

**General Integrated Science**

**Year 12**

**Task 2 – Unit 3**

**Science Inquiry Investigation**

**Measuring and comparing the abiotic factors of two ecosystems/Monitoring an artificial ecosystem**

**In-Class Presentation – Construction an Artificial Ecosystem**

**Group members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Presentation** | **Exemplary (7-8 marks)** | **Good (5-6 marks)** | **Needs Improvement (3-4 marks)** | **Lacking Effort (1-2 marks)** |
| **Abiotic and biotic factors of the ecosystem are discussed in detail and why they are important to the survival of the ecosystem** | Each abiotic factor is discussed to high standard with reasoning behind each factor.  Discussion on all the biotic factors of the terrarium and how they interacted with the abiotic factors. | Each abiotic factor is discussed with reasoning behind each factor.  Discussion on most of the biotic factors of the terrarium with one or two factors missing. Some connection to abiotic factors. | 1-2 abiotic factors are not considered and reasoning not given for some of the abiotic factors.  Discussion on some of the biotic factors of the terrarium. Some biotic factors missing. Some connection to abiotic factors. | 3-4 abiotic factors are not considered and reasoning not given for some of the abiotic factors.  No connection made between biotic and abiotic factors of the ecosystem. 1-2 biotic factors listed. |
| **Evidence is displayed using accurate and appropriately presented excel graphs. Data is explained in detail using understanding of ecosystem changes** | Graphs are constructed correctly and include all appropriate labels and features. Relationships are explained and reasons for trends and changes are suggested | Graphs are constructed correctly and include *all* appropriate labels and features. Relationships are explained. | Graphs are constructed correctly and include *most* labels and features. Relationships are not explained well | Graphs are not constructed correctly. data is not explained well |
| **Analysis of biodiversity is detailed and a comparison made to large wetlands. Food webs are presented and interactions between living components explained in depth** | Food web is neatly and correctly presented. All relevant interactions between the species are discussed. Comparison is made to a real wetland and how it could be improved to enhance biodiversity | Food web is neatly and correctly presented. most relevant interactions between the species are discussed. Comparison is made to a real wetland | Food web is present but not presented well. some relevant interactions between the species are discussed. | Food web present but not presented or explained well. Interactions between species are not explained well. |
| **Presentation** - Creativity/Professionalism - presentation type  - all students presented | Presentation is well thought out. Creativity present into their presentation. All students have put equal effort into the presentation | Presentation seems to have some areas not well thought out. Creativity not well thought out. Not all students have put in effort | Presentation lacks thought. Creativity present in some areas. One student has put in all effort | No thought or creativity put into presentation  All students lack effort |
| **Comments** | | | | |
| **Overall Score: / 32** | | | | |