

Task 3: Skills Task

Due Date: Tuesday 17th June 2025

Task Distributed: 16th May

Unit: Module 7: Infectious Disease

Task Type: Practical Task

Task Weighting: 20%

Outcomes: BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-14

Task Description

Students will carry out a practical investigation under exam conditions to identify microbes in water. The practical task will involve various techniques used to collect and analyse a sample of pond water. Students will be tested on sterile and safety procedures, correctly using a pipette and inoculating loop to collect a water sample and further be tested on analysing these results. Students will also then be asked a number of stimulus-style and skills-based questions..

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Assess:** Make a judgement of value, quality, outcomes, results or size
- **Critically (analyse/evaluate):** Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
- **Describe:** Identify issues and provide points for and/or against
- **Evaluate:** Make a judgement based on criteria; determine the value of
- **Explain;** Relate cause and effect; make the relationships between things evidence; provide why and/or how
- **Identify:** Recognise and name
- **Justify:** Support an argument or conclusion
- **Outline:** Sketch in general terms; indicate the main features of
- **Summarise:** Express, concisely, the relevant details

Check the NESA Glossary of Key Words for further guidance <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

The examination will occur during your scheduled Biology class (Friday, Period 5). You will need a pen, pencil, calculator, rubber and ruler. You will not be allowed to share your equipment with anyone else in the exam room. Please arrive on time for your examination.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 20 of the due date.
- At this time feedback including information on how to improve will be provided through a marking scheme and sample responses.
- Students can clarify or seek further feedback by the speaker with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will also be expected to complete a self-reflection.

To reflect on this task, student's will be asked to write a goal statement for improvement, including strengths and areas of improvement.

How does this link to my learning?

- This task will assess the student's Skills and Knowledge outcomes which have been developed over the topics
- Through this task students will be able to see areas in the Biology course that are strengths and weaknesses.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

2023 Literacy Rubric

LITERACY MARKING CRITERIA	Descriptors				
	0	1	2	3	4
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical words are used.	- Some precise and technical words are used.	- Sustained use of precise and technical words.	-Sustained, consistent and fluent use of precise and technical words.
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
Paragraphs Paragraphs are used to effectively structure information and partition events and ideas	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
Text Structure Uses features of the appropriate text type	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.