



<b>Task Number</b>	2	<b>Task Name</b>	Cell Model
<b>Course</b>	Year 7 Science	<b>Faculty</b>	Science
<b>Teacher</b>	Sulek, Allen, Cabot	<b>Head Teacher</b>	Mr Yates
<b>Issue date</b>	Term 1 Week 10	<b>Due date</b>	Term 2 Week 4 (Monday)
<b>Focus (Topic)</b>	Cells	<b>Task Weighting</b>	25%

**Outcomes**

A student:

SC4-14LW – Relates the structure and function of living things to their classification, survival and reproduction  
 SC4-7WS - Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions  
 SC4-9WS - Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

**Task description**

**PART ONE:**

- Student may choose to make a plant or animal cell.
- Your cell must be 3-dimensional. Suggestion: Use a shoe box or a clear lunch box.
- The model may be edible or non-edible
- All parts of your cell must be labelled clearly. Suggestion: Use toothpicks and pieces of paper to make little flags or colour code.
- Your organelles should clearly represent the actual organelle e.g. Your nucleus should not be square. Your mitochondria should be sausage shaped.
- Actual numbers of organelles found in real cells should be represented. e.g. Each cell has one nucleus. Plant cells have one large vacuole. Cells have multiple mitochondria.
- Functions of each organelle should be provided. Suggestion: Use the back side of your label “flags” to write down the job of that organelle.
- Be **UNIQUE** and **CREATIVE!** Use a variety of appropriate materials.

**\* If students elect to prepare an edible model the Science faculty will not be able to refrigerate them \***

**PART TWO:**

Students are to research information in order to complete the question sheet attached. Students will be provided time in class to conduct research and complete the questions. The remaining work must be completed in the student’s own time.

## Marking Guidelines

CRITERIA	MARK %
<b>Outstanding</b> The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.	90-100
<b>High</b> The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	75-89
<b>Sound</b> The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	50-74
<b>Basic</b> The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	25-49
<b>Limited</b> The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	0-24
Late submission – no misadventure Assessment not submitted	Parental notification