

Assessment Information Term 2 2020

English

In this assessment activity you are required to create a static image that develops and addresses an issue that you have studied in Global Studies (OVERFISHING/SUSTAINABLE FISHING) . Ensure that the static image you submit for assessment:

- develops and structures your ideas – the idea you are portraying is a main idea from your studies
- is appropriate to the audience (Consumers/People who are making purchasing decisions for their families)
- uses visual and verbal language features that are appropriate to the purpose and audience such as images, symbolism, colour, quotations
- uses visual and verbal language features with control to command attention.
- explain the choices you have made in regard to your static image

Now that you have completed your image, the final part of your journey is a written commentary where you will describe the visual text that you have created and explain the techniques that you have used and the reason that you selected them. Use the notes and the brief descriptions you have written in when planning your static image to assist you in this and make sure you use a paragraph structure that you are confident in using.

While it is not necessary that you use an essay template, one is available to support you if you would like guidance.

Global and Science

You will deliver an oral presentation(TED Talk), (this could live or prerecorded) that explains the issue your static image addresses You may use cue cards, but should not be reading off your document.

Your presentation should be a minimum of 2 minutes and a maximum of 5 - focus on what you need to say

Your oral presentation must include:

- What the problem is and why this reflects the needs and wants of consumers and rights and responsibilities of producers.

- The current legislation as it applies to New Zealand
- The impact of commercial fishing on the environment and society of New Zealand
- Advice for consumers when purchasing fish and/or for recreational fishers

Your TED talk should reflect the scientific and legal terms, language and concepts we have covered in class. Your TED talk will refer to your static image and explain the visual elements you have used to support your ideas.

A word bank has been provided to support you when writing your oral presentation

	Towards	AT	ABOVE	BEYOND
Purpose and Audience	You are starting to develop an understanding of how to construct a text appropriate to purpose and audience	You are developing understanding of how to construct a text appropriate to purpose and audience	You are showing some understanding of how to construct a text appropriate to purpose and audience	You are showing understanding of how to construct a text appropriate to purpose and audience
Language Features	You are starting to develop use of a wide range of written, and visual language features to create meaning and effect and to sustain interest	You are developing understanding of how to use a wide range of written, and visual language features to create meaning and effect and to sustain interest	You are showing some understanding of how to use a wide range of written, and visual language features to create meaning and effect and to sustain interest	You are showing understanding of how to use a wide range of written, and visual language features to create meaning and effect and to sustain interest
Time Management	You have not submitted your assignment by the deadline	You have not submitted your assignment by the deadline	You have submitted your assignment by the deadline	You have submitted your assignment by the deadline
Overall	Working Towards	AT	ABOVE	BEYOND

YEAR 8

Student shows an understanding of the rights and responsibilities of producers and consumers

Criteria	WORKING TOWARDS Curriculum expectation	Working AT curriculum expectation	Working ABOVE curriculum expectation	Working BEYOND curriculum expectation
Producers and Consumers Responsibility	You have identified the legislation that governs producer and consumer rights and responsibilities in New Zealand fish industry	You have described the legislation that governs producer and consumer rights and responsibilities in New Zealand fish industry	You have provided a detailed description of the legislation that governs producer and consumer rights and responsibilities in New Zealand fish industry	You have explained the legislation that governs producer and consumer rights and responsibilities in New Zealand fish industry
Impact/Risk Criteria shared with Science	You have identified impacts that consumers/producer have on the marine life	You have identified a range of impacts consumers/producers have on the marine life	You have described a range of risks and impacts consumers/producers have on the marine life	You have described a range of risks and impacts consumers/producers have on the marine life
Time management	You have yet to complete and submit your assessment	You have submitted your assessment late	You have submitted your assessment by the due date	You have submitted your assessment by the due date
Overall	WORKING TOWARDS Curriculum expectation	Working AT curriculum expectation	Working ABOVE curriculum expectation	Working BEYOND curriculum expectation

Word Bank

Recreational	Commercial	Customary	Quota	Sustainable
Aqua-culture	Quota -management	By-catch	Government	Legislation
Trawling	Marine Park	Over-fishing	Fin Fish	Shellfish
National Significance	Act	Rights	Responsibilities	Endangered Species
Protected Species	Marine Reserves	Habitat	Wants	Needs
Consumers	Producers	Benthic Habitats	Food Web	Bio-diversity
Impact	Targetted	Targeted Species	Fisheries New Zealand	Fisheries Act (1996)
Management	Functionally extinct	Decline	Bag Limits	Commercial Catch
Prohibited	Danish Seine	Hauraki Gulf		