Year 7 Humanities

Assessment Notification

Teachers: Mr Boyd, Mr Wong, Mr Brewer and Mr Lai

**UNIT: Weather and Climate**

**Assessment TOPIC: Microclimate Investigation**

**Question: Student defined hypotheses**

**This is project based Assessment that will be done in class and for homework**

**This assessment will be group based for data collection and written up individually**

**INSTRUCTIONS:**

Now that you have been studying weather and climate, you will need to use your knowledge for a practical investigation. Your assignment is to design hypotheses, collect data to analyse and test these hypotheses and draw conclusions based on your analysis.

You will be given a **Microclimate Investigaton** sheet to help you follow the correct steps and structure your project

**You will be marked on the following criteria:**

Criterion A: Knowledge and Understanding, Criterion B: Investigating and Criterion C: Communicating

* **TASK SPECIFIC CRITERION:**
* **Criterion A: Knowing and Understanding**

This Criterion will be assessing what you have learnt and understood from the Weather and Climate unit. You should firstly aim to use key terms and vocabulary as possible. Secondly, you will need to show a strong understanding of the way weather can change and what influences it.

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| **Achievement level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student:  i. uses **a limited range of** vocabulary related to weather and instruments. Some terms may be used inconsistently or incorrectly  ii. demonstrates **basic** knowledge and understanding of content and concepts related to weather and microclimates through **limited or inaccurate** descriptions with no relation to the data collected. |
| 3–4 | The student:  i. **uses some** vocabulary related to weather and instruments. Most of the terms are used correctly with some errors. Some opportunities to use key terms were missed.  ii. demonstrates **satisfactory** knowledge and understanding of content and concepts related to weather and microclimates through **simple** descriptions and explanations. Data from the investigation is used but with inaccuracies. |
| 5–6 | The student:  i. **uses considerable relevant** vocabulary to the investigation of weather, terms are **often used accurately**  ii. demonstrates **substantial** knowledge and understanding of content and concepts related to weather and microclimates through descriptions and explanations. Relevant data is used to support the work. |
| 7–8 | The student:  i. **consistently** uses a wide range of vocabulary **relevant** to the investigation. All terms are used **accurately**  ii. demonstrates **excellent** knowledge and understanding of content and concepts through **detailed** descriptions and explanations. Data is analysed and used accurately to support statements. |

**Criterion B: Investigating**

This tests your ability to follow a logical, structured research process. You should aim to produce strong, logical hypotheses that you can collect good data for. You need to show that you know how this data is collected and that you have recorded it in order to use it in your investigation. You will also need to be aware of the possible limitations of your project and how it could be improved if you were to do the project again as part of your reflection.

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| **Achievement level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student:  i. **identifies** statements as hypotheses  ii. follows an action plan in a **limited way** to explore their research  iii. **collects** and **records** weatherinformation, to a **limited extent**  iv. **with guidance**, reflects on the research process and results, to a **limited extent**. |
| 3–4 | The student:  i. writes a **descriptive** overview of their hypotheses  ii. **partially** follows an action plan to explore their research  iii. **uses** a method or methods to collect and record **some relevant** weather information  iv. **with guidance**, reflects on the research process and results with **some** depth. |
| 5–6 | The student:  i. **explains** their hypotheses using concepts learnt in the unit  ii. **mostly** follows an action plan to explore their research  iii. **uses** method(s) to collect and record **often relevant** weather information  iv. **reflects** on the research process and results. |
| 7–8 | The student:  i. **explains** the choice of a research question **in detail** using justifications or evidence  ii. **effectively** follows an action plan to explore their research  iii. **uses** methods to collect and record **consistently relevant** weather data  iv. **thoroughly** reflects on the research process and results. |

**Criterion C: Communicating**

This section is just about your data presentation. Once you have recorded your data, you will need to decide the clearest and most useful way to present your data in your research project. Think carefully about what type of graph or chart you can use to show your data in the best possible way. Make sure your data is clear and easy to interpret.

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| **Achievement level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student:  i. communicates information and ideas in a style that is **not always** clear |
| 3–4 | The student:  i. communicates information and ideas in a way that is **somewhat** clear |
| 5–6 | The student:  i. communicates information and ideas in a way that is **mostly** clear |
| 7–8 | The student:  i. communicates information and ideas in a way that is **completely** clear |