

## Biology 1.2: Report on a biological issue

|               |                 | Research Questions.                          | Biological Ideas  | Planning the Research.   | Collecting, Recording,   | Analysing Relevant   | Creating New   | Presenting Findings in                              |
|---------------|-----------------|--|---|--|--|--|--|---|
|               |                 | Refine a given or agreed question or purpose | Make multiple links involving the biological ideas related to the question or purpose | Completing a research log book and record sheets of information sources  [Timeline – 3 classroom periods plus one homework slot] | Processing Relevant Information. Collecting/recording primary and secondary data and/or information from a range of sources. (at least 3 sources) Evaluating relevance of information by checking reliability and validity of sources of information | Information and Data. Identifying different points of view supported by the evidence | Knowledge  Taking and justifying a position with a recommendation for action | a Research Report [2 classroom periods to write up] |
|               |                 | I need help to come up                       | I need help to identify a   | I need help to start   | I need help to find  | I simply represent what I  | I need help to take a  | I try to communicate my                             |
| _             |                 | with a relevant focusing                     | biological idea related to  | looking for resources.   | resources and collect  | have discovered without  | position and justify it.   | research findings to                                |
| <u> </u>      |                 | question/s                                   | the question.   |  | information  | identifying different  |  | others in my research                               |
| 1             |                 |  |   | I need help to identify my   |  | points of view supported   | •  | report but I need help to                           |
| ۾ ا           |                 |  |   | research tasks and   | I need help to organise  | by the evidence.   |  | provide a summary and a                             |
| str           |                 |  |   | timeline and chart them in my log book.  | and keep records of what I find.   | I use only one data  |  | bibliography.                                       |
| Prestructural |                 |  |   | iii iiiy log book.   | Tilliu.  | representation method-   |  |   |
| ۵             |                 |  |   |  |  | e.g. writing or podcasting   |  |   |
|               |                 |  |   |  |  | ang. www.ng an prantaming  |  |   |
|               |                 | I have relevant focusing                     | I have described biological   | I have ideas about the   | I have collected accurate  | I have identified and  | I have <mark>taken a position</mark> on                                      | I have communicated a                               |
|               |                 | questions to bring in facts                  | ideas related to the  | resources I will need and  | and relevant information   | described at least two   | a biological issue   | clear summary of my                                 |
|               |                 | and information.                             | biological issue in the   | how I will access them.  | from more than one type  | different points of view   |  | research findings in my                             |
|               | F               | e a cha charach char                         | question  | M. Isabash sayanb  | of resource  | about the biological issue.  |  | research report.                                    |
| <u> </u>      | Jr              | E.g who, what, why when, where questions     | I have created a concept  | My log book , research tasks, timeline and record  | I have recorded the  | I have used more than  |  | I provide a bibliography                            |
| Unistructural | Multistructural | where questions                              | map identifying biological  | sheets of information  | information clearly and  | one data representation  |  | i provide a bibliography                            |
| ) n           | Ľ               |  | ideas related to the issue  | sources are generally  | appropriately  | method; e.g. Maps,   |  |   |
| نا            | st              |  |   | correct.   |  | graphs, tables,  |  |   |
| ⊢is           | ıti             |  |   |  |  | paragraphs, diagrams,  |  |   |
| <u>5</u>      | ЛL              |  |   |  |  | podcasts, video, Diigo,  |  |   |
|               | _               |  |   |  |  | Netvibes, Google Apps,   |  |   |
|               |                 |  |   |  |  | Jott, Twitter, Del.icio.us   |  |   |
|               |                 |  |   |  |  | tags   |  |   |
|               |                 |  |   |  |  |  |  |   |



| -          |                               |                                       |                            |                              |                           |   |                           |
|------------|-------------------------------|---------------------------------------|----------------------------|------------------------------|---------------------------|---|---------------------------|
|            | I have relevant focusing      | I have described several              | I have planned how I will  | I have collected a range     | I have identified,        | I have <mark>taken a position</mark> on | I have communicated a     |
| Relational | questions to bring in facts   | biological ideas related to           | collect all the different  | of clear, relevant and       | described and explained   | a biological issue and can              | clear summary of my       |
|            | and information and to        | the biological issue in the           | resources linked to my     | reliable information from    | at least two different    | give reasons justifying my              | research findings in a    |
|            | link these facts in           | question and <mark>explain</mark> why | inquiry context.           | a number of different        | points of view about the  | position.                               | report format that is     |
|            | different ways.               | they are related to the               |                            | relevant resources           | biological issue.         |   | easily understood by the  |
| <u>.e</u>  |                               | issue.                                | My log book , research     |                              |                           |   | report reader (audience). |
| at         | E.g define, describe,         |                                       | tasks, timeline and record | I have recorded the          | I have used a range of    |   |                           |
| l le       | sequence, classify,           | I have created a concept              | sheets of information      | information clearly and      | appropriate data          |   | I provide a full          |
| ~          | compare, explain causes,      | map identifying and inter-            | sources are complete and   | appropriately in more        | representation methods    |   | bibliography that allows  |
|            | analysis (part whole)         | linking biological ideas              | I have made annotations    | than one                     | to make links between     |   | the sources to be found   |
|            |                               | related to the issue                  | and explanations where     | format/method/or             | data                      |   | by others                 |
|            |                               |                                       | appropriate.               | platform                     |                           |   |                           |
|            | I have a range of relevant    | I have described several              | I have planned how I will  | I have collected a range     | I have identified,        | I have taken a position on              | I have communicated a     |
|            | focusing questions to         | biological ideas related to           | collect all the different  | of clear, relevant, reliable | described and explained   | a biological issue and can              | clear summary of my       |
|            | bring in facts and            | the biological issue in the           | resources linked to my     | and valid information        | at least two different    | give reasons justifying my              | research findings in a    |
|            | information, to link these    | question and explained                | inquiry context and        | from a number of             | points of view about the  | position.                               | report format that is     |
|            | facts in different ways,      | why they are related.                 | include contingencies if   | different relevant           | biological issue. I have  | I have <mark>evaluated</mark> my        | easily understood by the  |
|            | and to look at these          |                                       | things don't go to plan.   | resources                    | evaluated these points of | position and used my                    | audience                  |
|            | linked ideas in a new way     | I have created a concept              |                            |                              | view and determined       | findings to make a                      | and enables them to       |
| Abstract   |                               | map describing,                       | My log book , research     | I have recorded the          | which is closest to my    | recommendation/s for                    | critique or review my     |
| <u> </u>   | E.g. define, describe,        | explaining and evaluating             | tasks, timeline and record | information clearly and      | point of view.            | action                                  | findings and              |
| st         | sequence, classify,           | the many different ways               | sheets of information      | appropriately using a        |                           |   | recommendations for       |
| 1 2        | compare, explain causes,      | these biological ideas                | sources and completed      | range of appropriate         | I have used a wide range  |   | action.                   |
|            | analysis (part whole),        | influence (link) to each              | with explanations and      | recording methods.           | of appropriate data       |   |                           |
| ĕ          | justify, generalise, predict, | other and the biological              | annotations where          |                              | representation methods    |   | I include a full          |
| Extended   | evaluate etc                  | issue.                                | appropriate. I have made   | I have indicated the level   | to link, extrapolate and  |   | bibliography and include  |
| ē          |                               |                                       | predictions and            | of reliability and validity  | interpolate data.         |   | web based tagging and     |
| ∣ ¥        |                               |                                       | allowances for tasks that  | of the data collected by     |                           |   | web annotation.           |
| ш          |                               |                                       | may not fit the plan.      | commenting on;               |                           |   |                           |
|            |                               |                                       |                            | usefulness                   |                           |   |                           |
|            |                               |                                       |                            | accuracy of biological       |                           |   |                           |
|            |                               |                                       |                            | information                  |                           |   |                           |
|            |                               |                                       |                            | up to date/recent            |                           |   |                           |
|            |                               |                                       |                            | fact or opinion              |                           |   |                           |
|            |                               |                                       |                            | sources of bias              |                           |   |                           |
|            |                               |                                       |                            | 504.005 01 5.45              |                           |   |                           |