

Aquatic Practices 2019 v1.0

Sample assessment instrument

November 2018

Investigation — Magazine article

Information for teachers

This sample has been compiled by the QCAA to help and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

Purpose of the investigation

This technique assesses investigative practices and the outcomes of applying these practices. Investigation includes locating and using information beyond students' own knowledge and the data they have been given. In Aquatic Practices, investigations involve research and follow an inquiry approach. Investigations provide opportunity for assessment to be authentic and set in lifelike contexts.

Further information about the specifications for this assessment technique can be found in the Assessment techniques section of the Aquatic Practices syllabus.

Assessment dimensions

This assessment instrument is used to determine student achievement in objectives from at least two of the following dimensions:

- Knowing and understanding
- Analysing and applying
- Planning and evaluating.

Not every objective from each dimension needs to be assessed.

Subject	Aquatic Practices
Technique	Investigation — Magazine article
Unit number and module number and name	Unit: 4 Module: 8. Food from the sea

Conditions	Units 3–4
Written	600–1000 words
Further information	
Duration (including class time)	3 weeks
Individual/group	Individual
Resources available	Access to internet and computers. Presentation from the Queensland Boating and Fisheries Patrol and resources provided in the stimulus section.
Context	
During this module, you have been exploring the concepts of conservation and sustainability and how these apply to the seafood industry, as well as the legislation, rules and regulations imposed on fisheries to conserve and sustain these resources. You have had a presentation from a Queensland Boating and Fisheries Patrol (QBFP) officer and have been learning about the various commercial fisheries in Queensland.	
Task	
Write an article for your local seafood magazine, aimed at readers interested in purchasing seafood harvested from sustainable sources. Your article will investigate an Australian commercial fishery and one of the species they target, including the fishing equipment and practices used, management controls in place, the current state or condition of the fishery, and how their products reach the consumer. In reading your article, consumers should be able to make an informed seafood choice.	
To complete this task:	
<ul style="list-style-type: none"> • investigate an Australian commercial fishery through research • present the results of your investigation in a magazine article that <ul style="list-style-type: none"> – describes the fishery, one of the species they target, its final product/s and destination/s and the main catch method/s employed by commercial fishers – demonstrates your understanding of sustainability by explaining concepts and ideas related to your chosen fishery – analyses catch and population data (historical and current) for your chosen fishery and relates this information to the current status of the fishery – analyses how management methods (e.g. quotas, catch restrictions, bycatch technology, closed areas and seasons, and other relevant methods) are used to control overfishing and address the environmental risks associated with the fishery – reports on the product/s of the fishery, identifying possible sustainability issues with how the product reaches the consumer – uses the language conventions and features of a magazine article, including relevant visual images to complement communication of the presented information. 	

Checkpoints

- Term [X] Week [X]/[Date]: Consult with teacher to check research progress
- Term [X] Week [X]/[X]: Submit draft magazine article
- [Due date]: Submit final magazine article

Authentication strategies

Your teacher will use ways to check that the work you are assessed on is your own work.

- Your teacher will observe you completing work in class.
- Submit a draft and respond to teacher feedback.
- Acknowledge all sources used.
- Submit the declaration of authenticity.

Stimulus

The following websites are a guide to the types of resources that could be used for the assessment:

- *Australian Fisheries Management Authority*, 'Fisheries', www.afma.gov.au/fisheries
- *Business Queensland*, 'Commercial fisheries profiles', www.business.qld.gov.au/industries/farms-fishing-forestry/fisheries/fisheries-profiles
- *Department of Agriculture and Fisheries*, 'Commercial fisheries monitoring', www.daf.qld.gov.au/business-priorities/fisheries/monitoring-our-fisheries/commercial-fisheries
- *FRDC (Fisheries Research and Development Corporation)*, 'Welcome to the Status of Australian Fish Stocks Reports', <http://fish.gov.au>
- *Australia's Sustainable Seafood Guide*, <https://www.sustainableseafood.org.au>
- *Marine Stewardship Council*, 'Track a fishery', <https://fisheries.msc.org/en/fisheries>

Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> comprehensive description of concepts and ideas in aquatic contexts concise and coherent explanation of concepts and ideas in aquatic contexts proficient demonstration of a comprehensive range of skills in aquatic contexts. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> detailed description of concepts and ideas in aquatic contexts coherent explanation of concepts and ideas in aquatic contexts precise demonstration of a range of skills in aquatic contexts. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> description of concepts and ideas in aquatic contexts explanation of concepts and ideas in aquatic contexts demonstration of skills in aquatic contexts. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> superficial description of concepts and ideas in aquatic contexts disjointed explanation of concepts and ideas in aquatic contexts basic demonstration of skills in aquatic contexts. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> partial description of aquatic information statements of information about aquatic contexts guided demonstration of skills in aquatic contexts.
Analysing and applying	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> discerning and logical analysis of information, situations and relationships in aquatic contexts discerning and proficient application of knowledge, understanding and skills in aquatic contexts concise and coherent use of language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> logical analysis of information, situations and relationships in aquatic contexts controlled application of knowledge, understanding and skills in aquatic contexts coherent use of language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> analysis of information, situations and relationships in aquatic contexts application of knowledge, understanding and skills in aquatic contexts use of language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> identification of situations and relationships in aquatic contexts basic application of knowledge, understanding and skills in aquatic contexts use of basic language conventions and features to communicate ideas and information. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> identification of aspects of situations and relationships in aquatic contexts partial application of knowledge and skills in aquatic contexts disjointed use of language conventions to communicate information.