ASSESSMENT COVER SHEET

OUR LADY OF THE SOUTHERN CROSS COLLEGE

TERM: One  SEMESTER: One
YEAR: 2017  DEPARTMENT: Science
STUDENT:  TEACHER: Mrs K. Collinson

SCHOOL CODE: 291  SUBJECT CODE: SCI  SUBJECT: Science
YEAR LEVEL: 09  INSTRUMENT NUMBER: 1  DATE ISSUED: 15/02/2017  DUE DATE: 08/03/2017

UNIT: The Earth and its Ecology  FORMATIVE/SUMMATIVE: Summative

ASSESSMENT TECHNIQUE:
ESSAY AND DIAGRAM

ADDITIONAL INFORMATION: (reference in work program, topics covered, criterion assessed, etc.)
DRAFT DUE 01/03/17

CONDITIONS

Length/Time Allowed: 3 weeks

Task:  
- Square ✗ Seen
- Square ✗ Individual
- Square ✗ Supervised Examination
- Square ✗ Class
- Square ✗ Home
- Square ✗ Open Book
- Square ✗ Notes Allowed

Preparation:  
- Square ✗ Library Resources
- Square ✗ Electronic Resources

Access:  

Teacher Input (inc. Drafts):  
- Square ✗ (none)
- Square ✗ extensive

Extension Request
If illness, family circumstances or other difficulties will prevent you from handing this task in on the due date, you must explain the reason when reason when seeking an extension of time. The computer or printer breaking down the night before a piece of assessment is due is not valid reason for an extension. An Extension may only be granted before the due date and should be accompanied by a note from home and or a medical certificate. Application for an extension needs to be made to the Class teacher, who if granting the extension, will forward this cover page to the Middle Years or Senior Years Director of Teaching and Learning for their signature and final approval.

Extension Granted Until: 
Director of Teaching and Learning’s Signature: 

Student Name: ____________________________
Signature: ____________________________

SUBMISSION RECEIPT
Due Date: 08/03/2017
For: Mrs K. Collinson
Science
The Earth and its Ecology

Assessment Received: Date stamp over signature
Common Curriculum Elements in this Assessment

- Recognising letters, words and other symbols
- Recalling/remembering
- Interpreting the meaning of pictures/illustrations
- Translating from one form to another
- Using vocabulary appropriate to a context
- Compiling lists/statistics
- Compiling results in a tabular form
- Calculating with or without calculator
- Approximating a numerical value
- Setting out/presenting/arranging/displaying
- Structuring/organising a mathematical argument
- Expounding a viewpoint
- Comparing, contrasting
- Interrelating ideas/themes/issues
- Reaching a conclusion which is consistent with a given set of assumptions
- Extrapolating
- Applying a progression of steps to achieve the required answer
- Hypothesising
- Analysing
- Judging/evaluating
- Justifying
- Visualising
- Searching and locating items/information
- Gesturing
- Sketching/drawing
- Finding material in an indexed collection
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of tables or diagrams or maps or graphs
- Using correct spelling, punctuation, grammar
- Summarising/condensing written text
- Recording/noting data
- Graphing
- Estimating numerical magnitude
- Substituting in formulae
- Structuring/organising extended written text
- Explaining to others
- Empathising
- Classifying
- Reaching a conclusion which is necessarily true provided a given set of assumptions is true
- Inserting an intermediate between members of a series
- Applying strategies to trial and test ideas and procedures
- Generalising from information
- Criticising
- Synthesising
- Creating/composing/devising
- Perceiving patterns
- Identifying shapes in two and three dimensions
- Observing systematically
- Manipulating/operating/using equipment
Year 9 Science, Term 1, 2017
The Earth and its Ecology

CONTEXT

You are a knowledgeable geologist from the University of the Southern Cross. You have been asked to give a multimodal presentation to a group of Year 9 students.

TASK

Your task is to **write a 400-600 word essay** (and construct an accompanying diagram) in response to the following problem:

The Indo-Australian plate is moving north-east at a rate of 7 cm per year and is expected to collide with Papua New Guinea at the Pacific Plate and further west, with Indonesia at the Eurasian Plate.

- **Explain** what type of plate movement is taking place at each boundary.
- **Predict** what geological features will form as the plates collide.
- **Propose** what impact the changes will have on the string of volcanoes in The Ring of Fire; particularly from the islands of Japan and Southeast Asia through to New Zealand.
- **Construct** a labelled diagram that illustrates the changes expected to occur as the Indo-Australian plate moves.

CONDITIONS

- Appropriate scientific language must be used to communicate your ideas.
- Your diagram must be neatly drawn and labelled. A key may be useful.
- An APA-style bibliography containing a minimum of three sources must be used. Refer to the College Diary.

Draft: Wednesday 1 March (Week 6)
DUE DATE: WEDNESDAY 8 MARCH (Week 7)
<table>
<thead>
<tr>
<th>Description</th>
<th>CDs</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description and explanation of tectonic plate movements at boundaries.</td>
<td>Science Understanding S-SU9.8</td>
<td>Comprehensive description and explanation of scientific information,</td>
<td>Significant description and explanation of scientific information,</td>
<td>Description and identification of scientific information and concepts.</td>
<td>Statements of scientific information and science knowledge.</td>
<td>Statements of isolated scientific facts.</td>
</tr>
<tr>
<td>(Rout. &amp; Inq.)</td>
<td>(Rout. &amp; Inq.)</td>
<td>concepts and relationships.</td>
<td>concepts and relationships.</td>
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<tr>
<td>Use of knowledge of scientific concepts to make predictions about geological</td>
<td>Science Inquiry Skills S-SIG9.8</td>
<td>Highly effective use of scientific concepts to draw conclusions</td>
<td>Effective use of scientific concepts to draw conclusions that are</td>
<td>Description of trends in data with some links to theoretical</td>
<td>Statements about trends in data with basic description of theory.</td>
<td>Superficial statements about data.</td>
</tr>
<tr>
<td>changes at plate boundaries.</td>
<td>(Rout. &amp; Inq.)</td>
<td>that are consistent with evidence.</td>
<td>that are consistent with evidence.</td>
<td>concepts.</td>
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<tr>
<td>Use of appropriate scientific language and conventions to communicate</td>
<td>Science Inquiry Skills S-SIS9.8</td>
<td>Clear and purposeful use of appropriate scientific language and</td>
<td>Purposeful use of appropriate scientific language and conventions</td>
<td>Use of appropriate scientific language and conventions to</td>
<td>Use of aspects of scientific language and conventions to</td>
<td>Use of everyday language to communicate ideas.</td>
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<td>ideas in an essay and a labelled diagram.</td>
<td>(Rout. &amp; Inq.)</td>
<td>conventions to communicate ideas.</td>
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