, patterns.
- SC4 – 8WS **Presents** science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.
- SC4 – 13ES **Explains** how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management.

### FAILURE TO COMPLETE OR SUBMIT AN ASSESSMENT TASK

**Assessment Policy- This is a brief outline, you must check your assessment booklet for further details. Assessment task must be submitted on the due date.**

- **Failure to complete an assessment task will result in a zero mark.**
- Late submission of assessment items **will be awarded zero** unless there are very extenuating circumstances (Doctor's Certificate, etc.) Late tasks will still be marked by the teacher so that you can benefit from the teacher's feedback and outcome will be assessed, but a zero mark may be awarded.
- **Requests for extension** must be made to the Head Teacher prior to the due date of the assessment task with a valid reason for the extension.
- Students found guilty of malpractice will be awarded a zero mark. If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.
- **Unexplained absences** are unacceptable because it may be seen as an advantage, students are to see their teacher or head teacher on the **first day they return** back to school.

If you do not attend school on the Due Date of an Assessment Task to submit or complete the task in person you will be given a zero mark unless you comply with the following Assessment Guidelines:

- For Assessment Task completed at home – you must submit the assessment task before school on the next day you attend.
- For Assessment Tasks completed at school – you must report to the relevant Head Teacher before school the next day you attend and discuss when you will complete task missed or a substitute task.
- Complete a 'Misadventure Form' and provide relevant information and evidence to appeal the **zero mark** awarded. Other circumstances are outlined in the MAHS Assessment Booklet for the particular year. Evidence may include an in person medical certificate for illness or a letter outlining extenuating circumstances or other deemed reasonable reasons. An outcome of your 'Misadventure Form' will be provided by the Deputy Principal.

Students found guilty of **malpractice** which includes plagiarism will be awarded a **zero mark**. If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.

As per our school Assessment Procedures outlined in the MAHS Assessment Booklet for the particular year, you must see your teacher and Head Teacher on the **first day you return** back to school. Please access our school website to access our assessment procedures for each year group and a 'misadventure form' - <https://mountannan-h.schools.nsw.gov.au/community/assessment-scedules.html>

### MARKING CRITERIA

**PART A - Our War on Waste - Recycling Instructions Poster**

**Marks/Grade**



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## ASSESSMENT TASK NOTIFICATION

|  |                                    |
|--|------------------------------------|
| <p><i>Produces an outstanding poster to investigate the process to recycle household waste.</i><br/>Components of the poster are detailed and accurate, with all of the following present:</p> <ul style="list-style-type: none"> <li>● an outstanding poster A4- A3 in size that demonstrates how to recycle household waste which includes a in depth method on how to process/recycle each of of the following:             <ul style="list-style-type: none"> <li>- Household general waste</li> <li>- Green waste/food scraps</li> <li>- 4 different types of recyclable household waste eg paper</li> </ul> </li> <li>● Images of ALL bin types included with each bin clearly distinguishable from each other.</li> <li>● Bibliography cites at least 3 various sources.</li> </ul> | <p><b>11 - 12</b><br/><b>A</b></p> |
| <p><i>Produces a thorough poster to investigate the process to recycle household waste.</i><br/>Components of the poster are detailed, with all of the following present:</p> <ul style="list-style-type: none"> <li>● an excellent poster A4- A3 in size that demonstrates how to recycle household waste which includes a detailed method on how to process/recycle each of the following:             <ul style="list-style-type: none"> <li>- Household general waste</li> <li>- Green waste/food scraps</li> <li>- 4 different types of recyclable household waste eg paper</li> </ul> </li> <li>● Images of ALL bin types included with <u>most</u> bins clearly distinguishable from each other.</li> <li>● Bibliography included citing various sources.</li> </ul>                | <p><b>9 - 10</b><br/><b>B</b></p>  |
| <p><i>Produces a detailed poster to investigate the process to recycle household waste.</i><br/>Components of the poster are briefly explained, with all of the following present:</p> <ul style="list-style-type: none"> <li>● a detailed poster A4- A3 in size that demonstrates how to recycle household waste which includes a detailed method on how to process/recycle aspects of the following:             <ul style="list-style-type: none"> <li>- Household general waste</li> <li>- Green waste/food scraps</li> <li>- 4 different types of recyclable household waste eg paper</li> </ul> </li> <li>● Images of <u>some</u> bin types included are distinguishable from each other.</li> <li>● Bibliography included one type of source cited</li> </ul>                       | <p><b>6 - 8</b><br/><b>C</b></p>   |
| <p><i>Produces a basic poster to investigate the process to recycle household waste.</i> Components of the poster are stated, with all of the following present ho:</p> <ul style="list-style-type: none"> <li>● a poster A4- A3 in size that demonstrates some information on how to process/recycle an aspect of household waste.</li> <li>● Image of <u>bins included</u>.</li> </ul>   | <p><b>4 - 5</b><br/><b>D</b></p>   |
| <p>Provides some information about how to recycle household waste.</p>   | <p><b>1 - 3</b><br/><b>E</b></p>   |
| <p><b>Non Attempt – Non Submission – Non Serious Attempt</b></p>   | <p><b>0</b></p>                    |



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## ASSESSMENT TASK NOTIFICATION

| <b>PART B - Data Organisation and Analysis Section</b>  | <b>Marks/Grade</b>         |
|---|----------------------------|
| Extensively process, analyse, calculation and organisation of data from the investigation in appropriate formats. <ul style="list-style-type: none"> <li>● Correct table constructed which incorporates all aspects including the total amount of waste for each of the assigned countries.</li> <li>● Included calculations are correct with appropriate units and working shown.</li> </ul> | <b>18-20</b><br><b>A</b>   |
| Thorough process, analyse, calculation and organisation of data from the investigation in appropriate formats. <ul style="list-style-type: none"> <li>● Thorough table constructed which includes MOST aspects</li> <li>● Aspects of calculations are correct with appropriate units and working shown.</li> </ul>  | <b>15 - 17</b><br><b>B</b> |
| Some process, analyse, calculation and organisation of data from the investigation in appropriate formats. <ul style="list-style-type: none"> <li>● Table constructed which includes SOME aspects</li> <li>● Calculations are included with inaccuracies, elements of working shown.</li> </ul>   | <b>8 - 14</b><br><b>C</b>  |
| Basic process, analyse, calculation and organisation of data from the investigation in appropriate formats. <ul style="list-style-type: none"> <li>● Table constructed which includes BASIC aspects</li> <li>● Calculations included display inaccuracies or errors, working not include .</li> </ul>   | <b>5 - 7</b><br><b>D</b>   |
| <ul style="list-style-type: none"> <li>● Limited table constructed demonstrating inaccuracies or errors</li> <li>● Calculations included with significant error.</li> </ul>   | <b>1 - 4</b><br><b>E</b>   |
| <b>Non Attempt – Non Submission – Non Serious Attempt</b>   | <b>0</b>                   |



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## ASSESSMENT TASK NOTIFICATION

| MARKING CRITERIA  |                          |
|---|--------------------------|
| PART C - Alternative Indigenous Resources   | Marks/Grade              |
| <ul style="list-style-type: none"> <li>● A comprehensive table that demonstrates in depth indigenous alternatives with comprehensive reasoning for ALL of the chosen alternatives.</li> <li>● An outstanding explanation discussing the benefits of using Indigenous resources as a replacement for commercial products,</li> <li>● Data incorporated into response.</li> </ul> | <b>18</b><br><b>A</b>    |
| <ul style="list-style-type: none"> <li>● A detailed table that demonstrates indigenous alternatives with aspects of reasoning for MOST of the chosen alternatives.</li> <li>● A thorough explanation outlining benefits of using Indigenous resources as a replacement for commercial products.</li> <li>● Data included into the response.</li> </ul>                          | <b>6</b><br><b>B</b>     |
| <ul style="list-style-type: none"> <li>● A table that demonstrates indigenous alternatives with minor reasoning of the chosen alternatives.</li> <li>● Describes benefits of using Indigenous resources as products.</li> <li>● Minor use of data incorporated in response.</li> </ul>  | <b>4 - 5</b><br><b>C</b> |
| <ul style="list-style-type: none"> <li>● A table that demonstrates indigenous alternatives.</li> <li>● A statement for the use of using Indigenous resources</li> </ul>   | <b>2 - 3</b><br><b>D</b> |
| <ul style="list-style-type: none"> <li>● A table identifying an indigenous alternative.</li> <li>● Identifies a use of an Indigenous resource.</li> </ul>   | <b>1</b><br><b>E</b>     |
| <b>Non Attempt – Non Submission – Non Serious Attempt</b>   | <b>0</b>                 |