

Goat Island Advertisement

Assessment One | Forest Year 8 Global, Science & English

This term you have been learning about Te Taha Wairua; our oceans and how we can sustainably look after them. In this assessment you are required to create a script & storyboard for an informative advertisement about Goat Island. This is a combined task to assess your work in Global Studies, Science and English. You will complete 2 complementary activities to demonstrate your knowledge and understanding of Goat Island. You will write a script that contains the information you will include in your advertisement. You will also storyboard a 30 second clip from your advertisement.



Due Date: Tuesday 29th March, 3pm

Global | Your script must:

- Outline key information about marine reserves & Goat Island, including a geographical description of Goat Island and a short description of this marine reserve's history
- Explain why we need Goat Island and other marine reserves (what threatens our oceans sustainability)
- Explain the opportunities Goat Island and other marine reserves give (environmental, recreational, cultural and economic)

Science | Your script must:

- Include a food web that includes at least 2 different food chains found in Goat Island
- Demonstrate an understanding of how the different organisms in your food chain gain energy (Consumer, Producer, Decomposers)
- Paragraph about the habitat your chosen organisms are living in. Use terminology such as population, community, habitat, ecosystem, etc.

English | Your storyboard must:

- Demonstrate an understanding of a range of film techniques used for effect
- Make clear links to your script

You should be familiar with visual language features such as:

Camera angles – high, low, birds-eye etc.

Camera Shots– mid, close-up, wide, establishing, over-the-shoulder etc.

Verbal features/Sound – Artificially created or enhanced sounds that add to the drama on screen, dialogue, voice overs etc.

- develop and structure your ideas –
- appropriate to the audience
- use visual and verbal language features that are appropriate to the purpose and audience such as camera angles and shots and sounds
- uses visual and verbal language features with control to command attention.

Wordbank

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

Marking Rubrics

English Marking Rubric

Purpose and Audience	You have demonstrated awareness of the purpose and audience 1 points	You have identified and demonstrated awareness of the purpose and audience 2 points	You have consistently demonstrated an awareness of the purpose and audience 3 points	You have consistently and confidently demonstrated an awareness of the purpose and audience 4 points
Language Features	You have selected some precise verbal and visual features to add information and interest to your text 1 points	You have selected a variety of precise verbal and visual features to add information and interest to your text 2 points	You have consistently selected precise verbal and visual features to enhance the meaning and mood of your text 3 points	You have consistently and independently selected precise verbal and visual features to enhance the meaning and mood of your text 4 points
Time Management	You have not submitted work by the deadline. 1 points	You have submitted work by the deadline 2 points	You have submitted work by the deadline 3 points	You have submitted work by the deadline 4 points
Overall Grade	Working Towards Curriculum Expectation 1 points	Working At Curriculum Expectation 2 points	Working Above Curriculum Expectation 3 points	Working Beyond Curriculum Expectation 4 points

Global Marking Rubric

Goat Island Marine Reserve	You have identified some information about Goat Island marine reserve	You have described some information about Goat Island marine reserve	You have described in detail key information about Goat Island marine reserve	You have explained key information about Goat Island marine reserve
Challenges	You have named some challenges which face our oceans	You have outlined some challenges which face our oceans	You have described some challenges which face our oceans	You have described in detail some challenges which face our oceans
Opportunities	You have named some opportunities that Marine Reserves provide	You have outlined some opportunities for people and/or the environment which Marine Reserves provide	You have summarised some opportunities for people and the environment which Marine Reserves provide	You have described in detail some opportunities for people and the environment which Marine Reserves provide
Accuracy in Writing	You have used a range of punctuation accurately most of the time. These are intrusive at times, but reader can infer meaning	You have made some errors, but minimal reader inference is needed as meaning is mostly clear	You have carefully edited your writing to ensure you have few intrusive errors and meaning is consistently clear	You have carefully edited your writing to ensure you have no intrusive errors and meaning is
Time Management	You have yet to submit your assessment	You have submitted your assessment late	You have submitted your assignment by the deadline	You have submitted your assignment by the deadline
Overall	WORKING TOWARDS Curriculum expectation	Working AT curriculum expectation	Working ABOVE curriculum expectation	Working BEYOND curriculum expectation

Science Marking Rubric

Classification	You have yet to group plants, animals, and other living organisms into science based classifications	You have grouped plants, animals, and other living organisms into science based classifications	You have grouped plants, animals, and other living organisms into science based classifications with accuracy	You have accurately grouped plants, animals and other living organisms into science based classifications and explained the criteria of these classifications
Habitat	You have yet to identify particular habitats of different living things	You have identified particular habitats of different living things	You have explained how different living things are suited to their particular habitat	You have explained how different living things are suited to their particular habitat using some scientific terms
Accuracy in Writing	You have used a range of punctuation accurately most of the time. These are intrusive at times, but reader can infer meaning	You have made some errors, but minimal reader inference is needed as meaning is mostly clear	You have carefully edited your writing to ensure you have few intrusive errors and meaning is consistently clear	You have carefully edited your writing to ensure you have no intrusive errors and meaning is
Time Management	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	You have submitted your assignment by the deadline
Overall	WORKING TOWARDS Curriculum expectation	Working AT curriculum expectation	Working ABOVE curriculum expectation	Working BEYOND curriculum expectation