# Assessment Notification

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Year 9 Science</th>
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<tbody>
<tr>
<td><strong>Unit Assessed:</strong></td>
<td>Skills</td>
</tr>
<tr>
<td><strong>Teacher:</strong></td>
<td>VDL</td>
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<tr>
<td><strong>Task Number:</strong></td>
<td>Task 1</td>
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<tr>
<td><strong>Task Title:</strong></td>
<td>Journal Investigation - Constructing an Abstract</td>
</tr>
<tr>
<td><strong>Length:</strong></td>
<td>150 words max.</td>
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<tr>
<td><strong>Due Date / Time:</strong></td>
<td>To be completed in class, hand written, Week 5.</td>
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<td><strong>Additional Submission Instructions:</strong></td>
<td>In class submission</td>
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<td><strong>Assessment Weighting:</strong></td>
<td>20%</td>
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<td><strong>Syllabus Outcomes:</strong></td>
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  - SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.  
  - SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations. |
| **Task Learning Purpose:** | Students will understand how to use online systems to search for and obtain a journal article on a particular topic. Students will understand the role of an abstract and prepare an abstract from an existing journal article. |
| **Task Details** | Students will need to read and interpret a supplied scientific journal article in class, Week 5. Students will then construct a clear and concise abstract which may include the following aspects:  
  - Background  
  - Purpose  
  - How was it investigated?  
  - What was found?  
  - Conclusion  
  - Key words  
  The abstract should be a maximum of 150 words and is to be completed in class. Two library lessons will be given to prepare students for their abstract construction in class. Students will be given abstract scaffolds to practice writing abstracts before in class assessment. Additional questions may also need to be answered.  
  An example article can be found here and its abstract with a breakdown in the scaffold format can be found here. |
### Marking Criteria

<table>
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<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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| A     | 21 - 25 | - Extensive knowledge and understanding of journal article.  
- Abstract is clear and concise.  
- Abstract clearly addresses all structure requirements.  
- Abstract is within word limit.  
- Correctly references journal article. |
| B     | 16 - 20 | - Thorough knowledge and understanding of journal article.  
- Abstract is clear and concise.  
- Abstract clearly addresses most structure requirements.  
- Abstract is within word limit.  
- Correctly references journal article. |
| C     | 11 - 15 | - Sound knowledge and understanding of the journal article.  
- Abstract addresses most structure requirements.  
- Abstract is within word limit.  
- Attempt to reference journal article. |
| D     | 6 - 10 | - Basic knowledge and understanding of journal article.  
- Abstract address some of the structure requirements.  
- Abstract is within word limit.  
- Attempt to reference journal article. |
| E     | 1 - 5  | - Elementary knowledge and understanding of journal article.  
- Limited aspects of abstract structure shown.  
- Abstract not within word limit.  
- Incorrectly references journal article. |