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| Survival in the environment | | Year 5 | | | Unit 1 |
| Assessment task — Creating a creature | | | | | |
| Name |  | | Class |  | |
| Teacher |  | | Date |  | |

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| Task |

Your task is to design two creatures and compare adaptations that allow each creature to survive in the environments provided. You will use a slideshow to present your creature and information.

1. **View** the two environments on the assessment tasks *Creating a creature: Student resource 1* (Island environment)and *Creating a creature: Student resource 2* (Newly discovered environment) and examine the environmental data.
2. **View** the different structural features on the assessment task *Creating a creature:* *Student resource 3 (slideshow)*. You need to include the following when you create your creature (slides 4–14):
3. Body type
4. Head type
5. Eyes
6. Feet
7. Tail type
8. **Use** these structural features to **create** a creature with features that will help it survive in the:
9. Island environment
10. newly discovered environment.

Copy and paste the images from the assessment task *Creating a creature:* *Student resource 3 (slideshow)* into your own slideshow.

1. **Add** notes to your slideshow to:
2. describe each creature’s structural features
3. use the environmental data and your science knowledge to analyse how the features enable the creature to survive in its environment, e.g.

*The creature has a long thin body type. It lives in a rocky environment and this feature would assist the creature to be able to hide under the rocks for protection from predators and sleep under the rocks for shelter.*

**Note:** More than one slide for each creature and environment may be created to assist in the description.

1. Use the environmental data to justify the differences in structural features between the two creatures.

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1. Predict how your creature would be affected if the ocean was to rise further in the island environment.

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| Year 5 Science: Unit 1 — Survival in the environment: Creating a creature | Name: |  |

**Purpose of assessment:** To analyse how the form of living things enables them to function in their environments. To use environmental data when suggesting explanations for difference in structural features of creatures. To communicate ideas using multimodal texts.

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| Science Understanding | | | | Science Inquiry Skills | | |  |
| Biological sciences | | | | Communicating | | |  |
| Analyse how the form of living things enables them to function in their environment. | | | | Communicate ideas using multimodal texts. | | |  |
|  |  | |  | |  | |  |
|  | Applies science knowledge to predict the impact of changing environmental conditions on the creature. |  | Communicates using accurate scientific language and appropriate representations comprehensively. | A |
|  | Justifies the difference in structural features using environmental data. |  | Communicates using scientific language and representations. | B |
|  | Analyses how the form of living things enables them to function in an environment. |  | Communicates ideas using multimodal texts. | C |
|  | Describes structural features of a creature. |  | Uses everyday language. | D |
|  | States a structural feature. |  | Uses fragmented language. | E |

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| Feedback: |  |