Science as a Human Endeavour Investigation – Climate Change

This task has a focus on science as a human endeavour; how science interacts with society.

Select and explore a recent discovery, innovation, issue, or advancement in which knowledge about earth and environmental science has been used to benefit society. Select examples that demonstrate at least one of the key concepts of science as a human endeavour.

Select, analyse and synthesise information from different sources to:

* explain the science relevant to the focus of your investigation
* show its connections to science as a human endeavor.

Prepare a scientific report, which must include the use of scientific terminology and:

* an introduction to identify the focus of the investigation and the key concept(s) of science as a human endeavour that it links to
* relevant earth and environmental science concepts or background
* an explanation of how the focus of the investigation illustrates the interaction between science and society, including a discussion of the potential impact of the focus of the investigation, e.g. further development, effect on quality of life, environmental implications, economic impact, intrinsic interest
* a conclusion
* citations and referencing.

The report, which can be in a format of your choice, should be a maximum of 1500 words if written, or a maximum of 10 minutes for an oral presentation, or the equivalent in multimodal form.

**Performance Standards for Stage 2 Earth and Environmental Science**

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| **Knowledge and Application** | **A** | **B** | **C** | **D** | **E** |
| **1**  **2**  **3**  **4** | Demonstrates **deep and broad** knowledge and understanding of a range of earth and environmental science concepts.  Applies earth and environmental science concepts **highly effectively** in **new and** familiar contexts.  **Critically** explores and understands **in depth** the interaction between science and society.  Communicates knowledge and understanding of chemistry **coherently** with **highly effective** use of appropriate terms, conventions and representations. | Demonstrates **some depth** and breadth of knowledge and understanding of a range of earth and environmental science concepts.  Applies earth and environmental science concepts **mostly effectively** in **new and** familiar contexts.  **Logically** explores and understands in **some depth** the interaction between science and society.  Communicates knowledge and understanding of chemistry **mostly coherently** with **effective** use of appropriate terms, conventions, and representations. | Demonstrates knowledge and understanding of a **general** range of earth and environmental science concepts.  Applies earth and environmental science concepts **generally effectively** in **new o**r familiar contexts.  Explores and understands **aspects** of the interaction between science and society.  Communicates knowledge and understanding of chemistry **generally effectively** using **some** appropriate terms, conventions, and representations. | Demonstrates **some basic** knowledge and **partial** understanding of earth and environmental science concepts.  Applies **some** earth and environmental science concepts in familiar contexts.  **Partially** explores and recognises **aspects** of the interaction between science and society.  Communicates **basic** earth and environmental science information, using **some** appropriate terms, conventions, and/or representations. | Demonstrates some **limited** recognition and awareness of earth and environmental science concepts.  **Attempts** to apply earth and environmental science concepts in familiar contexts.  **Attempts** to explore and identify **an aspect** of the interaction between science and society.  **Attempts** to communicate information about earth and environmental science. |