RICH TASK BLUEPRINT

This Blueprint is based on the Suite 1 Rich Tasks "Multimedia Presentation on an Endangered Plant or Animal" / "Multimedia Presentation on an Introduced Plant or Animal". These original Rich Tasks may be regarded as two of the many possible valid manifestations of this Blueprint.

Damage and Danger to the Natural World

Students investigate an issue that is related to undesirable changes in the natural world. They use this investigation to take constructive action and create a persuasive and informative multimedia presentation.

As a class, students become familiar with a range of issues related to undesirable changes in the natural world.

Issues might include endangered species, introduced species, erosion, pollution, salination, deforestation, global warming.

The students should know enough about these issues to be able to make an informed choice of an issue to investigate further.

In small groups, students select one of the identified issues and a particular manifestation of it.

The issue could have, but does not need to have, a direct local impact, but it should be one which the local community could reasonably be expected to take an interest in and take action on.

An example of an *issue* would be introduced species; an example of a *manifestation* would be cane toads.

Students conduct the research needed for a report on:
- the scientific concepts behind the issue
- the specific detail of their selected manifestation of the issue
- published and other scientific information on such things as:
    – the extent of the damage (as precise as possible)
    – factors contributing to the damage
    – projections about possible changes to the situation over time
    – ways of improving the situation or stopping it from getting worse
    – the social/economic/other contexts of the issue.

Research might involve CDs and the internet as well as printed material, but may need to draw on local expertise, where available.

Students should contribute ideas about the best format for their report (e.g. appropriate headings).

Students compile a report on their selected manifestation of the issue, with reference to the scientific concepts behind it.

Using the information in the reports, students...

...take action!

There might be value in involving students in additional positive action after completion of the task.

...as a class, prepare a visual representation of the main points from each of the reports, in a form that allows for sensible connections between issues to be made.

The visual representation might take the form, for example, of a retrieval chart. If the class's reports were all in the form of webpages in a website, the visual representation might take the form of a home page with graphical links to the webpages meaningfully arranged and labelled.

In their groups, students create and present a multimedia presentation to share findings and to raise awareness of factors contributing to their selected manifestation of their issue and to inspire members of the community to act.

Interpret "multimedia" liberally: websites, performances including film and music, PowerPoint presentations, etc.

The audience for the presentation should be considered the local community; the presentation could be presented outside the school, but should at least be presented within the *school* community (which may include parents and so on).

Product checklist:
For each group:
- a report on their selected manifestation of their issue
- a multimedia presentation on their selected manifestation of their issue

For the whole class:
- a visual representation of the main points from each of the reports

DRAFT

Damage and Danger to the Natural World
Standards, referents, repertoires

The following standards, New Basics referents and targeted repertoires of practice apply to any valid implementation of this Blueprint. A school may supplement the New Basics referents with other sets of valued practices and/or learnings (e.g. QCAR Essential Learnings). Additional standards, New Basics referents and targeted repertoires of practice may come into play in a particular implementation by a particular school; if so, they are to be recorded in the task documentation.

Standards

Desirable features indicate what high-quality performance in the task will look like. *Acceptable performance* represents full task completion, at an acceptable level. (See the Grading Master.)

Desirable features

Scientific Information: Provision of scientifically accurate information that describes the aspect of the natural world that is affected, quantifies and details the issue related to undesirable change and indicates credible action to be taken Information is presented in each of the following ways:
- a suitably formatted report (group activity)
- a visual representation of the main points from each of the reports (class activity)
- a multimedia presentation (at least two media).

Persuasive Presentation: Presentation of the information in such a way that the audience is inspired to take issue with the danger and, possibly, to initiate community action. (A persuasive presentation includes a structured and convincing argument. An inspirational presentation is clear and emotionally appealing.)

Multiple Media: Exploitation of presentation techniques to convey the information in the chosen media (e.g. good visuals, videos, audios; effective timing of personal and electronic components).

Acceptable performance

Scientific Information: Provision of information about the affected aspect of the natural world

Persuasive Presentation: Presentation with elements that are relevant to the issue and appeal to the audience

Multiple Media: Use of presentation techniques to convey the information in the chosen media

New Basics referents

"…groups of core, essential sets of practices that young Queenslanders need to survive and flourish in new economic, social and cultural conditions. As a set, they are not meant to be exhaustive, nor could they be. They are limited selections from an infinite set of possibilities. Teachers and schools will include other knowledges—local, traditional, multicultural, and alternative." (New Basics Technical Paper)

Life Pathways and Social Futures
Who am I and where am I going?
- Collaborating with peers and others

Multiliteracies and Communications Media
How do I make sense of and communicate with the world?
- Blending traditional and new communications media
- Mastering literacy and numeracy

Active Citizenship
What are my rights and responsibilities in communities, cultures and economies?
- Interacting within local and global communities

Environments and Technologies
How do I describe, analyse and shape the world around me?
- Developing a scientific knowledge of the world
- Building and sustaining environments

Targeted repertoires of practice

The cognitive and cultural, linguistic and social skills needed to be acquired developmentally in order to complete the Rich Task.

- Classifying ideas and information
- Collecting and collating data
- Comprehending the concept of ecological interrelatedness
- Comprehending the concept of environmental responsibility
- Presenting a persuasive argument
- Respecting the integrity of primary evidence (and reporting data without bias or distortion)
- Setting out information in a cohesive report
- Structuring an argument
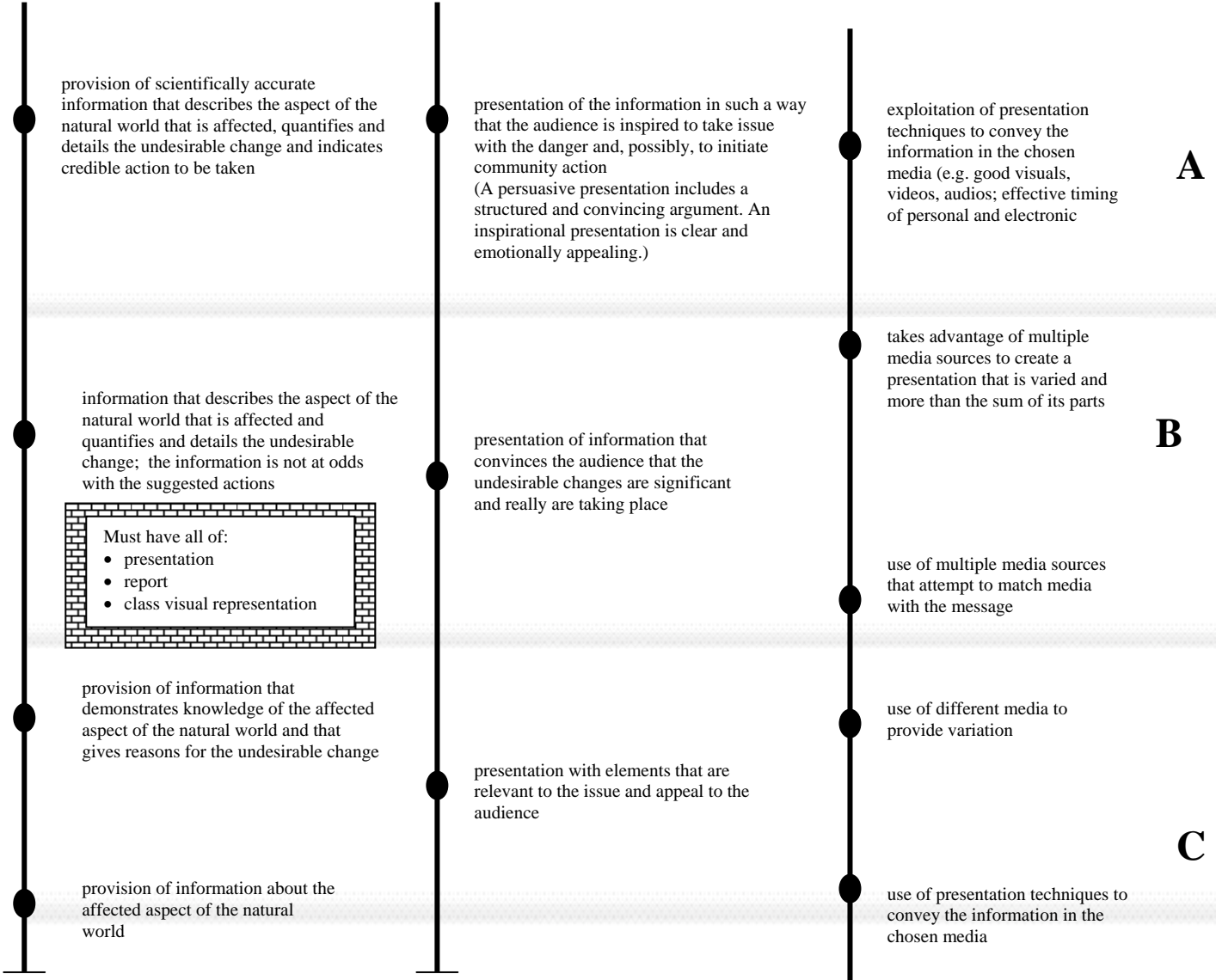- Understanding the potential of media technologies

Damage and Danger to the Natural World

Draft Grading Master

SCIENTIFIC INFORMATION	PERSUASIVE PRESENTATION	MULTIPLE MEDIA	

SCIENTIFIC INFORMATION

provision of scientifically accurate information that describes the aspect of the natural world that is affected, quantifies and details the undesirable change and indicates credible action to be taken

PERSUASIVE PRESENTATION

presentation of the information in such a way that the audience is inspired to take issue with the danger and, possibly, to initiate community action
(A persuasive presentation includes a structured and convincing argument. An inspirational presentation is clear and emotionally appealing.)

MULTIPLE MEDIA

exploitation of presentation techniques to convey the information in the chosen media (e.g. good visuals, videos, audios; effective timing of personal and electronic

A

takes advantage of multiple media sources to create a presentation that is varied and more than the sum of its parts

information that describes the aspect of the natural world that is affected and quantifies and details the undesirable change; the information is not at odds with the suggested actions

presentation of information that convinces the audience that the undesirable changes are significant and really are taking place

B

Must have all of:
- presentation
- report
- class visual representation

use of multiple media sources that attempt to match media with the message

provision of information that demonstrates knowledge of the affected aspect of the natural world and that gives reasons for the undesirable change

use of different media to provide variation

presentation with elements that are relevant to the issue and appeal to the audience

C

provision of information about the affected aspect of the natural world

use of presentation techniques to convey the information in the chosen media

U

Non-discountable