Coonabarabran High School
Assessment Notification

Subject: Year 10 Science
Assessment task 1: Adaptations
Date of Notification: 31.08.21
Date due: 14.09.31
Weighting: 15% **Teacher** Mr Blanch**:,** Miss Christoff, Mrs Nash
Length of task: Parts 1 and 2 of this task will be no longer than 1 x A4 page of typing each in 12 font Times New Roman equivalent plus relevant pictures or diagrams

---

Part 1
Choose one Australian animal
(You are not limited to the cute furry ones when choosing your animal, please consider some of the other animal groups we have in Australia such as birds, reptiles, amphibians, fish, insects and spiders):

For your chosen animal

a. Give a description of the animal, include a picture or diagram of the animal.
b. Give a brief description of its habitat and diet.
c. Identify one structural, one behavioural and one physiological adaptation that helps the animal survive in its environment.
   For each adaptation
   i. Name the adaptation and state if the adaptation is structural, behavioural or physiological.
   ii. Give a brief description of the adaptation and explain how the adaptation increases the survival of this species in its environment. (In your answer, relate each adaptation to biotic and/or abiotic selection pressures in its environment).

Part 2
For one of the following Australian environments – Alpine, Arid, Rainforest or Estuarine:

a. Name and describe the environment you have chosen.
b. Explain how three different plants are adapted to this environment; include a picture or diagram of each plant.

Part 3:
You are expected to use and correctly reference at least four different sources to complete this task. Follow the steps below to reference a book or internet site:

To reference a book:

Author, (date published), Book Title; Publisher name, Place published, Pages used

To reference an Internet site:

Author (if available) (Date published (if available)) Title of Website, Title of Webpage, URL, Date accessed

You have been given a source book with information which you can use to complete this. This book is mainly designed for use by students with limited Internet access.

Outcomes being assessed:

Knowledge and Understanding A student	**Skills** A student:
SC5-14WL analyses interactions between components and processes within biological systems **LW2 a recall that ecosystems consist of communities of interdependent organisms and abiotic components of the environment** **LW2 c analyse how changes in some biotic and abiotic components of an ecosystem affect populations** and/or communities **LW4 The theory of evolution by natural selection explains the diversity of living things** and is supported by a range of scientific evidence	**SC5-5WS produces a plan to investigate identified questions,** hypotheses or problems, individually and collaboratively SC5-7WS **processes, analyses and evaluates data from** first hand investigations and **secondary sources to develop evidence-based arguments and conclusions** **SC5 – 9WS presents science ideas and evidence for a particular purpose and to a specific audience using appropriate scientific language, conventions and representations.**