**Stage 1 Formative Deconstruct & Design**

**Task Expectations**

* Refer to the video tutorial on Haiku
* Refer to the Deconstruct & Design guidance sheet on Haiku
* Refer to the exemplar on Hiaku.

**Context:**

While some plants are able to survive high salt concentrations in soil and water, other plants are not. Too much salt in the soil and water can kill many species of plants. The soils along certain areas of the Murray River in South Australia are currently experiencing increasing salinity levels which is posing a problem to farmers. However, salt can also be used to kill unwanted plants such as weeds.

The **question** that you need to deconstruct and design a test around is:

**What is the lowest concentration of salt that can effectively be used to kill weeds?**

**Part 1 - Deconstruct**

Using a table similar to the one often helps students extend and organise their thoughts in order to start the deconstruction – and to separate the different aspects of the question. You can add more relevant columns or rows as suits your needs. Try to be exhaustive. This is only a suggested way of starting the deconstruct part of the task.

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| --- | --- |
| Considerations | **Aspects of the question:** What is the lowest concentration of salt that can effectively be used to kill weeds? |
| **Options** | **Type of weed(s) to use in test** | **Type of salt used** | **Salt concentration ranges & salt solution** | **How will I measure the effectiveness of weed killer (quantitative and qualitative).** | **Method Options** | **Other issues or variables to think about** |
| **Questions to research** |  |  |  |  |  |  |
| **Findings:** |  |  |  |  |  |  |
| **Possible Limitations** |  |  |  |  |  |  |
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**Part 2 - Design**

This is the crucial section of the 4 A4 pages you have. In this section you want to outline your best choices/answers for the questions above and give very clear constant justification for why this is the best method/approach for conducting the test and getting results that will answer the question.