

Pre-AICE Biology (IGCSE) Features of Living Organisms (I)

Ch 30: Classification Informational Brochure Guidelines

Based on the IGCSE Syllabus you should be able to:

Section I- 1. List and describe the features of living organisms, state the meaning of the terms nutrition, excretion, respiration, growth, movement, reproduction and sensitivity.

Section I- 2.1. Explain the meaning and describe the binomial system of naming species, e.g. *Felis leo* or *Felis tigris*. And be able to identify and name the five main classes of vertebrates by using visible, external features.

Section I- 2.2. List the main, visible, external features used to identify and name the groups, also name examples: flowering plants (mono- and dicotyledons), arthropods (insects, arachnids, crustaceans and myriapods), annelids, nematodes, mollusks.

Section I-3. Use simple dichotomous (forked) keys that use easily identified features

Create an informational brochure using construction paper or colored paper
(not to exceed a size that will neatly fit into your INB)

Choose a **seed-bearing** or **non-seed-bearing** plant from pages 272-273 in IGCSE book. Next, choose one **animal** that lives on or near your plant from pages 270-271 in IGCSE book. Then research the complete organizational structure of both based on the syllabus requirements above. Your score will be calculated as follows:

Grading Rubric	Possible Score	Total Score
Drawing or photo of <ul style="list-style-type: none"> • Plant (seed bearing/non-seed bearing) • Animal (invertebrate/vertebrate) 	5 5	
Section I- 1 & Section I- 2.2 Key Features & Characteristics of <ul style="list-style-type: none"> • Plant • Animal 	10 10	
Section I- 2.1 Classification Hierarchy <ul style="list-style-type: none"> • Domain – Species : plant • Domain – Species : animal 	8 8	
Common Name of Plant and Animal	5	
Section I- 2.2 Drawing or Photo Depicting Life Cycle <ul style="list-style-type: none"> • Plant (seed bearing/non-seed bearing) • Animal (invertebrate/vertebrate) 	5 5	
Where is it found in nature (endemic to what region) <ul style="list-style-type: none"> • Include map of region 	5	
Section I-3 Dichotomous Key <ul style="list-style-type: none"> • Plant (seed bearing/non-seed bearing) • Animal (invertebrate/vertebrate) 	5 5	
Creativity	5	
Neatness & Organization of Brochure	5	
Use of Color (at least 4)	5	
Your name and resource list shown in a creative way	9	
Total	100	

Teacher comments: