**TUGGERAH LAKES SECONDAY COLLEGE**

**BERKELEY VALE CAMPUS**

**MARINE STUDIES ASSESSMENT TASK**

**FACULTY: PDHPE YEAR: 9**

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| **Title: SHARKS** | **Task Number:** Assessment Task #3 |
| **Teachers Name: Rathbone** | **Task Weighting 25%** |
| **Date Due: Week 10** | **Marks: 25** |

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| **Syllabus Outcomes: (Outcome Number and page no.)** |
| **1.1 relates with a respect and caring attitude to the ocean and its life form.p12**  **1.2 identifies and describes the components of some marine ecosystems.p12**  **1.3 selects and presents the results of appropriate research from a variety of sources.p12**  **1.4 identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships.p12** |

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| **Task Description**  **Choose 2 types of SHARKS of which one MUST be the Grey Nurse and discuss:**   1. The Biology of the Shark:  * Body form and locomotion * Parts of the shark * Respiration and circulation * The jaws * Teeth and diet * Digestion * Growth rate * Reproduction and breeding cycles   \* The sharks senses: Chemical, Mechanical, Acoustic, Eyes and Magnetic.  \* Habitat and Distribution  \* Friends and Enemies  \* Shark Attack  \* Commercial use of the Shark  \* Use the Sydney IMAX excursion to assist you in answering the assignment.  Assistance to answer the assignment can be gained from class room presentations and excursions. Shark Biology can be researched through the internet and web sites like Sea World. Shark populations throughout the world are in decline due to commercial fishing. This can be researched through looking at commercial fishing practices like long lining and the shark fin soup industry. Examine the practice of beach netting and how it has had an impact on local shark populations in the prevention of shark attack. The history of Australian shark attacks can be researched through Australian Geographic website- Shark Attack Timeline.   1. Presentation  * Work is to be presented in Power Point format:   *Students must include a bibliography at the end of their assignment stating sources of information including the web sites accessed (if using the internet). Marks will be awarded for presentation (labelled diagrams with reference made to them in the text). Students are also reminded NOT to plagiarize or cut and paste from the internet.*  **Extension Opportunities**  **Students research the Port Jackson Shark and the local breeding grounds on the Central Coast** |
| **Assessment Task Support Information**  Students are presented with information in the class room setting on sharks and are allocated class time where they will have access to computers and the internet to research their topic. |
| **Criteria For Marking:** You will be assessed on how well you:   * Discuss the biology of two sharks and the impact that humans have had on their survivability. |
| **Further Information:**   * You will sign the document register to acknowledge receipt of this notification. * If you are absent on the day, you must provide appropriate documentation   (E.g. Medical Certificate/Illness/Misadventure form).   * Feedback will be given to students in the form of the marking criteria attached, individualized written feedback from class teacher |

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| **To achieve an “A” Grade students will need to;** | |
|  | **Marks** |
| * The student demonstrates extensive knowledge of the biology of sharks. * The student demonstrates extensive understanding of the shark’s habitat and the complex relationship between man and shark. | 9-10  Extensive |

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| **To achieve an “B” Grade students will need to;** | |
|  | **Marks** |
| * The student demonstrates thorough knowledge of the biology of sharks. * The student student demonstrates thorough understanding of the shark’s habitat and the complex relationship between man and shark. | 7-8  Thorough |
| **To achieve a “C” Grade students will need to;** | |
|  | **Marks** |
| * The student demonstrates sound knowledge of the biology of sharks. * The Student demonstrates sound understanding of the shark’s habitat and the complex relationship between man and shark. | 5-6  Satisfactory |
| **To achieve a “D” Grade students will need to;** | |
|  | **Marks** |
| * The student demonstrates basic knowledge of the biology of sharks. * The student demonstrates a basic understanding of the shark’s habitat and the complex relationship between man and shark. | 3-4  Basic |
| **To achieve an “E” Grade students will need to;** | |
|  | **Marks** |
| * The student demonstrates limited knowledge of the biology of sharks. * The student demonstrates a limited understanding of the shark’s habitat and the complex relationship between man and shark. | 0-2  Elementary |

FEEDBACK

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