Kariong Mountains High School

Stage 6 Assessment Task

Science Faculty

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| HSC Marine Studies |
| Title: | Commercial and Recreational Fishing | **Task Number:** | 2 | **Task Type** | Practical demonstration and research task |
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| Weighting of Task: | 25%  | Marks: | Task will be marked out of 61 |
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| Date Set: | Wednesday 17/2/16 | Date Due: | Wednesday2/3/16 | Class: | 12 Marine |
| Student’s Name: |  | Teacher’s Name: | Mrs M. Miller |
| **Description of Outcomes Assessed:** |
| 1.1 | relates with a respectful and caring attitude to the ocean and its life forms  |
| 1.2  | identifies the roles of individuals or groups involved in maritime activities |
| 1.3 | recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course |
| 2.1 | appreciates the importance of effective management practice |
| 2.3 | communicates information by writing reports, giving short talks and contributing to discussions  |
| 4.1 | identifies marine vocations and a range of leisure pursuits |
| 4.2 | appreciates marine environments as sources of employment and leisure |
| 5.1 | values the rules and operating principles of marine equipment and applies them |
| **Learning areas Assessed:** |
| Optional Module 10: Commercial and Recreational Fishing  |
| **Assessment Task: DESCRIPTION OF TASK** **Part A: Students will be practically assessed from the Commercial and Recreational Fishing module.****This task will be marked on 10 components (each worth 5 marks).** 1. tying hook, sinker and swivel using a half-blood knot [1.2,4.1,5.1]
2. correctly baiting a hook [1.1,1.2,2.1,4.1,5.1]
3. demonstrate correct casting and return [1.1,1.2,2.1,4.1,5.1]
4. demonstrate safe and caring handling of fish (if caught) [1.1,1.2,2.1,4.1,5.1]

**Part B: Students are to produce a two page fishing guide for the local site, to be handed in by 8.30am. The guide is to include:** 1. location name and map (3 marks) [1.3,2.3,4.1,4.2,5.1]
2. daily tide chart for location for Monday 7/03/2016 (3 marks) [1.3,2.1,2.3,4.2,5.1]
3. Identify two (2) types of fish in the local area including: [1.3,2.1,2.3,4.2,5.1]
	1. Common and scientific names (4 marks)
	2. Picture of fish (4 marks)
	3. Size and bag limits (4 marks)
	4. Fishing tactics/methods – including bait used, rig setup, habitat/casting locations (8 marks)

**Part C: Students are to produce a one page sustainable fishing report, to be handed in by 8.30am. The report is to include:** 1. The role of a NSW fisheries officer, qualifications required and their location on the Central Coast (9 marks) [1.2,2.1,2.3,4.1,4.2]
2. Three (3) strategies used to conserve fish stocks in the local area (6 marks) [1.2,2.1,2.3,4.1,4.2]
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**Marking Criteria**

**Part A – Practical assessment (20 Marks)**

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| **Criteria** | **Mark** |
| **Tying hook, sinker and swivel using a half-blood knot** [1.2,4.1,5.1] |  |
| * Ties all three with no assistance
 | 5 |
| * Ties all three with little assistance
 | 4 |
| * Ties all three with assistance
 | 3 |
| * Ties at least one knot with assistance
 | 2 |
| * Attempts to tie a knot
 | 1 |
|  |  |
| **Correctly baits a hook** [1.1,1.2,2.1,4.1,5.1] |  |
| * Baits hook with no assistance
 | 5 |
| * Baits hook with little assistance
 | 4 |
| * Baits hook with assistance
 | 3 |
| * Attempts to bait hook
 | 2 |
|  |  |
| **Demonstrate correct casting and returning** [1.1,1.2,2.1,4.1,5.1] |  |
| * Shows correct and accurate casting technique and returns with ease
 | 5 |
| * Shows correct casting technique and returns with ease
 | 4 |
| * Shows correct casting technique with little help
 | 3 |
| * Shows correct casting technique with assistance
 | 2 |
| * Attempts to cast and return
 | 1 |
|  |  |
| **Safe handling of fish** [1.1,1.2,2.1,4.1,5.1] |  |
| * Explains or demonstrates how to remove a hook with minimal harm to the animal
 | 5 |
| * Explains or demonstrates how to remove a hook with little assistance
 | 4 |
| * Explains or demonstrates how to remove a hook with assistance
 | 3 |
| * Attempts to explain or demonstrate how to remove a hook safely
 | 2 |

**Part B – Fishing guide (26 Marks)**

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| **Criteria** | **Mark** |
| **Location name and map** [1.3,2.3,4.1,4.2,5.1] |  |
| * Includes full site name and accurate map highlighting specific fishing site
 | 3 |
| * Includes site name and map of area
 | 2 |
| * Includes site name OR map of area
 | 1 |
| **Daily tide chart** [1.3,2.1,2.3,4.2,5.1] |  |
| * Includes correct tide times and heights for location
 | 3 |
| * Includes tide times for location
 | 2 |
| * Includes inaccurate tide times for location
 | 1 |
| **Identify two (2) types of fish in the local area including:** [1.3,2.1,2.3,4.2,5.1]**Common and scientific names**  | ALL MARKS X 2 |
| * Correctly identifies the common and scientific name
 | 2 |
| * Correctly identifies the common OR scientific name
 | 1 |
| **Picture of the fish**  |  |
| * Includes a visible and correct picture of the specified fish
 | 2 |
| * Includes a picture of the specified fish
 | 1 |
| **Size and bag limit** |  |
| * Correctly identifies the size and bag limit for the specified fish
 | 2 |
| * Correctly identifies the size OR bag limit for the specified fish
 | 1 |
| **Fishing tactics/methods** |  |
| * Identifies the bait used, rig setup and habitat/casting locations for specified fish
 | 4 |
| * Includes 3 correct items of the above information
 | 3 |
| * Includes 2 correct items of the above information
 | 2 |
| * Includes 1 correct item of the above information
 | 1 |

**Part C – Sustainable fishing report (15 Marks)**

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| **Criteria** | **Mark** |
| **Fisheries officer** [1.2,2.1,2.3,4.1,4.2] |  |
| * Describes three main roles/jobs of a fisheries officer in detail (2 marks each)
* Identifies the qualifications required to obtain the job
* Identifies the fisheries office on the Central Coast including location and contact details (2 marks)
 | 9 |
| * Lists three main roles/jobs of a fisheries officer
* Identifies the qualifications required to obtain the job
* Identifies the fisheries office on the Central Coast including location and contact details (2 marks)
 | 6 |
| * Lists three main roles/jobs of a fisheries officer
* Identifies the qualifications required to obtain the job
* Identifies the fisheries office on the Central Coast
 | 5 |
| * Lists two roles/jobs of a fisheries officer
* Identifies the qualifications required to obtain the job
* Identifies the fisheries office on the Central Coast
 | 4 |
| * Lists one job of a fisheries officer
* Identifies the qualifications required to obtain the job
* Identifies the fisheries office on the Central Coast
 | 3 |
| **Conservation techniques** [1.2,2.1,2.3,4.1,4.2] |  |
| * Identifies and describes THREE strategies used to conserve fish stocks in the local area in some detail (2 marks each)
 | 6 |
| * Identifies and describes TWO strategies used to conserve fish stocks in the local area in some detail
 | 4 |
| * Identifies and describes ONE strategy used to conserve fish stocks in the local area in some detail
 | 2 |
| * Identifies a strategy to conserve fish stocks (1 mark for each listed – up to 3 marks)
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| **Identify two (2) types of fish in the local area including:** [1.3,2.1,2.3,4.2,5.1]**Common and scientific names**  | ALL MARKS X 2 |
| * Correctly identifies the common and scientific name
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| * Correctly identifies the common OR scientific name
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| * Correctly identifies the size and bag limit for the specified fish
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| * Correctly identifies the size OR bag limit for the specified fish
 | 1 |
| **Fishing tactics/methods** |  |
| * Identifies the bait used, rig setup and habitat/casting locations for specified fish
 | 4 |
| * Includes 3 correct items of the above information
 | 3 |
| * Includes 2 correct items of the above information
 | 2 |
| * Includes 1 correct item of the above information
 | 1 |

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Teacher Feedback: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_