Outcomes & Indicators

**HSIE**

ENS2.5 Describes places in the local area and other parts of Australia and explains their significance
- demonstrates an aesthetic awareness of environments, both natural and built

ENS2.6 Describes people’s interactions with environments and identifies responsible ways of interacting with environments.
- identifies issues about the care of places in the community or places of importance to them
- evaluates the necessity of caring for and conserving a feature, site or place
- plans and implements a strategy for caring for a particular feature or site
- presents alternatives to, and consequences of, using features, sites and places in particular ways
- identifies the viewpoints of others regarding how sites, places and features can be cared for and demonstrates an appreciation of the rights of others to have these viewpoints
- gives reasons why a specified feature, place or site should be cared for
- examines the advantages and disadvantages of various land uses
- Identifies processes used by people to design environments.

**SCIENCE & TECHNOLOGY**

**BE S2.1**
Creates, models and evaluates built Environments reflecting consideration of functional and aesthetic factors.
- uses a range of electronic and print sources, when comparing why it’s important to maintain natural environments

**IC S2.2**
Creates and evaluates information products demonstrating an understanding of the needs of particular audiences.
- experiments with a range of desktop publishing features, graphics, font and borders to develop an effective poster

**LT S2.3**
Identifies and describes the structure and function of living things and ways in which living things interact with other living things and their environment.
- observes and reports on a local environment, describing how plants and animals rely on each other

**ENGLISH**

RS2.7
Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes
- identifies point of view and supporting arguments in exposition read, differentiating between personal opinion and fact

WS2.9
Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.

WS2.12
Demonstrates basic desktop publishing skills on the computer.

WS2.13
Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.
- understands and uses the organisational structure of exposition including a statement of position (thesis), argument, with
- points and elaboration, sometimes with evidence, and a conclusion adopts methods used by authors to make texts appeal to the reader gives two or more related arguments to support a position
Mini Worlds - Cycles in Our World
Rich Task- Stage 2
Term 1, 2012

TASK- Part One:
In class you will be part of a number of lessons that research the environmental needs of a Squirrel Glider, and the purpose of the text type an Exposition. In class we will answer these questions:
- What is the purpose of a brochure
- The importance of a Squirrel Glider and why?
- What does a Squirrel Glider look like?
- What does a Squirrel Glider eat?
- What are the important parts of a Squirrel Glider’s habitat?
- What can we do to help the Squirrel Glider survive in our town?

Part Two:
This year at our school, we are planting a new garden next to the Hall. This garden will be created to give the Squirrel Glider a chance to live in our school grounds. You are being asked to inform the school and local community why it is important to maintain the Squirrel Glider’s habitat within the local area.

Once we have answered all of the questions about the Squirrel Gliders needs in class, you will use this information to plan an exposition in the form of a brochure. You will be given computer time to create your brochure.

You will need to think about the type of environment and local bush land that the Squirrel Glider needs to survive in. You will need to express why it is important for the surrounding areas to restore the native bush land and the impact it has on the Squirrel Glider’s survival. You will need to set out your brochure using the correct grammar and language features of an Exposition, as well as including headings, key points/ideas, conclusions and pictures.
# Mini Worlds - Cycles in Our World
## Rich Task- Stage 2
### Term 1, 2012

<table>
<thead>
<tr>
<th>Outcome</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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</table>
| **ENS2.5** Describes places in the local area and other parts of Australia and explains their significance | 4 Marks | B criteria  
+ An exposition that includes in-depth and personal reasons why it is important to care for this part of our environment. | C criteria  
+ An exposition that includes reasons why it is important to care for this part of our environment. | Creates a brochure identifying the importance of the native environment to the Squirrel Glider | Does not mention the environment |
| **ENS2.6** Describes people’s interactions with environments and identifies responsible ways of interacting with environments. | 3 Marks | B criteria  
+ An in-depth exposition of the requirements of a Squirrel Glider and the importance of maintaining the native environment. | C criteria  
+ An exposition of the requirements of a Squirrel Glider and the importance of maintaining the native environment. | Mentions the impact people can have on the Squirrel Glider’s native habitat | Limited mention on the impact people have on the Squirrel Glider’s native habitat | Does not mention how people can impact the environment for the Squirrel Glider. |
| **BE S2.1** Creates, models and evaluates built environments reflecting consideration of functional and aesthetic factors. | 2 Marks | B criteria  
+ An explanation of all the different natural and manmade parts of the local environment and their importance. | C criteria  
+ An explanation of some of the different parts of the local environment and their importance. | Includes 3 or more views when comparing why its important to maintain natural environments. | Does not include any views that address why its important to maintain natural environments. |
| **IC S2.2** Creates and evaluates information products demonstrating an understanding of the needs of particular audiences | 1 Mark | B criteria  
+ Experiments with a range of desktop publishing features, graphics, font and borders to develop an effective brochure | C criteria  
+ Publisher has been used with pictures, font, changes to font size and colour and borders | Publisher used limited changes to font, colour or size of writing BUT pictures have been used | No evidence of the layout of a brochure |
| **WS2.9** Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features | 0 Marks | B criteria  
+ Brochure is accurately set out with introduction, headings, points of view, conclusion and pictures | C criteria  
+ Brochure is accurately set out with pictures | Brochure is either accurately set out OR pictures have been used on the Squirrel Glider and Native environment | Limited evidence of the layout of a brochure | No evidence of the layout of a brochure |

**TOTAL POINTS:**

**ACHIEVEMENT:** A B C D E

**Comments:**