**Sample Assessment Tasks**

Marine and Maritime Studies

General Year 11

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# Sample assessment task

# Marine and Maritime Studies – General Year 11

## Task 3 — Unit 1

# **Assessment type:** Extended response

**Conditions**

Period allowed for completion of the task – three weeks; a combination of in-class and out-of-class time

**Task weighting:** 2.5% of the school mark for this pair of units

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**Marine resource management research (25 marks)**

**Background**

Commercial fishing is an important contributor to the Western Australian economy. It provides direct employment for about 5 000 people, plus many more in associated industries. As well, an estimated one-third of the WA population fish recreationally. For continued commercial and recreational fishing, stocks need to be harvested sustainably. To maintain fish stocks and ensure the health of their ecosystems, management is required.

**What you need to do**

Select one of the major Western Australian fisheries (see below) to research the following questions around its management. If there is another fishery not listed that you would like to research, you may discuss this with your teacher.

**Focus questions**

**Introduction (3 marks)**

1. What are the common and scientific names of the marine organism/fish you have chosen?
2. Give the bioregion where the fishery is located and, on a map of Western Australia, show the area/s where the fishery is located?

**Strategies, recommendations and actions (15 marks)**

1. What are the strategies, recommendations and suggested actions aimed at managing the fishery? Use the following to guide your discussion of the fishery’s management:

* habitat conservation and rehabilitation priorities
* long-term sustainability of the fishery – identify any natural, human and introduced threats to its long-term survival and actions taken to minimise these effects
* selected dates or regional closure times, and identify the purpose for these times
* recreational and commercial- catch quotas and specifications including minimum and maximum sizes and the return of breeding stock
* any other issues associated with sustainability of the fishery.

**Conclusion (5 marks)**

1. Provide a concluding statement, with at least **three (3)** points, that summarises the current sustainability of the fishery. The statement needs to provide evidence to support your conclusion as to whether the fishery is sustainable or not.

Present your information logically using appropriate scientific language. **(2 marks)**

The major Western Australian commercial fisheries include:

* the West Coast Rock lobster
* Abalone
* the Exmouth Gulf Prawn
* the Shark Bay Prawn, and
* the Shark Bay Scallop.

Other fisheries can be found on the Western Australian Department of Fisheries website (<http://www.fisheries.wa.gov.au/Pages/Home.aspx>).

The annual *The State of the Fisheries and Aquatic Resources Report* available through the Western Australian Department of Fisheries website can be a useful resource.

# Marking key for sample assessment task 3 — Unit 1

|  |  |
| --- | --- |
| **Description** | **Marks**  **available** |
| **Introduction** | **/3** |
| * common and scientific names of the chosen species identified | 1 |
| * bioregion and area/s identified on a map of WA | 2 |
| **Strategies, recommendations and actions** | **/15** |
| * habitat conservation and rehabilitation priorities discussed | 1–3 |
| * natural, human and introduced threats to the long-term sustainability of the fishery discussed | 1–5 |
| * dates or regional closure times identified | 1 |
| * purpose for above times described | 1–2 |
| * recreational and commercial catch quotas and specifications and/or breeding-stock returns outlined | 1–2 |
| * issues about sustainability of the marine resource discussed | 1–2 |
| **Conclusion** | **/5** |
| * concluding paragraph/s clearly indicate at least three points, with supporting evidence, which justify the statement | 1–5 |
| **Layout and structure** | **/2** |
| * logically organised with appropriate headings and sub-headings | 1 |
| * ideas clearly expressed with appropriate use of scientific language | 1 |
| **Total** | **/25** |

# Sample assessment task

# Marine and Maritime Studies – General Year 11

## Task 4 — Unit 1

**Assessment type:** Science inquiry/Investigation

**Conditions**

Period allowed for completion of the task: one week for planning and setting up of experiment followed by up to two weeks to monitor progress of reaction

One class lesson to finalise report

**Task weighting:** 7% of the school mark for this pair of units

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**Investigating the corrosion of steel (39 marks)**

In this task, you will research, prepare and conduct an investigation to assess the effect of salt on the corrosion of steel. Tests should be carried out to determine whether a relationship exists between the concentration of salt in water and the rate of corrosion of steel. You will be required to prepare a scientific report to summarise and explain your findings.

**The steps involved**

Phase 1 – Research and planning (individual, followed by group refinement)

Phase 2 – Carrying out of experiment (group work)

Phase 3 – Data processing and analysis (individual, followed by group refinement)

Phase 4 – Evaluation (individual, followed by group refinement)

**What you need to do**

**Research and planning**

1. Initially working on your own, research background information about corrosion. Use the research questions on the *Investigating the corrosion of steel* worksheet to assist with your research. You need to show this to your teacher before the next step.
2. Working in your group, discuss your individual research and refine your ideas through group discussion. Each member of the group will need to submit the revised answers to the research questions.
3. Initially working on your own, complete the planning questions on the *Investigating the corrosion of steel* worksheet. You will be given 20 minutes of class time to do this. You need to show this to your teacher before the next step.
4. Working in your group, discuss your individual planning and refine your ideas through group discussion. Each member of the group will need to submit the revised answers to the planning questions.

**Carrying out of experiment**

Once your plan has been checked by the teacher, collect the equipment you need and carry out the experimental work.

**Processing the data and Evaluation**

1. Initially working on your own, complete the data processing and analysis and evaluation questions on the *Investigating the corrosion of steel* worksheet. You will be given class time to do this. You need to show this to your teacher before the next step.
2. Working in your group, discuss your individual data processing and analysis and evaluation and refine your ideas through group discussion. Each member of the group will need to submit the revised answers to the data processing and analysis and evaluation questions.

**What you need to submit**

At the end of the investigation you need to submit your *Investigating the corrosion of steel* worksheet.

**Investigating the corrosion of steel**

**Research sheet**

**Student’s name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is steel? (1 mark)

Individual ideas

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Any refinements after group discussion

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1. What is corrosion? (1 mark)

Individual ideas

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Any refinements after group discussion

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1. What conditions are necessary for corrosion to occur? (1 mark)

Individual ideas

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Any refinements after group discussion

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1. What is the name given to the type of corrosion that occurs in steel? (1 mark)

Individual ideas

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Any refinements after group discussion

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1. Write a word equation for the chemical reaction that causes corrosion in steel. (1 mark)

Individual ideas

Any refinements after group discussion

1. Describe the appearance of this type of corrosion. (1 mark)

Individual ideas

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Any refinements after group discussion

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**Investigating the corrosion of steel**

**Planning**

1. What is the aim of your investigation? (1 mark)

Individual ideas

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Any refinements after group discussion

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1. Write a hypothesis for the experiment. (1 mark)

Individual ideas

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Any refinements after group discussion

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1. What is the independent variable (i.e. variable to be varied) in the investigation? (1 mark)

Individual ideas

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Any refinements after group discussion

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1. What is the dependent variable (i.e. variable to be measured) in the investigation? (1 mark)

Individual ideas

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Any refinements after group discussion

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1. What variables need to be controlled in the investigation? (1 mark)

Individual ideas

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Any refinements after group discussion

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1. Plan and describe your experimental procedure. Consider how you will ensure that the conditions needed for corrosion will be maintained for the length of the experiment. Describe the steps in the experiment, how the dependent variable will be measured, and, if you think appropriate, prepare a table to record the results. Provide an equipment order to your teacher. Be specific about the equipment required; include quantities and any special instructions,  
   e.g. ‘4 x 15 mL test tubes’, notjust ‘test tubes’. (2 marks)

**Equipment list**

|  |  |
| --- | --- |
| **Individual ideas** | **Any refinements after group discussion** |
|  |  |

**Method** (4 marks)

Individual ideas

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Any refinements after group discussion

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**Results** (2 marks)

Present your results in the way you think most suitable, such as a written description of observations or a table.

**Data processing and analysis**

Are there any patterns or trends in your data? (2 marks)

Individual ideas

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Any refinements after group discussion

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Using science concepts, explain the patterns, trends or relationships you have identified in your data. (2 marks)

Individual ideas

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Any refinements after group discussion

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**Evaluation**

Do the data support the hypothesis? Explain. (2 marks)

Individual ideas

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Any refinements after group discussion

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State a conclusion related to the aim and hypothesis. (1 mark)

Individual ideas

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Any refinements after group discussion

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Identify any sources of experimental error. Suggest how the experimental design may have been improved to reduce any errors. If you think no changes are needed, explain why not. (2 marks)

Individual ideas

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Any refinements after group discussion

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How confident are you with your conclusions? How much uncertainty/error is associated with your data? (2 marks)

Individual ideas

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Any refinements after group discussion

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[Data Analysis and Evaluation questions adapted from: Hackling, M. W. (2005). *Working scientifically: Implementing and assessing open investigation work in science* (Rev. ed.). (Appendices 2 & 3: Planning and report worksheet for science investigations). Perth: Department of Education and Training, pp. 27–38.]

# Marking key for sample assessment task 4 — Unit 1

|  |  |
| --- | --- |
| **Description** | **Marks**  **available** |
| **Research** | **/8** |

|  |  |
| --- | --- |
| * individual research questions (marks as allocated on planning sheet) * refined research questions from group discussion | 6  2 |
| **Planning** | **/13** |
| * individual planning questions (marks as allocated on planning sheet) * refined planning questions from group discussion | 11  2 |
| **Carrying out of experiment** | **/5** |
| * safely conducted * use of repeat trials * data recorded in a meaningful and clear way * equipment cleaned and returned appropriately | 1  1  2  1 |
| Sighting of individual processing and data analysis, and evaluation before group refinement | **/2** |
| **Data processing and analysis** | **/4** |
| * recognition of trend – salt increases rate of corrosion * concepts relating to salt solution carrying current to facilitate corrosion used to explain increased rate of corrosion in salt solutions | 2  2 |
| **Evaluation** | **/7** |
| * makes a valid statement relating hypothesis to results * states a conclusion related to aim and hypothesis * identifies possible limitations in the experimental design * suggests possible improvements or justifies lack of need for changes to experimental design * statement about confidence in conclusion with supporting reasons | 2  1  1  1  2 |
| **Total** | **/39** |

# Sample assessment task

# Marine and Maritime Studies – General Year 11

## Task 10

**Assessment type:** Test

**Conditions**

Time for the task: 50 minutes

**Task weighting:** 4% of the school mark for this pair of units

**TEST**

**Oceanography**

**Recommended time: 50 minutes**

**Structure of the test:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Section** | **Suggested**  **working time** | **Number of questions** | **Marks** |
| ONE  Multiple-choice | 15 minutes | 10 | 10 |
| TWO  Short response | 35 minutes | 4 | 30 |
|  |  | **Total** | **40** |

**PLEASE DO NOT OPEN THE TEST UNTIL INSTRUCTED TO DO SO**

**Section One: Multiple-choice questions**

Choose the correct answer from the choices offered.

1. The land mass extending from a continent and usually resulting in a relatively shallow region of sea is known as
2. a benthic zone.
3. a continental shelf.
4. an abyssal zone.
5. a sediment zone.
6. Which one of the following ocean zones generally shows the greatest variation in salinity?
7. inter-tidal
8. continental shelf
9. pelagic
10. deep sea
11. Which one of the following is **not** a sub-division of the pelagic ocean zone?
12. epipelagic
13. mesopelagic
14. demersalpelagic
15. hadopelagic
16. In which one of the following ocean areas do the majority of marine animal species live?
17. inter-tidal zone
18. photic pelagic zone
19. deep sea zone
20. benthic
21. Organisms that live on, in, or near the seabed are known as
22. benthic.
23. abyssal.
24. pelagic.
25. littoral.
26. Nektons are marine organisms that
27. are sessile.
28. are able to move independently of water currents.
29. burrow in the ocean floor.
30. attach to rocks in the ocean.
31. Which one of the following is **not** a typical environmental feature to which organisms living in the inter-tidal zone need to be adapted?
32. daily changes in water availability
33. rough waves
34. relatively large temperature variations
35. large daily variations in exposure to ultra-violet (UV) light
36. Which one of the following is **not** an environmental feature to which deep sea organisms need to be adapted?
37. low temperatures
38. high pressures
39. low oxygen levels
40. darkness
41. Which one of the following is **not** thought to be a reason some deep sea organisms have evolved bioluminescence?
42. headlights to help it see
43. to increase its visibility
44. lures to attract curious prey
45. unique light patterns for attracting mates
46. A food web consists of a system of interconnected
47. animal species.
48. plant species.
49. herbivores and carnivores.
50. food chains.

**Section Two: Short answer 30 Marks**

This section has **four (4)** questions. Attempt **all** questions from this section.

Write your answers in the space provided.

**Question 1**

Read the information in the box to answer the questions that follow.

A mangrove is a land plant able to live in salt water. In Western Australia, mangroves are common along the coastline from the Kimberley, Dampier and Exmouth and as far south as the Leschenault Inlet in Bunbury.

Mangroves live in a low-oxygen and high-salt environment. Wind, waves and large tidal variations make it hard for mangrove seedlings to survive. Bacteria live in the mud surrounding the mangroves, breaking down dead plant and animal matter and producing sulfur dioxide gas.

Barramundi spawn near mangrove habitats and their larvae eat small plankton such as copepods found between mangrove roots. Other organisms that live in the mangroves include mud crabs, prawns, oysters, archerfish and estuarine crocodiles.

1. For the organisms listed in the table below, use the correct term from the following list to classify the organism. (6 marks)

|  |  |  |
| --- | --- | --- |
| protozoa | platyhelminth | echinoderm |
| angiosperm | nematode | arthropod |
| porifera | annelid | chordate |
| cnidaria | mollusc |  |

|  |  |
| --- | --- |
| **Organism** | **Classification** |
| mangrove |  |
| copepod |  |
| mud crab |  |
| oyster |  |
| archerfish |  |
| estuarine crocodile |  |

1. Identify **two** **(2)** ways in which mangrove plants have adapted to deal with their high-salt environment. (2 marks)

|  |  |
| --- | --- |
| **Adaptation 1** |  |
| **Adaptation 2** |  |

**Question 2** (7 marks)

Below is a list of body features/adaptations for a range of marine organisms.

1. firm attachments to rocks
2. minimal or no gas cavities in their body
3. schooling
4. ability to regrow body parts
5. swimbladder
6. sea snails with a trap door
7. flattened body shape

Each feature is typically associated with organisms in a particular ocean zone or environment. Place these features in the appropriate ocean zone/environment in the table below. Numbers may be used when placing them in their zone.

|  |  |  |  |
| --- | --- | --- | --- |
| **Inter-tidal** | **Continental shelf benthic** | **Pelagic** | **Deep sea** |
|  |  |  |  |

**Question 3** (8 marks)

Complete the table below by classifying the Western Australian marine organisms into their phylum from the list of phyla provided and indicate whether the organism is further classified as planktonic, nektonic or benthic.

|  |  |  |
| --- | --- | --- |
| protozoa | platyhelminth | echinoderm |
| angiosperm | nematode | arthropod |
| porifera | annelid | chordate |
| cnidaria | mollusc |  |

|  |  |  |
| --- | --- | --- |
| **Organism** | **Phylum** | **Planktonic/nektonic/benthic** |
| Image 1: Flatback turtle |  |  |
| Image 2:Turban snail |  |  |
| C:\Users\kniga\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\MMS starfish 2.jpg  Image 3:Sea star |  |  |
| C:\Users\kniga\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Jelly fish MMS.JPG  Image 4:Jelly fish |  |  |

**Question 4**

Read the information in the box to answer the questions that follow.

Geographe Bay, off Bunbury in southwest WA, has seagrass meadows which provide a habitat for the Australian herring. Young herring eat small crustaceans and adults eat small fish, including sardines, juvenile fish and small crustaceans living in the seagrass.

Herring school in large numbers as a defence mechanism against their predators, which include salmon and seal. As well, they hover over the seagrass meadows to give additional protection. Below is a table showing some of the organisms that inhabit a seagrass meadow in Geographe Bay and the organisms they eat.

|  |  |
| --- | --- |
| **Organism** | **This organism eats:** |
| Australian herring | anchovies, sardines, juvenile garfish, shrimp |
| anchovies | phytoplankton |
| sardines | mollusc larvae, phytoplankton |
| shrimp | phytoplankton |
| mollusc larvae | seagrass |
| juvenile garfish | seagrass, phytoplankton, shrimp |
| Australian salmon | Australian herring, shrimp |
| seal | Australian herring |
| great white shark | seal |

1. Using the information from the table and the blank A4 sheet provided by your teacher, construct a food web showing the links between all organisms living on the seagrass meadow.

(3 marks)

1. In the space below, draw one complete food chain containing Australian herring. (1 mark)
2. In the food web, what could be considered as a producer? (1 mark)

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1. What effect would the death of the seagrass have on the Australian herring? Explain your answer. (2 marks)

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**ACKNOWLEDGEMENTS**

**Question 3**

Whiting, A. (2014).Flatback turtle. InDepartment of Parks and Wildlife, *Marine wildlife of WA’s north-west: Identification guide* (p.15). Kensington, WA: Author. Retrieved June, 2014, from [www.dpaw.wa.gov.au/management/marine/marine-wildlife/66-marine-turtles-in-western-australia](http://www.dpaw.wa.gov.au/management/marine/marine-wildlife/66-marine-turtles-in-western-australia)

**Image 2** Dyer, M. (n.d.). Turban snail. In J. Huisman (Ed.), *Beachcombers field guide* (p. 27).Perth: Department of Fisheries. Retrieved June, 2014, from<http://beachcombers-kit.fish.wa.gov.au/>

Photo courtesy the Department of Fisheries, WA.

**Image 3** Southwood, P. (2013).*Astropecten preissei PC260178*. Retrieved July, 2014, from <http://commons.wikimedia.org/wiki/File:Astropecten_preissei_PC260178.JPG#mediaviewer/File:Astropecten_preissei_PC260178.JPG>

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**Image 4** Snow, C.T. (2004). *Mastigias sp. side*. Retrieved July, 2014, from <http://commons.wikimedia.org/wiki/File:Mastigias_sp._side.jpg#mediaviewer/File:Mastigias_sp._side.jpg>

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# Marking key for sample assessment task 10

**Section One: Multiple-choice**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| One mark per question | 0–10 |
| **Total** | **/10** |

|  |  |
| --- | --- |
| **Question** | **Answer** |
| 1 | B |
| 2 | A |
| 3 | C |
| 4 | D |
| 5 | A |
| 6 | B |
| 7 | D |
| 8 | C |
| 9 | B |
| 10 | D |

**Section Two: Short answer**

**Question 1**

1. For the organisms listed in the table below, use the correct term from the following list to classify the organism. (6 marks)

|  |  |  |
| --- | --- | --- |
| protozoa | platyhelminth | echinoderm |
| angiosperm | nematode | arthropod |
| porifera | annelid | chordate |
| cnidaria | mollusc |  |

|  |  |
| --- | --- |
| **Organism** | **Classification** |
| mangrove | angiosperm |
| copepod | arthropod |
| mud crab | arthropod |
| oyster | mollusc |
| archerfish | chordate |
| estuarine crocodile | chordate |

|  |  |
| --- | --- |
| **Description** | **Marks** |
| One mark for each organism as in above table | 0–6 |
| **Total** | **/6** |

1. Identify two (2) ways in which mangrove plants have adapted to deal with their high-salt environment. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Accept any two suitable adaptations. Possible examples include the following:   * special salt-excreting glands on leaves * the exclusion of salt from entering roots with water uptake * ridding salt with old leaves, bark and wood * restrict the opening of their stomata to conserve its fresh water * thick waxy leaf coating or dense hairs to reduce transpiration and so conserve fresh water | 1–2 |
| **Total** | **/2** |

**Question 2** (7 marks)

Below is a list of body features/adaptations for a range of marine organisms.

1. firm attachments to rocks
2. minimal or no gas cavities in their body
3. schooling
4. ability to regrow body parts
5. swimbladder
6. sea snails with a trap door
7. flattened body shape

Each feature is typically associated with organisms in a particular ocean zone or environment. Place these features in the appropriate ocean zone/environment in the table below. Numbers may be used when placing them in their zone.

|  |  |  |  |
| --- | --- | --- | --- |
| **Inter-tidal** | **Continental shelf benthic** | **Pelagic** | **Deep sea** |
| 1, 4, 6 | 7 | 3, 5 | 2 |

|  |  |
| --- | --- |
| **Description** | **Marks** |
| One mark for each adaptation as in above table | 0–7 |
| **Total** | **/7** |

**Question 3** (8 marks)

Complete the table below by classifying the Western Australian marine organisms into their phylum from the list of phyla provided and indicate whether the organism is further classified as planktonic, nektonic or benthic.

|  |  |  |
| --- | --- | --- |
| protozoa | platyhelminth | echinoderm |
| angiosperm | nematode | arthropod |
| porifera | annelid | chordate |
| cnidaria | mollusc |  |

|  |  |  |
| --- | --- | --- |
| **Organism** | **Phylum** | **Planktonic/nektonic/benthic** |
| Flatback turtle | chordate | nektonic |
| Turban snail | mollusc | benthic |
| Sea star | echinoderm | benthic |
| Jelly fish | cnidaria | planktonic |

|  |  |
| --- | --- |
| **Description** | **Marks** |
| One mark for each cell as in above table | 0–8 |
| **Total** | **/8** |

**Question 4**

Read the information in the box to answer the questions that follow.

Geographe Bay, off Bunbury in southwest WA, has seagrass meadows which provide a habitat for the Australian herring. Young herring eat small crustaceans and adults eat small fish, including sardines, juvenile fish and small crustaceans living in the seagrass.

Herring school in large numbers as a defence mechanism against their predators, which include salmon and seal. As well, they hover over the seagrass meadows to give additional protection. Below is a table showing some of the organisms that inhabit a seagrass meadow in Geographe Bay and the organisms they eat.

|  |  |
| --- | --- |
| **Organism** | **This organism eats:** |
| Australian herring | anchovies, sardines, juvenile garfish, shrimp |
| anchovies | phytoplankton |
| sardines | mollusc larvae, phytoplankton |
| shrimp | phytoplankton |
| mollusc larvae | seagrass |
| juvenile garfish | seagrass, phytoplankton, shrimp |
| Australian salmon | Australian herring, shrimp |
| seal | Australian herring |
| Great White shark | seal |

1. Using the information from the table and the blank A4 sheet provided by your teacher, construct a food web showing the links between all organisms living on the seagrass meadow.

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| all given links between organisms are shown (see food web next page) | 1 |
| arrows drawn in correct direction | 1 |
| organisms at the same trophic level are placed on approximately the same horizontal line of the web | 1 |
| **Total** | **/3** |

phytoplankton

shrimp

juvenile garfish

sardines

anchovies

Australian herring

seagrass

Australian salmon

seal

mollusc larvae

Great White shark

1. In the space below, draw one complete food chain containing Australian herring. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Food chain needs to start with a producer (phytoplankton or seagrass), include the Australian herring and end with a predator (e.g. Australian salmon or shark).  For example, one of the following:  phytoplankton → shrimp → Australian herring → Australian salmon  phytoplankton → juvenile garfish → Australian herring → Australian salmon  seagrass → mollusc larvae → sardines → Australian herring → seal → shark  seagrass → juvenile garfish → Australian herring → seal → shark | 1 |
| **Total** | **/1** |

1. In the food web, what could be considered as a producer? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Seagrass or phytoplankton | 1 |
| **Total** | **/1** |

1. What effect would the death of the seagrass have on the Australian herring? Explain your answer. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The herring population would decline in number | 1 |
| Populations of garfish and sardines (as a result of fewer mollusc larvae) would be reduced and this would have a flow-on effect on the herring population by reducing its food supply | 1 |
| **Total** | **/2** |

# Sample assessment task

# Marine and Maritime Studies – General Year 11

## Task 14 — Unit 2 Sailing context

**Assessment type:** Practical

**Conditions**

Period allowed for completion of the task: two weeks; combination of in-class and out-of-class time.

**Task weighting:** 5% of the school mark for this pair of units

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**Knot board (30 marks)**

An important skill for a sailor is the ability to tie a variety of knots. Some knots are developed for very specific purposes.

In this task, you will research seven knots, neatly display them on a board with labels and provide background information about each knot.

**What you need to do**

**Research notes**

For each of the knots listed below, you will need to:

1. identify the origin of each knot and outline its use, and (14 marks)
2. acknowledge the source of information by providing a bibliography (2 marks)

Knots to be researched:

* clove hitch
* round turn and two half-hitches
* bowline
* figure of eight
* sheet bend
* reef knot
* stopper

**Design and construction of the knot board**

1. Prepare a suitable board to display your knots to maximise visual impact (consider the need for contrasting rope and board colours). (3 marks)
2. Tie each knot, ensuring they are appropriately set with their ends correctly whipped and/or spliced to prevent fraying. (7 marks)
3. Invisibly mount each knot on your board. (2 marks)
4. Label each knot. (2 marks)

**What needs to be submitted?**

Research notes and knot board with labels

# Marking key for sample assessment task 14 — Unit 2

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Origin of knot (one mark each knot) | 7 |
| Use of knot (one mark each knot) | 7 |
| Display board clear and arranged for effective visual display of knots | 1–3 |
| Knot tied correctly (one mark each knot) | 7 |
| Uses invisible forms of mounting each knot | 1–2 |
| Each knot labelled clearly | 1–2 |
| Bibliography | 1–2 |
| **Total** | **/30** |